

Mrs Sim - Curriculum Overview - Term 2 2022/23

Week	1	2	3	4	5	6	7	8	9	10	11	
English	<p style="text-align: center;">Joining-in Stories</p> <p>In this unit we will be exploring characters in traditional tales. Students will learn to use capital letters and full stops and use 'and' to join sentences together (Y1). We will practise retelling stories using written sentences and pictures. Students will talk and write about story choices and write their own story endings. The unit will finish off with them planning and writing their own version of a story.</p>					<p style="text-align: center;">Do it like this?</p> <p>Students will learn about different forms of information including labels and signs. We will listen to and read instructional texts and answer comprehension questions. Students will explore features of instructional texts and explore fictional stories. They will read and follow instructions to make an origami ladybird. We will focus on writing instructions for recipes and talk about the importance of order in instructions.</p>						
Maths	<p>Year 1: Time Year 2: Time</p>	<p>Year 1: Time Year 2: Numbers to 100 (2)</p>	<p>Year 1: Numbers to 20 Year 2: Numbers to 100 (2)</p>	<p>Year 1: Numbers to 20 Year 2: Statistics (2)</p>		<p>Year 1: Numbers to 20 Year 2: Calculating</p>	<p>Year 1: Geometry (2) Year 2: Calculating</p>	<p>Year 1: Geometry (2) Year 2: Calculating</p>	<p>Year 1: Fractions (2) Year 2: Geometry (2)</p>	<p>Year 1: Measure (2) Year 2: Telling the time</p>	<p>Year 1: Measure (2) Year 2: Telling the time</p>	
IPC	<p style="text-align: center;">Who Am I?</p> <p>By learning about ourselves and each other, we are able to celebrate our differences whilst also seeing all the things that we have in common. In order to do this, we will need to be geographers, historians, artists, athletes and scientists. To better understand ourselves, we will also need to be reflective. We are all individuals, but together we make up a wider community - one that should support and respect one another.</p>					<p style="text-align: center;">Freeze it!</p> <p>We are going to be looking at water and ice from different viewpoints. As scientists we will investigate water and what happens if we cool it. Do you know that water is sometimes solid and sometimes a liquid? We will be geographers and explore cold and icy places around the world. Have you been to any cold and icy places? What makes them so cold... and what happens if they warm up?</p>			<p style="text-align: center;">It's Shocking!</p> <p>In It's Shocking, we will be learning all about electricity and the things that we use it for on a daily basis, ranging from lights and computers to mobile phones and cars. As scientists, we will be investigating the unique features of static and current electricity and the reasons why they are so important in the modern world. How would our lives be different without electricity? Let's find out!</p>			
Art	Lunar New Year		Who Am I?			Colour, Line and Pattern				Easter arts and crafts		
Music	<p style="text-align: center;">Musical Food</p> <p>In this unit, learners will be introduced to rhythms using <i>ta</i>, <i>ti-ti</i> and <i>sh</i> (rest). They will match these to the syllables in food names and combine them into simple compositions to perform together.</p>						<p style="text-align: center;">Light and Dark</p> <p>In this unit, learners listen and respond to recorded light and dark music, exploring how it makes them feel. They continue to use <i>ta</i>, <i>ti-ti</i> and <i>sh</i> rhythms and stick notation</p>					
Korean Mrs Lee Beginner	인도에서 온 불리 (My own country)			따르릉 따르릉 자전거 (Transportation)			코끼리 아저씨 (Animals)					
Korean Mrs Lee Intermediate	엄마, 물 주세요 (Mom water please)			피아노를 잘 쳐요 (I am good at playing piano)			책상위에 있어요 (It is on the desk)					
P.E	<p style="text-align: center;">Controlling objects in game contexts</p> <p>In this unit, a key focus is learners' development of object control skills in game contexts. Through play-based experiences, individually and in groups, they participate in and create tasks and challenges for themselves and others. In particular, they are guided to develop their sending and receiving skills, and their</p>				<p style="text-align: center;">Adventurous activities</p> <p>In this unit, learners engage in a series of adventurous activities involving a variety of resources and roles. The adventure-based learning activities focus on the development of three core movement skills: dynamic balance, travelling and climbing. There is also a final topic on parachute games. Learners review the importance of safety and risk management throughout this unit,</p>				<p style="text-align: center;">Body management through gymnastics</p> <p>This unit will help to develop learners' gymnastics knowledge, skills and understanding through individual, pair and group activities that focus particularly on their body management skills in rotation, balance and flight actions. Learners' confidence and</p>			

	striking and aiming skills. Learners' knowledge and understanding of roles, rules, and tactics are also promoted.	and they learn how to follow and create rules for physical activities. They develop their personal responsibility when moving in different spatial contexts and when using equipment during each of the four topics.	movement competence will be promoted through progressive tasks and activities that develop from floor to apparatus. Learners will be guided to enhance their creativity in composition work by applying changes in space and dynamics. They will regularly develop their descriptive language in relation to movement, and have opportunities to evaluate their own and others' actions and sequences.	
PSHE	What is bullying?	How do we recognise our feelings?	How do we solve conflicts with friends?	What jobs do people do?