

# Brookvale Curriculum

## What is your child learning this week?

Week Beginning 29th January 2024



### Reception

**Class Literature:** 'Super Heroes Like You' by Dr Ranj

**Class Nursery Rhyme:** 'If you're happy and you know it'

**Primary Curriculum Focus:** Personal, Social and Emotional Development

**Communication and Language:** On Monday, the children will be reading the text 'Super Heroes like you' by Dr Ranj. Through reading the text, the children will be learning about the different people in society who help others. After reading the text the children will be invited to make comments about the text and then ask questions to help clarify their understanding. This might include them talking about an experience they have had at a hospital appointment or perhaps they have seen a fire engine or police car when they have been out. Each day the children will learn about a different profession which contributes towards helping others in society.

**Maths:** In maths this week, the children will be learning how to combine two groups of numbers. They will do this by combining different resources, such as, loose parts, Unifix cubes and, later in the week dominoes. The children will also be learning how to communicate their findings by using stem sentences, such as, '2 and 5 is 7'. During continuous provision there will be opportunities to play with small bears, large bricks and coat hangers with pegs on to combine 2 groups of numbers. The children will also be able to consolidate their understanding of 'part-part-whole' which they have been learning over the past few weeks.

**Literacy:** In writing, the children will begin by choosing a photo of someone who works in a profession that helps society function, e.g. a Doctor, a Nurse, a Police Officer, a Firefighter, a teacher etc. Using newly introduced vocabulary, the children will orally rehearse a sentence about a given profession and then will write a simple phrase or sentence that can be read by others. Teachers will remind children to use their phonic mats and topic mats to aid them in their writing. Now that we are at a halfway point in the year, teachers will also be checking that every child is now using the appropriate tripod grip when holding their pencil.

**Physical Development:** In P.E., the children will continue their dance unit focusing on transport. Over the past few lessons, the children have learned to move around the hall as though they were a vehicle, e.g. car, plane, train. This week the children will be making movements as though they are a bus. This will include them stopping to let the passengers on. The song that they will dance to this week will be 'The wheels on the bus.' The children will also have daily access to bikes, scooters, tyres and balancing equipment in the large playground.

**PSED:** Over the course of the week, teachers will be spending time with each child ensuring they can manage their own basic hygiene and personal needs, including dressing (coats, jumpers, cardigans) going to the toilet independently, and whether they can show an understanding of healthy food choices.

**Expressive Arts & Design:** The children will be learning and singing the song 'If you're happy and you know it.' They will also be inventing, adapting and recounting events based on this week's topic in the role play with support from teachers.

**Understanding the World:** Throughout the week the children will be visited by some members of local community who work for the emergency services and will be visited by firefighters in a fire engine and police officers in a Police car. During circle time, the children will then have the opportunity to talk about people in society who have helped them. The children will be given stem sentences to help them organise their discussions. The children will also learn about ways that they can help in society, either now or a time in the future.

**Phonics:** In phonics this week the children will be consolidating their knowledge of the phonemes /y/ /z/ /zz/ /s/ /qu/. They will also be learning the common exception words 'all' and 'are.'

**Spellings:** The children will begin learning their new set of spellings this week. The spellings for February are: sentence, set, three, want, air, well, also, play, small, end. The children will learn a new spelling each day alongside learning the meaning of each word.

## Year 1

**Class Literature:** 'Cave Baby' by Julia Donaldson

**English:** Having completed their exploration of traditional tales, children this week will begin their new text, 'Cave Baby' by Julia Donaldson. Children will start by create word banks that can be used to describe the main characters in the text. They will then focus on enhancing their vocabulary choices, using thesaurus and 'zone of relevance' to select apt vocabulary choices. Children will be taught how to create and longer expanded noun phrases, separating three adjectives with commas and 'and' before the final adjective. They will utilise new vocabulary they have learned across the week to help them match descriptions, create short descriptive phrases and write labels. Towards the end of the week, the children will sequence the story and practise retelling it aloud to demonstrate their understanding of the key elements.

**Maths:** In maths this week, the children will be moving onto a new unit focusing on addition and subtraction to 20. Children will learn to add by counting on and will add one more to a given number within 20. Children will develop their understanding of number bonds to 20 by making these in a variety of ways using resources such as counters, beanbags, compare bears and rekenreks.

**Science:** In science this week, the children will be exploring the question "Am I a herbivore, carnivore, or omnivore?" Children will begin by examining animals' teeth and their structures to be able to classify them as herbivores, carnivores, or omnivores. Children will apply this understanding to humans to discuss what human teeth tell us about our classification and why human choice of food groups is also a factor in diet.

**Geography:** This week, children will learn about the different ways we predict weather, such as observations, data collection (e.g. rainfall, wind directions etc.) and satellite imagery. They will then use this knowledge to make weather predictions based on their observations and research. Building on what they have learned in previous weeks, children will begin to predict the types of weather we can expect in the coming weeks and at various times of the year. To prepare for next week's collaborative project, the children will watch a current weather forecast and learn how to use a green screen to create their own weather forecast.

**History:** Having explored continuity and change in 'toys from the past,' children will begin to explore and compare school life now and in the past. They will ponder questions like "What was school life like in the past?" "What are the similarities and differences between then and now?" and "Which time period would they prefer to attend school in?"

**R.E.:** In R.E., the children will continue exploring 'special books' and will this week learn about the Bible. They will be taught that the Bible is divided into two parts - the Old Testament, which includes the Torah, and the New Testament, which contains the teachings of Jesus. They will also learn about when and where the Bible is usually read and discover that it is the most printed book in the world.

**PDW:** This week, the children will be exploring the question, "How do my lifestyle choices affect my health?" Children will be reflecting on their physical well-being, connecting the knowledge they gained in previous lessons about healthy and unhealthy foods, and considering what type of exercise is beneficial for their hearts and minds.

**Music:** In Music, the children will focus on the song 'The way that we walk.' They will learn the chorus and verses of the song before attempting to play along using the glockenspiels.

**Computing:** This week, the children will be exploring the concept of virtual assistants. They will be discussing popular virtual assistants such as Siri, Alexa, and Google. The aim of the discussion is to understand how these assistants can be useful to us in many ways, but also to recognise their limitations.

**DT:** In this week's lesson, the children will be learning how to identify where plants grow and which parts we eat. They will look at the leaves, roots or stems and then connect if the part grows on trees or vines, above the ground or below the ground.

**Phonics:** Group 1 will focus on 'ow,' as in cow, and 'oi,' as in coin. Group 2 will focus on recapping previous sounds taught. Group 3 will focus on 'oor,' as in poor, and 'augh' as in daughter.

**Spelling:** The spelling focus for this week is /ir/ and /ur/. The children will learn to spell words such as first, church, burst and shirt.

**P.E.:** In dance, the children will be focusing on the theme: 'The Lost Toy.' The children will use expression and create actions that relate to the story. In fitness, the children will be focusing on developing an understanding of how exercise helps their brain.

## Year 2

**Class Literature:** *'The Diary of a Killer Cat'* by Anne Fine

**English:** This week, children will edit their final piece of writing based on 'The Journey home.' Children will redraft their final piece in their best handwriting ready to add to our display in class. Towards the end of the week, children will begin a new unit of poetry, examining the poem 'From a railway carriage' by Robert Louis Stevenson. Children will listen and respond to the poem and will list all the things they may see from a railway carriage.

**Maths:** This week in maths, the children will be exploring shape. They will be learning about the lines of symmetry in 2D shapes as well as understanding and identifying the properties of 3D shapes. (faces, edges, vertices)

**Science:** In science, children will investigate the key question, 'Can we find the most suitable material for a given purpose?' Children will design a 'materials monster,' labelling each material used, explaining why they have chosen that material. Children will apply their knowledge and understanding to assess each other's designs and offer alternative material choices.

**Geography:** This week in Geography the children will be making links between maps and the 'real world.' How do maps represent the real world? The children will discuss the job of a cartographer and the reasons why they use a scale when creating maps.

**History:** This week, in history, the children will be exploring the reliability of Samuel Pepys' diary, considering the key question: 'Are primary sources reliable for us to learn about the events of the past?' The children will consider why primary sources are more reliable than secondary sources and how second-hand information can be misleading.

**Music:** In music, the children will be appraising the song 'Rockin' all over the world' by Status Quo. The children will comment on the tempo, pitch and instruments they can hear as well as comparing this piece to 'We will rock you' from earlier in the term.

**Art:** Children will continue their sketching unit of work by examining a series of artworks called "Ribbon Words" by Ed Ruscha. Children will use a piece of ribbon to create a shape, observe the shapes and tones it creates, then using a HB pencil sketch the shape. A 2B pencil will then be used to create the lighter tones as well as using higher grade pencils to create the darker tones.

**RE:** In RE this week, the children will be exploring Buddhist symbols and explaining why Buddha was so special to Buddhists

**Computing:** This week, children will be exploring the key question; 'How can I keep myself safe online?' Children will discuss key words, such as 'pressure' and 'accept,' understanding that when we 'accept' we give permission for something. Children will be reminded about the term 'trusted adult' and explain that this can be family members, teachers, police etc.

**Spellings:** This week's spellings are hiking, hiked, hiker, nicer, nicest, shiny, being, shining, scary, scaring.

**Grammar:** This week, the children will be learning about prefixes and the impact they have upon the root word. (un-,in-, re-)

**PE:** In P.E., children will be working on their skills to develop kicking a ball. They will direct the ball with the inside of their foot at a target, use soft touches to keep the ball under control and use an increase of power to send the ball.

## Year 3

**Class Literature:** *'Charlotte's Web'* by E.B White.

**English Reading:** The narrative changes in the chapters to be read this week, with a focus on the character of Tempelton. The children will discuss his character, commenting on his actions and attitude towards helping Wilbur and Charlotte at the fair. The children will perform 'reader's theatre,' bringing the story to life this week, through their tone, body language and facial expressions as they near the end of the story. For their final lesson of the week, the children will write a letter to Charlotte, giving their predictions and suggestions for a story sequel.

**English Writing:** During English this week, the children will continue their exploration of the text 'The Pied Piper' by Michael Morpurgo. They will explore the context of the text, using multi-clause sentences to connect their ideas together and will practise using coordinating and subordinating conjunctions. The children will use the information they collect to organise information into paragraphs and, throughout the week, will be creating a persuasive advert for a rat catcher, using a range of specific and ambitious vocabulary.

**Maths:** Children will continue their topic of measurement, with a focus this week on conversion. The children will convert millimetres, centimetres and metres. They will use this skill to compare and order lengths, answer

problem solving and reasoning questions and, towards the end of the week, will add and subtract measurements. Children will also work to practically refine their skills of measuring too.

**Science:** In science this week, the children will be looking at which materials are best for making shadows. The children will be able to define how a shadow is formed by recognising that opaque items are needed to block the light source. They will experiment with what happens when the opaque object travels closer and further away from the source of light too.

**Geography:** To further understand the concept of our time zones the children will use globes and a torch to explore the concept of day and night, understanding that the earth rotates on an axis, and that different countries experience night and day at different times.

**History:** During this week's history lesson, the children will begin preparations for their up-and-coming class assembly, focusing on Ancient Egypt. The children will consolidate their learning about the River Nile, artefacts that are associated with this period and the role and status held by people in the Ancient Egyptian hierarchy.

**Design Technology:** In Design and technology this week, the children will be completing their models of pneumatic toys. Following their design criteria, the children will make their pneumatic monsters, using all the resources that they have access to. They will think about aesthetics as well as safety and practicality when completing their products.

**Music:** In music this week, the children will continue to play their recorder. The children have been practising how to hold their instrument and get the correct breath control to play and avoid making a squeaking sound. The children have learnt the series of notes that correlate to the holes on the recorder and will continue to refine their technique.

**PDW:** The focus for this week's lesson will be learning about stereotypes surrounding age, building on their previous lesson in which children explored gender stereotypes. They will make comments on bias and stereotypes associated with elderly people in society this week and discuss whether these are fair remarks to make. The children will then be looking at a series of case studies of people, such as David Attenborough who defy these stereotypes and preconceptions.

**P.E:** Within their P.E lesson this week, the children will focus on three key aspects to assume control over the football; those are 'stop, step and send.' Using this rule of three, the children will work in groups of four to pass the football around, again working on ensuring the football is controlled at all times and passed with the inner part of their foot. These skills will be essential to develop in preparation for their football matches in a few weeks' time.

**Computing:** Children will be working on debugging a program this week, spotting the error in coding and re-writing the algorithm to get the desired outcome for an animation. The children will then continue to practise their own coding in preparation for their final assessment, where they will be showcasing their own animations, using the programming application 'Scratch.'

**French:** Having learnt translations for a variety of foods, the children will combine their knowledge of giving simple opinions to make comments on the foods they like, dislike, love and hate. The children will practise their mastery of conversation by completing a tally chart, tracking and recording data, allowing them to collaborate with one another and gather a variety of opinions in French.

**Spelling:** The spelling rule this week, focuses on the pre-fix 'mis-.' The children will spell words such as 'mistreat, misheard, misread.'

**Grammar:** Year 3's grammar focus this week will be subordinating conjunctions such as 'when' and 'if'.

## Year 4

**Class Literature:** *'The Rhythm of the Rain'* by Grahame Baker Smith and *'Gorilla'* by Anthony Browne

**English Writing:** The children will continue their unit based on *'Gorilla'* by Anthony Browne. Having created sentences using correctly punctuated fronted adverbials in the previous lesson, the children will sequence the story so far and incorporate these into a diary entry, taking on the role of Hannah. Following this, they will use different images from the book to infer what the characters may be saying to each other and create a piece of dialogue, ensuring that their speech is correctly punctuated. They will then compare the image of Hannah at the dinner table with her father and then with the gorilla, choosing appropriate adjectives to describe the latter and writing a setting description. At the end of the week, the children will use evidence from the text to infer the character's emotions at different stages of the story and create an emotion graph.

**English Reading:** The children will continue their reading unit on *'The Rhythm of the Rain'* by Grahame Baker Smith. They will start the week by comparing the characters Cassi and Isaac and sequencing the events of the story. Following this, they will explore the key features of an explanation text (such as an introduction, subheadings and adverbs of time) before writing their own based on the water cycle, a key theme of the book.

**Maths:** The children will continue their work on multiplication and division. They will start the week by dividing 2-digit numbers by 1-digit numbers, with a specific focus on calculations with remainders, before moving on to dividing 3-digit numbers by 1-digit numbers, using part-whole models to flexibly partition the number before

dividing. Following this, the children will consolidate their understanding of correspondence problems, using multiplication to work out the number of combinations of sets of items. They will then look at a range of multiplication problems and discuss the most appropriate method for each.

**Music:** The children will continue their external keyboard tuition with Mrs Owen. They will revise the notes C, D and E on the keyboard and focus on reading on music notations and identifying D and E on the stave lines. They will continue singing and playing 'Hands, feet and heart.'

**History:** The children will continue their new History unit on 'The Anglo-Saxons.' They will explore the key question 'What was everyday life like in an Anglo-Saxon village?' looking at different features of Anglo-Saxon villages.

**PDW:** This week, the children will be exploring differences amongst families, such as their members, the roles of different members, their homes, and their traditions. They will learn about how these differ around the world.

**Art:** Having explored different expressive lines in a range of pieces of artwork, such as 'Starry Night' by Vincent Van Gogh, children will continue to use a range of media to replicate these, considering the movement and direction of the lines.

**Geography:** The children will continue their new geography unit on 'Rivers and the water cycle.' In this lesson, they will explore the River Thames, following it from its source to its mouth and identifying different features such as the meander at Greenwich. They will also learn why the river is so important.

**P.E:** Children will continue their new units focusing on hockey and basketball. In both, the children will learn how to use defending skills to delay an opponent and gain possession. In hockey, they will ensure they are careful not to place the hockey stick on the floor too soon and in basketball, they will make sure they bend their knees and keep their feet hip-width apart to change direction as well as leave space between themselves and the attacker.

**Spelling:** This week, the children will be focusing on nouns ending in the suffix '-ation,' such as 'creation,' 'abbreviation' and 'translation.'

**Grammar:** This week, the grammar focus will be on expanded noun phrases. Children will explore a range of potential determiners and ensure they use the correct punctuation.

## Year 5

**Class Literature:** 'Tom's Midnight Garden' by Philippa Pearce and 'The Island' by Armin Greder

**English Reading:** The children will begin their new reading unit exploring 'Tom's Midnight Garden' by Philippa Pearce. At the beginning of the week, children will be making predictions about the text based on the book's front cover and blurb. They will then begin to build their understanding of the characters, interpreting the protagonist's feelings from words that are used to describe their movements and gestures. By the end of the week, children will apply their learning to create a replica of a page from the book and annotate it with their ideas on symbolism inferred in the writing.

**English Writing:** Children will begin their writing unit inspired by the narrative 'The Island' by Armin Greder. Children will begin the week by linking themes and conventions across literature to find any similarities between other stories of the same genre. Later in the week, the children will distinguish between language of speech and writing to help choose the appropriate register before focusing on passive verbs to change the register of a sentence.

**Maths:** Over the course of next week, the children will continue their new unit on fractions. The children will begin by finding the fraction of an amount by dividing by the denominator and multiplying this by the numerator.

**Science:** Children will continue their learning about reproduction in different species as part of their 'Living things and their habitats' unit. This week, children will explore the key question, 'Why do some animals lay so many eggs?' The children will look at reproductive phases for different animals that lay eggs and will learn why some lay high yields to ensure the survival of their species.

**Geography:** This week, children will explore global trade, focusing on the key question 'What is fair trade?' The children will focus on what is meant by a fair trade, which countries and organisations adopt 'fair trade' principles as well as the benefits to local communities across the globe.

**History:** This week, the children will continue their unit of learning about the Maya. The children will be learning how Mayan society was organised. The children will be inferring information from different sources of evidence and will learn why lineage was important to the Mayan people.

**Music:** In music, children have been working hard on their finger placement starting at 'D' to perform the pentatonic scale. This week, they will be reintroduced to the song 'Dragon Tail' and will begin to practise the song using the correct finger placement along with identifying the correct rhythm of the music.

**Computing:** This week, the children will understand how information can be sent using binary code, and why this is important for communication with systems in space.

**RE:** Over the course of this week, the children will continue to learn about Hinduism, focusing on why Krishna is so important to the Hindu people.

**French:** The children will conclude their unit of learning around 'la fete des rois' by practising and recording their pronunciation of key phrases and responses and annotating their recordings on their iPads.

**P.E:** The children will be applying the skills they have acquired across the previous term and continue to improve their swimming skill and technique. Children will also complete a swimming assessment to determine how far they are from achieving swimming competency and life-saving skills.

**Spelling:** This week, children will learn how to spell words that are homophones or near -homophones such as; steal and steel

**Grammar:** The grammar focus for this week will be to use passive voice appropriately.

## Year 6

**Class Literature:** *'Star of Fear, Star of Hope'* by Jo Hoestlandt

**English Reading:** This week, the children will read chapters 4-7 of our class text, 'Wonder' where each part focuses in on a particular character in August's life and tells the story of their experiences of August from their point of view. The children will explore the conflict August and his friends face when presented with challenging scenarios, discuss themes of friendship and bullying and how the emotions of the different characters have changed over time. The children will infer how August feels at different points of these chapters and consider reasons behind his reactions and how over time his view of himself may have changed and why.

**English Writing:** This week, the children will be working towards writing a short narrative retelling part of our story from one of the main character's points of view. The children will explore the use of passive and active voice, using appropriate pronouns and incorporating dialogue within their narrative to convey the emotions of the different characters. The children will need to write in third person and consider their tense choices when retelling the story.

**Maths:** In maths, children will be exploring statistics this week looking at line and bar graphs as well as pie charts. The children will interpret and present discrete data using the appropriate graphical method before being introduced to pie charts for the first time. This will support their consolidation of fractions of amount and percentages from their previous topics. Children will also learn how to find the 'mean' (average) of a data set by applying their addition and division skills.

**Science:** This week, the children will complete a mid-unit assessment exploring content covered across the half term. Children will be assessed on key vocabulary taught, such as: *inheritance, adaptation* and *variation* as well as being tested on their knowledge of Charles Darwin, his Theory of Evolution and his work into the Galapagos Finches.

**Geography:** In our first part of our key question *'How are we damaging our Planet?'* children explored the current threats to the planet and conducted research into areas that have been affected. This week, children will identify a key threat, e.g. wildfires, desertification, flooding, that affects a specific region of the world and will produce a fact file exploring the threat, the effect it is having on wildlife and our planet and what actions are being taken to try and reverse the damage.

**Music:** Like Year 5, year 6 have been working hard on their finger placement starting at 'D' to perform the pentatonic scale. This week, they will be reintroduced to their song 'Dragon Tail' and will begin to practise the song using the correct finger placement along with identifying the correct rhythm of the music.

**Art:** This week, the children will be working towards completing their lino print designs. For some this requires them to use the lino tools to etch out their design (subtractive method) whilst others have opted to a more challenging technique of removing background lino to ensure their relief print is just their design (additive method). Once these have been completed, next week, they will begin to print their designs into their sketch books.

**French:** In French this week, children will explore the key question: 'How do I tell someone I am unwell?' This will be split across two lessons with the first half focusing on revisiting the following phonemes and graphemes: [ai, é], [i] [j] [an/en] and SFE. The children will then be introduced to three ailments: headache, stomachache and a cold, which will require the knowledge of the previous phonemes and graphemes from the last units.

**P.E.:** In P.E., children will begin their lesson with a series of fitness challenges to build stamina and endurance needed for team games, such as hockey and netball. In hockey, they will explore negative and empty space on the pitch to create movement within a game. Children will learn how to move into a space to receive the ball but also to move strategically into a space not occupied or being defended by the defender, allowing them to pass to another teammate.

**Spelling:** The spelling focus this week is on word families based on common words, showing how words are related in form and in meaning, e.g. commit, intermittent and omit.

**Grammar:** This week's focus through retrieval activities and mock tests will be pronouns. There will be a heavy focus on possessive pronouns and the use of apostrophes to show omission of letters or for possession, in both singular and plural forms.