



<p>English:</p> <p>Spring 1- Stig of the Dump by Clive King This book is regarded as a modern children’s classic. It is about a young boy who discovers a teenage caveman in the local rubbish dump. It follows the unlikely friendship between Barney and stone-age Stig who has stood the test of time.</p> <p>Spring 2- Wonder by R J Palacio This book is about a boy with a rare facial abnormality, who enters the fifth grade in a private school where he befriends Jack. The two form a strong bond while facing the bullies in their class.</p>	<p>Mathematics:</p> <ul style="list-style-type: none"> • Divide numbers up to four digits by a 2-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context • Focus on times tables, with regular times table practice up to 12 X 12 • Find fractions equivalent to a unit fraction and a non-unit fraction • Recognise equivalent fractions • Convert improper fractions to mixed numbers and visa versa • Compare and order fractions less than 1 and greater than 1 • Add and subtract fractions 	<p>Science:</p> <p>Spring 1- Rocks and Fossils The children will have the opportunity to compare and group together different kinds of rocks on the basis of their appearance and physical properties. They will also be able to describe how fossils are formed and also recognise that soils are made from rocks and organic matter.</p> <p>Spring 2- EvolutionThe children will be able to recognise that living things have changed over time and that fossils provide information about living things from the past. They will recognise that living things produce offspring of the same kind but normally offspring vary and are not identical to their parents. They will be able to discuss how animals and plants adapt to their environment and adaption may lead to evolution.</p>
<p>History:</p> <p>Spring 1- Stone Age to Iron Age Within this topic, children will learn about civilisation during the Stone Age leading up to the Iron Age, including types of settlements and land use. They will be able to explain connections and contrasts during these different periods of time and explain the chronological order of the historical times they have learnt about.</p>	<p>SEMH:</p> <p>Our SEMH curriculum follows the Nurture and Thrive models. Thrive uses a systematic approach to identifying the emotional developmental need in children and young people so that a differentiated approach can be offered to each child.</p> <p>The Six Strands of Emotional Development are: Being, Doing, Thinking, Power and identity, Skills and Structure and Interdependence</p> <p>The Six Principles of Nurture are drivers which will inform planning:</p> <ol style="list-style-type: none"> 1. Children’s learning is understood developmentally 2. The classroom offers a safe base 3. The importance of nurture for the development of wellbeing 4. Language is a vital form of communication 5. All behaviour is communication 6. The importance of transition in children’s lives 	<p>Geography:</p> <p>Spring 2 The children will be able to name the world’s seven continents and the five oceans. They will use maps, atlases, globes and digital/computer mapping to locate countries and describe landmarks and features. The children will also use an eight point compass, symbols and keys on a map and grid references.</p>

<p><u>Art and Design:</u></p> <p>Artist study: Banksy. Children will look at art produced by Banksy They will explore his creative style and produce their own Banksy inspired work.</p> <p>Drawing Children will produce a variety of art pieces based on the theme 'Cave Drawings' They will investigate and experiment with formal elements (line, tone, shape, texture, pattern, colour, and form) to develop their drawing skills. They will make comparisons between ancient and modern graffiti. (Cave drawings and Banksy)</p> <p><u>Design and Technology:</u></p> <p>Stone Age Clay Jewellery Children will be using their research about the Stone Age to discover how jewellery was made. They will be designing and making their own clay jewellery using a variety of equipment and materials.</p>	<p><u>Music:</u></p> <p>Spring 1-Rock Music: The children will be encouraged to appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians. This term they will be listening to a variety of Rock Music</p> <p>Spring 2 – African Drumming The children will have the opportunity to play and perform to each other and as a group using the African Drums. They will learn about pulse, rhythm and tempo.</p> <p><u>Physical Education: Flash Climbing</u> Pupils will make weekly visits to a local climbing centre. They will be learning the skills of rock climbing and developing their core strength and resilience.</p> <p>Fundamental Skills The children will be developing their fundamental movement skills, including balance, coordination, throwing, catching, hitting and kicking. This will include working in pairs and small sided games, to help develop the concept of teamwork.</p>	<p><u>Religious Education:</u></p> <p>What do we mean by God and Love?</p> <p>The children will learn about the idea of Christian love by exploring the story of Zacchaeus and considering how Jesus showed kindness towards a selfish and unpopular man.</p> <p>Spring 2 – Why is Easter important to Christians?</p> <p>The children will learn that Christians celebrate Easter to remember the sacrifice that Jesus made. Easter is a Christian festival that celebrates the resurrection of Jesus Christ and the promise of eternal life.</p>
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Joy, Love and Respect