

St Margaret's at Cliffe Curriculum Overview for Woodpeckers Class Term 2 2024 - 2025

English

Reading

Maintain positive attitude to reading by reading a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our heritage and books from other cultures and traditions.

Maintain positive attitude to reading by identifying themes and conventions across a range of writing.

To understand what they read by drawing inferences and justifying inferences with evidence.

To understand what they read by summarising main ideas drawn from more than one paragraph, identifying key details that support main ideas.

Discuss and evaluate how authors use language, including figurative language and discuss impact on reader.

To provide reasoned justifications for their views.

Distinguish between statements of fact and fiction.

To retrieve, record and present information from non-fiction.

Writing Transcription

Use prefixes and suffixes and understand guidelines for using them.

Use knowledge of morphology and etymology in spelling.

Use a thesaurus to locate specific words.

Write legibly and fluently.

Spell words with silent letters.

Use prefixes and suffixes.

Distinguish between homophones.

Use knowledge of morphology and etymology in spelling.

Use dictionaries to check meaning and spelling of words.

Distinguish between homophones.

Writing Composition

Plan writing by identifying audience and purpose.

Plan writing by noting and developing initial ideas, organisational and presentational devices to structure text and guide the reader.

Email and Letter writing

Plan own writing considering how authors have developed their characters and settings.

Perform own compositions using appropriate intonation, volume and movement.

Draft and write by selecting appropriate grammar and vocabulary.

Draft and write by using a range of devices to build cohesion within and across paragraph

Use semi colons, colons or dashes to mark boundaries between clauses.

To evaluate and edit by ensuring the consistent and accurate use of tense.

Ensure correct verb and subject agreement.

Mathematics

Multiplication and division

Be able to calculate multiples

Be able to calculate common multiples

Be able to calculate factors

Be able to calculate common factors

Be able to calculate prime numbers

Be able to calculate square numbers

Be able to calculate cube numbers

Be able to multiply by 10, 100 and 1,000

Be able to divide by 10, 100 and 1,000

Be able to recognise multiples of 10, 100 and 1,000

Fractions

Be able to find fractions equivalent to a unit fraction

Be able to find fractions equivalent to a non-unit fraction

Be able to recognise equivalent fractions

Be able to convert improper fractions to mixed numbers

Be able to convert mixed numbers to improper fractions

Be able to compare fractions less than 1

Be able to order fractions less than 1

Be able to compare and order fractions greater than 1

Be able to add and subtract fractions with the same denominator

Be able to add fractions within 1

Be able to add fractions with total greater than 1

Be able to add to a mixed number

Be able to add two mixed numbers

Be able to subtract fractions

Be able to subtract from a mixed number

Be able to subtract from a mixed number - breaking the whole

Be able to subtract two mixed numbers

<p>Music</p> <p>Blues</p> <p>Be able to listen and engage with music.</p> <p>Be able to Identify contrasting moods and sensations.</p> <p>To understand that a chord is the layering of several pitches played at the same time.</p> <p>To know that 12-bar Blues is a sequence of 12 bars of music, made up of 3 different chords.</p> <p>To know that ‘blues’ music aims to share feelings and blues songs tend to be about sadness.</p> <p>To have an understanding that a ‘bent note’ is a note that varies in pitch, eg the pitch may slide up or down.</p>	<p>Geography</p> <p>St Margaret’s at Cliffe, Dover and Bawl water</p> <p>To locate where the UK is on a world map.</p> <p>To make comparisons between Dover and St Margaret’s in Kent.</p> <p>Be able to locate on a map four figure grid references.</p> <p>To name and locate local geographic physical features.</p>	<p>History</p> <p>Was Edward the confessor to blame for the Battle of Hastings?</p> <p>Be able to describe Edward the Confessor’s character as a ruler.</p> <p>Be able to compare Anglo Saxon lives and check its historical accuracy.</p> <p>Be able to compare Anglo Saxon leaders.</p> <p>Be able to evaluate how the Battle of Hastings changed Britain in AD 1066.</p>	<p>Computing</p> <p>Coding</p> <p>Be able to begin simplify coding.</p> <p>Be able to have an understanding of decomposition and abstraction.</p> <p>To represent a program design.</p> <p>To begin to understand what a function is and how functions work in code.</p> <p>To explore text variable when coding.</p> <p>To be able to create a string and use it in a program</p>
<p>RE</p> <p>What would Jesus do?</p> <p>Can we live by the values of Jesus in the twenty-first century?</p> <p>Be able to explain which people are special and why are they special to us.</p> <p>Be able to explain why Jesus is inspiring to some people.</p> <p>Be able to outline Jesus’ teaching on how his followers should live.</p> <p>Be able to explain the impact Jesus’ example and teachings might have on Christians today.</p> <p>Be able to express an understanding of what Jesus would do in relation to a moral dilemma from the world today.</p>	<p>PSHE</p> <p>Celebrating Difference</p> <p>Be able to know that sometimes people make assumptions about a person because of the way they look or act.</p> <p>Be able to know there are influences that can affect how we judge a person or situation.</p> <p>Be able to know that some forms of bullying are harder to identify.</p> <p>Be able to know what to do if you think bullying is taking place.</p> <p>Be able to know reasons why witnesses sometimes join in with bullying and don’t tell anyone.</p> <p>Be able to know that first impressions can change.</p>	<p>Design and Technology</p> <p>To plan and design a balanced meal to serve on a flight.</p> <p>Be able to investigate similar products to get ideas and to use as a starting point for an original design.</p> <p>Be able to use software to help in designing.</p> <p>Be able to understand what is meant by a healthy diet and apply it to product design.</p>	<p>Physical Education</p> <p>Netball /Hockey</p> <p>Be able to develop netball-passing skills.</p> <p>Be able to move into space to receive the ball when playing as a team.</p> <p>Be able to explain and demonstrate the need for warm up before exercise.</p> <p>Be able to play competitive games and apply basic netball skills</p> <p>Be able to explain the principles suitable for attacking and defending.</p> <p>Be able to use hockey stick safely to control ball.</p>
<p>Art & Design</p> <p>Printing</p> <p>Designing prints for fabrics, book covers and wallpaper.</p> <p>Using different methods, colour and a variety of tools and techniques to express mood</p> <p>Be able to improve mastery of drawing through observations.</p> <p>Be able to develop observational skills.</p> <p>Be able to develop awareness of shape and scale.</p> <p>Be able to adapt and refine our work.</p> <p>Experiment with colour and tone.</p> <p>Evaluate own and others’ work, explaining and justifying their reasons</p>	<p>Modern Languages - French</p> <p>All about ourselves</p> <p>Be able to listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Be able to explain how they are feeling.</p> <p>Be able to name some parts of the body.</p> <p>Be able to respond appropriately when asked a simple question.</p> <p>Be able to give a simple description of their eyes and hair.</p> <p>Be able to place the adjective correctly in a simple sentence.</p> <p>Be able to use a small number of everyday verbs in simple dialogues.</p> <p>Learn the vocabulary for alphabet, colours, family, days and months and ages.</p>		<p>Science</p> <p>Animals including humans</p> <p>Be able to describe the changes as humans develop from birth to old age</p> <p>Be able to record data within tables.</p> <p>Be able to present conclusions.</p> <p>Be able to develop understanding of life cycles of different animals (mammal, amphibian, insect bird)</p> <p>Be able to explain the differences between different life cycles.</p> <p>Be able to create a timeline to indicate stages of growth in humans.</p>