



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



<p><b>English:</b> We will be looking at a range of texts, including character descriptions, stories from other cultures, recount from personal experiences and simple retelling of a narrative.</p> <p><b>Guided Reading:</b> We will be exploring various texts during Guided Reading sessions. By the end of the term, children will:</p> <p>Check that the text makes sense to them as they read and correct inaccurate reading. Make inferences on the basis of what is being said and done. Focus on the descriptive text for inference and a personal response. Predict what might happen on what has been read so far.</p>	<p><b>Maths:</b> <b>Money</b> Recognise and use symbols for pounds and pence combine amounts to make a particular value. Find different combinations of coins that equal the same amounts of money. Solve simple problems in a practical content involving addition and subtraction of money of the same unit, including giving change.</p> <p><b>Fractions</b> Recognise, find, name and write fractions <math>\frac{1}{2}</math> <math>\frac{1}{4}</math> <math>\frac{3}{4}</math> <math>\frac{1}{3}</math> <math>\frac{2}{4}</math> and <math>/</math> of a length, shape, set of objects or quantity Write simple fractions e.g. <math>\frac{1}{2}</math> of 6 = 3 and recognise the simple equivalence</p> <p><b>Time</b> 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. Know the number of minutes in an hour and the number of hours in a day.</p>	<p><b>Science:</b> <b>Revisit – Living Things and their Habitats</b> Explore and compare the differences between things that are living, dead, and things that have never been alive Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants Identify and name a variety of plants and animals in their habitats, including microhabitats</p> <p><b>Revisit – Animals and Plants</b> Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees Identify and describe the basic structure of a variety of common flowering plants, including trees Describe and compare the structure of a variety of common animals Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</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 - What is STEWARDSHIP?</b> Why do Christians care about the world we live in? What about the environment?</p>	<p><b>PSHE:</b> <b>Healthy and Safer Lifestyles – Me and My Online Identity</b> Know what it means to stay safe online and why it is important. Be able to review their online identity, image and nickname. Be able to publish their online identity. Begin to know what to do if they see something inappropriate online.</p> <p><b>Healthy and safer lifestyles – Relationships</b> Recognise names for the main external parts of the body</p>	<p><b>PE/Games:</b> <b>Miss Wakefield – (Tuesday)</b> <b>Spring (1) – Athletics</b> <b>Spring (2) – Net and wall games</b></p> <p><b>Sports coach – (Wednesday)</b> <b>Spring (1) – Team building</b> <b>Spring (2) – Striking and fielding</b></p> <p><b>Daily Mile</b></p>



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<p>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>Describe what their bodies can do and understand how amazing their body is          Show some understanding that their body belongs to them          Describe some basic personal hygiene routines and understand how these can prevent the spread of disease</p>	
<p><b>Computing:</b>  <b>Creating Pictures</b>          * Look at the work of Impressionist artists and recreate them using the Impressionism template.          * Recreate pointillist art using the Pointillism template.          * Look at the work of Piet Mondrian and recreate it using the Lines template.          * Look at the work of William Morris and recreate it using the Patterns template.  <b>Making Music</b>          * Make music digitally using 2Sequence.          * Explore, edit and combine sounds using 2Sequence.          * Think about how music can be used to express feelings and create tunes which depict feelings.          * Create their own tune using the sounds which they have added to the Sounds section.</p>	<p><b>Geography:</b>  <b>Fieldwork and Map Skills</b>          How do we describe places?          What physical features does Benwick have?          What human features does Benwick have?          Map keys: how can we show what a place is like?          Sketch maps: how can we show what a place looks like?          How does the scale of map tell us what the area around our school is like?</p>	<p><b>Music:</b>  <b>Introducing Tempo and Dynamics</b>          In this block, pupils will revisit the terms tempo and dynamics and use this vocabulary accurately when describing music from the orchestral suite, The Planets, by Gustav Holst. Pupils will identify and sustain the pulse of a piece of music and will learn to control the tempo and dynamics while playing untuned percussion and tuned instruments.  <b>Exploring Emotions through Music</b>          Pupils will revisit their understanding of how music can evoke different emotions and consider how lyrics, melody and rhythm can contribute to this. They will explore key pieces from a range of musical genres and identify common themes or messages that appear in the pieces that they study.</p>
<p><b>Art:</b>  <b>3D</b>          In this block, children will take inspiration from the art of the indigenous people of Australia. They will combine these ideas with sculpture, creating three-dimensional forms decorated with dot patterns.  <b>Significant Artists</b>          Children will revisit the work of artists they have explored throughout the year, and focus on each of the artists background and famous pieces. The artists include: Beth Krommes, Kandinsky, William Morris, Katies Vernon and John Kindness.  <b>D&amp;T:</b></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>Skipping Week</b>  <b>Sports Day</b>  <b>Year 2 Skills Escalator Trip</b>  <b>Share and Shine</b>  <b>World Chocolate Day</b></p>



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### **Food and Nutrition**

Children will learn how foods that are pre-made and processed can often be unhealthy. This block lets pupils practise skills and make food that will help improve their energy, mood and future health.

### **Structures**

In this unit, children will discover that they can increase the strength and stability of paper by folding. They will test and record their paper structures and design a paper tower that is at least 50cm tall and can bear a 1kg weight.