**Pope Paul Catholic Primary School Long Term Curriculum Overview**

**Year 2019-2020**

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| Subject | **Spring 2020** | |
|  | **Spring 1** | **Spring 2** |
| **RE**  Year of the Word | **Year of Prayer**  Describe and explain what the Epiphany is  Describe and explain the Beatitudes.  Other Faiths Week - Jainism | **From Lent to Easter**  Retell the story of Holy Week.  To make Lenten promises.  To recall Lenten practices as a Christian |
| **Maths** | |  | | --- | | Statistics – Totalling and Comparing Amounts in Block Graphs, Pictograms, Tables and Tally Charts | | Written Addition Method  Commutativity in Addition but not in Subtraction  Written Subtraction Method | | Problem Solving with Addition and Subtraction in a Range of Contexts | | Time – Telling the Time: O’clock, Half Past, Quarter Past and Quarter To  Time – Estimating, Ordering and Comparing Time | | |  | | --- | | Double and Halve One and Two-digit Numbers and Amounts of Money  Times Tables – 2s, 5s and 10s. Patterns and Strategy (counting in 3s) | | Multiplication – Multiples and Repeated Addition  Multiplication – Number of Groups, Group Size and Product  Multiplication Problem Solving | |
| **English** | Writing – Instructions, Imaginative stories, Letters  SPAG: Adjectives, suffixes, nouns, conjunctions, homophones | Writing – Traditional Stories, Explanation text.  Whole school text – The Tin Forest.  SPAG: Adjectives, contractions, suffixes, conjunctions, expanded noun phrases, homophones. |
| **Science** | **Materials**  Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses  Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. | |
| **Computing** | **Visual Information**  **I**nvestigate how we derive information from different sources.  Create graphs and charts and make general statements.  Use data-loggers to explore environmental conditions.  Organise objects using branching databases.  Explore how computers might sort objects, noting the process of Repeat.  Build upon E-safety practice. | |
| **History** | **Changes within living memory**  Communication Past and Present  Share and examine items of communication from previous eras, such as old letters, telegrams, old telephones and old computers.  Set up an informative and intriguing class museum using these objects. |  |
| **Geography** |  | **Location and Place knowledge**  Learn about the 4 nations that make up the United Kingdom of Great Britain and Northern Ireland and their key physical and key human features.  Contrasting country – Kenya.  To find out about Kenya and its geography, cities and countryside.  Compare rural and city location in Kenya  To learn about different Kenyan landscapes.  Compare life in Kenya to life in the UK. |
| **Art** | **Collage**  Cut a variety of shapes to complete a composition.  Investigate texture with paper e.g. scrunching and screwing paper up to create a composition.  Use a range of decorative techniques.   |  | | --- | |  | | |
| **Design and Technology** | **Textiles**  Make a textile product by marking out, cutting and joining pieces of fabric.  Look at a selection of hand puppets and base their design on their investigations into how the puppets have been made and who they have been designed for. | |
| **Music** | **Pulse, beat, rhythmic and patterns**  To be able to beat the pulse of a piece of music.  Choose and maintain an appropriate pulse Identify the difference between pulse and rhythm.  To be able to play the pulse on a percussion instrument.  Develop the ability to internalise a steady pulse (e.g. “sing” short extracts “in your head”)  Know that Pitch means “high and low”  Identify high and low sounds when listening to a piece of recorded music  Use simple changes in pitch to convey a simple story or image. | |
| **P.E.** | **Dance**  **Folk Dance**  Perform a variety of selected folk dances from around the world.  Develop poise, balance and co-ordination while moving and stopping.  Observe, describe and discuss simple dances.  Identify the sections of a dance.  **Creative Dance**  Explore a greater range of movements of different body parts.  Create and perform a partner dance.  Move in space safely with others.  Develop increased poise and coordination when moving and stopping.  Create and perform a story dance with guidance showing a clear beginning, middle and ending. | |
| **P.S.H.E.** | **E-safety**  Explain what personal information is.  Keep my password private.  Explore the potential dangers of meeting people online.  Understand how to find safe and reliable content  Know who to go to for help; and how to enjoy safely the many opportunities the internet has to offer.  Use technology safely and respectfully. | |