

**Beech Class – Spring Term 2023**  
**Overview of Learning**

	First Half Term	Second Half Term
English	<p><b>A River by Marc Martin</b></p> <ul style="list-style-type: none"> <li>- use of creative and figurative language within poetry</li> <li>- relating the journey of a river to non-fiction texts</li> </ul> <p>Read, Write, Inc - Spelling</p>	<p><b>The Snow Leopard by Jackie Morris</b></p> <ul style="list-style-type: none"> <li>- focus on vocabulary linked to a mountainous setting</li> <li>- creative language to retell the story of the relationship between the Snow Leopard and the young girl</li> </ul> <p>Read, Write, Inc - Spelling</p>
Maths	<p><b>Abacus/ActiveLearn</b></p> <ul style="list-style-type: none"> <li>- number and place value</li> <li>- decimals and percentages, - mental and written methods of addition and subtraction</li> <li>- measurement</li> <li>- statistics, fractions</li> <li>- ratio and proportion</li> </ul>	<p><b>Abacus/ActiveLearn</b></p> <ul style="list-style-type: none"> <li>- number and place value</li> <li>- multiplication and division</li> <li>- addition and subtractions</li> <li>- problem solving and reasoning</li> <li>- measurement</li> <li>- geometry (position and direction)</li> <li>- fractions</li> </ul>
Science	<p><b>States of Matter (CUSP)</b></p> <ul style="list-style-type: none"> <li>- comparing and grouping materials together, according to whether they are solids, liquids or gases</li> <li>- observing that some materials change state when they are heated or cooled</li> <li>- identifying the part played by evaporation and condensation in the water cycle</li> </ul>	<p><b>Rocks (CUSP)</b></p> <ul style="list-style-type: none"> <li>- comparing and grouping together different kinds of rocks</li> <li>- describing (in simple terms) how fossils are formed</li> <li>- recognising that soils are made from rocks and organic matter</li> </ul>
Geography	<p><b>Rivers (CUSP)</b></p> <ul style="list-style-type: none"> <li>- recognising the course, physical features and shape of the river</li> <li>- comparing different rivers and their locations</li> <li>- the impact of pollution on the habitats and animals</li> <li>- identifying the culture and diversity of an area</li> </ul>	<p><b>Mountains</b></p> <ul style="list-style-type: none"> <li>- locating mountains and mountain ranges across the world's continents</li> <li>- exploring how mountains are formed</li> <li>- identifying the features of mountains</li> <li>- researching the different animals that live in this habitat along with their food chains</li> <li>- recognising why humans visit and the impact of tourism</li> </ul>

History	<b>Rivers</b> - how and why civilisations settle in locations - considering how rivers shaped the way humans lived in the past	<b>Mountains</b> - recognising famous explorers and key historical events
Art and Design	<b>Drawing 'Still Life' (CUSP)</b> - exploring materials and the effect of combining different medium - using a viewfinder to create an area of interest - assembling objects to create an interesting composition	
Design and Technology		<b>What makes a bridge strong? (CUSP)</b> - identifying features of bridges - exploring ways to stabilise a structure - applying skills learnt - evaluating and adapting final outcomes
Modern Languages	<b>Spanish</b> New Year tradition Fortune tellers Song performance in class Days of the week Months Weather Easter	
Music	<b>Latin Dance (SingUp)</b> Features of Cuban music, compose a 4 beat rhythm pattern, syncopation, use of drones, song structure, timbre, chords, samba.  Listening Challenge - music from all 8 periods of music history.	<b>March from the Nutcracker (SingUp)</b> rondo structure, pitch, articulation including staccato, call-and-response, ballet music from the Romantic period.  Listening Challenge - music from all 8 periods of music history.
Physical Education	<b>Dance</b> River inspired including improvisation/children's ideas (Team-teaching with Dancing Dimensions)	<b>Swimming</b> Taught by a qualified instructor at Broadland Sports Club

	<p><b>Fitness</b></p> <ul style="list-style-type: none"> <li>- Paired bleep test and fitness stations designed to develop understanding of fitness levels and making personal improvements</li> </ul> <p><b>Sportshall Athletics</b></p> <ul style="list-style-type: none"> <li>- Developing knowledge of indoor athletics disciplines</li> <li>- Taught by a qualified instructor (Mr Wilson)</li> </ul>	<p><b>Ball Skills</b></p> <ul style="list-style-type: none"> <li>- throwing, catching and bouncing,</li> <li>- improving coordination</li> <li>- apply teamwork within game and match situations</li> <li>- Taught by a qualified instructor (Mr Wilson)</li> </ul>
PSHE	<p><b>Healthy Bodies and Healthy Minds</b></p> <ul style="list-style-type: none"> <li>- Making healthy life choices</li> <li>- Dealing with feelings</li> </ul>	<p><b>Caring and Responsibility</b></p> <ul style="list-style-type: none"> <li>- Being responsible for yourself and your actions</li> <li>- Showing care and empathy to those around you</li> </ul>
Religious Education	<p><b>People of God</b> (Understanding Christianity)</p> <ul style="list-style-type: none"> <li>- opportunity to compare Christianity and Judaism</li> <li>- identifying a particular group of people known as the people of God and their relationship with God</li> <li>- considering how God wants people to live</li> <li>- awareness of a number of biblical stories</li> </ul>	<p><b>Incarnation</b> (Understanding Christianity)</p> <ul style="list-style-type: none"> <li>- knowing that Christians believe God is Trinity</li> <li>- recognising that Christians spend their whole lives learning more about God, aiming to understand God better</li> <li>- understanding what is meant by Baptism and Gospel</li> </ul>
Computing	<p><b>Computing Systems and Networks (Teach Computing)</b></p> <ul style="list-style-type: none"> <li>- apply knowledge and understanding of networks</li> <li>- appreciate the internet as a network of networks which need to be kept secure</li> <li>- learn that the World Wide Web is part of the internet</li> <li>- explore the World Wide Web</li> <li>- evaluate online content to decide how honest, accurate, or reliable it is</li> </ul>	<p><b>Programming - Repetition in Shapes (Teach Computing)</b></p> <ul style="list-style-type: none"> <li>- create programs by planning, modifying, and testing commands to create shapes and patterns</li> <li>- using Logo, a text-based programming language</li> <li>- develop the use of language from work in Discovery Coding</li> </ul>