



# Brookvale Primary School

## Curriculum Overview

### Reception

**Class Literature:** 'Jack and the Beanstalk' (week 2)

**Class Nursery Rhyme:** 'Beanstalk growing tall'

**Primary Curriculum Focus:** Communication and Language/Literacy

**Communication and Language:** The children will start the week by sequencing the story of 'Jack and the Beanstalk'. Whilst doing this, children will be encouraged to use talking to solve problems that Jack may find himself in. They will be asking and answering questions, such as, 'How could Jack escape the Giant?' 'What should Jack do when he reaches the top/bottom of the beanstalk?' During continuous provision, the children will be able to use the role play masks and character wooden spoon puppets to re-enact the story.

**Literacy:** During writing this week, the children will begin the session by passing around a 'magic bean.' When they are holding the magic bean, they will first say and then write about what they would like to find at the top of the beanstalk. They will use the stem sentence 'I hope to find a.....' The children will be reminded about using recognisable letters and identifying sounds in words before writing them. During continuous provision, the children will have a variety of activities, which are topic related, to improve their independent writing and pencil control.

**Maths:** During maths this week, the children will be looking at the representations and the composition of numbers to 10 and will also be learning how to compare numbers to 10. Children will be using a variety of resources to do this, such as: number fans, Numicon, tens frames and dominoes. The children will continue their learning on numbers to 10 in the outdoor area by using 10 skittles, which they will need to try and knock down with a ball to see how many are left.

**PSED:** During circle time, the children will be using a puppet of the Giant from our class story 'Jack and the Beanstalk' to explore the different emotions that the giant feels. The children will then reflect on their own experiences and think of strategies of how they can self-regulate and calm themselves down when they experience a variety of emotions. They will also be asked about what advice they would give to the Giant.

**Physical Development:** During gymnastics on Friday, the children will continue to learn about how to develop balance and strength holds. This may involve them holding a position with their leg raised in front or behind them or a one knee balance. The children will carry out a variety of movements and then be challenged to hold their movement at the end. They will also be able to use these skills on the large outdoor playground during their gross motor sessions with the bikes, scooters, hoops, beanbags and balancing equipment.

**Understanding the World:** The children will have a geography focus this week and will be learning how to draw maps. As a group, the children will make a map that shows all the main places in the story of 'Jack and the Beanstalk,' e.g., Jack's house, the market, where he planted the beanstalk and the Giant's castle.

**Expressive Arts & Design:** The children will begin learning the songs for their class assembly, which is a musical of 'Jack and the Beanstalk.' During continuous provision, the children will be decorating magic beans from the class story.

**Phonics:** In phonics, the children will be learning the short sound /oo/ as in book, and the long sound /oo/ as in moon. They will also be learning the common exception words 'her' and 'they.'

**Spelling:** The spellings for March are: *put, home, read, hand, date, large, spell, add, even and land.* Each day the children will learn a new spelling and the meaning of the word.

### Year 1

**Class Literature:** 'The Lion Inside' by Rachel Bright

**English Writing:** The children will start the week by writing their impressions of the lion – they will consider questions such as, 'How does he behave?' 'What are his characteristics?' etc. The children will build their vocabulary ensuring they have captured the personality of the lion accurately and when writing they will use comparative language found in the text. Next, the children will write in role of the mouse and create exclamative sentences. They will orally rehearse



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their sentences before writing, ensuring they have included vocabulary that conveys a strong emotion. Finally, the children will use their predictive skills to anticipate the outcome of the problem in the story. The children will then write a recount of what has happened so far in the text to ensure they fully understand the story structure.

**Phonics:** This week, group 1 will focus on /ay/ as in play, and the split digraph /a-e/ as in cake. Group 2 will focus on /o/ as in piano, and /ey/ as in key. Group 3 will focus on /ge/ as in cage, and /o/ spoken as 'u' as in son.

**Maths:** The children this week will undertake their standardised test for Maths. They will be using and applying their knowledge of this to solve a variety of different place value questions, addition, subtraction and shape reasoning and problem-solving questions. They will end the week demonstrating their skills independently.

**Science:** After a successful bird watching and feeding lesson last week, the children will move onto identifying and classifying animals. They will consider the key question: 'Which group does the animal belong to?' The children will look at a range of animals: birds, reptiles, mammals, fish and amphibians and sort them based on their distinct characteristics. The children will then discuss why they have sorted animals into these groups before writing a short sentence about each group.

**History:** Continuing from last week, the children will consider the diverse ways we communicate in today's world and discuss the most effective ways to use each method. Through this exploration, the children will also determine which mode of communication is the best and why.

**Geography:** After virtually visiting Tromsø last week, the children next explore a country with opposite weather patterns this week, visiting Singapore, which is nearer to the equator. The children will discuss the weather in Singapore and how it differs from Tromsø, what clothes would be appropriate to wear, and the activities people undertake. The children will be able to clearly explain weather in countries near the equator and near the poles.

**Religious Education:** This week, the children will listen to the parable 'The Sermon on the Mount.' In this parable, Jesus taught many things at the Sermon on the Mount, but his most important message was that Christians should always treat other people as they would want to be treated. The children will learn that this means being kind, helpful and respectful to all people.

**Personal Development & Wellbeing:** After discussing a range of feelings, the children will begin to draw upon their own experiences of what they do to make themselves feel better. They will consider what activities they can do and who they could go and talk to if they feel worried or anxious.

**Computing:** The children will create their own Beebot mats this week. They will consider key points along the map they wish their Beebot to travel to. The children will consider the programming needed to make the Beebots move in the direction they wish.

**Physical Education:** In ball skills this week the children will explore accuracy when rolling a ball. In sending and receiving this week the children will develop receiving a rolling ball and tracking skills. In addition to their normal PE lesson, this week the children have an exciting opportunity to take part in a cricket lesson run by a member of Edgbaston County Cricket Club.

**Spelling:** The focus for this week's spellings is words including the split digraph /u-e/. The children will spell words, such as: June, rude, huge and flute.

**Grammar:** The focus for grammar this week will be sequencing sentences. The children will read a range of sentences and consider the sequence in which they need to be placed to make sense and link.

## Year 2

**Class Literature:** 'Martin's mice' by Dick-King Smith

**English Reading:** This week, the children will begin a new text, 'Tadpole's Promise' by Jeanne Willis and Tony Ross. At the beginning of the week the children will learn how to use apostrophes for possession and write a sequence of events



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using time adverbials. Children will then apply a range of adverbial phrases to create cohesion within a setting description.

**Maths:** In maths, children will be using and applying their knowledge of money, multiplication and division and reading scales, to solve a variety of different reasoning and problem-solving questions. They will end the week demonstrating their skills independently.

**Science:** Carried over from last week, children will continue their learning about habitats but will this week focus on how habitats are formed by interrelated microhabitats. Children will learn about the specific life processes needs of each creature and consider where exactly to place a creature within a habitat. They will investigate a range of microhabitats, such as rock pools, under a log, flower beds, trees etc.

**History:** This week in history the children will be rehearsing for their class assembly all about the Great Fire of London. We cannot wait to perform to our families on Friday 15<sup>th</sup> March at 9.00am.

**Geography:** Children will continue to explore atlases this week. Having oriented themselves with these cartographic depictions last week, this week, children will work together in small groups to answer quiz style questions, extracting information about different countries around the world, using their atlas.

**Religious Education:** This week, in R.E., the children will continue their exploration of the Jewish faith. They will listen to the story of David and Goliath and will discuss this story and why the Torah is filled with important lessons for the Jewish people.

**Personal Development & Wellbeing:** In PDW the children will be recognising the contributions that people make within our local community. For example; bin men, shop keepers, teachers, police officers etc.

**Design Technology:** Working towards the construction of their Ferris wheel, the children will choose appropriate materials for each part of their design, axle, wheel, pod and axle holder. Children will explain why each material was chosen and consider the properties, building on the children's learning from their science topic last term.

**Computing:** Carried over from last week - Children will continue their word processing unit and focus on adding an image to their word document. Children will examine online news articles and learn about captions and subheadings, as well as investigating where is the best position to add the image. Children will focus on a news article based on 'Little Red Riding Hood' and add in suitable images to enhance the article.

**Music:** Children will be refining their performance of their class assembly songs in preparation for their performance.

**Physical Education:** As part of their dance unit, the children will be learning to copy, remember and repeat actions using facial expressions to show different characters.

**Spelling:** This week's spelling focus are on words ending in -ey, such as: key, donkey, monkey, chimney, valley, trolley, turkey, hockey, parsley, journey.

**Grammar:** Children will be learning about commas and how they can be used effectively to separate items in a list.

## Year 3

**Class Literature:** 'This is how we do it' Matt Lamothe

**English Writing:** Beginning their first week of poetry, the children will focus on Dinka poems, this week, describing animals. The children will collate a series of rhyming couplets, specifically focusing on choosing vocabulary for effect and avoiding cliché rhyming couplets that are not poignant in meaning. They will also be doing the same for similes and metaphors and at the end of the week, will write their own Dinka style poem.

**English Reading:** Across the week, the children will be completing their NFER reading assessments, requiring them to showcase their skills and articulate their understanding. The children will then begin an exploration of a new text entitled 'Wolves' by Emily Gravett. The children will be making predictions from details stated and implied on the front cover and first page of the book, gathering ideas about who the characters may be. After this, they will participate in a visualisation activity, drawing the wolf as it is being described with rich, ambitious vocabulary.



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**Maths:** As well as completing their end of unit spring term assessments, the children will be continuing with their unit of mass, capacity and volume. This week, the children will be looking at equivalent capacity and volumes in litres and millilitres. The children will also be learning about mass, what this is, and the units required to measure mass.

**Science:** Children will be having an enquiry-based lesson in science this week, asking questions based on what they would like to know about plants. The children will be sorting their questions, classifying them based on the best way to answer the question. For example, would this require an observation over time or a shorter comparative test?

**History:** In history this week, the children will learn about the process of mummification. To do so, they will combine information from different sources, use historical terms for the topic and suggest reasons for people's actions.

**Geography:** This week's geography lesson will be a consolidation of concepts taught over the course of spring term. They will revise concepts of identifying the significant lines of longitude and latitude on the globe and labelling an address. The children will complete this in advance of their end of unit assessment the following week.

**Design Technology:** Starting a brand-new unit of food in DT, the children will be looking at fruits and vegetables from around the world. They will be locating them on a map, according to the continent the fruit or vegetable originate from. This will be a good determiner of their geographical recall too.

**Personal Development & Wellbeing:** In PDW this week, we are delighted to welcome parents and adults into class on Tuesday morning. The children will be looking at ways to relax. They will identify the reasons why relaxing is so important for the mind and body. The children will be learning and practising some stretches to ease muscle tension, focusing on when it is a suitable time to use these techniques.

**French:** During French this week, the children will continue to expand on their understanding of sweet and savoury food. During this lesson, they will have a range of images of French dishes and write the translation and definition next to each of this. Children will also advance on their mastery of conversation by stating which foods they would like to try from the list of sweet and savoury dishes provided.

**Music:** For this week's music lesson, the children will begin by appraising the song 'You're a shining star.' The children have been focusing on identifying which genre a piece of music is part of and how to determine this based on the instruments used, the tempo and the lyrics. They will identify that this piece is a pop ballad, based on the emotive and relatable lyrics, and should be able to identify legato notes and the major key. Following this, the children will learn how to mimic the singer.

**Computing:** In computing this week, the children will continue to explore how to send an email. Their focus will again be on attaching an image their email and writing in a formal tone. This week, the children will learn what 'cc' means and the importance of doing so. The children will also learn about SPAM emails this week and how we can identify these.

**Physical Education:** In P.E., the children will learn the rules of handball, working on the three steps before passing the ball. The children will be dribbling the ball before passing it and then explore this within a game setting.

**Spelling:** The spelling rule this week will be words with the preposition bi- and re- for example: 'biannual' and 'reapply.'

**Grammar:** This week's grammar focus is to use coordinating conjunctions of: For, And, Nor, But, Yet & So.

## Year 4

**Class Literature:** 'Pugs of the frozen North' by Philip Reeve and 'The Matchbox Diary' by Paul Fleischman

**English Writing:** The children will continue their unit on 'The Matchbox Diary' by Paul Fleischman. This week, the children will continue to use their plan to write the biography of the grandfather in the story. The focus of this week's writing will be on the arrival at Ellis Island and their life in America. They will ensure that they use a range of adverbs of time to show chronology. Following this, they will edit their biographies, paying particular attention to their use of commas in multi-clausal sentences and after fronted adverbials.

**English Reading:** At the start of the week, the children will revise the key content domains and focus on how to approach a reading question by extracting the key words in preparation for their end of term reading assessments. The children will then continue their unit based on 'Pugs of the frozen North' by Philip Reeve. The children will be introduced to Kraken, a sea-monster of giant size and using the description in the text will visualise what this creature looks like. Following this, they will take part in a conscience alley, giving advice to Shen about whether he should continue with the race or rescue Sika.

**Maths:** The children will complete their end of term assessments in arithmetic and reasoning and problem solving, which will focus on fractions, decimals, length and perimeter and multiplication and division. The children will also continue



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their unit on decimals. They will start the week by dividing 2-digit and 1-digit numbers by 10, using a place value chart to help them before moving onto hundredths. They will be introduced to 0.01 decimal place value counters as well as the hundredth column on a place value chart and explore the idea that ten 0.01s are equivalent to 0.1. At the end of the week, the children will build on their learning of dividing by 100, applying this to 1 and 2-digit numbers.

**Science:** This week, the children will begin their new unit on 'Teeth and Eating.' They will begin by exploring how different drinks affect their teeth. They will set up an experiment using an egg (as eggshells are made of calcium, the same material as teeth) and observe over the week how the different liquids affect the eggshell.

**History:** The children will continue their history unit on 'The Anglo-Saxons.' They will learn about how the United Kingdom was divided into seven kingdoms at the time, known as a heptarchy, each of which had its own king.

**Geography:** The children will use their acquired knowledge of the different features of a river to create their own river models. Children will have to recreate tributaries, meanders, waterfalls and a mouth to accurately represent the fluvial environment.

**Art:** The children will learn about the difference between actual texture and visual texture before focusing on the texture of different building materials and using this to create an architectural sketch.

**Personal Development & Wellbeing:** The children will be introduced to the term 'resilience' and discuss why mistakes are important and how they can learn from their mistakes. They will look at a range of mistakes and think about what lessons may have been learnt because of these.

**French:** In French, children will use their knowledge of the mastery conversation, including our new question 'Tu est comment?' (What are you like?) to create a fact file, like that used as part of their reading comprehension in the previous lesson, for a fictional spy specifying their name, their birthday and their personality.

**Music:** The children will continue their external keyboard tuition with Mrs Owen. They will look at different types of note values, such as crochets, minims, and semibreves. They will then identify the rhythm of 'In the light of the Moon.'

**Computing:** The children will continue their unit on online safety. In this lesson, they will learn about different 'bots,' such as 'Alexa' and 'Google Assistant,' and will consider the advantages of these as well as the risks these may pose to privacy.

**Physical Education:** This term, the children will focus on netball and tennis in their P.E. lessons. This week, in netball, they will focus on how to defend an opponent and try to win the ball. They will ensure they can see the attacker and the ball and stay between them. In tennis, they will focus on keeping a continuous rally going, ensuring they hit the ball away from their opponent and move their feet to the ball before returning to the ready position.

**Spelling:** This week, the children will be focusing on words with a 'soft c,' spelt with 'ci,' such as 'circle,' 'medicine' and 'decimal.'

**Grammar:** The grammar focus will be on the present tense. Children will look at how the root word changes depending on the pronoun for example 'I carry' changes to 'he carries.'

## Year 5

**Class Literature:** 'Pax' by Sara Pennypacker and 'The Darkest Dark' by Chris Hadfield

**English Writing:** Children will continue their writing unit based on the story 'The Darkest Dark' by Chris Hadfield.' Children will begin the week by creating sentences using parenthesis to add detail about the moon landings. Children will learn that parenthesis can be demarcated by brackets, dashes or commas. In the middle of the week, the children will be producing complex sentences, which include subordinating conjunctions to describe why the main character has changed. Children will also be summarising the story by creating a timeline, which will aid their understanding of events for the following week.

**English Reading:** The children will continue their reading unit, exploring 'Pax' by Sara Pennypacker. At the beginning of the week, children will be producing a script with stage directions to inform their freeze frames, creating their frames to portray emotion and feeling. Children will then create a graph of emotions to help understand what the characters are feeling, why and at which time during the story. Finally, by the end of the week, children will draft a chapter based on an illustration in the novel.

**Maths:** Over the course of next week, the children will take part in revision lessons, which will prepare them for their standardised arithmetic, reasoning and problem-solving papers.

**Science:** Children will continue their unit exploring forces. Having explored gravity last week, this week, children will investigate the key question, 'Does the size of an object impact the amount of air resistance?' Children will have to opportunity to experiment with different sized variables to experiment and measure the speed between them when they are released from the same height. Children will learn how to make



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accurate measurements and will develop their understanding of why 'mean' (average) measurements are used to address variability in data sets.

**History:** This week, the children will continue their unit of learning about the Maya. The children will be focusing on the key question, 'What led to the downfall of the Mayan civilisation, and what were the reasons for its demise?'

**Personal Development and Wellbeing:** As part of our Brookvale Community Partners' Fayre, we are looking forward to welcoming parents into class next Tuesday, where we will explore the effects of smoking on the body.

**French:** The children will continue to focus on their understanding of family. The children will be focusing on describing their family and how to name their family members.

**Music:** The children will finalise their 'Raga' unit with their external keyboard tutor, Mrs Owen. The children will perform their rendition of the Indian melody 'Rama' and be introduced to the next piece of music they will learn.

**Computing:** This week, the children will continue their computing unit on online safety. The children will learn about appropriate forms of online communication and how they can safeguard themselves from harm.

**Physical Education:** The children will begin their new P.E. unit on gymnastics. The children will learn how to perform interesting symmetrical and asymmetrical balances using apparatus.

**Spelling:** This week, children will learn how to convert nouns or adjectives into verbs using the suffix -ise, such as criticise and advertise.

**Grammar:** The grammar focus for this week will be to build complex sentences and integrate parenthesis into the sentence correctly.

## Year 6

**Class Literature:** 'The Arrival' by Shaun Tan

**English Writing:** Children will continue their exploration of Shaun Tan's stunning graphic novel 'The Arrival,' this week exploring the main character landing in his mysterious new country. Children will refine their use of the active and passive voice through descriptive storytelling. They will take their writing through the murky, Kafka-esque absurdity of confusion and intrigue, retelling the story so far by utilising the range of literary devices they have built up throughout English this year, including subordination and a range of clausal structures.

**English Reading:** SATS continues to be the focus for our Year 6 children in reading lessons, as they look to refine and master their exam techniques for the national exams in May. This week, children will continue to be exposed to a range of extracts from fiction, non-fiction and poetry texts to support them with SATS. They will recap different types of questions, this week focusing on inference and deduction content domains. Reading speed and fluency can be enhanced further at home through daily use of Reading Plus. Maybe your child will receive the next 'Reading Plus' certificate in our weekly celebration assembly?

**Maths:** After finishing their unit on fractions, decimals and percentages, children will now begin a new topic on converting units of measurement. They will draw on their skills and understanding of powers of ten to convert between metric units of measure, weight and capacity. This will be shared with them through a range of arithmetic problems, before applying their fluent understanding to worded scenarios and reasoning problems.

**Arithmetic:** To further prepare pupils for their upcoming SATS examinations in May, afternoons in Year 6 will provide targeted and individualised support to all pupils. Our arithmetic lessons will focus on how fractions can appear in the arithmetic SATS exam. Children will cement their understanding of the four operations of fractions, including questions involving mixed numbers. Children's arithmetic knowledge can be enhanced further at home by accessing Times Table Rock Stars in daily, 10-minute bursts to improve the rote learning of times table and division facts.

**Reasoning and Problem Solving:** Children's skills in the two SATS Reasoning papers will be enhanced this week by looking at how fractions problems can arise in worded problem format. Lessons will draw on a plethora of real, historic SATS problems, with teachers helping pupils master their exam techniques of reading and understanding worded problems.

**Spelling, Punctuation and Grammar:** This week, our SPAG lessons will continue to prepare pupils for the upcoming Spelling and Punctuation and Grammar SATS examinations. Content domain focuses this week will include punctuating longer passages with capital letters, full stops, commas and parenthesis. There are a range of great online SATS resources and websites to support your child with their understanding of SPAG at home, including the engaging and informative range of resources provided by CGP.



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**Physical Education:** Children will continue their unit of handball and rounders. This week, children will learn the correct stance and where to stand when receiving a ball. Children will also learn when to make tactical runs between bases and will 'hold' the base until the next bowl.