

Godfrey Curriculum Overview Summer Term

	<u>Summer Term 1</u>	<u>Summer Term 2</u>
<u>Maths</u>	Part whole relationships Composition of numbers 1-20 Addition and Subtraction 2D & 3D shapes	Measures-Time/Money Position and Direction
<u>English</u>	Fiction: Fantasy Tale based on Jack and the Beanstalk Non-Fiction: Explanation Text-How to look after a _ (animal)	Non-Fiction: Non-Chronological Report-based on chosen animal Non-Fiction: Journey Story based on The Enormous Turnip
<u>History</u>		Parliament and Prime Ministers: 1. James II, Mary II and William of Orange 2. Simon de Montfort and parliament 3. Robert Walpole 4. Our Prime Minister today 5. Elections
<u>Geography</u>	Seven Continents 1. Europe 2. Antarctica 3. Africa 4. Asia 5. North and South America 6. Australia	
<u>Science</u>	Animals and their Needs <ul style="list-style-type: none"> • Living things • Naming, grouping and describing animals • Understanding how plants and animals obtain food • Offspring, caring for animal babies, caring for pets 	Plants: What plants need to grow, the parts and functions of plants, food production, flowers and seeds, deciduous and evergreen
<u>RE</u>	How does celebrating Pentecost remind Christians that God is with them always?	Why do Jewish families say so many prayers and blessings?
<u>PSHE</u>	Managing Change:	Sex and Relationship Education:

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	<ul style="list-style-type: none"> -be able to talk about ways in which they have changed since they were babies as well as identifying recent achievements -know that change is a normal part of life and that sometimes we can plan for it and sometimes we can't identify changes that they or other children might experience in their lives -name some emotions they or others might feel at particular times of change -suggest some strategies they might use to cope with times of change, including approaching others for help -know that change can be positive and something to look forward to 	<ul style="list-style-type: none"> -be able to recognise names for the main external parts of the body. -be able to name the sexual parts using colloquial and occasionally scientific words. -be able to describe what their bodies can do and understand how amazing their body is. -show some understanding that their body belongs to them. -be able to describe some basic personal hygiene routines and understand how these can prevent the spread of disease. <p>Drug Education:</p> <ul style="list-style-type: none"> -have a basic understanding of how things can get in the body and that some can be helpful and some can be harmful. -be aware of safety rules concerning medicines and be able to name people who could help them take them safely. -understand that there can be alternatives to medicine use to feel better. -be able to recognise simple risks and suggest ways of managing given scenarios.
<u>Art</u>	<p>Paintings of Children:</p> <p><u>Artists:</u> Hogarth, Bruegel, Hockney, Cassatt</p> <p><u>Concepts:</u> Paintings can tell us about the past, art can give us messages, cubism</p> <p><u>Skills:</u> Accurately copying shapes, colour matching, painting with watercolour, choosing which brush to use, drawing people from manikins, planning and arranging elements of a picture</p>	<p>Sculpture:</p> <p><u>Artists:</u> Degas, Gormley, Hepworth, Moore, Giacometti</p> <p><u>Concepts:</u> Defining sculpture, materials, carving/building-up sketches/maquettes, casting, colour in sculpture, different styles, scale</p> <p><u>Skills:</u> Modelling with clay, casting in plaster, painting plaster and painting detail, sculpting with pipe cleaners</p>
<u>PE</u>	<p>Games:</p> <p>Throwing</p> <p>Catching</p> <p>Agility</p>	<p>Forest School</p> <p>Shelter Building</p> <p>Geographical Skills and Navigation</p> <p>Exploration and Play</p> <p>Using Tools</p> <p>Knots</p> <p>Fire/Fire Safety</p>
<u>D&T</u>		<p>Mechanisms: Wheels and Axels</p> <p>-Explain that wheels move because they are attached to an axle.</p>

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		<ul style="list-style-type: none">-Recognise that wheels and axles are used in everyday life, not just in cars.-Identify and explain vehicle design flaws using the correct vocabulary.-Design a vehicle that includes functioning wheels, axles and axle holders.-Make a moving vehicle with working wheels and axles. Explain what must be changed if there are any operational issues.
<u>Computing</u>	Rocket to the Moon: Developing keyboard and mouse skills through designing, building and testing individual rockets by creating a digital list of materials, using drawing software and recording data	Programming Bee-bots: Developing early programming skills using either the Bee:Bot or virtual Bee:Bot.