



# Curriculum Information



## **Eco-Warriors and It's a Small Word**

For the first half term, our topic is 'Eco-Warriors' where we will be learning about the world around us and how we can protect it. Next half term, our topic is 'It's a Small World' where we will be learning about Australia and Italy.

### **English**

The children will be reading a variety of different texts, including non-fiction texts about David Attenborough and Greta Thunberg. We will continue to be learning to write sentences using: phonics sounds, capital letters, fingers spaces and full stops. We will also be working on holding a sentence to write a sentence.

As part of our Phonics curriculum, we will continue to follow the Read Write Inc scheme to learn new sounds in our small groups.

Key words: *blending, sounds, stretch, Fred in your head, fred fingers, fiction, non-fiction, sentences.*

### **Mathematics**

The children will be continuing to embed their knowledge of basic concepts such as; subitising, counting, doubling, problem solving, sharing, addition, one more and one fewer. We will be learning about number bonds and trying to remember as many number bonds as we can. We will use a variety of different resources to help us with our learning including part-part-whole models. We will continue to explore making numbers to 10 and use this to support our

number bond knowledge.

In addition to the above, we will also be learning about time (months of the year and days of the week) and money.

Key words: *subitise, number bond, count, accurate, addition, join, share, double, same, equal, total, pattern, days of the week, months of the year, money, pence and pounds.*

### **Understanding the World**

#### **The Natural World**

We will be exploring the natural world and making observations to describe what we feel, see and hear.

Key words: *plants, bees, climate change, recycling, changing states of matter.*

We will also be learning about figures who inspire us, such as David Attenborough and Greta Thunberg. We will be learning about the effect they are having on the world around us.

#### **People, Culture and Communities**

We will be learning about the Royal family and the King's Coronation. We will be taking part in our own Coronation celebration.

We will also focus on finding out where Australia is (on a map) and what we might find there (animals and significant places). We will also be comparing cultures in Italy and Australia.

Key words: *King, Queen, royal, monarch, coronation, Australia, hot, country, climate, language, food, animals and music (Australia and Italy).*

### **Expressive Arts and Design**

This term the children will be: decorating a crown, making a collage, using junk modelling to make an animal and making recycled clothes.

We will also be finding out about music and dance in Australia. We

will be comparing music in Australia and England.

Key words: *decorating, collage, modelling, designing, listening, traditional, sequence, speed.*

### **PSED**

The children will be continuing their learning using different stories to support their skill development in this area. The British Values the children will be learning about are: Individual Liberty, mutual respect and tolerance.

Key words: *feelings, celebrating differences, welcome, expressions.*

### **Communication and Language**

We will be developing our skills of listening and responding appropriately. We will be working to express our feelings about things we have experienced and learning to use the correct tense in our speech with the help of our teacher.

### **Physical Development**

The children will be starting on their new learning of gymnastics and athletics where they will learn a variety of skills in preparation for Sports Day.

Key words: *shapes, balance, hold, equipment, running, jumping.*

### **RE**

The children will be learning the topics; Serving, Universal Church and Reconciliation where we will talk about friendship and forgiveness.

Key words: *Holy Spirit, good news, celebrations, new start, forgiveness, change, friendship.*