

# Curriculum Overview for Acorns Summer Term 2017 - 'Food Glorious Food and Kings and Queens'.

<p><b>English</b></p> <p><u>Writing</u></p> <ul style="list-style-type: none"> <li>To continue to use joined up handwriting.</li> <li>To continue to write narratives about personal experiences and those of others (real and fictional).</li> <li>To continue to write for different purposes.</li> <li>To continue proof reading my writing to check for errors.</li> <li>To continue to use full stops, capital letters, exclamation marks and question marks.</li> <li>To continue to plan and evaluate my writing.</li> <li>To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</li> <li>To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</li> <li>To read accurately words of two or more syllables that contain the same graphemes as above</li> <li>To read words containing common suffixes</li> <li>To read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>To read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</li> <li>To read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</li> <li>To re-read these books to build up their fluency and confidence in word reading.</li> </ul>	<ul style="list-style-type: none"> <li>To continue to spell homophones and near homophones correctly.</li> <li>To continue to use a possessive apostrophe.</li> <li>To continue to create a simple setting, characters and a basic plot in narratives.</li> <li>To continue to read aloud their writing.</li> <li>To continue to use conjunctions - when, if, because, although, and, but, or.</li> <li>To continue to write commas in a list.</li> <li>To continue to write sentences with different forms - statement, question, exclamation and commands.</li> <li>To continue to write compound words.</li> <li>To continue to write expanded noun phrases.</li> <li>To continue to spell words correctly using phonics to help.</li> <li>To continue to spell common exception words.</li> <li>To continue to spell words with a contracted form - can't, won't, I'm, It'll, they've.</li> <li>To continue to use suffixes - ness, ful, less, ly, ment, ed, ing, er, est.</li> <li>To continue to write and perform poetry.</li> </ul> <p><u>Reading</u></p> <ul style="list-style-type: none"> <li>To understand both the books that they can already read accurately and fluently and those that they listen to by:</li> <li>To draw on what they already know or on background information and vocabulary provided by the teacher</li> <li>To check that the text makes sense to them as they read, and correcting inaccurate reading</li> <li>To make inferences on the basis of what is being said and done</li> <li>To answer and ask questions</li> <li>To predict what might happen on the basis of what has been read so far</li> </ul>	<ul style="list-style-type: none"> <li>To develop pleasure in reading, motivation to read, vocabulary and understanding by:</li> <li>To listen to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</li> <li>To discuss the sequence of events in books and how items of information are related</li> <li>To become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li> <li>To be introduced to non-fiction books that are structured in different ways</li> <li>To recognise simple recurring literary language in stories and poetry</li> <li>To discuss and clarify the meanings of words, linking new meanings to known vocabulary</li> <li>To discuss their favourite words and phrases</li> <li>To continue to build up a repertoire of poems learnt by heart appreciating these and reciting some, with appropriate intonation to make the meaning clear</li> <li>To participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say</li> <li>To explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</li> </ul>	<p><b>Design &amp; Technology</b></p> <ul style="list-style-type: none"> <li>To evaluate their ideas and products against design criteria.</li> <li>To design purposeful, functional, appealing products for themselves and other users based on design criteria.</li> <li>To select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing].</li> <li>To generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> <li>To explore and evaluate a range of existing products</li> <li>To evaluate their ideas and products against design criteria</li> </ul>	<p><b>Computing</b></p> <ul style="list-style-type: none"> <li>To use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> <li>To recognise common uses of information technology beyond school</li> <li>To understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</li> <li>To create and debug simple programs</li> <li>To use logical reasoning to predict the behaviour of simple programs.</li> </ul>
<p><b>Number and place value</b></p> <ul style="list-style-type: none"> <li>To count in steps of 2, 3 and 5 from 0 and tens from any number, forward and backward</li> <li>To recognise the place value of each digit in a two-digit number (tens, ones).</li> <li>To identify, represent and estimate numbers using different representations, including the number line.</li> <li>To compare and order numbers from 0 up to 100; use &lt;, &gt; and = signs.</li> <li>To read and write numbers to at least 100 in numerals and words.</li> <li>To use place value and number facts to solve problems.</li> <li>To count in tens from any number, forwards and backwards.</li> </ul> <p><b>Addition and subtraction</b></p> <ul style="list-style-type: none"> <li>To solve problems with addition and subtraction.</li> <li>To recall and use addition and subtraction facts to 20.</li> <li>To add and subtract numbers using concrete objects.</li> <li>To show that addition of two numbers can be done in any order and subtraction of one number from another cannot.</li> </ul> <p>To recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.</p> <p><b>Measurement</b></p> <ul style="list-style-type: none"> <li>To tell and write the time to five minutes including quarter past/to the hour and draw the hands on a clock face.</li> <li>To know the number of minutes in an hour and the number of hours in a day.</li> </ul>	<p><b>Mathematics</b></p> <p><u>Multiplication and division</u></p> <ul style="list-style-type: none"> <li>To recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables.</li> <li>To calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) signs.</li> <li>To show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.</li> <li>To solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.</li> </ul> <p><u>Geometry: position and direction</u></p> <ul style="list-style-type: none"> <li>To order and arrange combinations of mathematical objects in pattern and sequences.</li> <li>To use mathematical vocabulary to describe position, movement and direction including movement in a straight line and distinguishing between rotation as a turn and in terms of a right angles for quarter, half and three quarters (clockwise and anti-clockwise).</li> </ul> <p><u>Fractions</u></p> <ul style="list-style-type: none"> <li>To recognise, find, name and write fractions 1/3, 2/3, 1/4, 2/4, 3/4 of a length, shape and set of objects or quantity.</li> <li>To write simple fractions for example 1/2 of 6 = 3 and recognise the equivalence.</li> </ul>	<p><b>Measurement</b></p> <ul style="list-style-type: none"> <li>To choose and use appropriate standard units to estimate and measure length/ height in any direction (m / cm); mass (kg / g); temperature (°C); capacity (litres / ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels</li> <li>To compare and order lengths, mass, volume / capacity and record the results using &lt;, &gt; and =.</li> <li>To compare and sequence intervals of time.</li> </ul> <p><b>Statistics</b></p> <ul style="list-style-type: none"> <li>To interpret and construct simple pictograms, tally charts, block diagrams and simple tables.</li> <li>To ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.</li> <li>To ask and answer questions about totaling and compare categorical data.</li> </ul> <p><b>Geometry</b></p> <ul style="list-style-type: none"> <li>To identify and describe the properties of 2-d and 3-d shapes including the number of sides/edges, vertices and faces and lines of symmetry.</li> <li>To identify 2-d shapes on the surface of 3-d shapes (for example, a circle on a cylinder and a triangle on a pyramid).</li> <li>To compare and sort common 2-d and 3-d shapes and everyday objects.</li> </ul>	<p><b>Geography</b></p> <ul style="list-style-type: none"> <li>To use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</li> <li>use basic geographical vocabulary to refer to:</li> <li>key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</li> </ul>	<p><b>Music</b></p> <ul style="list-style-type: none"> <li>To use their voices expressively and creatively by singing songs and speaking chants and rhymes.</li> <li>To play tuned and untuned instruments musically.</li> <li>To listen with concentration and understanding to a range of high-quality live and recorded music.</li> </ul>
<p><b>Science</b></p> <p><u>Working Scientifically</u></p> <ul style="list-style-type: none"> <li>To ask simple questions and recognise that they can be answered in different ways</li> <li>To observing closely, using simple equipment</li> <li>To perform simple tests</li> <li>To identify and classifying</li> <li>To use their observations and ideas to suggest answers to questions</li> <li>To gather and record data to help in answering questions.</li> </ul>	<p><b>Science</b></p> <ul style="list-style-type: none"> <li>To identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</li> <li>To identify and name a variety of plants and animals in their habitats, including microhabitats</li> <li>To describe how animals obtain their food from plants and other animals, using the idea of a simple food chain and identify and name different sources of food.</li> <li>To observe and describe how seeds and bulbs grow into mature plants</li> <li>To find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</li> </ul>	<p><b>PHSE Jigsaw - Relationships</b></p> <ul style="list-style-type: none"> <li>I can identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate...</li> <li>I understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not</li> <li>I can identify some of the things that cause conflict with my friends</li> <li>I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret</li> <li>I recognise and appreciate people who can help me in my family, my school and my community.</li> </ul>	<p><b>Physical Education</b></p> <ul style="list-style-type: none"> <li>To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</li> <li>To participate in team games, developing simple tactics for attacking and defending</li> <li>To perform dances using simple movement patterns.</li> </ul>	<p><b>Art</b></p> <ul style="list-style-type: none"> <li>To use a range of materials creatively to design and make products</li> <li>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</li> <li>To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> </ul>
			<p><b>History</b></p> <ul style="list-style-type: none"> <li>To learn the lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell].</li> <li>To learn changes within living memory - where appropriate, these should be used to reveal aspects of change in national life.</li> </ul>	