

# Godfrey Curriculum Overview Spring Term

	<b>Spring Term 1</b>	<b>Spring Term 2</b>
<b><u>Maths</u></b>	Place Value Addition and Subtraction Geometry-Direction & Properties	Geometry-Direction & Properties Division & Multiplication Fractions Measurement-length & temperature
<b><u>English</u></b>	Non Fiction: Discussion Text-based on Should Jack Bean be jailed? Fiction: Losing and Finding Tale based on Lost and Found	Fiction: Warning Tale based on The Selfish Giant Non-Fiction: Persuasive letter based on Jail the Wolf
<b><u>History</u></b>		Kings, Queens and Leaders: Kings and Queens King John I and the Magna Carta Henry III and Parliament Charles I Oliver Cromwell and the Commonwealth
<b><u>Geography</u></b>	The UK: The four countries in the United Kingdom Scotland Wales Northern Ireland England	
<b><u>Science</u></b>	Seasons and Weather: The four seasons Tools to record the weather Daily weather and weather forecasts Weather symbols Weather around the world Floods and hurricanes.	Taking Care of the Earth: The Earth's natural resources Conservation of natural resources Logging Recycling How pollution is caused and can be prevented.
<b><u>RE</u></b>	Christianity What is the good new Jesus brings? Matthew, the Tax Collector	Christianity Why does Easter matter to Christians?

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<b><u>PSHE</u></b>	<p><b>Anti-Bullying:</b></p> <ul style="list-style-type: none"><li>• Understand that bullying is deliberately hurtful behaviour and be able to give examples of the different forms of bullying.</li><li>• Be starting to understand that sometimes people are bullied because they may be different in some way from others.</li><li>• Be able to describe how it feels to be bullied or see someone else being bullied.</li><li>• Be starting to demonstrate simple ways of responding to bullying including the need to be assertive.</li><li>• Be able to demonstrate how to be kind to bullied children.</li><li>• Be able to identify places where bullying may occur at school and be starting to suggest simple strategies to make the school a safer place where bullying is less likely to occur.</li></ul> <p><b>Personal Safety:</b></p> <ul style="list-style-type: none"><li>• Be able to contribute to discussions about personal safety and take an active part in class activities.</li><li>• Be able to identify people at home, at school and in other contexts of their lives to include in their Safety Circle and who they can go to if they have a worry, or a 'no' or 'I'm not sure' feeling.</li><li>• Be able to identify safer places to work and play and know what to do if they get lost.</li><li>• Be able to identify the difference between good and bad secrets as well as 'yes' and 'no' touches, understanding that they are able to say 'no' and tell someone on their Safety Circle.</li></ul>	<p><b>Myself and My Relationships:</b></p> <ul style="list-style-type: none"><li>• describe some of the qualities of friendship and to</li><li>• Demonstrate skills in making friends.</li><li>• Develop some strategies for coping when they have friendship problems.</li><li>• Understand that friendships change.</li><li>• Recognise some similarities and differences between them and other children, and understand that difference is positive.</li><li>• Understand that there are different family patterns.</li><li>• Be able to describe what is special about their own family and its members, and about other people they know.</li><li>• Know who they can talk to if they need help and how to ask for it.</li></ul>
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<u>Art</u>	<p>Architecture Architecture Buildings: Westminster Abbey, St Paul's Cathedral, Houses of Parliament, Southwark Cathedral, The Penguin House at London Zoo</p> <p>Concepts: Defining architecture, purpose, features, design process.</p> <p>Skills: Line drawing (detail), collage with tissue paper, modelling with clay, designing for a purpose, model making with mixed media</p>	<p>Style in Art/Narrative Art Artists: Seurat, Van Gogh, Tintoretto, Uccello, Moreau</p> <p>Concepts: Style, painting technique, brushstrokes, pointillism, narrative paintings, characters in paintings</p> <p>Skills: Painting with dots, using short brushstrokes, colour mixing, drawing from the imagination</p>
<u>PE</u>	Gymnastics: Jumping Jacks	Dance: Weather
<u>D&amp;T</u>		<p>Animal Sock Puppets</p> <p>Concepts: Process of design Making products with fabric, Properties of a range of materials, using suitable materials, fixing fabric together, reusing/recycling materials, features of a puppet, features of different animals</p>
<u>Computing</u>	Programming 1: Algorithms Unplugged	<p>Skills Showcase: Rocket to the Moon</p>
<u>Music</u>	<p>Animals in Music</p> <p>Musical Focus: Pitch-high/low, instruments which create high/low sounds (Representation and symbols-music can represent things, symbols can represent sounds; Instrumentation-strings, wind and tuned percussion)</p>	<p>Ostinato I</p> <p>Musical Focus: Pulse/Beat-Finding a pulse Rhythm-Rhythmic ostinato (Texture-Layering different rhythmic patterns; Instrumentation- Stringed instruments/brass instruments; Dynamics-Crescendo)</p>