

St Margaret's at Cliffe Curriculum Overview for Badgers Class Term 1 2024 - 2025

English

Speaking and Listening

- discuss and record ideas for writing
- read aloud, using the appropriate intonation and control to make the meaning clear
- listen and respond appropriately to adults and peers
- ask relevant questions to extend understanding and knowledge

Reading

- read an increasing number of exception words
- apply knowledge of root words, prefixes and suffixes
- listen to and discuss a range of non-fiction and reference books

Grammar

- use the main clause in a sentence and begin to identify the subordinate clause
- use commas to mark a pause in a complex sentence

Writing

- spell words that are often misspelt
- correctly spell homophones
- use handwriting joins consistently
- compose and rehearse sentences orally for writing using a varied and rich vocabulary
- organise writing into paragraphs using the features of non-narrative
- evaluate my own and others' writing, making suggestions for improvements

Mathematics

Place Value

- represent and partition numbers to 1,000
- estimate and use number lines to 1,000 and 10,000
- count in thousands
- represent and partition numbers to 10,000
- flexible partitioning of numbers to 10,000
- find 1, 10, 100, 1,000 more or less than a number
- number line to 10,000
- estimate on a number line to 10,000
- compare and order numbers to 10,000
- recognise and use Roman numerals
- round numbers to the nearest 10, 100, 1,000

Addition and Subtraction

- add and subtract 1s, 10s, 100s and 1,000s
- add up to two 4-digit numbers without and with exchanging
- subtract up to two 4-digit numbers without and with exchanging
- carry out efficient subtraction
- estimate answers
- use a variety of checking strategies

Art and Design

Artist – Vincent Van Gogh

- draw familiar things from different viewpoints
- use line, tone and shade to represent things seen
- embellish, using a variety of techniques, including drawing

Languages (French)

All Around Town

- name some of the major cities of France
- identify and say typical amenities to be found in French towns
- say and order multiples of ten
- ask and give a simple address in French
- locate the correct part of a bilingual dictionary to translate from French-English or vice versa

Music

Here Come the Romans

- sing in tune and in time
- understand what a musical motif is
- compose and notate a motif
- develop and transpose a musical motif
- combine and perform different versions of a musical motif

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<p style="text-align: center;">Science</p> <p><u>Sound</u></p> <ul style="list-style-type: none"> - identify how sounds are made, associating some of them with something vibrating - recognise that vibrations from a sound travel through a medium to the ear - find patterns between the pitch of a sound and features of the object that produced it. - find patterns between the volume of a sound and the strength of the vibrations that produced it - to recognise that sounds get fainter as the distance from the sound source increases - use a scientific enquiry to answer a question - set up a simple practical enquiry - make systematic and careful measurements with a data logger - report on findings from an enquiry - be able to set up simple fair tests - identify differences, similarities or changes related to simple scientific ideas 	<p style="text-align: center;">History</p> <p><u>What happened when the Romans came?</u></p> <ul style="list-style-type: none"> - place events from the period studied on a timeline - use terms related to the period and begin to date events - begin to give reasons why there may be different accounts of history - use evidence to identify ideas, beliefs, attitudes and experiences of people from the past - understand differences between primary and secondary sources of evidence - give reasons why changes in houses, culture, leisure, clothes, buildings, beliefs and attitudes may have occurred - use subject specific words and phrases such as decade, century, BC, AD, invader, settlement - describe how some past events and people affect life today - know the period in which Romans were set 	<p style="text-align: center;">PSHE</p> <p><u>Being Me in my World</u></p> <ul style="list-style-type: none"> - know my attitudes and actions make a difference to the class team - understand who is in my school community, the roles they play and how I fit in - understand how democracy works through the school council - understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them - understand how groups come together to make decisions - understand how democracy and having a voice benefits the school community
<p style="text-align: center;">RE</p> <p><u>What can we learn from religions about deciding what is right and wrong?</u></p> <ul style="list-style-type: none"> - think about how we treat others - explore the importance of the Ten Commandments - know what Christians believe to be a good life - explore right and wrong without God's help - learn about temptation through religious stories - investigate how religious teaching affect someone's actions 	<p style="text-align: center;">Computing</p> <p><u>How we can use the internet safely and appropriately</u></p> <ul style="list-style-type: none"> - understand computer networks, including the internet; how they can provide multiple services, such as the world wide web, and the opportunities they offer for communication and collaboration - use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content - use technology safely, respectfully and responsibly, recognise acceptable and unacceptable behaviour, identify a range of ways to report concern about content and contact 	<p style="text-align: center;">Physical Education</p> <p><u>Invasion Games – football / rugby</u></p> <ul style="list-style-type: none"> - pass, dribble and shoot with some control in games - find ways of attacking successfully when using other skills - use a variety of simple tactics for attacking well, keeping possession of the ball as a team, and getting into positions to score - know the rules of the game - understand that they need to defend as well as attack