

<p><b>Science</b> As Scientists, we will...</p> <ul style="list-style-type: none"> <li>I know how to identify whether things are alive, dead or have never lived.</li> <li>I know how to explore and compare the differences between things that are living, dead, and things that have never been alive.</li> <li>I know all animals need water, air and food to survive.</li> <li>I know a habitat is a natural environment or home of a variety of plants or animals.</li> <li>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 grow and some shelter.</li> <li>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</li> <li>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)</li> <li>I know that you will find different types of animals and plants in different types of places and habitats.</li> <li>I know some habitats are large, like the ocean, and some are very small, such as under a log.</li> <li>I know that a micro-habitat is a very small habitat.</li> </ul> 	<p><b>RE</b> For spiritual and moral development, we will...</p> <ul style="list-style-type: none"> <li>Know that faith is about having trust and confidence and may include holding a strong belief in the teaching of a religion.</li> <li>Explain how faith made a difference in the lives of those people explored, and could still make a difference to people today.</li> <li>Retell the story of one person who was motivated by faith.</li> <li>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.</li> <li>Discuss examples of people in the local community who work to help others because of their own personal faith.</li> </ul> <p><b>English</b></p> <table border="1"> <thead> <tr> <th>Phonics</th><th>Grammar and punctuation</th><th>Reading- Talk Through Stories</th></tr> </thead> <tbody> <tr> <td>We will continue to cover set 2 and 3 sounds with a focus on segmenting and blending.</td><td> <ul style="list-style-type: none"> <li>Subordinating and co-ordinating conjunctions.</li> <li>Capital letters, finger spaces, question marks and exclamation marks.</li> <li>Adjectives for expanded noun phrases.</li> <li>Suffixes -s, es, ment, ful, ly.</li> <li>Using apostrophes for possession and contractions</li> </ul> </td><td>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.</td></tr> </tbody> </table>	Phonics	Grammar and punctuation	Reading- Talk Through Stories	We will continue to cover set 2 and 3 sounds with a focus on segmenting and blending.	<ul style="list-style-type: none"> <li>Subordinating and co-ordinating conjunctions.</li> <li>Capital letters, finger spaces, question marks and exclamation marks.</li> <li>Adjectives for expanded noun phrases.</li> <li>Suffixes -s, es, ment, ful, ly.</li> <li>Using apostrophes for possession and contractions</li> </ul>	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.	<p><b>Maths</b> As mathematicians, we will look at:</p> <p><b>Fractions</b></p> <ul style="list-style-type: none"> <li>Introduction to parts and whole</li> <li>Equal and unequal part</li> <li>Recognise a half</li> <li>Find a half</li> <li>Recognise a quarter</li> <li>Find a quarter</li> <li>Recognise a third</li> <li>Find a third</li> <li>Find the whole</li> <li>Unit fractions</li> </ul> <p><b>Multiplication and Division:</b></p> <ul style="list-style-type: none"> <li>Odd and even numbers</li> <li>The 10 times-table</li> <li>Divide by 10</li> <li>The 5 times-table</li> <li>Divide by 5</li> <li>The 5 and 10 times-tables</li> </ul>  <p><b>History</b> As historians we will know...</p> <ul style="list-style-type: none"> <li>The invention of the motor-powered train, car and aeroplane were significant events in the history of transport.</li> <li>Some modes of transport that were used before trains, cars and aeroplanes were invented.</li> <li>The first motor powered locomotives were powered by steam.</li> <li>The way cars are powered have changed over time.</li> <li>The Wright brothers built and flew in the first motor powered aeroplane.</li> <li>In our local area there is an old railway line called the Silkin way – it is now a footpath.</li> <li>In our local area 70 years ago there were lots of fields and only a few roads, this was because not many people had cars.</li> <li>Our local area now has lots of roads because most people use cars to travel.</li> </ul>
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<p><b>St. Matthew's CE (Aided) Primary School and Nursery Centre</b></p>  <p><b>Half-termly Curriculum Map for Saint Nicholas</b></p> <p><b>Spring 1</b></p> <p><b>'Transport through Time'</b></p> 								

<p><b>PSHE</b>  <b>As members of our community, we will...</b>      Be learning the topic 'Dreams and Goals.'</p> 	<p><b>Music</b>  <b>As musicians we will...</b>      This unit focusses on creating music inspired by train travel, volume/dynamics (crescendo, diminuendo), speed/tempo (accelerando, ritenuato).to</p>  <p><b>Art</b>  <b>As artists, we will:</b>      This project look at Surface and Colour:  <ul style="list-style-type: none"> <li>I know that artists sometimes use loose, gestural brush marks to create expressive painting.</li> <li>I know expressive painting can be representational or more abstract.</li> <li>I know artists use impasto and sgraffito to give texture to the painting.</li> <li>I know artists sometimes use colour intuitively and in an exploratory manner.</li> <li>I know that we can enjoy, and respond to, the way paint and colour exist on the page.</li> </ul>  </p>	<ul style="list-style-type: none"> <li>Ways in which people's lives have changed as a result of the inventions of the train, car and aeroplane.</li> </ul> <p><b>PE</b>  <b>As dancers, gymnasts, athletes, players and orienteers we will...</b> <ul style="list-style-type: none"> <li>Gymnastics</li> <li>Ball skills</li> </ul>  </p>