

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

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