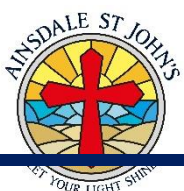


# Ainsdale St. John's

## Whole School Curriculum Objectives Spring 1 (2024)



Ainsdale St. John's

# Curriculum Overview

Year: Reception

Term: Spring 1

## Writing

Focus Text: Gigantosaurus

Form lower-case and capital letters correctly

Write short sentences with words with known sound-letter correspondences using a capital letter and full stop

Re-read what they have written to check that it makes sense

## Maths

Number: Alive in 5

Introducing zero

Find, subitise and represent 0 to 5

1 more/1 less

Conceptual subitising to 5

Measure, Shape and Spatial Awareness: Mass & capacity

Compare mass

Find a balance

Explore capacity

Compare capacity

Number: Growing 6,7,8

Find and represent 6, 7 and 8

1 more/1 less

Composition of 6, 7 and 8

Combining two groups

Making a pair

Double to 8

Measure, Shape and Spatial Awareness: Length, height & time

Explore and compare length

Explore and compare height

## RE

Stories Jesus Heard

Introduce pupils to stories of the Old Testament and understand that Jesus would have heard these stories as he was growing up

Stories Jesus Told

Explore the stories that Jesus told and know that he told them to teach us about God

## Humanities / Understanding the World

Dinosaurs / Celebrations Continued:

Comment on images of familiar situations in the past

Compare and contrast characters from stories

Draw information from a simple map

Understand that some places are special to members of their community

## Art & Design

## DT

Explore different materials freely, in order to develop their ideas about how to use them and what to make

Develop their own ideas and then decide which materials to use to express them

Join different materials and explore different textures

## Art

Explore, use and refine a variety of artistic effects to express their ideas and feelings

Through painting, drawing, sketching, progress towards a more fluent style of moving, with developing control and grace

## **Music**

### Music and movement

Creating simple actions to well-known songs

Learn how to move to a beat

Express feelings and emotions through movement to music

## **PE / Physical Development**

### Dance

Use counting to help to stay in time with the music when copying and creating actions

Move safely with confidence and imagination, communicating ideas through movement

Explore movement using a prop with control and co-ordination

Move with control and coordination, expressing ideas through movement

Move with control and coordination, copying, linking and repeating actions

Remember and repeat actions, exploring pathways and shapes

### Fundamentals 1

Develop balancing whilst stationary and on the move

Develop running and stopping

Develop changing direction

Develop jumping and landing

Develop hopping and landing with control

Explore different ways to travel

## **Personal, Social and Emotional Development**

See themselves as valuable individuals

Build constructive and respectful relationships

Express their feelings and consider the feelings of others

Show resilience and perseverance in the face of challenge

Identify and moderate their own feelings socially and emotionally

Think about the perspectives of others

Manage their own needs through personal hygiene

Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, tooth brushing, sensible amounts of 'screen time', having a good sleep routine and being a safe pedestrian



# Curriculum Overview

Year: 1

Term: Spring 1

## Reading

The Tiger Who Came to Tea by Judith Kerr

Link what is read or heard to own experiences

Retell stories and consider their particular characteristics

Discuss word meanings, linking new meanings to those already known

Draw on what they already know

Discuss the significance of the title and events

Make inferences on the basis of what is being said and done

Predict what might happen on the basis of what has been read so far

Participate in discussion about what has been read

Explain clearly understanding of what is read

## Spoken Language

Build vocabulary

Give well-structured descriptions, explanations and narratives

Participate in discussions, presentations, performances, role play, improvisations and debates

## Writing

Focus Text: The Lion Inside by Rachel Bright

Written Outcome: Fiction – Story based on same structure

Orally compose a sentence before writing it

Write key words and new vocabulary

Use some simple description to describe a character or setting

Begin to link ideas by subject or pronoun

Combine words to make single clause sentence

Use *and* to join words and clauses

Use capital letters for names of people and places

Use punctuation in some sentences: Some full stops and capital letters. Some question marks. Some exclamation marks.

Some accurate use of suffixes (-ed) for past tense endings with no change to the root

Some accurate use of the prefix -un e.g. unhappy

## Maths

Number and Place Value (within 20)

Count within 20

Understand numbers 11 to 20

1 more/ 1 less to 20

Use and estimate on a number line to 20

Compare and order numbers to 20

Number: Addition and Subtraction (within 20)

Add by counting on within 20

Add ones using number bonds

Find and make number bonds to 20

Doubles and near doubles

Subtract ones using number bonds

Subtraction as counting back

Subtraction as finding the difference

Missing number problems
<b>Science</b> <u>Animals, Including Humans</u> Identify and name some common animals Describe and compare the structure of a variety of common animals Identify, name and sort animals that are herbivores, carnivores and omnivores Name and label the parts of the human body Name the 5 senses and to perform simple tests to find out more about them
<b>RE</b> <u>Jesus Was Special</u> Know that the stories of Jesus miracles are found in the Gospels in the New Testament Know that we (Christians) believe that the miracles reveal Jesus as the Son of God Retell some stories about Jesus Talk about my own experiences and feelings Respond sensitively to questions about my own and others experiences and feelings
<b>Computing</b> <u>Programming A: Moving a robot</u> Explain what a given command will do Act out a given word Combine 'forwards' and 'backwards' commands to make a sequence Combine four direction commands to make sequences Plan a simple program Find more than one solution to a problem
<b>Humanities</b> <u>Countries in the UK</u> Locate the UK on a world map and globe Label the UK and surrounding seas on a simple map Locate England and its capital city London Explain why London is so important Locate the capital cities of all UK countries on a map Find similarities and differences between each UK country by describing their characteristics
<b>Art &amp; Design</b> <u>Art: Mark Making</u> Explore ways of drawing lines when joining one point to another Create patterns using repetition Understand and experiment painting with a paintbrush Experiment with a variety of mark making and materials Imitate and create art in the style of Paul Klee
<b>Music</b> <u>Musical Vocabulary: Under the Sea</u> Learn the musical vocabulary: pulse and tempo Explain what dynamics and timbre are Explain what pitch and rhythm are Explain what texture and structure are Understand key musical vocabulary: dynamics, pitch, pulse, rhythm, structure, tempo, texture and timbre
<b>PE</b>

### Team Building

Co-operate with a partner to complete challenges

Explore and develop working as a team

Develop talking, listening and sharing skills

Use speaking and listening skills to lead a partner

Plan with a partner and small group to complete challenges

Use talking, listening and sharing skills to complete challenges

### **PSHCE**

#### Health & Wellbeing

Allergies

#### Safety & the Changing Body

Adults in school

Adults outside school

Making an emergency phone call



# Ainsdale St. John's Curriculum Overview

Year: 2

Term: Spring 1

## Reading

Focus Text: The Dragonsitter by Josh Lacey

Introduce non-fiction books that are structured in different ways

Answer and ask questions

Discuss and clarify the meaning of words, linking new meanings to know vocabulary

Predict what might happen on the basis of what has been read so far

Discuss their favourite words and phrases

Discuss the sequence of events in books and how items of information are related

Make inferences on the basis of what is being said and done

## Writing

Focus Text: The Dragon Machine

Written Outcome: Fiction – Story with adventure focus

Write sentences with different forms: statement, question, exclamation, command

Use subordination (apply because, introduce when)

Use present and past tenses correctly and consistently (some progressive)

Read aloud with intonation

Use punctuation correctly – exclamation marks and question marks

Use phrases from story language

Create and describe characters and settings

Write in 3<sup>rd</sup> person

Sequence events with beginning, middle and end

## Maths

Measurement: Money

Count money in pounds and pence

Choose notes and coins

Make the same amount using different coins/notes

Compare amounts of money

Calculate with money

Make a pound

Find change

Solve two-step problems using money

Number: Multiplication and Division

Recognise and make equal groups

Add equal groups

Introduce the multiplication symbol

Complete multiplication sentences

Use arrays

Make equal groups – grouping

Make equal groups – sharing

Explore the 2 times- table

Divide by 2

Use doubling and halving

Explore odd and even numbers

## **Science**

### Animals, including Humans (2)

Compare the stages of the human life cycle

Research and describe what animals, including humans, need to survive

Test the effects of exercise on the human body

## **RE**

### Jesus, friend to everyone

Know that the stories we have read can be found in the Gospels in the New Testament

Know that we believe the miracles reveal Jesus as the Son of God

Know that Jesus was teaching us to be a friend to everyone

Retell the stories about Jesus covered in this unit

Explain how these stories reveal Christian beliefs about Jesus

Talk about my own experiences and feelings

Respond sensitively to questions about my own and others' experiences and feelings

Make links between the way a person behaves and what that person believes

## **Computing**

### Programming A: Robot Algorithms

Describe a series of instructions as a sequence

Explain what happens when we change the order of instructions

Use logical reasoning to predict the outcome of a program

Explain that programming projects can have code and artwork

Design an algorithm

Create and debug a program that I have written

## **Humanities**

### Geography: Oceans and Continents of the World

Locate the UK as part of Europe on a world map/globe

Label the seven continents of the world

Label the five oceans of the world

Describe continents in relation to one another using compass directions

Identify and describe characteristics of each worldwide continent

## **Art & Design**

### Art: Earth Art

Explore ways of painting rocks

Make sculptures with sticks and twigs

Make animal pictures with leaves

Learn how to weave with natural materials

Explore ways of making mandalas

Be able to make a collage using natural materials

## **Music**

### Musical Me

Sing and play an instrument at the same time

Choose and play appropriate dynamics and timbres for a piece of music

Use musical notation to play melodies

Use letter notation to write my own melody

Use timbre and dynamics in musical composition



**PE**Dance

Remember, repeat and link actions to tell the story of my dance

Develop an understanding of dynamics

Use counts of 8 to help you stay in time with the music

Copy, repeat and create actions in response to a stimulus

Copy, repeat and create movement patterns in response to the theme

Remember and repeat actions and dance as a group

Net and Wall Games

Develop racket familiarisation

Develop placing an object

Use the ready position to defend space on court

Develop returning a ball with hands

Develop returning a ball using a racket

Move an opponent to win a point

**PSHCE**Healthy & Wellbeing

Looking after our teeth

Safety & the Changing Body

Communicating online

Secrets and surprises



# Ainsdale St. John's Curriculum Overview

Year: 3

Term: Spring 1

## Reading

Focus Text: The Iron Man by Ted Hughes

Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence

Identify themes and conventions in a wide range of books

Discuss words and phrases that capture the reader's interest and imagination

Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence

Identify themes and conventions in a wide range of books

## Writing

Focus Text: Stone Age Boy, Satoshi Kitamura

Written Outcome: Fiction – Story set in Stone Age

Form nouns with a range of prefixes

Use present and past tenses correctly and consistently including progressive and present perfect forms

Use inverted commas to punctuate direct speech (using dialogue to show relationship between characters)

Build a varied and rich vocabulary

Write a sequence of events to follow the structure of the model story

Write an opening paragraph and further paragraphs for each stage

Create dialogue between characters that shows their relationship with each other

Use 3rd or 1st person consistently

Use tenses appropriately

Add historical detail to characters, setting and events

## Maths

Number: Multiplication and division

Multiples of 10 and related calculations

Reasoning about multiplication

Multiply a 2-digit number by a 1-digit number – no exchange

Multiply a 2-digit number by a 1-digit number – with exchange

Link multiplication and division

Divide a 2-digit number by a 1-digit number – no exchange

Divide a 2-digit number by a 1-digit number – flexible partitioning

Divide a 2-digit number by a 1-digit number – with remainders

Measurement: Length & Perimeter

Measure in metres, centimetres and millimetres

Equivalent Lengths (metres and centimetres)

Equivalent lengths (centimetres and millimetres)

Compare lengths

Add and Subtract lengths

Measure and calculate perimeter

## Science

Rocks, Soils and Fossils

Compare and group together different kinds of rocks on the basis of their appearance

and simple physical properties

Describe in simple terms how fossils are formed when things that have lived are trapped within rock

Recognise that soils are made from rocks and organic matter

## **RE**

Jesus the man who changed lives. What kind of world did Jesus want?

Know that Christians believe Jesus has/had the power to change people's lives

Understand that choosing to follow Jesus is not necessarily an easy way of life

Know that people's lives today can be transformed by becoming a Christian and choosing a different way of life

Talk about their experiences of change

Retell the story of Jesus changing someone's life

Talk about the ways in which Jesus changed/changes people's lives

## **Computing**

Programming A – Sequence in music

Explore a new programming environment

Identify that commands have an outcome

Explain that a program has a start

Recognise that a sequence of commands can have an order

Change the appearance of my project

Create a project from a task description

## **Humanities**

Geography: UK Cities and Counties

Name and locate counties and cities of the United Kingdom, including using the 8-point compass directions when locating

Name and locate the main rivers and seas of the UK, using an atlas/map

Name and locate counties of the UK

Name and locate areas of high ground in the UK, using maps or atlases

Identify how London's growth has changed over time and significance of Prime Meridian

Describe how the UK population has changed over time

## **Art & Design**

Art: Famous Buildings

Explore and examine buildings in a range of architectural styles

Explore the architecture of Sir Christopher Wren

Explore colour and pattern in the design of St Basil's Cathedral

Explore the design features of the Taj Mahal

Examine the architecture of the Sydney Opera House

Design a building for a particular purpose

## **Music**

Instrumental Focus: South Africa

Identify the basic key features of staff notation

Recognise and play minims by ear and from staff notation, moving up and down by step

Recognise and play semibreves by ear and from staff notation

Recognise and play crotchets and crotchet rests by ear and from staff notation

Compose rhythmic patterns for a gumboot dance

## **PE**

Tag Rugby

Develop throwing, catching and running with the ball

Develop an understanding of how to defend using tagging rules

Begin to use the 'forward pass' and 'offside' rule

Develop movement skills to dodge a defender  
Track an opponent and begin to defend as a team

#### Fitness

Develop an awareness of what your body is capable of  
Develop speed and strength  
Complete actions to develop co-ordination  
Complete actions to develop agility  
Complete actions to develop balance  
Complete actions to develop stamina

#### **PSHCE**

Health & Wellbeing  
Diet & dental health

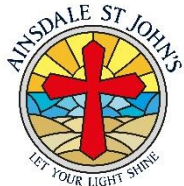
#### Safety & the Changing Body

First Aid: emergencies and calling for help  
Cyberbullying

#### **Spanish**

##### Sé – I know how...

Recognise, recall and spell 10 action verbs in Spanish  
Use these verbs in the infinitive to form positive and negative sentence structures with 'sé'  
(I know how to...)/ 'no sé' (I do not know how to...)  
Attempt to combine positive and negative sentence structures to form longer and more complex sentences using the conjunctions 'y' (and) & 'pero' (but).



# Ainsdale St. John's Curriculum Overview

Year: 4

Term: Spring 1

## Reading

Focus Text: DK FindOut! Volcanoes by Maria Gill

Predict what might happen from details stated and implied

Clarify vocabulary

Explore the meaning of words in context

Retrieve, record and present information

Retrieve and record information from non-fiction

Use dictionaries to check the meaning of words that they have read

Ask questions to improve understanding

Identify main ideas drawn from more than one paragraph and summarise

Identify themes and conventions in a wide range of books

Identify how language, structure and presentation contribute to meaning

Discuss words and phrases that capture the reader's interest and imagination

## Writing

Focus Text: Escape from Pompeii, Christian Balit

Written Outcome: Fiction – Historical narrative

Variety of verb forms used correctly and consistently including the progressive and the present perfect forms

Use Standard English for verb inflections

Organise paragraphs around a theme (using fronted adverbial to introduce or connect paragraphs)

Use and punctuate direct speech (using dialogue to show the relationship between characters)

Write a sequence of events to follow the structure of the model story

Write an opening paragraph and further paragraphs for each stage

Create dialogue between characters that shows their relationship with each other

Use 3rd or 1st person consistently

Use tenses appropriately

Add historical detail to characters, setting and events

## Maths

Number: Multiplication and division

Factor pairs

Multiply by 10 and 100

Divide by 10 and 100

Related facts for multiplication and division

Informal written methods for multiplication

Multiply a 2-digit number by a 1-digit number

Multiply a 3-digit number by a 1-digit number

Divide a 2-digit number by a 1-digit number

Divide a 3-digit number by a 1-digit number

Correspondence problems

Efficient multiplication

Measurement: Length and perimeter

Measure in kilometres and metres

Measure equivalent lengths (kilometres and metres)  
Measure perimeter on a grid  
Measure and calculate the perimeter of a rectangle and rectilinear shapes  
Find missing lengths in rectilinear shapes.  
Measure the perimeter of regular polygons and polygons

## **Science**

### Sound

Identify how sounds are made, associating some of them with something vibrating  
Recognise that vibrations from sounds travel through a medium to the ear  
Find patterns between the pitch of a sound and features of the object that produced it  
Find patterns between the volume of a sound and the strength of the vibrations that produced it  
Recognise that sounds get fainter as the distance from the sound source increases

## **RE**

### Jesus, son of God/Shabbat

Understand that Christians believe Jesus is the Son of God he was both God and man  
Understand that we Christians believe Jesus has power and authority from God over every aspect of creation, life and death  
Recognise there are people who have stood up and spoken out against authorities in situations of injustice  
Know that the Jewish holy day is Shabbat and there are many traditions and rules associated with Shabbat  
Retell the Bible stories covered in this unit  
Make links between the Bible texts and Christian beliefs and values  
Talk about people who have inspired them and why

## **Computing**

### Programming A: Repetition in shapes

Identify that accuracy in programming is important  
Create a program in a text-based language  
Explain what 'repeat' means  
Modify a count-controlled loop to produce a given outcome  
Decompose a task into small steps  
Create a program that uses count-controlled loops to produce a given outcome

## **Humanities**

### Geography: Extreme Earth

Describe and understand key aspects of physical geography in the context of what is under the Earth's surface  
Describe how volcanoes are formed  
Explain how volcanoes affect people's lives  
Explain what causes earthquakes and how they are measured  
Explain what causes tsunamis and how they affect people  
Explain what causes tornadoes and the effects they have

## **Art & Design**

### Art: Sonia Delaunay

Become familiar with the early life and artwork of Sonia Delaunay  
Learn about the Delaunays and Orphism  
Explore how Sonia Delaunay created rhythm and movement in her artwork  
Know how Sonia Delaunay expanded her artwork to include fashion  
Explore the influence and legacy of Sonia Delaunay

**Music**Changes in Pitch, Tempo & Dynamics: Rivers

Sing in two parts using expression and dynamics

Recognise key elements of music

Perform a vocal ostinato

To create and perform an ostinato

Improve and perform a piece of music based around ostinatos

**PE**Hockey

Develop sending the ball with a push pass

Develop receiving the ball

Develop dribbling using the reverse stick (Indian dribble)

Develop moving into space after passing the ball

Use an open stick tackle to gain possession

Apply defending and attacking principles and skills in a hockey tournament

Gymnastics

Develop individual and partner balances

Develop control in performing and landing rotation jumps

Develop the straight, barrel, forward and straddle roll

Develop strength in inverted movements

Create a partner sequence to include apparatus

**PSHCE**Health & Wellbeing

Mental health

Safety and the Changing Body

Internet safety: Age restrictions

Share aware

**Spanish**Mi Familia – The Family

Tell somebody the members, names and various ages of either their own or a fictional family in Spanish

Continue to count in Spanish, reaching 100, enabling students to say the age of various family members

Understand possessive adjectives 'mi' and 'mis' in Spanish

Move from 1<sup>st</sup> person singular to 3<sup>rd</sup> person singular of the two high frequency verbs used in this unit: *llamarse* (to be called) and *tener* (to have)



# Ainsdale St. John's Curriculum Overview

Year: 5

Term: Spring 1

## Reading

Focus Text: Odd and the Frost Giants by Neil Gaiman

Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence

Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence

Make comparisons within and across books

## Writing

Focus Text: Arthur and the Golden Rope by Joe Todd

Written Outcome: Fiction – Myth

Use expanded noun phrases to convey complicated information concisely

Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun

Link ideas across paragraphs using adverbials

Use commas to clarify meaning and avoid ambiguity in writing

Vary story openings: start with dialogue, action or description

Use paragraphs to vary pace and emphasis

Use dialogue to move action forward

Create a plot: a journey, a quest or a series of trials for the hero

Create characters which behave in superhuman ways with unusual powers or strong characteristics

Create a magic object which may symbolise something

## Maths

Number: Multiplication and division

Multiply up to a 4-digit number by a 1-digit number

Multiply a 2-digit number by a 2-digit number

Multiply a 3-digit number by a 2-digit number

Multiply a 4-digit number by a 2-digit number

Solve problems with multiplication

Short division

Divide a 4-digit number by a 1-digit number

Divide with remainders

Solve problems with multiplication and division

Number: Fractions

Multiply a unit fraction by an integer

Multiply a non-unit fraction by an integer

Multiply a mixed number by an integer

Calculate a fraction of a quantity

Fraction of an amount

Find the whole

Use fractions as operators

Number: Decimals and Percentages

Decimals up to 2 decimal places

Equivalent fractions and decimals (tenths)



<p>Equivalent fractions and decimals (hundredths)</p> <p>Equivalent fractions and decimals</p>
<p><b>Science</b></p> <p><u>Properties and changes of materials</u></p> <p>Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</p> <p>Demonstrate that dissolving, mixing and changes of state are reversible changes</p> <p>Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible</p>
<p><b>RE</b></p> <p><u>Jesus the teacher</u></p> <p>Know that Jesus' teaching explains Christian beliefs</p> <p>Know that Jesus' teaching makes an impact on people's lives</p> <p>Know that the elements of Jesus teaching that can be directly linked to our school</p> <p>Christian values and British values</p> <p>Ask important and relevant questions that improve my learning</p> <p>Describe the Christian beliefs revealed in Jesus teaching</p> <p>Explain how Jesus teaching is used to answer the big questions in life</p> <p>Identify one of Jesus' parables that has a strong message for today and explain my choice</p>
<p><b>Computing</b></p> <p><u>Programming A – Selection in physical computing</u></p> <p>Control a simple circuit connected to a computer</p> <p>Write a program that includes count-controlled loops</p> <p>Explain that a loop can stop when a condition is met</p> <p>Explain that a loop can be used to repeatedly check whether a condition has been met</p> <p>Design a physical project that includes selection</p> <p>Create a program that controls a physical computing project</p>
<p><b>Humanities</b></p> <p><u>Geography: Exploring Eastern Europe</u></p> <p>Identify capital cities and countries of Europe.</p> <p>Compare features of eastern European landscapes with my own</p> <p>Compare the climate of eastern European regions with that of my own area</p> <p>Compare the human geography of eastern European regions with that of my own area</p> <p>Plan a trip and present information about one area of Eastern Europe</p> <p>Explain the impact of the Chernobyl nuclear disaster</p>
<p><b>Art &amp; Design</b></p> <p><u>Art: Frida Kahlo</u></p> <p>Learn about Frida Kahlo and analyse some of her work</p> <p>Study the self-portraits of Frida Kahlo</p> <p>Explore how Kahlo drew on her cultural background for her artwork</p> <p>Understand what surrealism is in artwork</p> <p>Explore how Kahlo painted moments in her life and expressed emotion through her work</p>
<p><b>Music</b></p> <p><u>South &amp; West Africa</u></p> <p>Sing a traditional African song unaccompanied</p> <p>Use tuned percussion to play a chord progression</p> <p>Use vocals or tuned percussion to perform a piece of music as an ensemble</p> <p>Play call and response rhythms using percussion instruments</p> <p>Create an eight beat break to play within a performance</p>

**PE**Tag Rugby

Select the appropriate skill, choosing when to run and when to pass  
Move into space to support a teammate abiding by the rules  
Use defending skills to gain possession  
Work as a defending unit to prevent attackers from scoring  
Use a variety of attacking skills to beat a defender

Swimming

Develop the front crawl stroke and breathing technique  
Develop the technique for backstroke arms and legs  
Develop breaststroke and breathing technique  
Develop basic skills of water safety and floating  
Increase endurance in swim challenges

**PSHCE**Health & Wellbeing

Sun Safety

Safety & the Changing Body

Online friendships  
Staying safe online  
First Aid: Bleeding

**Spanish**Clothes

Repeat and recognise the vocabulary for a variety of clothes in Spanish  
Use the appropriate genders and articles for these clothes  
Use the Verb 'llevar' in Spanish with increasing confidence  
Say what they wear in different weather/situations  
Describe clothes in terms of their colour and apply adjectival agreement  
Use the possessives with increased accuracy



# Ainsdale St. John's Curriculum Overview

Year: 6

Term: Spring 1

## Reading

Focus Text: The Happy Prince by Oscar Wilde

Make sensible predictions about when and where the story might take place

Find out about Oscar Wilde and his most famous literature

Find meaning that is both implicit and explicit within a range of texts

Use bullet points to structure a 3-point response

Respond in writing to questions targeting all reading domains - at speed

## Writing

Focus Text: The Selfish Giant by Oscar Wilde

Written Outcome: To write a version of the Selfish Giant narrative - choosing either a retelling in 1st or 3rd person or from a character's point of view.

Use language carefully to influence the reader's opinion of a character, place or situation

Use and define archaic language

Use paragraphs to vary pace and emphasis

Use dialogue to explain the plot, reveal new information; show character or relationships; convey mood

Give subtle clues to the reader about when the story takes place what the characters might be doing, wearing etc

Distinguish between the language of speech and writing

Recognise vocabulary and structures for formal speech and writing, including the subjunctive forms

Use passive verbs

Use semi-colons to mark boundaries between independent clauses

## Maths

Number: Ratio

Use the language of ratio

Introduction to the ratio symbol

Solve problems involving ratio and fractions

Scale drawing and scale factors

Ratio and proportion problems

Recipes

Number: Algebra

Function machines – 1-step & 2-step

Form expressions

Substitution and formulae

Solve 1 and 2 step equations

Find pairs of values

Solve problems with two unknowns

Number: Decimals

Place value within 1

Place value with integers and decimals

Rounding decimals

Add and subtract decimals

Multiply by 10, 100 and 1000  
Divide by 10, 100 and 1000  
Multiplying decimals by integers  
Dividing decimals by integers

## **Science**

### Light

Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye  
Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes  
Investigate how light enables us to see colours  
Explain why shadows, have the same shape as the object that casts them  
Identify scientific evidence that has been used to support or refute ideas or argument

## **RE**

### Why Do Christians Celebrate the Eucharist?

Make links between Christian beliefs, the Eucharist and the Last Supper  
Use good religious' vocabulary to show understanding of why Christians celebrate the Eucharist  
Identify the similarities and differences within and between the way Christian denominations celebrate the Eucharist  
Talk about the way in which the Eucharist service answers questions about Christian beliefs  
Explain what the words remembrance, holy, sacrifice, mercy, salvation and faith mean to Christians and to me

## **Computing**

### Programming A – Variables in games

Define a 'variable' as something that us changeable  
Explain why a variable is used in a program  
Choose how to improve a game by using variables  
Design a project that builds on a given example  
Use my design to create a project  
Evaluate my project

## **Humanities**

### Geography: The Americas

Identify the countries of North and South America  
Use geographical terminology to describe the location and characteristics of a range of places across the Americas  
Describe the climates and biomes of different regions across the Americas  
Identify similarities and differences in the human and physical geography of a region of North America  
Name ancient and new wonders of the world and describe the characteristics and significance of a natural wonder of the Americas

## **Art & Design**

### Art: Landscapes

Explore perspective in landscape artwork  
Experiment with various watercolour techniques  
Understand atmospheric perspective and use it in a piece of art  
Explore ways to create abstract landscape artwork  
Use collage to create landscape artwork  
Create landscape artwork

**Music**Dynamics, Pitch & Tempo: Fingal's Cave

Appraise the work of a classical composer (Felix Mendelssohn)

Improvise as a group, using dynamics and pitch

Improvise as a group, using texture

Use knowledge of dynamics, texture and pitch to create a group composition

Use teamwork to create a group composition featuring changes in texture, dynamics and pitch

**PE**Dance

Theme: Stamp, Clap

Copy and repeat a set dance phrase showing confidence in movements

Work with others to explore and develop the dance idea

Use changes in dynamics in response to the stimulus

Theme: Bhangra

Demonstrate a sense of rhythm and energy when performing bhangra style motifs

Perform a bhangra dance, showing an awareness of timing, formations and direction

Select, order, structure and perform movements in a bhangra style, showing various group formations

Fitness

Develop an awareness of what your body is capable of

Develop speed and stamina

Develop strength using my own body weight

Develop co-ordination through skipping

Perform actions that develop agility

Develop control whilst balancing

**PSHCE**Health & Wellbeing

Physical Health concerns

Safety & the Changing Body

Alcohol

Social media

**Spanish**The Weekend

Ask what the time is in Spanish

Tell the time accurately in Spanish

Learn how to say what they do at the weekend in Spanish

Learn to integrate conjunctions into their work

Present an account of what they do and at what time at the weekend