

# Simmonds 2

## Term 5 Curriculum Overview



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| <p><b>English</b></p> | <p><b>What we are doing:</b><br/>We have our RWI phonics/Fresh Start sessions and ERIC time to promote reading in Simmonds 2. We will be working on our MAPP targets within our English lessons. During this term we will also be focusing on comprehension skills with LURV activities.</p> <p><b>How school will do this:</b><br/>We have our phonics sessions 3 times a week where we consolidate our set 1, 2 and 3 sound. We are encouraging students to apply their phonic knowledge when reading and spelling words. Our Fresh start programme provides comprehension tasks and challenges our phonics knowledge.</p> <p>We will have LURV (Listening, Understanding, Responding and Verbalising) activities each week. This will consist of listening to a short story, answering questions about the text and then being able to retell the story in the students own words.</p> <p>We will also have 3 literacy lessons a week. Each week we will read a new story and work on our grammar and vocabulary based around the text. We will use our communication devices to develop sentence structure and extend our use of vocabulary.</p> <p>We will be using Spelling Shed to develop our spelling and grammar skills as part of our phonics lessons. We will explore the meanings of new words and look for patterns in spellings to support us with our independent writing.</p> <p><b>How you can help at home:</b><br/>Share books with your child and ask questions about what the story. What do they think will happen next? Describe the characters. Ask your child if they can tell you something about our book of the week, perhaps their thoughts on the story and can they retell the story.</p> |
| <p><b>Maths</b></p>   | <p><b>What we are doing:</b><br/>Our topic is measures. We will be exploring lengths of objects, comparing them and observing differences in their lengths.</p> <p><b>How school will do this:</b><br/>We will be learning about lengths and heights of objects using language such as “longer than”, “shorter than” and “taller than”.</p> <p><b>How you can help at home</b><br/>Encourage looking at and discussing items and comparing them. e.g. checking which one shorter or longer.</p> <p><b>Key words:</b><br/>length, short/shorter than, long/longer than, compare</p>  |

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| <p><b>The World Around Me</b></p> | <p><b>What we are doing:</b><br/>Exploring local environments.</p> <p><b>How school will do this:</b><br/>We will be exploring school grounds and local places of interest.</p> <p><b>How you can help at home:</b><br/>Spend time outside and talk about what you can see and discover in your local area.</p>   |
| <p><b>Art</b></p>                 | <p><b>What we are doing:</b><br/>This term we are looking at the artist Alexander Calder and his sculptural mobiles.</p> <p><b>How school will do this:</b><br/>We will learn about shadow and light, creating sculptures and photography. This will be through exploration and experimentation, creating plans, using a variety of mediums and consolidating their work with a final piece.</p> <p><b>How you can help at home:</b><br/>Discuss light and shadows and see when this occurs.</p> <p><b>Keywords:</b><br/>light, dark, shadow, sculpture , photography.</p>  |
| <p><b>Expressive Arts</b></p>     | <p><b>What we are doing:</b><br/>Arts Award course part A – participate in the arts<br/>Part B - Learners will identify an artist of interest and find out about him/her and their work.</p> <p><b>How school will do this:</b><br/>We will continue to learn more about ‘What are the arts?’ and try some different Art forms.<br/>We will start/continue to research an artist that inspires us and record the information we have found.<br/>We will continue to participate in different arts activities and record what we found inspirational when taking part in those arts activities.<br/>We will also begin to think about Valence Has Talent and if they’d like to we will work on a performance ready for VHT 2024.</p> <p><b>How you can help at home:</b><br/>Talk about Valence Has Talent. Would they like to perform for the school in this talent show? What could they do?</p> <p>Talk about artists that inspire you. These could be musicians, painters, dancers, actors..... Who inspires them?<br/>Point out and discuss different art forms you may see on the television or when out in the community. Arts could include - painting, drawing, sculpture, graffiti, modelling, pottery, mosaic, theatre, dance, music, circus, street artists/performers.</p> <p><b>Keywords:</b> perform, talent, arts, inspire, sing</p> |

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| <p><b>Computing</b></p>        | <p><b>What we are doing:</b><br/>We will start our Digital Literacy strand where we will be discussing and looking at Online Safety, Apps, Websites, what is real online and what is not.</p> <p><b>How school will do this:</b><br/>Students will learn about keeping personal information safe, not talking to strangers online, understanding what cyberbullying is and knowing who to talk to if they see something horrible online.</p> <p><b>How you can help at home:</b><br/>Make sure students are aware of who they can talk to at home and school if they see something horrible online and remind them not to click on anything they are not sure of.</p> <p><b>Keywords:</b><br/>Safety, Online, Website, Internet, Social</p>  |
| <p><b>Outdoor Learning</b></p> | <p><b>What we are doing:</b><br/>The students are continuing with their gardening, and exploring the school grounds, focusing on seasonal changes in nature.</p> <p><b>How school will do this:</b><br/>Students will take part in a range of outdoor learning activities. They will continue with their gardening skills, visiting the polytunnels. They will look for signs of seasonal changes through different sensory activities and crafts. We will learn about the local plant and wildlife around Valence. Students will listen to themed stories and will then create craft ideas that are linked to the stories. When possible, they will use the Woodland Walk to find natural resources (this is weather dependent). Depending on the weather, this topic can be transferred into the classroom. Students will also be linking their learning to their senses.</p> <p><b>How you can help at home:</b><br/>Continue to discuss the change of weather and seasons and how the colours, plants and wildlife outside will change with the seasons.</p> <p><b>Key words:</b><br/>season; texture; habitat; nature; seasonal</p> |
| <p><b>Communication</b></p>    | <p><b>What we are doing:</b><br/>Directing others/ sharing news</p> <p><b>How school will do this:</b><br/>Students will practice how to effectively use their communication skills to gain meaningful independence in their daily lives through making choices and stating needs. We will also be allocating time each week to sharing news from.</p> <p><b>How you can help at home:</b><br/>Help us by filling in a 'wow' that adults in class can use to support in sharing something amazing students have done outside of school.</p>  |

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| <p><b>PSHE</b></p>     | <p><b>What we are doing:</b><br/>The students are studying the topic Building Relationships, covering self-worth, romance and friendships (including online) and relationship boundaries.</p> <p><b>How school will do this:</b><br/>The students will explore through activities and discussion self-worth and self-efficacy, thinking about qualities and behaviours relating to different types of positive relationships (including, how to recognise unhealthy relationships). The students will also be exploring how to recognise and challenge media stereotypes, and how to evaluate expectations for romantic relationships. We will consolidate our understanding about consent, and how to seek and assertively communicate consent, in all its forms.</p> <p><b>How you can help at home:</b><br/>Be prepared to answer any questions that the students may have or suggest that they ask them in their next PSHE lesson. When reading or watching the television, draw out the characteristics mentioned above.</p> <p><b>Keywords:</b><br/>friendship; relationships; boundaries; romance; consent/permission.</p> |
| <p><b>PE</b></p>       | <p><b>What we are doing:</b><br/>This Term in PE students will be working on their ability to work in teams linked to Orienteering and problem solving.</p> <p><b>How school will do this:</b><br/>Students will be doing this by identifying key places around the school and solving problems. They will be working in teams and working on the ability to work together and take roles within them. The problems will involve using their basic range of movement and incorporating fundamental movement skills. Students will be starting to develop leadership skills and qualities such as: effective communication, delegation and giving other team members simple instructions.</p> <p><b>How you can help at home:</b><br/>At home encourage your student to lead an activity. This could be taking a pet out for a walk and deciding which direction/route to go. This also could be when shopping, finding a grocery independently.</p> <p><b>Keywords:</b><br/>Direction, Communication, Leadership, Teamwork, Problem Solving</p>   |
| <p><b>Swimming</b></p> | <p><b>What we are doing:</b><br/>This term students will be learning about water safety and what we need to be aware of when we are at the beach and around the community.</p> <p><b>How school will do this:</b><br/>Students will be learning about the different types of flags they may see around the beach and what they mean. They will also be looking at different situations they may find themselves in when in the water. Some of these situations include cold water shock and a rip tide.</p> <p><b>How you can help at home:</b></p>   |

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|  | Encourage students to have a positive experience in and around water. Discuss the importance of water safety. |
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