

# Simmonds 2

## Term 5 Curriculum Overview

<b>English</b>
<p><b>What we are doing:</b> In English this term we will be looking at features of a non-fiction text.</p> <p><b>How school will do this:</b> We will explore the different features of a non-fiction text and identify these in texts and use these in our own piece of persuasive writing.</p> <p><b>How you can help at home:</b> Continue to share books and watch book film adaptations with your child, discuss the plot, character and setting. What part of the book or film was their favourite and why?</p>
<b>Maths</b>
<p><b>What we are doing:</b> We will be learning about simple fractions and percentages.</p> <p><b>How school will do this:</b> We will learn how to identify halves and quarters using visuals and manipulatives. We will, with support, aim to link this knowledge of halves and quarters to percentages, 50% and 25% respectively.</p> <p><b>How you can help at home:</b> Support to identify a half and a quarter of something in real life. Encourage use of Doodle maths</p>
<b>Science</b>
<p>AQA Unit Award Scheme: Electrical Safety</p> <p><b>How school will do this</b> This term students will continue to learn how to use electricity safety in the home and in the community . They will be looking at basic circuits and their components including batteries, bulbs, motors and buzzers. Students will look at the dangers of electricity and how to keep safe when using electrical equipment</p> <p><b>How you can help at home</b> Talk with students about electricity and what things around the home require electricity to work.</p> <p><b>Keywords:</b> <b>Key Spellings:</b> Electricity, Bulb, Battery, Motor, Switch, Danger</p>

## 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

## Communication

### What we are doing:

Debating and discussing

### How school will do this:

In this unit, pupils will develop their ability to share their ideas and opinions with others in a clear and respectful way. They will learn how to listen carefully to different viewpoints and take part in simple, structured discussions. Through engaging and familiar topics, such as favourite foods or school rules, pupils will practise using sentence starters to agree, disagree, and offer alternative ideas, helping to build confidence in communication and social interaction.

### How you can help at home:

You can support your child by encouraging everyday conversations about their opinions and choices. Ask simple questions such as “What do you think?” or “Why do you like that?” and model how to listen and respond respectfully. Practising turn-taking in conversations, discussing family decisions, or talking about likes and dislikes can help reinforce these skills in a natural and supportive way.

## 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 what healthy and unhealthy relationship behaviours look like, including recognising kindness, respect and

appropriate boundaries. We will learn about consent, practising simple ways to ask for, give, or refuse permission in everyday situations, and understanding that everyone has the right to feel safe. Pupils will also learn about parenthood, including the responsibilities involved in caring for a baby or child, in an accessible and sensitive way. Alongside this, we will follow the NSPCC's 'Staying Safe' resources to help pupils learn how to recognise unsafe situations, understand personal privacy, and know who they can talk to if they ever feel worried.

Overall, we aim to build confidence, independence and safety in students' growing relationships, as well as helping them understand themselves and their relationships as they mature.

**How you can help at home:**

Have discussions around this topic: encourage your child to think about how they show kindness to others, what respectful behaviour looks like, and how to speak up if something doesn't feel right. Talk about everyday examples—sharing, turn-taking, asking permission—and help them notice positive relationship skills in family life, stories, or friendships.

**Keywords:**

respect; kindness; boundaries; consent (in everyday, non-sexual, permission-based contexts); trust; support

**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, French Knot, Template, Hessian, Felt, Textiles, Colour theory, Textures, Fabrics, Middleground, Foreground, Background.

**Expressive Arts**

**What we are doing:**

**How school will do this:**

**How you can help at home: 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

## Humanities

**What we are doing:**

Rites of Passage

**How school will do this:**

This term we will be looking into how different religions celebrate important stages through a individual's life such as birth, initiation into the religion, marriage and death.

**How you can help at home:**

Has your young person experienced any of these rites of passage personally or attended any.

Keywords: Birth, Marriage, Christening, Circumcision, Bar Mitzvah

## 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 learning basic map skills, 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. Students will be starting to develop leadership skills and qualities such as: developing communication, delegation and 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

