

Simmonds 1

Term 5 Curriculum Overview



<p>English</p>	<p>What we are doing: Students will continue to expand on their phonics knowledge, within their set groups. They will learn speed sounds to develop reading and writing skills. Targeted storybooks are read to teach comprehension skills.</p> <p>How school will do this: The students will be assessed on their knowledge of sounds from the Read Write Inc. programme, as well as word reading ability. We will also use educational games to support sound recognition, reading, sequencing stories and reading traditional tales through the Busy Things website. We will also continue to enjoy ERIC (Everyone Reading in Class) time throughout the week, which will include sensory stories, social stories and well known tales. Through the use of stories we will complete creative writing tasks. We will write Spring poems using the beautiful grounds of Valence to inspire us!</p> <p>How you can help at home: Promote a love of reading by listening to storybooks, retelling traditional tales or creating sensory stories together.</p> <p>During phonics lessons your child will be completing assignments on spelling shed which will support them with spelling words containing the sounds they have been learning in class. If you wanted to practise these at home with your child please follow the link below. Assignments will be set weekly by your child’s class teacher.</p> <p>Website: https://play.edshed.com/en-gb</p>
<p>Maths</p> <p>The World About Me</p>	<p>What we are doing: Students will be exploring both money and time this term.</p> <p>How school will do this: The first half of the term, students will be aiming to recognise and describe some coins (including pence and pounds). Students will explore putting coins into categories based on shape, size and colour. Throughout this topic we will become more familiar with why and how we use money, through role play. Students will move on to explore basic concepts of time including before and after.</p> <p>How you can help at home: Create role play opportunities, particularly focused on shops. This can support the children in making requests for items in the shop; cause and effect in giving money in exchange for an item. Comment on the child’s play and model the use of new vocabulary as appropriate during the play, for example the value of a coin.</p> <p>What we are doing: Students will be continuing with their year long topic of Spring and the seasons.</p>

	<p>How school will do this: We will discuss seasons changes and events that happen within the seasons, we will be growing flowers and vegetables during our weekly gardening sessions. Within forest school we will complete spring crafts using natural items that we find.</p> <p>How you can help at home: Discuss changes that are happening in your garden and when you go for walks.</p>
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<p>Music</p>	<p>What we are doing: We will be developing knowledge and understanding of dynamics, pitch and instruments. We will also be learning to compose music musical soundscapes based around different scenes.</p> <p>How school will do this: During our lessons we aim to: Sing, play and follow instructions to perform as a group. Describe music using simple musical vocabulary. Explore multiple ways of making the same sound. Contribute musically to a final performance. Create a piece that clearly represents a particular environment.</p> <p>We will also be thinking about Valence Has Talent and see if we would like to perform something individually or as a class.</p> <p>How you can help at home: Listen to the radio or explore some of your favourite music together. Encourage them to give an emotional response to the music. Do they have a preference in what they listen to? Do they respond to different tempos? Do they prefer music which is fast or music that is slow?</p> <p>Key words: composition, duration, dynamics, pitch, structure, tempo</p>
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<p>PSHE</p>	<p>What we are doing: This term, our lessons will be focused on living in the wider world, based on the topic 'Money Matters'.</p> <p>How school will do this: The students will think about where money comes from and how it can be used. They will discuss the idea of spending and saving their money and begin to understand why it is important to keep belongings, including money, safe. They will also learn about the different things on offer when they go shopping and how we need to identify the difference between the things we want and the things we need. We will also make links to our previous learning in Maths about money.</p> <p>How you can help at home: Talk about all the different times we use and need money. Help your child to become more familiar with the different coins and cash. Go on an outing to the shops where they help you to find the items you need, and pay for them.</p> <p>Keywords: money; spending; saving; wants; needs</p>
<p>Communication</p>	<p>What we are doing: Meeting individual communication targets.</p> <p>How school will do this: Although opportunities for meaningful communication will be promoted throughout the entire school day, 'Fun Time' is our focused communication session. Within these sessions, students will take part in individualised or group activities to achieve their communication targets. Tasks are linked to communication techniques that can be accessed through games or activities such as Lego Therapy and reading comprehensions.</p> <p>How you can help at home:</p>
<p>PE</p>	<p>What we are doing: This Term in PE students will be working on their ability to work in teams linked to Orienteering and problem solving.</p> <p>How school will do this: Students will be doing this by identifying key places around the school and solving problems. They will be working in teams and working on the ability to work together and take roles within them. The problems will involve using their basic range of movement and incorporating fundamental movement skills.</p> <p>How you can help at home: At home encourage your student to lead an activity. This could be taking a pet out for a walk and deciding which direction/route to go. This also could be when shopping finding a grocery independently.</p>

<p>Swimming</p>	<p>What we are doing: This term students will be learning about water safety and what we need to be aware of when we are at the beach and around the community.</p> <p>How school will do this: Students will be learning about the different types of flags they may see around the beach and what they mean. They will also be looking at different situations they may find themselves in when in the water. Some of these situations include cold water shock and a rip tide.</p> <p>How you can help at home: Encourage students to have a positive experience in and around water. Discuss the importance of water safety.</p>
<p>Computing</p>	<p>What we are doing: We will start our Digital Literacy strand where we will be discussing and looking at Online Safety, Apps, Websites, what is real online and what is not.</p> <p>How school will do this: Students will learn about keeping personal information safe, not talking to strangers online, understanding what cyberbullying is and knowing who to talk to if they see something horrible online.</p> <p>How you can help at home: Make sure students are aware of who they can talk to at home and school if they see something horrible online and remind them not to click on anything they are not sure of.</p> <p>Keywords: Safety, Online, Website, Internet, Social</p>
<p>Art</p>	<p>What we are doing: This term we are looking at the artist Alexander Calder and his sculptural mobiles.</p> <p>How school will do this: We will learn about shadow and light, creating sculptures and photography. This will be through exploration and experimentation, creating plans, using a variety of mediums and consolidating their work with a final piece.</p> <p>How you can help at home: Discuss light and shadows and see when this occurs.</p> <p>Keywords: Light, dark, shadow, sculpture, photography.</p>