

# Simmonds 1

## Term 5 Curriculum Overview

### Communication and Literacy

**What we are doing:**

This term, we will continue to have our RWI phonics group sessions, as well as letter work sessions, focusing on different letters of the alphabet. We will also be working on our MAPP targets.

**How school will do this:**

In our phonics sessions, we will be learning our set sounds and reviewing previously taught sounds and words from the Read Write Inc. Programme; some students will also be learning about the different word endings, such as -ant; -ent; -ment; -able; -ible; etc., as well as practising reading longer words. We encourage and give students opportunities to apply their phonic knowledge when reading and spelling words.

Some students are also working on extending their comprehension skills, to ensure their understanding, related to text. We are also developing and broadening the students' core vocabulary knowledge. Speaking and listening skills are a key focus, relating to the students' individual Communication and Interaction targets. Regular opportunities are built into their day, e.g. as part of our routines; conversations at break times; discussing Newsround; quizzes; etc.

**How you can help at home:**

Please continue to share books and stories from home and the library to foster the love of reading; share stories with your child, describe characters together and talk about what is happening in the story. You can enjoy stories together online too, such as the Julia Donaldson stories on iPlayer.

**Keywords:**

character; predict; blurb; Fred-talk; 'special friends'; 'chatty friends' (sounds); non-fiction

### Numeracy

**What we are doing:**

We will be focusing our learning on the topic of Geometry, looking at position and direction, as well as the topic of Measure, learning about money and time. Students will also be continuing to reinforce their understanding of number and place value.

**How school will do this:**

Students will develop, consolidate and embed their understanding of geometry and measures through practical activities, fun games and online set assignments. This will allow for individualised learning to take place, based on the area(s) each student needs to master. Students will be exploring hands-on activities to help them explore and understand key ideas such as recognising and describing simple shapes, using positional language (like next to, behind and in front of), and understanding directions through movement games and practical activities. We'll also be developing early measuring skills by learning about money and exploring time through daily routines, sequencing activities and using clocks in a hands-on way. We support learning through lots of practical exploration, sensory resources and tailored activities that match each child's individual needs. Children will keep building their confidence with number and place value too, using games, concrete materials and online tasks that allow them to learn at their own pace. Our aim is to make maths fun, meaningful and accessible for every learner.

**How you can help at home:**

Encourage your child to think about where objects are around the house, how they move in different directions and what shapes they can spot in everyday items. Talk about coins when paying for things, look at clocks together and involve them in simple counting or sorting tasks to build confidence.

**Keywords:**

next to; behind; in front of; pounds; pence; coins; notes; o'clock; half past

### Computing

**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.

**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.

**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.

**Keywords:** Safety, Online, Website, Internet, Cyberbully

### Topic

**What we are doing:**

Our topic is The World About Me: Rites of Passage, so this term our lessons will be focused on learning more about religious education.

**How school will do this:**

Students will be exploring and looking at how different religions celebrate important stages through an individual's life such as birth, initiation into the religion, and marriage. We will engage our students through stories and case-studies, short videos, PowerPoints, and songs, ensuring an enjoyable learning experience. Makaton signs will also support communication and understanding for our learners.

**How you can help at home:**

Have discussions around this topic about the special milestones in their own life and those of family members and close friends. Talk about celebrations they enjoy, look at family photos together, or share simple stories from different cultures and religions. This helps build understanding, familiarity, and confidence with the vocabulary.

**Keywords:**

birth, marriage, christening, circumcision, bar mitzvah

## PSHE

### **What we are doing:**

This term, our lessons will be focused on relationships, based on the topic 'Changing and growing'.

### **How school will do this:**

Through discussion and activities, students will have opportunities to explore, identify, and learn about the different people in their lives—family, friends and trusted adults—and what makes these relationships safe and positive. We'll explore kindness through practical activities, helping pupils understand how their actions affect others and how to show care and respect. Safety is a key part of our learning. Pupils will be taught simple strategies for staying safe, identifying who helps them, and recognising when something doesn't feel right. We'll also talk about the difference between secrets and surprises, encouraging children to speak to a trusted adult if they ever feel unsure or uncomfortable. Finally, we will introduce the idea of public and private spaces and behaviours, using clear, sensitive teaching to support children's personal safety and independence. Our aim is to help all students build confidence, develop healthy relationships and learn essential safety skills in a supportive, engaging way.

### **How you can help at home:**

Have discussions around this topic: encourage your child to think about who the trusted adults in their life are, how we show kindness to others, and what they can do if something feels uncomfortable or confusing. Talk openly about feelings, personal boundaries, and the importance of telling an adult when they need help.

### **Keywords:**

kindness; safety; trust; private; respect

## PE

### **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.

### **How school will do this:**

Students will be doing this by developing basic map skills identifying key places around the school and solving simple 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. Students will be starting to develop leadership skills and qualities such as: developing communication, following simple instructions

### **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.

**Keywords:** Direction, Communication, Leadership, Teamwork, Problem Solving

## Art

### What we are doing:

Our focus this term is textiles, and the students will experiment with fabric weaving to create a final landscape woven piece.

### How school will do this:

Students will learn basic sewing skills such as running stitch and back stitch. They will be using plastic needles with big eyelets to assist with dexterity. They will focus on colour blocking and mixing colours and textures to mimic their chosen landscape.

### How you can help at home:

Discuss varying fabrics with students; simple items such as clothing and get them to describe the feeling of these materials. Practice basic skills at home if materials are accessible.

### Keywords:

Pattern, Running Stitch, Template, Hessian, Felt, Textiles, Colour theory, Textures, Fabrics, Middleground, Foreground, Background.

## Expressive Arts

### What we are doing:

Arts Award course Part A – learners will be taking part in an Art

### How school will do this:

We will be discussing an art project we could work on in the summer term.

This could be based around music, dance, drama or art.

Once we have decided upon a project we will decide what resources we need and plan our project.

Once planned we will work individually or as a class on our arts project.

We will also be thinking about Valence Has Talent and see if we would like to perform something individually or as a class.

### How you can help at home:

Ask your child if they would like to perform in Valence Has Talent this year? If they do not want to perform, would they be interested in introducing the acts?

**Keywords:** performance, arts, sing, dance, act

## Cooking

### What we are doing:

Identifying a different food and where they come from, to include meat, fish, egg, and cheese.

### How school will do this:

Students will complete activities Different food and where they come from, to include meat, fish, egg, cheese, fruit and vegetables Matching activity to identify where food comes from including designing a colourful packed lunch- voting the best elements for the packed lunch and working as a team to choose ingredients and prepare a colourful packed lunch.

### How you can help at home:

Discuss with your child different items that can go in a packed lunch.

**Keywords:**

meat, fish, egg, cheese, animal, ground, tree

**Outdoor Learning**

**What we are doing:**

This term, our lessons will be focused on planting and growing.

**How school will do this:**

Students will develop their gardening skills when visiting the polytunnel, as well as taking part in a range of outdoor learning activities around Valence. We will look at the local plants and wildlife around Valence, whilst also working on our fine motor skills. Students will also be linking their learning to the seasons and where their food comes from.

**How you can help at home:**

Discuss the change of weather and seasons and how the colours, plants and wildlife outside change with the seasons. Also talk about where our food comes from. Discuss any changes that are happening in the garden or when you go out: do we need to wear different clothes? What is the weather like?

**Keywords:**

season; growth; fruit; vegetables; environment; wildlife; habitat