

Rowans Curriculum Information – Autumn 2

English

Key texts:

Where the Wild Things Are by Maurice Sendak
The Golden Glow by Benjamin Flouw

Main outcomes:

Character Descriptions
Speech bubbles
Ordering/ Retelling (main events)
Letters
Add a different verse to a poem and perform
Respond to poetry in a different form.

Maths

Time

Introducing Time

Number and Sets

Partitioning to create number bonds

Recording number bonds

Comparison and Measures

Comparing Lengths

Comparing Measures Directly

Shapes and Patterns

Counting in 2's

Odd/Even Numbers

Exploring and playing with 2-D Shapes

Science

To actively explore the properties of a range of materials

To compare and group materials together, according to whether they are solids or liquids.

To actively investigate the nature of gases through a variety of hands on tasks.

To explore the arrangement of particles in different states of matter.

To explore the water cycle through a simple investigation.

Art and Design

To look at pictures of a landscape and begin to identify features.

To explore different sketching materials and techniques.

To begin to experiment with lines and shape to represent features of a landscape.

To explore mixing primary colours to make secondary colours.

To explore using brushes and watercolour to create lines and shapes.

To use a sketchbook to plan a final composition.

To combine techniques learnt to create a final watercolour landscape.

Mountains and Rivers

Geography

Mountains and Rivers – Ben Nevis and The Alps

To explore bodies of water and identify some features of a river.

To explore the nature of a river and how it changes on its journey from source to sea.

To explore how the mountains of the world are formed.

To find out about Ben Nevis.

To find out about the Alps.

To explore how rivers and mountains are used for transport and tourism.

Music – Instrument Skills

Use vocalisation and gesture.

Create an appropriate sound.

Play appropriate sound in the correct place.

Play specific instrument with increasing control.

Make instrument choices.

Match cards to instruments.

Recognise cues to play.

Design Technology (DT)

To begin to understand what a bridge is.

To safely explore the tools and techniques I will use to construct my bridge.

To make choices to inform the design of my bridge, according to the design criteria.

To look at my design choices and make my bridge

To test my bridge

To remember what happened when I tested my bridge and attempt to make it better/stronger.

Life Skills

Identifying transitions

Preparing for transitions

Managing transitions

Preparing for unprepared transitions

Celebrating successful transitions

Computing

Moving a Robot

Exploring Buttons

Exploring Directions

Moving forwards and Backwards

Moving in all Four Directions

Setting a location and creating instructions to get there

Following routes to get to a set location