

Curlews - Half Termly Overview – Spring 2 2024 – Watery Worlds



CORE SUBJECTS

	Maths Red Rose Maths	English The Wind in the Willows	RE Easter – Why do Christians believe Easter is all about love?	SCIENCE Animals including Humans
19.02.24	Measurement (Length and Mass/Weight) Choose and use the correct equipment to measure length, Mass/Weight. Solve simple problems involving addition and subtraction of measures.	Animal Adventure Stories– The Wind in the Willows by Kenneth Grahame Creating Interest Reading Response	To identify symbols associated with Easter.	To know that animals, including humans, have offspring which grow into adults. Identifying and classifying.
26.02.24	Addition and Subtraction Add one- and two-digit numbers using an appropriate strategy Subtract a one digit from a two-digit number using an appropriate strategy. Addition and subtraction with exchange.	Animal Adventure Stories– The Wind in the Willows by Kenneth Grahame Reading and Analysing Gathering Content	To know Jesus rode into Jerusalem on a donkey on Palm Sunday.	To find out how animals change as they grow into adults Gathering and recording data to help in answering questions.
04.03.2024	Fractions Finding halves and quarters of objects and numbers. Know that a quarter turn is the same as a turn through one right angle. Know that a half turn is the same as a turn through two right angles. Know that a full turn is the same as a turn through four right angles.	Animal Adventure Stories– The Wind in the Willows by Kenneth Grahame Story Writing	To identify symbols associated with Easter.	To compare the stages of the human life cycle.
11.03.2024	Geometry: Position and Direction Describe turning movements for whole and half turns – link to fractions Describe turning movements using left and right. Describe 2D and 3-D shapes according to the number and shape of the faces, the number of edges and vertices and whether any of the faces are the same size as each other	Recount, written in role as a character from a story, in the form of a letter Creating Interest Reading Response Reading and Analysing	To know that Jesus died on the cross on Good Friday. To know that Christians believe that Jesus rose on Easter Day and is alive today. I can talk about my own experiences of love and other emotions expressed in the Easter Story	To find out about and describe the basic needs of animals, including humans, for survival (water, food and air).
18.03.2024	Time Tell the time to the hour and half hour. Y2 Tell the time to the nearest five minutes past the hour (up to 25 minutes past)	Recount, written in role as a character from a story, in the form of a letter Gathering Content Letter Writing	To know that Easter is the most important time of the year for the Church. To retell the story of Easter.	Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. Perform simple tests.
25.03.2024	Assess and Review week to reinforce and consolidate learning from this half term.	Poetry – Writing own verse/poem based on a classic poem that they have learnt by heart.	To know that Christians believe Jesus died on the cross because God loves everyone. To talk about my own experiences of love and other emotions expressed in the Easter Story.	To investigate the importance of healthy eating and hygiene. Perform simple tests.

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FOUNDATION SUBJECTS						
	Creative Curriculum		Other curriculum subjects			
	History/Geography What's the Weather?	Art/DT Design, Make, Evaluate	Computing Making Music	PE Dance Playground Games	Music Recognising Different Sounds	PSHE Rights and Respect
Week 1	To identify daily weather patterns in the context of the weather of the UK. To use simple observational skills to study the surrounding environment in the context of the weather of the UK/local weather	Design -To use pictures and words to convey what they want to design/make.	To be introduced to making music digitally using 2Sequence.	To explore different habitats from The Wind in the Willows story and understand and describe the differences To develop the skill of dodging/changing direction when playing a game	To find and try to keep a steady beat Rhythm patterns using long and short Melodic patterns using high and low.	Recognise how a person's behaviour (including their own) can affect other people.
Week 2	To understand the different seasons in a year. To understand the impact of weather on our lives in the context of the weather of the UK.	To select appropriate technique explaining: First... Next... Last.... explore ideas by rearranging materials. Use drawings record ideas as they are developed.	To explore, edit and combine sounds using 2Sequence	Develop teamwork skills by working in groups, share appropriate movement ideas and create a short dance. To develop the skill of hopping when playing a game.	Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion Create rhythms using word phrases as a starting point.	Explain, and be able to use, strategies for dealing with impulsive behaviour.
Week 3	To understand what weather forecasts show. To use basic geographical vocabulary to refer to key human and physical features.	MAKE -To select that will meet the design criteria. Select and name the tools needed to work the materials. Explain what they are making and which materials they are using and why.	To add sounds to a tune to improve it.	To use a set of instructions to create your own solo travelling dance exploring The Wild Wood and perform to the class. To demonstrate catching a ball with some control. To throw underarm with some accuracy.	Explore an understanding of the musical concepts related to the song and how they fit Try to use musical language when describing the music.	Explain the importance of looking after things that belong to themselves or to others.
Week 4	To identify daily weather patterns (dangerous/ adverse weather) in the UK.	MAKE-To use skills to perform practical tasks (cutting, shaping, joining and finishing) to create a product.	To think about how music can be used to express feelings and create tunes which depict feelings.	To create a solo based on action words, interpreting the ideas in their own way. To throw a ball underarm to a partner with some accuracy. To catch a ball. To demonstrate a side gallop.	Sing together as a group and have fun Move to the music Describe what the song is about - is there a story?	Talk about similarities and differences between themselves.
Week 5	To identify the location of hot and cold areas of the world in relation to the Equator and the North and South Pole. To understand what hot and cold countries are like.	EVALUATE - Talk about their design as they develop and identify good and bad points. Say what they like and do not like about items they have made and attempt to say why.	To upload a sound from a bank of sounds into the Sounds section.	To develop a group dance with interesting movements and use timings. To show the ready position To catch a ball To perform a side gallop.	To play and perform an instrumental part by ear or from standard notation and as part of the song being learnt	Explain where people get money from. List some of the things that money may be spent on in a family home
Week 6	To understand the human/physical geography of a cold area of the world in the context of the Arctic. To understand what a cold area of the world is like. To use map skills to locate hot and cold places	To discuss how closely their finished product meets their design criteria and how well it meets the needs of the user.	To create their own tune using the sounds which they have added to the Sounds section.	To support and motivate each other to rehearse, refine and perform the dance. To catch a ball from the ready position. To strike a ball to a partner	To play and perform an instrumental part by ear or from standard notation	Understand that people have choices about what they do with their money