

Swallow-Term 4 Curriculum Overview

In our three prime areas we will:

Communication and Language



We will continue to:

Listening: Understand why listening is important.

Attention: Maintain attention in different contexts, attend to peers and adults that are familiar and unfamiliar.

Respond:

- Keep play going in response to the ideas of others and engage in conversation relevant to play theme.
- Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.
- Listen to, engage in and talk about selected non-fiction texts to develop a deep familiarity with new knowledge and vocabulary.

Understanding:

- Ask questions to clarify understanding of a text or task.
Ask questions to find out more and check understanding.
- Retell a story with exact repetition such as in the “Gingerbread man” story.

Speaking:

- Use talk to clarify thinking, connect ideas and share thinking with others. Articulate thoughts into sentences.
 - Retell/create own stories for teacher scribing.
- Begin to connect one idea or action to another. Use simple conjunctions ‘and’, ‘because’.
- Use talk to help work out problems and organise thinking and activities.

Physical Development



Fine Motor:

- Continue to develop their small motor skills so that they can use a range of tools competently, safely, and confidently.
Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon.
- Development of threading, weaving, and cutting skills.
- Hold pencil effectively and comfortably. **Holds a pencil effectively to form recognisable letters.**

Gross Motor:

Through our **PE Passport** topic of “An encounter with pirates” and “Under the sea” we will continue to develop the overall body strength, co-ordination, balance, team work, negotiate a space and obstacles safely and agility needed to engage successfully with future physical education sessions and other physical disciplines such as dance, gymnastics, sport, and swimming.

Personal, Social and Emotional Development



We will continue to:

Express feelings:

- Can make choices and communicate what they need.
- Can name people in school they can turn to if they help or are worried.

Manage behaviour: Understand why listening is important and attend to other people both familiar and unfamiliar.

Self-awareness: Happy to stand up in assembly or in front of the class and share achievements with others.

Independence:

- Can get dressed and undressed for forest school/ PE club sessions.
- Begin to show persistence when faced with challenges.

Collaboration:

- Knows it is important to work together to look after our classroom resources and our school grounds.
- Can keep play going by co-operating, listening, speaking, and explaining.
- Can reflect on the work of others and self-evaluate their own work.

Social skills: Friendship - Use language to negotiate, play and organise. Knowing what makes a good friend.

Healthy Choices: Know and talk about the different factors that support their overall health and wellbeing: **healthy eating** and **toothbrushing**.

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In our four specific areas we will:

Literacy

Comprehension

Comprehension will be developed through the books we are reading this term. These are:

- The Night Pirates
- The Gingerbread man
- Katie Morag Island Stories
- We're going on an egg hunt



Word Reading

Read simple phrases and sentences Focusing on independently reading words with digraphs and trigraphs in words and where necessary, a few exception words.

Writing

Focus this term is to write VC, CVC and CVCC words independently as well as write some tricky words.

We will continue to form recognisable letters as well as work on the correct formation of numbers.

Phonics

This term is a review term of all the phase 2 and phase 3 phonemes.

We are learning new tricky words each week.

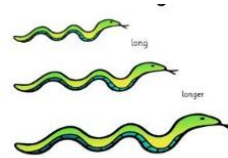
Mathematics

This term we will be looking at numbers 6,7,8,9,10.

We will compare these numbers and look at different ways we could represent them.

We are also looking at making pairs and comparing two groups.

Then we will look at height and length, focusing on the mathematical vocabulary.



For time we are going to order and sequence important times in the day and use language such as now, before, later, to describe when events happen.

We are going to investigate 3D shapes. Which one's stack and roll and then sort the shapes according to what we notice.

Build on our pattern knowledge of AB patterns by looking at ABB,AABB, AABBB patterns

Expressive Arts and Design

We will be looking at the artist: Andy Goldsworthy.



As well as print using natural items, learn how to tint and shade and do observational drawing: change of season

In music we will listen to a variety of types of music.

We will look at beat and tempo and then play a steady beat on a variety of musical instruments.

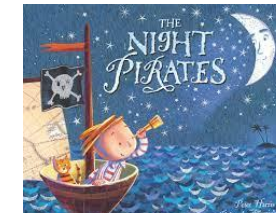
Understanding the World

We are focusing on what life was like for pirates in the past.

We will be focusing on our local area. Knowing the name of the road, the village the school is located in and then comparing it to other areas.

We will be looking at aerial maps of our local area to then enable us to draw simple information from a map.

We will explore the natural world by noticing the change of season. We will describe these changes by going out into our natural environment.



RE

Our question is: Why do Christians put a cross on their Easter gardens?

To help us answer this question we will be learning about why Easter is a special time for Christians by looking at what Palm Sunday, Good Friday and Easter Sunday are all about.

