

Godfrey Curriculum Overview Autumn Term

| | <u>Autumn Term 1</u> | <u>Autumn Term 2</u> |
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| <u>Maths</u> | Place Value Addition and Subtraction Time Money | Geometry – Properties of Shape Division & Multiplication Fractions Measures – Mass & Capacity |
| <u>English</u> | Narrative <ul style="list-style-type: none"> Lost and found stories based on the model text 'Dogger' Instruction writing <ul style="list-style-type: none"> How to Make a silly Sandwich Based on the model text 'How to make a crazy cake' | Narrative <ul style="list-style-type: none"> Journey stories based on the model text 'The Magic Paintbrush'. Recount <ul style="list-style-type: none"> A recount of a trip based on the model text 'A Trip to the Friendly Forest' |
| <u>History</u> | | Discovering History <ul style="list-style-type: none"> What is the Past? Family Trees How do we know about history? What do archaeologists do? Our Local History |
| <u>Geography</u> | Spatial Sense <ul style="list-style-type: none"> Aerial Views Maps Location Compass Points Drawing maps | |
| <u>Science</u> | The Human Body <ul style="list-style-type: none"> Naming parts of the body The five senses and associated body parts Understanding sensory impairment | Materials and Magnets <ul style="list-style-type: none"> Exploring Everyday Materials Exploring the properties of materials Understanding the uses of materials Magnets Completing investigations |
| <u>RE</u> | Understanding Christianity- Creation Who made the world? | Understanding Christianity- God What do Christians believe God is like? |

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| <u>PSHE</u> | <p>Myself and My Relationships-Beginning and Belonging</p> <ul style="list-style-type: none"> Relationship building activities with the class Describe some emotions that someone new to the school might feel Discuss ideas on how to make someone feel welcome Identify people in their Safety Circle | <p>Citizenship-Diversity and Communities</p> <ul style="list-style-type: none"> Describe aspects of their identity Recognise some similarities and differences between themselves and others. Know about some similarities and differences in people's lifestyles, including different groups they and other people belong to Describe places in their community, how they and others might use them, and who is available to help them Understand how they can help look after the school environment, and make a contribution to doing so Know what animals and plants need to survive, and how they can help look after them |
| <u>Art</u> | <p>Colour</p> <ul style="list-style-type: none"> Artists: Van Gogh, Bruegel, Vermeer, Hockney, Monet Concepts: Primary and secondary colours, warm and cool colours, tints and shades, rough and smooth brushstrokes Skills: colour mixing, holding and using a brush, using different brushstrokes | <p>Line</p> <ul style="list-style-type: none"> Artists: Rembrandt, Miro, Klee Concepts: Lines as basic tools, describing different lines, different materials for making lines, lines can be used to represent different things Skills: drawing different lines with different materials, drawing lines with a ruler, painting and colouring neatly inside shapes, drawing from the imagination |
| <u>PE</u> | <p>Throwing and Catching</p> <p>Aim, throw, roll, send, receive, target, catch, kick, strike, dribble, and stop. Forwards, backwards, sideways, control, accurate.</p> | <p>Gymnastics-Rock and Roll</p> <p>Develop skills of travelling, turning, stillness; changing shape, size, direction, level, speed and actions, using words as the stimulus</p> |
| <u>D&T</u> | <p>Cooking-Dips and Vegetables</p> <ul style="list-style-type: none"> Understanding nutrition Vegetables Sweet vs savoury Cooked v raw Cooking from different cultures (Greece) | <p>Cooking-Jam Tarts</p> <ul style="list-style-type: none"> What is a recipe? Cooking from different cultures—England Sweet v savoury Cooked v raw Understanding a pie can be made with pastry Seasonality—preserving fruit for the winter |

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| <u>Computing</u> | | Improving Mouse Skills Use computers more purposefully Log in and navigate around a computer Drag, drop, click and control a cursor using a mouse Use software tools to create art on the computer |
| <u>Music</u> | Pulse/Beat—finding the beat/pulse Rhythm—pattern, imitation, call and response, layered over a pulse, using percussion instruments to create rhythms <ul style="list-style-type: none">• Texture—Layering different rhythmic patterns over a pulse• Structure and Form—Different sections in music, like the parts of a story; Responding to music with dance• Compose a samba piece using imitation, call and response, layering rhythms over a pulse | Pulse/Beat—marching, music to move to, different speeds <ul style="list-style-type: none">• Rhythm—Difference between rhythm and pulse/beat• Compose music for a marching band keeping to a steady beat |