

Curriculum Plan
Birch— Spring 2



Programmes of Study

Class/ Year class 2 year 3 Term Spring Second half term

Unit title : LIGHT, CAMERA, ACTION

Literacy Genres

Dialogue & Plays: *BFG: A Play*, *David Wood* (3 weeks) Instructions (2 weeks)

Reading Enhancements Rohal Dahl – *The BFG A Set of Plays*

Literacy

Grammar

To use capitalisation for other purposes e.g., for personal titles (*Mr*, *Miss*), headings, book titles, emphasis.

Writing to entertain:

Stories (Including re-telling, personal experiences real & fictional)

Descriptions

Poetry

In character role (letter to recount / dairy entry)

Writing to inform:

Recount – First-hand experience

Instructions – First-hand experience

NCR – Information booklet

Explanation – Observed process

Letter

Progression in Reading Comprehension

Vocabulary /Inference/ predict/ explain/ retrieve/ summarise

Spelling

Maths

Fractions, ratio and proportion

- fractions as numbers
- finding equivalent fractions
- placing fractions on a line
- fractions as operators
- finding fractions of amounts
- Identify $\frac{1}{2}$ s, $\frac{1}{3}$ s, $\frac{1}{4}$ s, $\frac{1}{6}$ s, and $\frac{1}{8}$
- realise how many of each make a whole

Geometry

- properties of shapes
- position and direction
- Angles incl right angles, measurement of turn and the ° symbol
- understand angles are measured in degrees
- Recognise right angles and know they are 90°
- Properties of 2D shapes
- Finding perimeter
- to understand and use the term perimeter to mean the length/distance around the edge (border) of a 2D shape
- know a right angle is a quarter turn
- know 360° is a full turn
- begin to understand angles and identify size of angles in relation to 90°

Measurement

- begin to calculate using a ruler
- Money
 - subtract pounds and pence from five pounds
 - use subtraction, and column methods of addition
 - counting up (Frog) as a strategy to perform mental subtraction of amounts of money
 - subtract pounds and pence from ten pounds
- Time
 - focuses on time-telling on digital and analogue clocks
 - the calculation of time intervals
 - word problems
 - Tell the time to the nearest minute on analogue and digital clocks (minutes past and minutes to)
 - time events in minutes and seconds
 - find a time after a given interval (not crossing the hour)
 - calculate time intervals

Art

TEXTILES- FABRIC PAINTING

- Explore the origin and meaning of design patterns in tartan
- Use pencil crayons to create a range of patterns
- Select a design pattern and create a template on paper using paint
- Use different thicknesses of masking tape to create lines, clean edges and maintain white areas of the design
- Use their pattern design and transfer the process onto material

Humanities

GEOGRAPHY

SCOTLAND

- Name and locate UK Countries and their cities, the geographical regions and their identifying human and physical characteristic, topographical features including hills, mountains, coasts and rivers. Use patterns and understand how some of these have changed over time.
- Know the geographical features of Scotland and compare with another European

Country – France and South America

(google maps)

- Understand the physical geography of Scotland including rivers and mountains (Ben Nevis)
- Use maps atlases, globes and digital/computer mapping to locate countries and describe features studied.

<h2>Relationships and Health</h2>	<p>SAFE RELATIONSHIPS Respectful Relationship Being Safe Online Relationship Internet Safety and Harm Mental Wellbeing Children will learn:</p> <ul style="list-style-type: none"> • what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships • to recognise appropriate and inappropriate physical contact and understand the need to seek and give permission (consent) in different situations • what it means to feel safe, and explore and recognise different early warning signs we have that tell us we might not be feeling safe.g.stress signals such as increased heart rate, sweating, feeling flushed, muscle tension etc.sg • about why someone may behave differently online, including pretending to be someone they are not <p>Children should:</p> <ul style="list-style-type: none"> • recognise ways in which a relationship can be unhealthy (including online) and if they feel uncomfortable or have their early warning signs telling them they may not be feeling safe, who to talk to for supportsg • understand personal space and unwanted touch and be able to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them)sg • know about their right to keep certain things 'private'sg 	<h2>Forest School</h2>	<p>The Name of the Tree (Bantu) I D cleavers as a spring tonic. Make wreath-based rafts. Physical challenges : explore crossing river, climbing, balancing. ID leeches, water mites. Learn the stop-cut, for notches/tent pegs/decoration.</p>
<h2>Design and technology / Woodwork</h2>	<p>MECHANISMS- LEVERS</p> <ul style="list-style-type: none"> • Know that a linkage is a mechanism that uses bars (connecting rods) and pivot points to create movement • Explore how linkages are used in daily life • Distinguish between fixed and loose pivots • Use prototypes to explore the movement of basic linkages using pivot points and bars • Know that there is a user and a purpose for a mechanism and explore how a range of puppets move with linkages systems • Create a design idea based on the effectiveness of prototypes using a trial and error approach 	<h2>Science</h2>	<p>PHYSICS – LIGHT</p> <ul style="list-style-type: none"> • Know how seasonal change affects light. • Know how light is reflected from surfaces. • Explain how shadows are formed. • Know that the size of shadows change depending on the position and strength of the light source.

	<ul style="list-style-type: none"> • Know how to measure, mark out, hold, cut and join components correctly • Evaluate the effectiveness of the product in relation to the design criteria and purpose and say how it could be improved using diagrams and annotations. 		
Religious Studies	ISLAM <ul style="list-style-type: none"> • Important aspects of social life (e.g. the importance of greetings, good manners, respect and kindness to guests, honesty). • Important aspects of family life (e.g. roles and responsibilities of all family members; facilities for wudu, salah and dietary requirements; the importance of cleanliness and patience). • What Muslim values tell us with regard to fairness. • Practices surrounding the birth and naming of children • Discuss the belief in hereafter • Explore the books of guidance: the Qur'an how it is revealed and used, its structure, its special respect with which it is treated and its relationship with Turah Zabur and Injil 	PE	<ul style="list-style-type: none"> • ATHLETICS • Can apply variety of speeds for different running lengths. Can perform jumps with standing and running take off. Can send different objects to gain distance, accuracy and improve performance. • • SPORTSMANSHIP & INVASION • Send a ball for a team member to receive and travel into another space to make forward progress. Participate and co-operate in small, sided games against an opponent with rule understanding. Receive a ball and incorporate sending to a team member or shoot at a target. Practice attacking and defending principles. Work in a small team to apply FSS's and SSS's in game play.
French	<ul style="list-style-type: none"> • To recap phonics of vowel sounds • To learn nouns for pets and adjectives to describe them • To understand basic sentences containing animal vocabulary • To construct basic sentences • To learn animal noises in French 	Music	<ul style="list-style-type: none"> • Pupils will develop their performing, composing and listening skills • Pupils will learn about the interrelated dimensions of music • Pupils will use a range of classroom instruments to create and manipulate sounds, develop a strong sense of pulse and rhythm and establish good ensemble performance skills. • Pupils will sing a wide number of songs and develop their vocal range, intonation, articulation, blending and a joy for singing.

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- To re-cap what has been learned

- Pupils will learn to analyse music using age-appropriate musical vocabulary and to apply this knowledge in a musical context through solo and small group performance and composition activities.

Trips and or events
