

Half termly skills curriculum plan

Green Class 2

Spring term 2 -2015/16

Keelman’s Way School

Literacy	Maths	Science	ICT	Personal and social Development
<p>Text types: Fiction: Our visit to the fish and chip shop.</p> <p>Poetry:</p> <p>Non-fiction- Books about planets - Looking at the structure, language use, tech vocab.</p> <p>Writing: Create non-fiction text on planets - Looking at using the correct structure, language choice, tech vocab.</p>	<p>Ordering and comparing numbers:</p> <ul style="list-style-type: none"> <li>• Comparing numbers and saying which is more or less.</li> <li>• Putting prices in order.</li> </ul> <p>Calculations:</p> <ul style="list-style-type: none"> <li>• Calculating the cost of items in a supermarket.</li> </ul> <p>Position, direction and movement:</p> <ul style="list-style-type: none"> <li>• Describing the position of the Sun.</li> <li>• Talking about where items are placed in a supermarket.</li> </ul>	<p><i>(Eq- 3.4b- The Earth and Beyond)</i></p> <p>Students should experience, explore, and investigate, record and communicate what they discover and learn about:</p> <ul style="list-style-type: none"> <li>• The consequences of the Earth's spinning movement.</li> <li>• Seasons.</li> <li>• Orbiting of the moon.</li> <li>• Luminosity.</li> <li>• Eclipses of the Sun and Moon</li> <li>• The Solar System.</li> </ul>	<p><i>(Eq-3.1d-Introduction to spreadsheets)</i></p> <p>Pupils should have opportunities to:</p> <ul style="list-style-type: none"> <li>• Gather numerical information about each other and enter this into a spreadsheet.</li> <li>• Create graphs on paper and using a spreadsheet.</li> </ul>	<p><i>(Eq-3.2b-Earning and Spending)</i></p> <p>Pupils should:</p> <ul style="list-style-type: none"> <li>• Access a variety of shops</li> <li>• Write a shopping list</li> <li>• Exchange money for goods.</li> <li>• Interact appropriately with shop workers.</li> <li>• Choose one item from a selection.</li> <li>• Remain within a budget.</li> <li>• Identify which goods are necessities and which luxuries.</li> </ul>
<p><b>Topic: The Earth and beyond</b></p>				
<p>Humanities ( RE History Geography )</p>	<p>Sensory Activities Linked to other areas of the curriculum.</p>	<p>Physical Education and Development</p>	<p>Design Technology</p>	<p>Creativity (Art and Music)</p>

<p><i>(Eq-3.10-Shopping Past, Present and Future)</i></p> <p>Pupils should:</p> <ul style="list-style-type: none"> <li>• Be aware what goods can be bought from what services.</li> <li>• Explore what changes have happened in shopping.</li> <li>• Be aware what is in their local area.</li> </ul> <p>R.E:</p> <p><i>(Eq-3.8.6-What effect does religion have on some peoples lives?)</i></p> <ul style="list-style-type: none"> <li>• to consider what religion means to people</li> <li>• to think about faith in the biblical story of Abraham</li> <li>• to reflect on the way in which faith can inspire people to act in a remarkable way</li> <li>• to consider the difficulties, as well as positive aspects, that a religion can have on a person's life</li> <li>• to share their religious and other role models in life</li> </ul>		<p><i>(Eq-3.6-Doggin' n Scorin')</i></p> <p>Pupils should learn:</p> <ul style="list-style-type: none"> <li>• Refine and develop strategies of attack and defence.</li> <li>• Play variations of invasion games such as football, hockey, basketball, netball, water polo and rugby.</li> <li>• Carry out warm up and cool down routines safely and effectively.</li> <li>• Identify their own strengths and weaknesses in their own and others' performance.</li> </ul>	<p><i>(3.7.5-Snacks)</i></p> <p>Pupils should:</p> <ul style="list-style-type: none"> <li>• Use simple prototypes and modelling to evaluate design ideas, incorporating good nutrition.</li> <li>• Use a range of cutting, shaping and mixing processes.</li> <li>• Use a variety of techniques to prepare and process foods.</li> <li>• Consider safety and hygiene when handling food.</li> </ul>	<p><i>Music</i></p> <ul style="list-style-type: none"> <li>• To listen and respond to music through movement.</li> <li>• To learn song lyrics.</li> </ul> <p><i>Art</i></p> <ul style="list-style-type: none"> <li>• To produce a range of artwork with different visual and tactile elements, including colour, pattern and texture, line and tone, shape, form and space using a range of techniques and processes.</li> </ul>
---	--	--	---	--