



St Oswald's Catholic Primary School



Spring Overview 2020

| <u>Subject Area</u> | <u>Spring term</u> |
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| <u>English</u> | <u>Spring 1</u> Mystery stories Instructions <u>Spring 2</u> Adventure stories Calligrams and shape poems |
| <u>Mathematics</u> | <u>Spring 1 – Shape, space and measure</u> Measure, compare, add and subtract lengths, mass, capacity Tell and write the time including using Roman numerals Recognise the properties of 2D shapes Draw 2D shapes and identify lines of symmetry in 2D shapes <u>Spring 2 – Shape, space and measure</u> Measure the perimeter of 2D shapes Recognise the properties of 3D shapes Make 3D models using modelling materials Recognise that angles are a property of shape or description of a turn |
| <u>Science</u> | <u>Spring 1</u> What is a magnet and how does it work? Forces and magnets To compare how things move on different surfaces To notice that some forces need contact between 2 objects, but magnetic forces can act at a distance To observe how magnets attract or repel each other and attract some materials and not others To compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials To describe magnets as having 2 poles |

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| | <p>To predict whether 2 magnets will attract or repel each other, depending on which poles are facing</p> <p>Spring 2 What does a plant need to survive? Plants To identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers To explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant To investigate the way in which water is transported within plants To explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p> |
| History | <p>Spring 1 What was life like during the Stone Age? The Stone Age As Historians, the children will be learning about the Stone Age to Iron Age period. The children will build upon their understanding of chronology, understand what life was like at that time. The children will deepen their understanding and analysis of different sources of historical information.</p> |
| Geography | <p>Spring 2 What will we see on a journey around Europe? Europe As geographers, children will, Locate Europe including Russia using maps and globes. Locate key countries in Europe relevant to our pupils and current news. Find capital cities on maps, comparing and contrasting physical/human features. Study a European country of interest Spain and compare to the UK its climate, physical features and human features.</p> |
| Art | <p>Spring 1 Can I tell a story without words? Stone Age cave paintings Children will further their skills of drawing lines and marks / light and dark / shading. They will research famous cave paintings including Lascaux and Altamira and create their own reproductions of Stone Age cave painting/Ancient Rock Art – printing patterns drawing with earth sticks iconography</p> |
| Design Technology | <p>Spring 2 Can you use a computer programme to design a mini greenhouse? Computer Aided Design (CAD): Making Mini Greenhouses.</p> |

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| | <p>Children to use computer programme Sketchup, to design a mini greenhouse. Links with Science topic of plants. Children are to research greenhouses, their function and purpose. Children are to use a computer programme to design their product and then select from a wide range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing) accurately. Children are to have choice of a wide range of materials and components to use to create their product to ensure it is functional.</p> |
| <u>Music</u> | <p><u>Spring 1</u> Can I improvise in un-tuned instruments? Let your spirit fly The children will fluently perform ‘Let Your Spirit Fly’ with accuracy, recognise tempo and instruments in related songs, develop a historical understanding of related music, improvise on unpitched percussion</p> <p><u>Spring 2</u> Can I improvise in un-tuned instruments? The Dragon Song The children will fluently perform ‘The Dragon Song with accuracy, recognise tempo and instruments in related songs, develop a historical understanding of related music, improvise on unpitched percussion</p> |
| <u>PSHCE</u> | <p><u>Spring 1</u> What are my strengths? How can I challenge myself? Mental health and emotional wellbeing Strengths and challenges</p> <p><u>Spring 2</u> Why is it important to respect and value others? Identity, society and equality, Celebrating difference</p> |
| <u>Computing</u> | <p><u>Spring 1</u> Is my game fun to play? We love games In this topic, children will use gaming apps to develop computational thinking skills and develop a simple program as a final project.</p> <p><u>Spring 2</u> Why is the order of instructions important? Big robots The project will reinforce an understanding of directional language and programming. The final lesson will provide children with the opportunity to write their own algorithm by creating a flowchart.</p> |
| <u>PE</u> | <p><u>Spring 1</u> Bench ball</p> |

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| | <p>Use a range of skills to help them keep possession and control of the ball Perform the basic skills needed for the games with control and consistency Use a range of skills to keep possession and make progress towards a goal, on their own and with others Choose good places to stand when receiving, and give reasons for their choice To roll with accuracy, throwing with accuracy, Catch a ball with movement To begin to understand tactics and rules of a game</p> <p><u>Gymnastics</u> Improve the quality of their actions, body shapes and balance, Select appropriate actions and consolidate simple ideas. Know the importance of strength Evaluate their work and quality of their performance. Recognise how their work can be improved Transferring Body weight To copy, remember, explore, link and vary ideas with control and coordination. To apply compositional ideas to sequences alone and with others. To describe my own and others work noting similarities and differences. To make suggestions for improvements. I understand working safely. I recognise changes in my body can give reasons why PE is good for health.</p> <p><u>Spring 2</u> <u>Basketball/ netball</u> Use a range of skills to help them keep possession and control of the ball Perform the basic skills needed for the games with control and consistency Use a range of skills to keep possession and make progress towards a goal, on their own and with others Choose good places to stand when receiving, and give reasons for their choice To begin to understand tactics and rules of a game</p> <p><u>Dance</u> Improvise freely, on their own or with a partner, Translate ideas into a dance, Create and link phrases using a simple dance structure, Perform dances with an awareness of rhythm on their own or in a group. Body Shape to perform with control and coordination. To respond imaginatively to a variety of stimuli to vary dynamics, levels, speed and direction. To discuss my own and others performance with simple vocabulary. I understand the need for warm up and cool down.</p> |
| <u>MFL</u> | <p><u>Spring 1</u> What's the weather like today? Weather and the world around us To recognise the days of the week and the months of the year. To be able to describe some weather appropriate for the seasons.</p> |

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| | <p>Spring 2</p> <p>What's my ideal pet?</p> <p>Animals and home environments</p> <p>To recognise familiar stories told in Spanish. To know some animal vocabulary. To use repetition of phrases to understand verbs and some given adjectives.</p> |
| R.E | <p>Is life a journey?</p> <p>Journeys</p> <p>To ask and respond to questions about their own and others' experiences and feelings about the events, which mark the year or the season and ask questions about what they and others wonder about how we help one another on the journey through the year. to show how feelings and beliefs affect how they and others behave in their life journey</p> <p>What's so important about listening and sharing?</p> <p>Listening and Sharing</p> <p>To show how feelings and beliefs affect their own and others' desire to listen to and share. To be able to compare their own and others' ideas about the question of how and why we listen and share that these questions are difficult to answer.</p> <p>What makes some people give everything for other people?</p> <p>Giving All</p> <p>To retell some of the stories of Holy Week and the Resurrection. To give reasons why Christians want to share God's love with others.</p> |