

## English

**To read** and discuss texts that are structured in different ways. Focus: Stories from different cultures, Information Books. Reading books that are structured in different ways and reading for a range of purposes.

**To Understand** texts, by :

- checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- distinguishing between statements of fact and opinion
- providing reasoned justifications for our views

**To write** Text: - planning— mapping my ideas & identifying the audience for my writing

- Drafting and writing— choosing effective and appropriate vocabulary
- Editing— improving my punctuation to make my writing more effective and ensuring tenses are consistent.
- Predicting what might happen from details stated and implied.
- Using and punctuating direct speech.
- Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.



## History and Geography

Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers).

Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

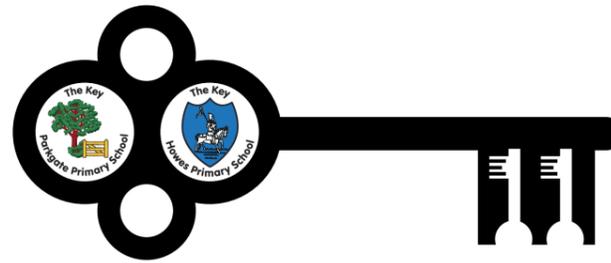
## Computing

Computing: use technology safely, respectfully and responsibly.

## Art & Design

to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design



## Curriculum Map

Spring Term 1 2025 Howes

Mrs Brindley

## Me, Myself and You!

Welcome to 2025!

This unit is all about developing relationships, setting goals and looking at ourselves. We will also be exploring how everyone is unique and what that can look like.

## PE/ Outdoor Learning

Swim competently, confidently and proficiently over a distance of at least 25 metres, use a range of strokes effectively [for example, front crawl, backstroke and breaststroke].

Take part in outdoor and adventurous activity challenges both individually and within a team develop flexibility, strength, technique, control and balance.

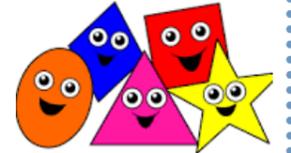
Use running, jumping, throwing and catching in isolation and in combination.

## Maths

- Yr 2- count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward • recognise the place value of each digit in a two-digit number (tens, ones)
- Yr3- write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one digit numbers, using mental and progressing to formal written methods.
- Yr3- solve number problems and practical problems.
- Yr4- multiply two-digit and three-digit numbers by a one-digit number using formal written layout.
- Yr4- recall multiplication and division facts for multiplication tables up to  $12 \times 12$

## PSHE

- To recognise positive things about themselves and their achievements set goals to help achieve personal outcomes.
- How regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle.
- How everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it.
- Appreciate aspects of differences and diversity.
- To recognise that feelings can change over time and range in intensity.
- About everyday things that affect feelings and the importance of expressing feelings.
- Develop listening skills and concentration.



## Science/ DT

Identify the effects of air resistance, water resistance and friction, that act between moving surfaces • recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.

Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.

Identify common appliances that run on electricity • construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers • recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. Understand and apply the principles of a healthy and varied diet.

## Learning Experiences & Educational Visits

- Soft Play, Tigers- TBC (January)
- Daventry Country Park, Daventry.
- Draycote Water, Rugby.
- Ryton Pools, Ryton.
- War Memorial Park, Coventry.
- Victoria Park, Leamington.

## Key Vocab...

Multiplication, Division, Array.

Uniqueness, resilience, goals, safe risks.