



Opal Class - Spring Term 2024 Overview

Class specific additional opportunities – SMSC, Character Development
(Further details of events to be confirmed)

Date TBC - Great Fire of London Day

| | Subject Title(s) | Spring Term 1 | | Spring Term 2 | |
|----------------|------------------|---------------------------------|--|------------------------------|--|
| | | Topic/Unit | Main objectives/outline | Topic/Unit | Main objectives/outline |
| S.T.E.M | Maths | Geometry – shape | <ul style="list-style-type: none"> Recognise and name 3D shapes Sort 3D shapes Recognise and name 2D shapes Sort 2D shapes | Place Value within 50 | <ul style="list-style-type: none"> Count from 20 to 50 Count by making groups of tens Partitioning into tens and ones Using a number line to 50 Estimating on a number line to 50 |
| | | Place value to 20 | <ul style="list-style-type: none"> Count within 20 Understand numbers 10 - 20 Use 1 more and 1 less Use a number line to 20 Estimate on a number line to 20 Order and compare numbers to 20 | Length and Height | <ul style="list-style-type: none"> Compare lengths and heights Measure length using objects Measure length in centimetres |
| | | Addition and Subtraction | <ul style="list-style-type: none"> Add by counting on Use number bonds to add 1 Find and make number bonds to 20 Doubles Near Doubles Subtraction counting back Subtraction | Mass and Volume | <ul style="list-style-type: none"> Explore heavier and lighter Measure and compare Mass Explore full and empty Compare volume Measure and compare capacity |
| | Science | Materials | <ul style="list-style-type: none"> Understand what a material is Compare materials Compare an object made from different materials Experiment to see how objects float or sink Explore if materials are absorbent or waterproof | | |



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| | Computing | Digital Painting Moving a robot | <ul style="list-style-type: none"> To recognise icons for making images. To use drawing tools, shape and fill tools to create artwork. To understand the directions to control a floor robot. To programme a floor robot. To plan a route for a floor robot. | | |
| | Design Technology | Mechanisms Cookery | <ul style="list-style-type: none"> How do pivots work? How to construct a Pavlova | | |
| English and the Arts | English | <p><u>Key texts:</u></p> <p>Excerpts from the diary of Samuel Pepys</p> | <ul style="list-style-type: none"> Reading – to find the meaning of new words, discuss the structure of a story, predict what could happen next Segment words for spelling Write diary entries Use capital letters, full stops, spaces, question marks and exclamation marks to punctuate sentences. Use suffixes 'ed', 'ing' and 'er' | <p><u>Key texts:</u></p> <p>Possum Magic What made Tiddalik laugh</p> | <ul style="list-style-type: none"> Order a set of instructions Construct a poem Write a non-chronological report Use adjectives for description. Extend sentences using 'and' and 'because'. |
| | Music | <p>Great Fire of London - songs</p> <p>Australia – outback sounds</p> | <ul style="list-style-type: none"> Identify the tempo in music - marching Explore singing in parts Compose own percussion rhythms Make musical pictures | | |
| | Art | Great Fire of London | <ul style="list-style-type: none"> To use drawing and painting to develop and share ideas and imagination Explore selecting and comparing mixed media to make collage Explore writing with quill and ink | Australia | <ul style="list-style-type: none"> To explore Aboriginal symbols To make Aboriginal dot art of Australian animals Design and make boomerang patterns |
| | French | | <ul style="list-style-type: none"> La grenouille a grande bouche Story Les Crepes | | <ul style="list-style-type: none"> Comment ca va? La famille (parents, siblings, grandparents, cousins etc.) Pancake Day |
| | | History | Great Fire of London exploration including significant individual – Samuel Pepys | <ul style="list-style-type: none"> Look at books and pictures (and eye-witness accounts, photos, internet). Write about people and events from the past Use artefacts to experience life in the past Locate London and other capitals of UK countries on a map | |
| | Geography | Australia | | | |
| Historical, Spiritual and Global Understanding | | | | | |



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| | Religious Education | What do Christians learn from the stories of Jesus? | <ul style="list-style-type: none"> • Compare what has happened in our lives to the events in Jesus' life • Understand what is a parable and its meaning (The Good Samaritan) • Explore what makes Jesus ordinary and extraordinary | Judaism | <ul style="list-style-type: none"> • To explore what is the Torah • To find out why it is a special book • To learn about its importance to Jewish families |
| Health and Wellbeing | Physical Education | Yoga and Ball skills | <ul style="list-style-type: none"> • Learn a variety of yoga positions • Explore different ways to throw a ball • Learn catching techniques • Practise aiming the ball | Dance and Ball skills | <ul style="list-style-type: none"> • Learn country dance styles • Explore dance to tell a story • Develop hand-eye coordination • Use ball skills in team games |
| | P.S.H.E | The Wider World | <ul style="list-style-type: none"> • To celebrate the talents and skills we have and use in our community • To understand the responsibility of caring for animals • To learn about people who care for us in the community ie. The Fire Service • To think about how we can care for our environment • To understand what is Fairtrade | | |