



St Oswald's Catholic Primary School

Year Spring Overview 2019 -2020

<u>Subject Area</u>	<u>Spring</u>
<u>English</u>	<p data-bbox="1189 475 1503 507"><u>Traditional and Fair Tales</u></p> <p data-bbox="786 512 1906 687">Write a class story with a familiar setting and event/s drawing on ideas from reading. Use role-play to generate ideas before developing through modelled and shared composition. Independently write own version. Plan, draft, edit and review the story. Produce and publish stories with familiar settings, applying all the learning from the block.</p> <p data-bbox="1285 727 1406 759"><u>Recounts</u></p> <p data-bbox="674 764 2018 903">Write a recount of an experience the child has had, first through modelled and then through shared composition. Independently write recounts from other experiences using a variety of time words in chronological order. Plan, draft, edit and review the recount using 1st person Produce and publish instructions, applying all the learning from the block.</p> <p data-bbox="1240 943 1451 975"><u>Information texts</u></p> <p data-bbox="741 979 1951 1155">Write a piece of information for an object or picture, first through modelled and then through shared composition. Independently write a definition for an object or picture. Plan, draft, edit and review Produce and publish, applying all the learning from the block.</p> <p data-bbox="1178 1195 1514 1227"><u>Poetry- Pattern and Rhyme</u></p> <p data-bbox="674 1232 2007 1370">Generate and discuss effective words for describing the experience. Children independently write a patterned poem based on one read during the immersion phase, first through modelled and shared composition. Plan, draft, edit and review the poem. Produce and publish patterned poems that rhyme and follow a pattern, applying all the learning from the block.</p>

<u>Mathematics</u>	<u>Number</u> Using arrays to form multiplication sentences, using sharing and grouping for division and finding fractions of amounts and shapes
	<u>Shape, space and Measure</u> Recognising 2D and 3D shapes, telling the difference between regular and irregular polygons, measuring using cm, m, mm, g, kg, ml and l
<u>Science</u>	<u>Everyday materials</u> <u>Big Question - How are materials used in our school?</u> Pupils will explore, name, discuss and raise and answer questions about everyday materials so that they become familiar with the names of materials and properties. Pupils should explore and experiment with a wide variety of materials including for example: brick, paper, fabrics, elastic, foil.
	<u>Plants</u> <u>Big Question - Can you draw and label the main parts of a plant?</u> Pupils will use the local environment throughout this topic to explore and answer questions about plants growing in their habitat. Where possible, they will observe the growth of flowers and vegetables that they have planted. They should become familiar with common names of flowers, examples of deciduous and evergreen trees, and plant structures.
<u>History</u>	<u>How has childhood changed in the last hundred years?</u> As Historians, the children will be investigating childhood in the past. We will develop an awareness of the past, exploring how life has changed and developed. We will use a wide vocabulary of everyday historical terms.
<u>Geography</u>	<u>What are the features of Liverpool / Old Swan?</u> The children will learn about their local area Old Swan this will include a walk around Old Swan. This will develop to look at wider area – UK. Human / physical features of Liverpool
<u>Computing</u>	<u>Where do I live?</u> <u>SP 1- Our Local Area</u>

	<p>In this computing activity, we will be using technology to help us explore our local area. It uses investigative tasks to introduce children to the idea of looking at their local area with the aid of technology.</p>
	<p style="text-align: center;"><u>Can I make Daisy the dinosaur?</u> <u>SP 2- Walking with Dinosaurs (CS)</u></p> <p>By the end of this project, children will fully understand the term algorithm and will be able to use a simple app on an iPad to reinforce this learning.</p>
<p style="text-align: center;"><u>Art</u></p>	<p style="text-align: center;"><u>Can you create a cityscape of Liverpool?</u></p> <p>Children to observe familiar cityscapes and attempt to replicate them using line drawings; use brushes, sponges and rollers of varying thickness and texture to create own cityscape; create regular and irregular patterns with buildings in a skyline; look at local artist Tula Moon and use materials of varying textures to create a collage landscape; and use complimenting and contrasting colours to convey time or weather in a cityscape.</p>
<p style="text-align: center;"><u>Design Technology</u></p>	<p style="text-align: center;"><u>Cooking and Nutrition</u> <u>Can you identify where our food comes from?</u></p> <p style="text-align: center;">Focusing on: Where food comes from – looking at food they eat. Children will make simple dishes – including fruit kebab / salad / sandwich Farm to fork will be used as a teaching point – with visit to Tesco arranged</p>
<p style="text-align: center;"><u>Music</u></p>	<p style="text-align: center;"><u>Sing songs and rhythms</u> _Play untuned instruments to simple rhythms Perform as part of an ensemble</p>
<p style="text-align: center;"><u>PSHCE</u></p>	<p style="text-align: center;"><u>Feelings and emotions</u> <u>Big question: Why are feelings important to us?</u> Recognising feelings in self and others; sharing feelings</p> <p style="text-align: center;"><u>Healthy Relationships</u></p>

	<p><u>Big question: What makes a positive relationship?</u> Secrets and keeping safe; special people in their lives</p>
<u>PE</u>	<p><u>Dance</u> Translate ideas into a dance Perform dances with an awareness of rhythm on their own or in a group. Exploring space. Use different parts of body singly Repeat short dances</p>
	<p><u>Gymnastics</u> _Select appropriate actions and consolidate simple ideas, Evaluate their work and recognise how their work can be improve Using apparatus vary different heights Using space safely Use vocab such as rolling, travelling, climbing</p>
<u>Games</u>	<p><u>Matball</u> Perform the basic skills needed for the games with control and some consistency, Send a ball in the direction of others. Pass the ball to someone else.</p>
	<p><u>Netball / Basketball</u> _keep possession and control of the ball Aiming at a target. Send a ball in the direction of others. Take part in opposed conditioned games. Be able to basically describe what they are doing</p>
<u>Spanish</u>	<p><u>Can I say the letter sounds of the Spanish alphabet?</u> To know the letter and vowel sounds of the Spanish alphabet. To be able to recognise the correct pronunciation of some graphemes and apply these to some Spanish words.</p>

