



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



<p><b>English:</b> Throughout the <b>first half term</b>, the children will read: The Bear Under the Stairs by Helen Cooper and Flotsam by David Wiesner.</p> <p><b>The Bear Under the Stairs</b> – letter writing <b>Flotsam</b> – children will write a sequel to the story, focusing on description of settings.</p> <p>Throughout the <b>second half term</b>, the children will explore the book Monsters: An Owners Guide by Jonathan Emmett and Mark Oliver and Traction Man by Mini Grey.</p> <p><b>Monsters: An Owners Guide</b> - explanation <b>Traction Man</b> – children will write a diary entry</p>	<p><b>Maths:</b> <b>Mass, Volume and Capacity</b> * Compare, describe and solve practical problems for: mass/volume/capacity * Measure and begin to record mass/volume/capacity</p> <p><b>Fractions</b> * Recognise, find and name a half as one of two equal parts of an object, shape or quantity * Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity. * Recognise, find, name and write fractions <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math>, <math>\frac{2}{4}</math> and <math>\frac{3}{4}</math> of a length, shape, set of objects or quantity</p> <p><b>Time</b> * Sequence events in chronological order using language recognise and use language relating to dates, including days of the week, weeks, months and years * Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times * Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times</p> <p><b>Statistics</b> * Interpret and construct simple pictograms, tally charts, block diagrams and simple tables</p>	<p><b>Science:</b> <b>Living Things and Their Habitats</b> What is alive and what is not? What do all living things have in common? Where do plants and animals live? What plants and animals are in our local environment? What are food chains? How are they connected? Why do plants and animals need each other?</p>
<p><b>RE:</b> <b>Sikhism</b> What do Sikhs believe about God and the creation that we live in? What is the Khalsa? What does it mean to belong to a family? How does a Sikh family choose to name a child that they have been blessed with? Why do Sikhs think we should be good to each other?</p> <p><b>Christianity</b> <b>What is STEWARDSHIP?</b></p>	<p><b>PSHE:</b> <b>Healthy and Safer Lifestyles</b> What are the main parts of the body? What can my amazing body do? When am I in charge of my actions and my body? How can I keep my body clean? How can I avoid spreading common illnesses and diseases?</p> <p><b>Managing Change</b> How are my achievements, skills and responsibilities changing, and what else might change?</p>	<p><b>PE/Games:</b> <b>Miss Wakefield – (Tuesday)</b> <b>Summer (1)</b> – Athletics <b>Summer (2)</b> – Ball and racket skills</p> <p><b>Sports coach – (Thursday)</b> <b>Summer (1)</b> – Outdoor adventure <b>Summer (2)</b> – Curling, archery and golf</p> <p><b>Daily Mile</b></p>



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<p>Why do Christians care about the world we live in?          What about the environment?          Do you think STEWARDSHIP of the earth is important?          Why?          How do Christians show stewardship?          How can we be good stewards of the environment?</p>	<p>When can I make choices about changes?          How do friendships change?          How might people feel when they lose a special possession?          What helps me feel calmer when I am experiencing strong emotions linked to loss and change?</p>	
<p><b>Computing:</b>  <b>Creating Pictures</b>          * Describe the main features of impressionist art and pointillism          * Use 2Paint a Picture to create art based upon this style          * Describe the main features of art that uses repeating patterns.          * Use 2Paint a Picture to create art by repeating patterns in a variety of ways.  <b>Making Music</b>          * Explore, edit and combine sounds using 2Sequence.          * Create, upload and use their own recorded sound.  <b>Presenting Ideas</b>          * Explore how a story can be presented in different ways.          * Make a quiz about a story or class topic          * Make a fact file on a non-fiction topic          * Make a presentation to the class.</p>	<p><b>Geography:</b>  <b>Fieldwork and Map Skills</b>          How do we describe places?          What physical places does Benwick have?          What human features does Benwick have?          Map keys – how can we show what a place is like?          Sketch map – how can we show what a place is like?          How does the scale of map tell us what the area around our school is like?</p>	<p><b>Music: Introducing Pitch</b>          * Revisit pitch          * Identify and describe pitch in a significant Composition          * Control pitch when singing as part of a group          * Explore the pitch of different instruments          * Follow and compose simple musical phrases, Experimenting with pitch</p>
<p><b>Art: Creative Response</b>          * Explain and discuss the steps involved in the creative process          * Use observational drawing skills to create accurate drawings          * Use a pencil in a variety of ways to achieve different textural and shading effects  <b>DT: Food and Nutrition</b>          * Identify examples of processed and ultra-processed food</p>	<p><b>History:</b>  <b>The Great Fire of Chatteris</b>          When was the Great fire of Chatteris?          How did the fire start?          Why did it spread so quickly?          Where did the fire spread to?          What effect did the fire have on Chatteris and surrounding areas?</p>	<p><b>Enrichment this term:</b>  <b>Coronation Theme Day – 5.5.23</b>  <b>Share and Shine – 17.5.23</b>  <b>Sports Day – 26.5.23</b></p>



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<ul style="list-style-type: none"><li>* Describe tastes and textures, explaining how they can be changed or improved</li><li>* Explore the healthy alternatives to processed food that can be made using fresh ingredients</li><li>* Identify the importance of fibre and carbohydrates in a balanced diet</li></ul>		
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