

Science

As Scientists, we will..

- I know how to identify whether things are alive, dead or have never lived.
- I know how to explore and compare the differences between things that are living, dead, and things that have never been alive.
- I know all animals need water, air and food to survive.
- I know a habitat is a natural environment or home of a variety of plants or animals.
- I know a habitat is a place where living things, such as animals and plants, can find all the things they need to survive. This includes food, water, air, space to move and grown and some shelter.
- I know that most living things live in habitats to which they are suited and I know that different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other
- I know the names of some different plants and animals that live in different habitats in the UK and describe how they are suited to their different habitats (including micro-habitats)
- I know that you will find different types of animals and plants in different types of places and habitats.
- I know some habitats are large, like the ocean, and some are very small, such as under a log.
- I know that a micro-habitat is a very small habitat.



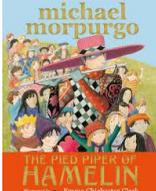
RE

For spiritual and moral development, we will..

- Know that faith is about having trust and confidence and may
- include holding a strong belief in the teaching of a religion.
- Explain how faith made a difference in the lives of those people explored, and could still make a difference to people today.
- Retell the story of one person who was motivated by faith.
- Talk about the name of the school or parish church. When named after a particular saint, retell their story and how their faith inspired others.
- Discuss examples of people in the local community who work to help others because of their own personal faith.



English

| Writing | Grammar and punctuation | Reading- Talk Through Stories |
|--|---|--|
| We will reading The Pied Piper of Hameline by Michael Murpurgo and writing a selection of narrative pieces.  | <ul style="list-style-type: none"> • Subordinating and co-ordinating conjunctions. • Capital letters, finger spaces, question marks and exclamation marks. • Adjectives for expanded noun phrases. • Suffixes- s, es, ment, ful, ly. • Using apostrophes for possession and contractions | We will be reading a selection of stories that will support our comprehension and love of reading. We will explore a variety of tier 1,2 and 3 vocabulary. |

St. Matthew's CE (Aided) Primary School and Nursery Centre



**Half-termly Curriculum Map for Saint Joseph
Spring 2
Splendid Skies/Seasonal Change**



Maths

As mathematicians, we will look at:

Measurement

- Measure in cm and m
- Comparing and ordering heights and lengths
- Measure in grams and kilograms
- Compare volume and capacity
- Measure in millilitres and litres
- Temperature

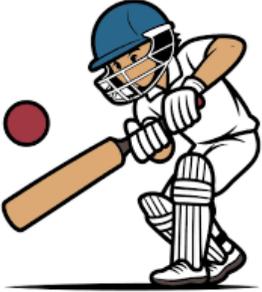
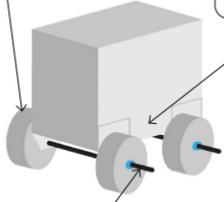


Geography

As geographers we will know...

- Different types of weather in the UK
- That different symbols can be used to represent different types of weather.
- Examples of extreme weather and its consequences.
- The impact that weather can have on the natural world.
- That countries closer to the equator have hotter climates.
- That countries near and at the North Pole and South Pole have colder climates.



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| <p>PSHE As members of our community, we will... Be learning the topic 'Healthy Me.'</p>  | <p>Music As musicians we will... This unit focusses on creating music inspired by train travel, volume/dynamics (crescendo, diminuendo), speed/tempo (accelerando, ritenuto).to</p>  | <p>Computing As computing scientists we will: begin to understand what data means and how this can be collected in the form of a tally chart. They will learn the term 'attribute' and use this to help them organise data. They will then progress onto presenting data in the form of pictograms and finally block diagrams. Learners will use the data presented to answer questions.</p> | <p>PE As dancers, gymnasts, athletes, players and orienteers we will...</p> <ul style="list-style-type: none"> • Cricket • Ball skills  |
| <p>DT</p> | | | |
| <p>As designers, we will: This project teaches children about wheels, axles and chassis and how they work together to make a vehicle move.</p> <div data-bbox="853 464 1384 853" style="border: 1px solid black; padding: 10px; margin: 10px auto; width: fit-content;">  <p>A wheel is a circular object that is joined to an axle.</p> <p>A chassis is the frame of a vehicle.</p> <p>An axle is a rod that goes through the centre of a wheel and allows it to turn.</p> </div> | | | |