

Maples Curriculum Information – Autumn 2

English

Key texts:

Wind in the Willows by Kenneth Grahame (Adapted)

Where the Wild Things Are by Maurice Sendak

The Golden Glow by Benjamin Flouw

Poetry- The Yaffling Tree by Phil Bowen

Main outcomes:

Character Description, Speech bubble dialogue,

Captions, Labels and Lists, Joining simple sentences to create a simple information leaflet, Ordering/ Retelling (main events), Letters, Respond to poetry in a different form

Geography

Name and locate 7 continents and 5 oceans, locate the world's countries using maps, name and locate countries and cities of the UK using maps.

Understand similarities and differences through studying human and physical geography of an area of the UK compared to The Alps.

Describe and understand key aspects of rivers, mountains and water cycles.

Use maps, atlases, globes and digital/computer mapping to locate countries.

Explore compass, grid references, symbols and keys to build knowledge of the UK and wider world.

Maths

Number bonds to 10

Recognise mathematical symbols

Halves and doubles

2D shape

Time

Length

Science

Compare and group materials together, according to whether they are solids, liquids or gases

Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens
Identify the part played by evaporation and condensation in the water cycle

Working Scientifically- Asking relevant questions, making observations, gathering and recording.

Art and Design

Begin to use a sketchbook to explore and experiment.

Observe and draw landscapes

Use varied brush techniques to create lines and shapes

Know primary colours and begin to mix together to make secondary colours

Music

Playing in an Orchestra

Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of notes.

Mountains and rivers

History

Maples class are not timetabled to study History this half term. We will be focusing on History next half term and will keep you informed.

Design Technology (DT)

Use research and design criteria, Generate, develop and communicate ideas, Select from and use a wider range of tools, equipment and materials, Investigate and analyse existing products, Evaluate, Understand how to strengthen and reinforce structures, Understand how key events, design and technology have helped shape the world

PE and Life Skills

Aim to build confidence, coordination, and body awareness through engaging activities, helping pupils explore their physical capabilities in a supportive environment.

Computing

Programming & Algorithms:

We control Technology Explore a range of hardware and software to make things happen; understand that we control computers by giving them instructions

Finding Technology To be able to sort objects according to key features; to identify and create simple patterns.

Simple Programs: Scratch Junior Understand that we control computers; create a short program to move a sprite.

PSHE – Self-awareness

RE – Being Reflective and Self-critical Being Curious and Valuing Knowledge