

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

## English

### Reading

- read frequently for pleasure and information, across a range of texts. Recommend books to others, giving details to explain my view
- join in discussions about different kinds of texts; expressing own ideas and listening respectfully to others, adding comments of my own
- point out the features of different text types, explain the purpose of each feature.
- make relevant predictions
- read many irregular words which are challenging
- work out the meaning of new words using a knowledge of root words, prefixes and suffixes

### Writing

- use further prefixes and suffixes
- spell many words with silent letters
- distinguish between more complex homophones
- always write legibly and fluently and with increasing speed
- select the appropriate form of writing after identifying the audience and purpose of the writing
- draft and write by selecting appropriate grammar and vocabulary and understand how such choices can change and enhance meaning
- in narratives, describe setting characters and atmosphere and integrate dialogue to convey character and advance the action
- proof read for spelling and punctuation errors and to improve their writing

### SPAG

- understand how the passive affects the presentation of information
- identify the difference between formal and informal speech structures
- identify a semi-colon, colons and dashes within a text and explain how they are used
- understand that an ellipsis ( ... ) is an omission of a word
- use a comma to mark a pause in a complex sentence

## Mathematics

### Place Value

- recognise numbers to 1 million and 10 million
- read and write numbers to 10 million
- find and use powers of 10
- compare and order any integers
- round any integer
- use negative numbers

### Addition, Subtraction, Multiplication and Division

- add and subtract integers
- find common factors and multiples
- find rules of divisibility
- find prime numbers up to 100
- find and compare square and cube numbers
- multiply up to a 4-digit number by a 2-digit number
- solve problems with multiplication and division
- calculate using short and long division, and with remainders
- calculate division using factors
- solve multi-step problems
- use the correct order of operations to solve problems
- calculate mentally including using estimation
- can use reason from known facts to find related facts

## Music

### *Dynamics, Pitch and Texture (Fingal's Cave)*

- appraise the work of a classical composer (Mendelssohn)
- improvise as a group using dynamics and pitch, then texture
- use knowledge of dynamics, pitch and texture to create a group composition
- use teamwork to create a group composition featuring changes in texture, dynamics and pitch

## Science

### *Living Things and their Habitats*

- to describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals
- give reasons for classifying plants and animals based on specific characteristics
- to make a key to classify plants
- identify scientific evidence that has been used to support or refute ideas or arguments

## History

### *What Happened when Britain went to war in 1939?*

- know key dates, characters and events of time studied, placing the Second World War on a timeline in relation to other studies
- use relevant dates and terms to establish period detail
- choose reliable sources of factual evidence to describe ways of life and actions of people
- give own reasons why changes may have occurred, particularly with the role of women, supported with evidence
- understand that the past has been represented in different ways and that some evidence is propaganda or misinformation and this affects interpretations of history
- evaluate the usefulness and accurateness of different sources of evidence and use critically to reach and support conclusions

## Art and Design

### *Paintings*

- use techniques, colours, tools and effects to represent things seen, remembered or imagined
- explore the effect of light, colour, texture and tone on natural and man-made objects

### *Sculpture*

- modelling, on a range of scales which communicate their observations from the real or natural world.

## French

### *Let's Visit a French Town*

- make simple sentences with 'habiter'
- listen to and join in a song
- recognise key words and phrases and respond
- with support, use a bilingual dictionary
- identify places in a French town or city
- listen for familiar vocabulary and recognise spelling patterns
- recognise ordinal numbers, eg: first, second, third

## PSHE

### *Being Me in My World*

- identify goals for the year and understand worries about the future and how to express them
- know there are universal rights for all children but many of these are not met
- understand that our actions affect other people globally and locally
- make choices about our own behaviour and understand how rewards and consequences feel
- understand how an individual's behaviour can impact on a group
- understand how democracy and having a voice benefits the school community

## RE

### *What matters most to Christians and to Humanists?*

- express own ideas about moral concepts such as fairness or honesty
- suggest reasons why it might be helpful to follow a moral code and reasons why it might be difficult
- give examples of similarities and differences between Christian and Humanist values

## Computing

### *E-safety and Networks*

- learn about what the Internet consists of
- find out what a LAN and a WAN are
- find out how the Internet is accessed in school
- research and find out about the age of the internet
- think about what the future might hold

## Physical Education

### *Invasion Games*

- play competitive games and apply basic principles suitable for attacking and defending
- develop technique, control and balance
- compare performances with previous ones and demonstrate improvement to achieve personal bests