



North Kidlington School
Subject Overview
Spring Term 2018

FOUNDATION STAGE:

Incorporating ideas and methods using Cross-Curricular Teaching

| <u>TERM 3-Stories</u> | <u>TERM 4-On The Farm</u> |
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| <p><u>Communication and Language/Literacy:</u> Read, Write Inc. Phonics Programme. Retelling & acting out stories. Making Books</p> <p><u>Mathematics:</u> Reciting, counting & recognising numbers to 20+ ; Writing numbers; Counting on/back; More/Less than; Addition & subtraction skills; Position & direction</p> <p><u>Understanding the World:</u> Winter, Using ICT to record sound & pictures; Bee-Bots for control; Greek Week, Chinese New Year; Little School's Birdwatch</p> <p><u>Expressive Art and Design</u> Role Play - Storytelling; Art, craft and music craft linked to stories, Greece and Chinese New Year</p> <p><u>Physical Development:</u> Movement and gymnastics.</p> <p><u>Personal, Social and Emotional Development:</u> Morals of stories, Greece and Chinese New Year</p> | <p><u>Communication and Language/Literacy:</u> Read, Write Inc. Phonics Programme. Stories/Poems and Non-Fiction linked to Farms.</p> <p><u>Mathematics:</u> Reciting, counting & recognising numbers to 20+ ; Writing numbers; Counting on/back; More/Less than; Addition and subtraction skills; Position & direction, Pattern, Time & Money.</p> <p><u>Understanding the World:</u> Farm Visit; Farming - Now & Then; Farm Shop-Role Play; Changing Seasons.</p> <p><u>Expressive Art and Design</u> Role Play - Farm Shop; Music-Farms & Animals; Mother's Day & Easter Cards/Art.</p> <p><u>Physical Development:</u> Movement and gymnastics.</p> <p><u>Personal, Social and Emotional Development:</u> Morals of stories</p> |

INFANT DEPARTMENT (YEAR 1/2):

Incorporating ideas and methods using Cross-Curricular Teaching

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| Literacy (Daily Read, Write Inc or Phonics for all) | <u>Writing for a variety of purposes:</u> Spelling, Grammar, and Handwriting focus. Fiction and non-fiction linking to Topic and Science. <u>Poetry:</u> Shape Poems and Calligrams. |
| Mathematics | Rapid recall of times tables. Counting on/back; Partitioning numbers; Solving problems involving +/-/x & ÷; Data Handling-Pictograms/Bar Charts related to Science; Shape-2D & 3D properties; Measure-Weight & Capacity. |
| Science | <u>Animals and Living Things:</u> describing & comparing the structure of animals; basic needs of animals; animal habitats; food chains.(Includes Topic link - Dinosaurs) |
| Humanities | <u>Topic title-'Dinosaurs'</u> What were dinosaurs & what did they look like; Classifying dinosaurs; Study of local dinosaur; History of dinosaur discoveries; Location of dinosaurs around the UK/world; Dinosaur food chains; Global climate changes; Fossils; Why did dinosaurs die out? |
| Computing | <u>Algorithms:</u> Controlling the movement of a Beebot by entering instructions; Using instructions to control a device on screen; Branching Databases. |
| Art | Paint & draw dinosaurs; Make clay dinosaurs & fossils; dinosaur footprint printing; Papier Mâché Volcanoes. |
| D 'n' T | Designing, making and decorating clay dinosaurs; Making small world dinosaur habitats; Designing, planning and making healthy fruit smoothies; Evaluating work. |
| Music | <u>Pulse and Beat and Stories through Music:</u> Playing tuned/untuned & percussion instruments. Create musical patterns to represent stories. |
| PE | <u>Games-PPA:</u> Small sided skills games. <u>Dance:</u> Aerobic, modern, traditional English Country, Paso Double and Jive. |
| RE | <u>Christianity:</u> Is it true that Jesus came back to life again? <u>Judaism:</u> How special is the relationship Jews have with God? <u>Chinese New Year.</u> |
| PSHE | Identity, Society and Equality; Me and Others – What do we put into and on to bodies? |

HOMEWORK: We have a homework policy, which provides a framework for parents to support their child's learning at home. Should you wish to find out how best to support your child with their homework, please contact their teacher who will be able to give you the necessary guidance.

| Year Group | Task | Time Expectation |
|---|---|---|
| Foundation Stage | Reading with an adult | 10 minutes daily |
| Year 1 | Reading with an adult and Mathletics Spelling and reading flash cards | 10 minutes daily 10 minutes daily |
| Year 2 | Reading with an adult and Mathletics Spellings and/or reading flash cards Weekly Mathematics task | 10 minutes daily 10 minutes daily 25 minutes weekly |
| Occasionally there may be some additional Topic homework which will require more time and will be set over different time periods. | | |
| The school purchases an annual subscription to 'Mathletics'. We recommend that children access this at home regularly each week. | | |

LOWER JUNIOR DEPARTMENT (YEAR 3/4):

Incorporating ideas and methods using Cross-Curricular Teaching

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| Literacy | Creation Stories Fables Humorous stories Instructions and Explanations Information texts linked to science and topic (Tudor England) | |
| Mathematics | Mental strategies, bonds and multiplication tables Angle as a measure of turn, properties of 2D and 3D shapes Place value consolidation of larger numbers and decimal number Multiplication and division with larger numbers and applying to problems Measures: Time, measuring capacity millilitres and litres | |
| Science | SOUND Finding out how sounds are created and travel through a medium to the ear, exploring how high and low sounds are created. | LIGHT Recognise that light is reflected from surfaces, know that shadows are formed when the light from a light source is blocked by a solid object □ find patterns in the way that the size of shadows change. |
| ICT | Programming and Control Using 'Code.org.' to build understanding of coding. | |
| ART | Using paint to create portraits. Using observation to sketch Tudor homes. Designing True Knot gardens. | |
| Humanities | Tudors : Looking at the Tudor dynasty, including Henry VIII and his six wives. Finding out about life in the Tudor times. Recognising changes that happened within the country during this period including the impact of Tudor explorers. | |
| D 'n' T | Cooking bread. Creating model Tudor ships. | |
| Music | County Music Service: African drumming: Chestnut Class Cedar and Willow: Class music following Music Express scheme of work | |
| PE | Term 3/4 1x Swimming PPA: Striking and fielding (delivered by Qualified PPA Coach). | |
| RE | Judaism and the role of religion in peoples' lives. Christianity: Easter / theme of forgiveness. | |
| French | Continuing to learn more numbers. Learning days and months of the year, including how to ask and say when your birthday is. | |
| PSHE | Celebrating difference. | |
| <i>We will also focus on the values of – freedom, unity, thoughtfulness, respect, caring, hope, quality, honesty, patience and peace.</i> | | |

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| Year Group | Task | Time Expectation |
|---|---|--|
| Year 3/4 | English and Reading Response Spellings/Tables Mathematics from CGP workbook | As set by teacher. 5 minutes (5 x per week) As set by teacher. |
| Occasionally some homework will require more time and will be set over different time periods. | | |
| The school purchases an annual subscription to 'Mathletics' and 'Mymaths'. We recommend that children access this at home regularly each week. | | |

UPPER JUNIOR DEPARTMENT (YEAR 5/6):

Incorporating ideas and methods using Cross-Curricular Teaching

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| Literacy | Fresh Start: Author/Book study: Poetry: Poetic style Author/Book study: 'Tales of Outer Suburbia' by Shaun Tan (<i>JP</i>) Practice SAT style questions and analysing extracts from a range of books (KDG, AL, GK) Fiction: Short stories - fantasy (<i>JP</i>) Fiction Genres – fantasy/adventure (KDG, AL, GK) Non-fiction: Persuasive writing (<i>JP</i>) Explanation texts/Letter writing (KDG, AL, GK) Poetry: Classic narrative and oral poems (<i>JP</i>) | |
| Mathematics | Solve problems by collecting, selecting, processing, presenting & interpreting data; Select/use standard metric units of measure/convert between units using decimals to two places; Read/interpret scales on a range of measuring instruments; Describe/predict outcomes from data using the language of chance or likelihood; Construct/interpret frequency tables, bar charts with grouped discrete data, and line graphs; interpret pie charts; Describe, interpret & solve problems using the mode, range, median and mean; Use a calculator to solve problems involving multi-step calculations; Solve multi-step problems, and problems involving fractions, decimals and percentages; Use efficient written methods to $+/-/x/\div$ 2/3 digit numbers/decimals; Use approximations, inverse operations & tests of divisibility to estimate/check results; Estimate angles/use a protractor to measure/draw them; Calculate angles in a triangle or around a point; Use coordinates in the first quadrant to draw, locate and complete shapes; Visualise & draw where a shape will be after reflection/translation/rotation through 90 /180 about its centre or one of its vertices; Approach problems systematically; Explain reasoning & conclusions, using words/symbols/diagrams; Express a larger whole number as a fraction of a smaller one; Simplify fractions by cancelling common factors; Order fractions by converting them to fractions with a common denominator; Relate fractions to multiplication and division; Express a quotient as a fraction or decimal; Find fractions and percentages; Express one quantity as a percentage of another; Find equivalent percentages, decimals and fractions. | |
| Science | Electricity: Circuits and Circuit Symbols | Life Cycles: Living Things and Their habitats Animal Life Cycles |
| Humanities | The World On Your Doorstep - Developing geographical skills by exploring the local environment in a variety of ways, studying a range of maps & atlases, including digital maps, and compare their features & comparing & researching key features of our local area. | |
| ICT | Programming and debugging - Scratch | |
| ART | Wildlife (Birds): Use pencil, pastels, chalk, print, make clay tiles and model paper. Exploring the work the paper designer, Richard Sweeney. | |
| D 'n' T | Bird feeders: Children will construct their own bird feeder from recycled materials. | |
| Music | Classical composers (Based on BBC Ten Pieces): John Adams, Beethoven, Grieg, Handel, Mozart, Mussorgsky, Stravinsky and Meredith. Graphic scores and musical notation. | |
| PE | Netball and Hockey (PPA PE Coach) | Swimming (At Gosford Leisure Centre) |
| RE | Hinduism: Pilgrim sites, places of worship, Diwali, symbolism, religious feelings and ideas. Christianity: Pilgrim sites, symbolism, religious feelings and ideas. | |
| PSHE | New Beginnings; Changes; Getting on and falling out; Going for Goals; Good To Be Me; Relationships | |
| French | Cultural Differences Vocabulary and phrases related to the home and lifestyles, identifying nouns and adjectives. | |

HOMEWORK:

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| Year Group | Task | Time Expectation |
|---|---|--|
| Year 5/6 | Reading and Reading Journal Completion Spellings and Tables Mathematics Literacy | At least 1 hour a week (In total) 10 minutes 5 x a week 60 minutes over the 10 day period 60 minutes over the 10 day period |
| Occasionally some homework will require more time and will be set over different time periods. | | |
| The school purchases an annual subscription to 'Mathletics' and 'Spellodrome'. We recommend that children access this at home regularly each week. | | |