



## Benwick Primary School – Spring Term Curriculum Map for Doves Class



<p><b>English:</b></p> <p>Throughout the <b>first half term</b>, the children will read 'Sparky' by Jenny Offill and 'Stanley's Stick' by John Hegley.</p> <p><b>Sparky</b> – non-chronological report</p> <p><b>Stanley's Stick</b> – re-tell the story and write own version</p> <p>Throughout the <b>second half term</b>, the children will explore the book 'The Bear Under the Stairs' by Helen Cooper and a range of poetry by Michael Rosen.</p> <p><b>The Bear Under the Stairs</b> – letter writing</p>	<p><b>Maths:</b></p> <p><b>Geometry (Shape)</b></p> <ul style="list-style-type: none"><li>* Identify and describe the properties of 2-D shapes and 3-D shapes</li></ul> <p><b>Place Value</b></p> <ul style="list-style-type: none"><li>* Given a number, identify one more and one less</li><li>* Represent and use number bonds and related subtraction facts within 20 fluently, and derive and use related facts up to 100</li></ul> <p><b>Addition and Subtraction</b></p> <ul style="list-style-type: none"><li>* Add and subtract one-digit and two-digit numbers to 20, including zero</li><li>* Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: TU+U, TU+T, TU+TU and U+U+U</li><li>* Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot</li></ul> <p><b>Length and Height</b></p> <ul style="list-style-type: none"><li>* Compare, describe and solve practical problems for: length/height,</li><li>* Measure and begin to record length/height</li></ul> <p><b>Mass, Volume and Capacity</b></p> <ul style="list-style-type: none"><li>* Compare, describe and solve practical problems for: mass/volume/capacity</li><li>* Measure and begin to record mass/volume/capacity</li></ul>	<p><b>Science:</b></p> <p><b>Animals Including Humans</b></p> <p>What is an animal?</p> <p>How do animals change as they mature?</p> <p>How do we change as we mature?</p> <p>What do all animals need to stay alive?</p> <p>Keeping healthy – why do we exercise?</p> <p>Keeping healthy – why do we eat different types of food?</p> <p><b>Plants</b></p> <p>How do seeds germinate and what happens?</p> <p>What happens when bulbs sprout?</p> <p>What do plants need to thrive and be healthy?</p> <p>What can happen if plants don't get the things they need?</p> <p>What do I notice about plants around school?</p> <p>How are they healthy? How are they unhealthy?</p> <p>How do seeds and bulbs grow?</p> <p>What do plants need to be healthy?</p>
<p><b>RE:</b></p> <p><b>The Ultimate Questions</b></p>	<p><b>PSHE:</b></p> <p><b>Rights, Rules and Responsibilities</b></p>	<p><b>PE/Games:</b></p> <p>Miss Wakefield – (Tuesday)</p>



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<p>Where did the world and everything in it come from? How do Christians believe the world was created? How do Christians thank God for the world? How should we care for the world?</p> <p><b>Islam</b></p> <p>What is Islam and where did the religion come from? What are the 5 pillars, why are they so important? What do Muslims believe and what is important to them? (Learn about Shahadah) What is the name of the important book and how do Muslims treat it? Who is the Prophet and how do his stories help Muslims to live their lives?</p>	<p>Who looks after me and what are their responsibilities? What jobs and responsibilities do I have in school and at home? How do rules help me to feel happy and safe? How do I take part in making rules? How do rules help me to feel happy and safe? Can I take part in discussions and decisions in class?</p> <p><b>Working Together</b></p> <p>What am I and other people good at? What new skills would I like to develop? How can I listen well to other people? Why is it important to take turns? How can I work well in a group? How can I negotiate to sort out disagreements? How are my skills useful in a group?</p>	<p><b>Spring (1) – Invasion Games</b> <b>Spring (2) - Dance</b></p> <p><b>Sports coach – (Friday)</b> <b>Spring (1) - Gymnastics</b> <b>Spring (2) – Gymnastics</b></p> <p><b>Daily Mile</b></p>
<p><b>Computing:</b> <b>Coding</b></p> <ul style="list-style-type: none"> <li>* Understand what an algorithm is and create a computer program using an algorithm.</li> <li>* Understand that different objects have different properties.</li> <li>* Understand what different events do in code.</li> <li>* Know what debugging means and understand the need to test and debug a program repeatedly.</li> </ul> <p><b>Spreadsheets</b></p> <ul style="list-style-type: none"> <li>* Review prior use of spreadsheets.</li> <li>* Copy and paste using totalling tools.</li> <li>* Use a spreadsheet to add amounts.</li> <li>* Create a table and block graph.</li> </ul>	<p><b>Geography:</b> <b>Yanomami people of the rainforest</b></p> <p>What are rainforests? What are rainforests like? What animals live in the Amazon Rainforest? What are the different layers of a rainforest? Who are the Yanomami and how do they live? What is different about where I live and the Yanomami?</p>	<p><b>Music: Being Together in Music</b></p> <ul style="list-style-type: none"> <li>* Introduce choral singing</li> <li>* Learn what a choir is and explore famous choral works</li> <li>* Learn a call and response song</li> <li>* Learn about a different type of choir</li> <li>* Reflect on the impact of singing together</li> </ul>



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<b>Effective Searching</b> <ul style="list-style-type: none"><li>* Understand the internet and searching</li><li>* Share knowledge of the internet and effective Searching.</li></ul>		
<b>Art:</b> <b>3D</b> <ul style="list-style-type: none"><li>* Understand the symbolic significance of Australian indigenous art</li><li>* Use different painting tools to create dot patterns and designs</li><li>* Join materials together to form one sculpture</li><li>* Use paper sculpting techniques to create 3D forms</li><li>* Apply painting techniques to a different context</li><li>* Create a design in-keeping with the style of indigenous Australian art</li><li>* Evaluate the work of others</li></ul> <b>DT:</b> <b>Textiles</b> <ul style="list-style-type: none"><li>* Explore how fabrics can be repurposed to create patchworks</li><li>* Identify geometric shapes that are suitable to make patchworks</li><li>* Use a template to create multiple shapes of the same size</li><li>* Arrange samples of paper or fabric to create an attractive patchwork design</li></ul>	<b>History:</b> <b>Significant Individuals</b> <ul style="list-style-type: none"><li>Who is Neil Armstrong and what did he achieve?</li><li>Who is Mae Jemison? What did she achieve?</li><li>Who is Bernard Harris Jr?</li><li>What did he achieve?</li><li>Who is Tim Peake?</li><li>What did he achieve?</li><li>What did these four significant people achieve?</li></ul>	<b>Enrichment this term:</b> <ul style="list-style-type: none"><li>Martin Luther King Day</li><li>Chinese New Year</li><li>National Story Telling Week</li><li>Safer Internet Day</li><li>KAPLA Construction workshops across school</li><li>Share and Shine (W/K Commencing 6.2.23)</li></ul>