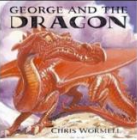
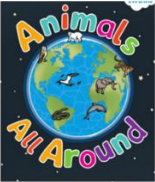
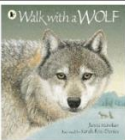
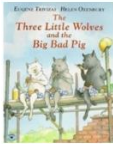





KSI Curriculum Information for Parents and Pupils

Term 2 2024



English	<div style="display: flex; justify-content: space-around;">     </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="width: 23%;"> Purpose: ENTERTAIN Written Outcome - Story extract - George's Journey in the Dragon Machine </div> <div style="width: 23%;"> Purpose: INFORM Written Outcome - Fact file about chosen animal </div> <div style="width: 23%;"> Purpose: INFORM Written Outcome - Simple 4 section report on Wolves </div> <div style="width: 23%;"> Purpose: ENTERTAIN Written Outcome - Letter from the Big Bad Wolf to the pigs </div> </div>
Maths	<div style="display: flex;"> <div style="flex: 1;"> <p>Areas of maths we will be exploring will be:</p> <p><u>Year 1</u></p> <p>+ and - to 20</p> <p>Place value to 50</p> <p>Length and height</p> <p>Weight and volume</p> </div> <div style="flex: 1; border-left: 1px solid black; padding-left: 10px;"> <p><u>Year 2</u></p> <p>Money</p> <p>x and ÷</p> <p>Measures: length, mass, capacity</p> <p>Time</p> </div> </div>
Science	<p><u>Animals (Vertebrates)</u></p> <p>The children will learn about a variety of familiar and less familiar animals, including fish, amphibians, reptiles, birds and mammals. They will identify and name, look closely at and compare and contrast many different animals. They will name their body parts, describe their physical features and mimic how they move. They are reminded that animals need to eat in order to be healthy and that they eat lots of different types of foods. Children will also be introduced to the terms 'carnivore', 'herbivore' and 'omnivore'.</p> <p><u>Choosing Materials</u></p> <p>Children will build on what they have already learnt about different materials and their properties. The children consolidate their understanding that one type of object can be made from different materials and also that one material can be used for a number of different objects. They continue to develop their understanding of the simple physical properties of materials and consider in more detail how these properties make materials useful for particular purposes.</p>
Computing	<p><u>Publisher & Graphics</u></p> <p><u>Graphics:</u></p> <p>We will learn to use the Microsoft paint package and independently use various tools including brushes, pens, rubber, shapes and lines to create a final picture.</p> <p><u>Typing Key Skills (Junior Jungle typing Club)</u></p> <p>We will also be working on these key skills throughout the year:</p> <ul style="list-style-type: none"> • using a mouse by moving and left clicking to move pictures • using both hands on the keyboard • saving and retrieving work independently • loading programs independently • editing their work • using appropriate computing vocabulary • annotating their work using prompts
P.E.	<p><u>Dance</u></p> <p>Pupils will explore space and how their body can move to express an idea, mood, character or feeling. They will expand their knowledge of travelling actions and use them in relation to a stimulus. They will build on their understanding of dynamics and expression. They will use counts of 8 consistently to keep in time with the music and a partner. Pupils will also explore pathways, levels, shapes, directions, speeds and timing.</p> <p><u>Ball Skills</u></p> <p>In this unit, pupils will develop their fundamental ball skills such as throwing and catching, rolling, hitting a target, dribbling with both hands and feet and kicking a ball. Pupils will have the opportunity to work independently, in pairs and small groups.</p> <p><u>Team Building</u></p> <p>Pupils develop their communication and problem-solving skills. They work individually, in pairs and in small groups. Throughout, there is an emphasis on teamwork. They learn to discuss, plan and reflect on ideas and strategies. They lead a partner whilst considering safety. Pupils have the opportunity to show honesty and fair play.</p> <p><u>Sending and Receiving</u></p>

	Pupils will develop their sending and receiving skills including throwing and catching, rolling, kicking, tracking and stopping a ball. They will also use equipment to send and receive a ball. Pupils will be given opportunities to work with a range of different sized balls. They will apply their skills individually, in pairs and in small groups and begin to organise and self-manage their own activities. They will understand the importance of abiding by rules to keep themselves and others safe.	
Geography		<u>Our Local Area</u> Children will undertake a geographical study of the school and its grounds and will identify key features of its surrounding environment. They will study the school environment. They will use local area maps and conduct Fieldwork with a walk in the local area they will learn to draw Sketch maps and begin to identify physical and human features.
History		<u>Nurses</u> <u>Significant People: Florence Nightingale, Mary Seacole, Edith Cavell</u> <u>Substantive Concepts: Society and Invention</u> Children will study the lives of significant individuals in the past who have contributed to nursing. This topic will focus on the lives of Mary Seacole, Florence Nightingale and Edith Cavell. They will compare aspects of life in different periods and will learn where these important women fit within a chronological framework.
RE.	<p><u>Theme: Sacred Texts- Bible, Quran and Torah</u> What do Christians believe? The Bible - Where did the text come from? What do Muslims believe? The Quran - where did the text come from? Explore the story of the Prophet Muhammad. How do we look after these books? How do people of faith treat objects that are precious?</p> <p><u>Theme: Belonging, Beliefs, Practices and Traditions - Easter</u> How do festivals bring people together? What are Christians celebrating at Easter? How do Christians celebrate Easter? What symbols are there at Easter?</p>	
Art	<p><u>Printing</u> Children will learn how to print using a variety of materials. We will explore: Printing with a range of materials Creating plasticine printing blocks - relief printing Mono printing with carbon paper</p> <p>We will look at the work of the artist Katsushika Hokusai who printed using wooden blocks.</p> 	
D.T.	<u>Houses</u> The children will take on the role of budding architects. They will design, make and evaluate their own model houses. Children will investigate ways to strengthen a structure, and will demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen). They will also use finishing techniques, including those from art and design.	
Life Skills (P.S.H.E.)	<u>Dreams and Goals</u> In this unit, children will learn how to stay motivated, work as a group and recognise the role that each person plays within a group. <u>Healthy Me</u>	

	In this unit, the children will focus on motivation and relaxation. They will think about how to make healthier choices. They will learn about healthy eating and nutrition and about healthier snacks and sharing food.
Music	<p>Grandma rap (Traditional), Hi lo chicka lo (Traditional)</p> <p>This unit explores beat and rhythm work using crotchets and quavers. Beginning with on-the-spot actions, followed by stepping the durations, stick notation is introduced and pupils go on to create their own 4-beat patterns, which they will loop creating an accompaniment to perform the rap to.</p> <p>Orawa (Wojciech Kilar)</p> <p>Orawa (pronounced 'Arva') describes a huge river. As pupils listen to the music, they will imagine the journey of the river through Europe, and make decisions about the scenery and events it passes on its way. They will make a piece of art based on the river's journey and then, borrowing ideas from the composer, invent new music using vocal chants and body percussion.</p>