

ARP

## Spring Overview



Tudor Grange Primary Academy  
**Yew Tree**

### English:

#### Spring.1

##### Blackberry Blue – Jamila Gavin

In this unit pupils explore several traditional stories from different cultures, written in a contemporary style. They become more familiar with the different structures of stories and a range of literary devices authors use to involve and engage the reader. Pupils will apply what they learn to further develop their language and writing skills.

#### Spring.2

##### Charlie and the Chocolate Factory – Roald Dahl

Children will compare and contrast different characters and settings. They will write in a variety of genres leading on from cues in the story. They will develop their SPAG and enhance their creative, extended writing.

##### Complementary Texts – Non-Fiction

Where does Chocolate come from? How is it made? Newspaper Article – The Cadbury Family

### Mathematics:

Year 1 Fact Families – the eight facts. Place Value within 50. Addition and Subtraction within 20. Counting 2, 5, 10's. Recognising equal groups. Making Arrays. Grouping and Sharing.

Year 3 Add and Subtract across 10 and 100. Add and Subtract 2-digit and 3-digit numbers. Inverse operations. Multiplication using equal groups and arrays. Sharing and Grouping. Finding Multiples.

Year 5 Multiples and Common Multiples. Factors, Square Numbers, Cubed Numbers. Multiply by 10, 100, 1000. Decimals up to 2 decimal places. Equivalent Fractions and decimals. Order and Compare decimals. Round decimals to the nearest whole number. Round decimals to the nearest decimal place. Percentages as fractions and decimals.

### Science:

Forces To be able to explain unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. Identify the effects of air resistance, water resistance and friction, that act that between moving surfaces. To recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.

States of Matter To be able to compare and group materials together, according to whether they are solids, liquids or gases. To observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C). Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.

<p><b><u>History/Geography:</u></b></p> <p><b><u>The Mayans</u></b></p> <p>The children will devise questions regarding what they would like to know about the Ancient Mayans. Order the key events in the Maya Timeline. Maya Gods and the Creation story. The Mayan Number System. Mayan Culture and everyday living including the making of Chocolate. Mayan Masks.</p> <p><b><u>History/Geography – Bournville</u></b></p> <p>The children will make links with their core text – Charlie and the Chocolate Factory and the Mayans. They will study the history of the Cadbury Family and how the town of Bournville developed over the years. The children will also study the United Kingdom and be able to locate and name some of the main counties and cities.</p>	<p><b><u>SEMH:</u></b></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: <b>Being, Doing, Thinking, Power and identity, Skills and Structure and Interdependence</b></p> <p><b>The Six Principles of Nurture are drivers which will inform planning:</b></p> <ol style="list-style-type: none"> <li>1. Children's learning is understood developmentally</li> <li>2. The classroom offers a safe base</li> <li>3. The importance of nurture for the development of wellbeing</li> <li>4. Language is a vital form of communication</li> <li>5. All behaviour is communication</li> <li>6. The importance of transition in children's lives</li> </ol>	<p><b><u>Religious Education:</u></b></p> <p><b>Spring 1 - Sikhism</b> Describe and make connections between different features of the religions, discovering more about celebrations, worship, pilgrimages and rituals. Explore and describe a range of beliefs, symbols and actions so they can understand different ways of life and ways of expressing meaning. Observe and consider different dimensions of religion, showing an understanding of similarities and differences within and between religions</p> <p><b>Spring 2 – <u>Why is Easter important to Christians? Why do we call Jesus the Saviour?</u></b></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>
<p><b><u>Art:</u></b></p> <p><b>Spring 2 - <u>Mayan Art</u></b></p> <p>Develop techniques (control, use of materials) with creativity, experimentation, increasing awareness of different kinds of art, craft and design. Taught about the greatest Mayan artists and designers in history. Enable to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p>	<p><b><u>Physical Education:</u></b></p> <p><b><u>Gymnastics</u></b> Use skills in different ways and to link them to make actions and sequences of movement. Develop flexibility, strength, technique, control and balance.</p> <p><b><u>Dance</u></b> Children will focus on developing an idea or theme into dance choreography. They will work in pairs and groups using different choreographing tools to create dances e.g. formations, timing, dynamics. Pupils will have the opportunity to choreograph, perform and provide feedback on dance.</p>	<p><b><u>Design and Technology:</u></b></p> <p><b>Spring 1 – <u>Kites</u></b> Linking with the Science topic Forces, the children will research and design, make and evaluate their own kites using a variety of equipment and materials.</p> <p><b>Spring 2 - <u>Mayan Masks</u></b> Children will be using their research about the Mayans to discover their traditional clothing and accessories. They will be designing and making their own Mayan Masks using a variety of equipment and materials.</p> <p><b><u>Cooking and Nutrition</u></b> Understand and apply the principles of a healthy and varied diet. Prepare and cook a variety of sweet and savoury dishes using a range of cooking techniques.</p>

