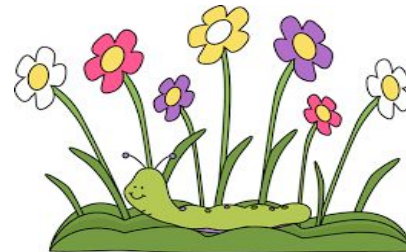


# Nursery Spring Term



## Cycle 1 Talk 4 Writing Texts:



## Cycle 2 Talk 4 Writing Texts



### Key Questions

What is your favourite book?  
Why do we celebrate Easter?  
How is Spring different to Autumn or Winter?  
What is an adventure? Where would you like to explore?  
What is a farm? What animals live on the farm?

### Topics we will cover

#### Cycle 1:

Will you read me a story?  
What's inside an egg?

#### Cycle 2:

Will you read me a story?  
Can we explore it?

### Personal, Social and Emotional Development

As a learner, children will begin to think about what we need to do in order to keep healthy. They will work in small groups to play games, sharing and cooperating with each other. They will develop their sense of responsibility and membership of a community and show more confidence in new social situations.

### Physical Development

As a learner, the children will continue to develop a wide range of movement types, showing co-ordination and balance. They will further develop mark making skills, leading to beginning to write some letter shapes when ready.

### Visits and Experiences

Learn, retell and act out familiar and traditional tales.

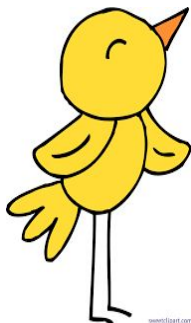
Chinese New Year  
Go on a minibeast hunt  
Jump in a Puddle  
Go on a seasonal walk

### Literacy

As a learner, children will use non-fiction books, learning how these help us to find out about certain things, such as: Animals in cold places, The Weather and How things grow. This will help them to answer 'how' and 'why' questions more accurately. They will about the different parts of a book and develop a wider vocabulary linked to specific topic books.

### Communication and Language

As a learner, children will develop their vocabulary. They will use longer phrases and sentences during back-and-forth conversations and when describing their work to an adult. They will begin to recall things they have done during their time in the setting and name a character in a simple story.



### Maths

As a learner, children will continue to develop counting and number skills. They will develop fast recognition of upto 3 objects, without having to count them individually ('subitising') and say one number for each item in order: 1,2,3,4,5. They will talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.

### Rights Respecting Schools

Article 24: Health, water, food, environment  
Article 14: Freedom of thought and religion  
Article 31: Rest, play, culture and arts  
Article 13: Sharing thoughts freely



# Will you read me a story?

Reception Spring 1

**Overview-** In this topic children will listen to a range of traditional and modern stories. We will talk about our favourite stories and describe their settings and characters. We will go on story book adventures.

## Key Question?

What happens in the story?

What is your favorite story?

## RE

Why is the word God so important to Christians?

## Rights Respecting Schools



A12 Respect for children's views  
A29 Aims of Education  
A30 Minority, Culture, Language and Religion

## Visits and Experiences

Library visit

Local area walk

Owl Visit

## Music

Everyone!



## Curriculum Goals

I can read a simple sentence.

I can subitise to 5.

I can express my ideas and feelings using full sentences.

## Understanding Our World

Past and Present

Story maps

Using our senses to explore Winter

Investigating environments-pond

Chinese New Year

## Outdoor Learning

Bike riding around the track

Story journeys outdoors

Enjoyed stories in the outdoor classroom



## School Community

Bader Values

Be Happy

Aim High

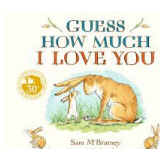
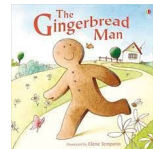
Determination

Excellence

Respect



## Key Texts



## Hooks and Flourishes

Visit to the local area

Owl Visit

Chinese New Year celebration

# What is Spring?

Reception Spring 2

**Overview-** In this topic children will investigate seasonal changes, we will learn about ice and it's changes. We will learn about what plants need to grow and discover the life cycles of frogs and butterflies.

## Key Question?

Where does snow go?

Why is ice solid?

What do plants need to grow?

## Visits and Experiences

Local area walk

World Book Day

Science Week

## Understanding Our World

Using our senses to explore Spring

Minibeast life cycles

## School Community

Bader Values

Be Happy

Aim High

Determination

Excellence

Respect



## Religion & World Views

Why is Easter special to Christians?

## Music

Our World!



## Outdoor Learning

Explore the pond

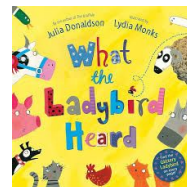
Make bird feeders

Plant seeds

Enjoy stories in the outside classroom



## Key Texts



## Rights Respecting Schools

A3 Best interest of the Child  
A13 Sharing Thoughts Freely  
A24 Health, Water, Food, Environment



## Curriculum Goals

I can write a simple sentence.

I can count confidently to 10.

I can perform poems and sing songs.

## Hooks and Flourishes

Visit to the local area

Phonics workshop

# Home & Away



Year 1 Spring Term

## Hook

Children will have the opportunity to go on a walk around the local area.

## Flourish

Children will create a poster with their parents and carers about our local area of Thornaby.

As a **Historian**, children will explore the different modes of travel and transport available in our local area. They will learn about significant explorers from our local area. They will also visit local war remembrance memorials.

As a **Scientist**, children will identify and name a variety of common animals as well as describe and compare the structure of a variety of animals. They will identify animals as carnivores, herbivores and omnivores. Children will also continue to explore seasonal changes.

**RRS** Article 13: Sharing thoughts freely; Article 27: Food, clothing and a safe home; and Article 31: Rest, play, culture and art.

During this topic, children will learn about their locality beyond the school gate. They will explore their local area using first hand observations to enhance their locational awareness along with developing essential map and fieldwork skills. Children will also learn about the different countries of the UK. They will explore the UK by looking at individual countries, capital cities, human and physical features along with comparing and contrasting capital cities.

As an **Artist**, children will explore the artist Paul Klee. They will explore his use of shape and colour and use this as inspiration to create a collage of a building in our local area.

As a **Designer**, children will design, make and evaluate a healthy snack for themselves for a day at the park.

As a **Geographer**, children will look at what our local area is like, carry out fieldwork, explore the different forms of housing & homes and jobs in the local area. Children will also compare towns and countries, and explore the UK.

As a **Computer Technician**, children will programme a moving robot. They will begin to understand what algorithms are; how they are implemented as programs on digital devices. They will also use technology purposefully to create, organise, store, manipulate and retrieve digital content by grouping data.

As a **Writer**, children will write a narrative based on the story 'Lost and found'. Children will also be introduced to letter writing where they will write a letter as a character from the story 'The day the crayons quit'.

## Class Texts

Stanley's stick  
Lost and Found  
The Day the Crayons Quit

As a **Musician**, children will begin to explore and create their own responses, melodies and rhythms. They will begin to recognise styles, find the pulse, recognise instruments, listen, discuss other dimensions of music.



# Down Under

Year 2 Spring Term

During this topic, the children will learn about the continents and oceans of the world. They will look at maps of Australia and New Zealand whilst learning about physical and human features of the countries, climates, landscapes and the animals that are native to those countries.

As a **Historian**, children will learn about the aboriginal culture and how other countries discovered Australia. We will learn about how aboriginal people lived and compare to today.

As a **Scientist**, children will learn about animals in their local area and animals down under. They will learn how living things stay and alive and how to keep themselves healthy. They will observe animals in zoos via a webcam, discussing how the animals are kept healthy and safe.

As a **Geographer**, the children will look at maps and locate and name the seven continents and the five oceans. They will identify physical and human features of Australia and New Zealand and compare landscapes and climates to those in our local area. We will discover Australian landmarks and create a leaflet describing them.

As an **Artist**, children will explore aboriginal paintings and the method used to create them. The children will practise this skill before planning and creating their own aboriginal inspired painting.

As a **Computer Technician**, the children will create a venn diagram to sort native animals of Australia and New Zealand.

As a **Musician**, children will learn and celebrate a large range of musical styles. They will learn how aboriginal music was created and compare it to modern music.

As a **Writer**, children will write a setting description, letter and a non-chronological report about animals.

## Class texts

Grandad's Island- Benji Davies  
Meerkat Mail- Emily Gravett

## Right Respecting Articles:

Article 2: No discrimination  
Article 6: Life, survival and development  
Article 7: Name and nationality.  
Article 8: Identity  
Article 17: Access to information  
Article 27: Food, clothing and safe home.  
Article 30: Minority, culture, language and religion.

## Hooks, Flourishes & Outdoor Learning

Children will begin their topic by learning about the haka dance and creating their own to perform for others. The children will learn and investigate habitats within the school grounds and compare these with habitats in Australia and New Zealand.. They will finish their topic with an afternoon to share their learning and some activities with parents and carers.



# Active Planet: Volcanoes and Earthquakes

Year 3 Spring Term

During this topic, children will explore how and why volcanoes and earthquakes happen and the effects this has on our planet. We explore where volcanoes occur and the science behind it.

As a **Scientist**, children will learn about the different types of rocks. They will explore how rocks react to changes in environment such as the permeability, durability and density. Children will be able to identify what components the Earth is made of and label a cross section.

Children will also explore and learn about the human skeleton and how muscles work together.

As a **Geographer**, pupils will look at the three main volcanoes around Italy: Vesuvius, Etna and Stromboli. They will identify them on a map and be able to explain that they are all located around the equator. Children will identify the features of a volcano and label them on a diagram. They will explore the fault lines on the Earth and link this to where earthquakes happen in the world.

As a **Food Technician**, children will be given the opportunity to explore how pizzas are made, testing ingredient flavours and then design and make their own delicious pizza. They will get the chance to practice the cooking skills required and explore the importance of pizza and its history in Italy.

As a **Writer**, children will write a non chronological report, instructions, a newspaper report and a narrative based around our text and theme for Spring Term.

They will use the historical videos and non fiction texts to write a non chronological report. Their narrative and instructions will be based around our reading text - 'The Iron Man'.

The newspaper report will link with both our Science (Rocks) and the Active Planet topics. It will be based on a previously found fossil.

As a **Historian**, children will learn about previous eruptions and earthquakes. They will then have the opportunity to watch videos of the events and describe what is happening.

As an **Artist**, children will learn about the artist Jackson Pollock and his red composition painting.

The children will experiment with different textures and tone to create their own piece of artwork linked to our Active Planet topic on Volcanoes and Earthquakes.

As a **Computer Technician**, children will explore different digital devices and look at the process of how they work. Children will also explore data concepts and link this to Volcanoes.

## RRS

Articles:

- 6 - Life survival and development
- 13 - Sharing thoughts freely
- 24 - Health, water and food
- 27 - Food, clothing and a safe home
- 31 - Rest, play, culture and art

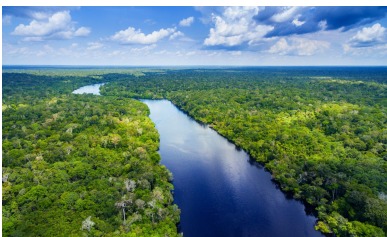
As a **Linguist**, children will learn to introduce themselves, count to 15, say their age, describe colours and know French Easter traditions.

## Hooks, Flourishes & Outdoor Learning

Children will be introduced to the topic with an earthquake causing destruction to their classrooms. They will participate in an interactive visit to The Teesmouth Centre where they will explore different types of rocks and carry out investigations. Parents will be invited into school for a final flourish to showcase all of the children's learning and where the children will erupt volcanoes outside to watch the effects in real time.







# Amazing Amazon

Year 4 Spring Term

During this topic, children will be transported to South America to explore the world's largest rainforest and the life within it.

As a **Geographer**, children will look at the differences between living in the UK and South America. Children will learn the names of and where certain countries in the northern and southern hemisphere are. They will label the layers of the rainforest and explore deforestation. Children will know what is meant by biomes and what are the features of a specific biome and know how to use graphs to record features such as temperature or rainfall across the world.

As a **Historian**, children will consider the cause and effect of the changes we have seen in rainforests over a period of time.

**Outdoor learning:**  
Children will collaborate to build dens out of natural resources such as: sticks, leaves and flowers to create a shelter to accommodate animals.

As a **Writer**, the children will research the pros and cons of deforestation to support them in writing a persuasive advert to stop deforestation.

**Class Texts:** The Lion, The Witch and The Wardrobe.

**Hooks & Flourishes:**  
Children will visit a local nature centre to explore animals and habitats. At the end of the topic, children will celebrate their learning with a showcase event for parents/carers.

As a **Computer Technician**, children will explore the roles of networks including the internet, as well as collecting and presenting data online.

As a **Linguist**, children will describe & give information about family members, name & give information about pets & describe French Easter traditions.

As an **Artist**, children will develop their skills in: painting. Children will explore the painting 'Jungles in Paris' by Henri Rousseau. They will create their own Amazon Rainforest inspired artwork.

As a **Designer**, children will be designing, making and evaluating their own Amazon Rainforests in a shoe box.



**RRS Links:**  
Article 6 - Life, Survival and Development, Article 17 - Access to Information, Article 13 - Sharing Thoughts Freely, Article 31 - Rest, Play, Culture and Arts

As a **Scientist**, children will explore food chains of rainforest animals and how these are threatened by deforestation.

As a **Musician**, children will explore traditional Brazilian music and will experience Samba drumming workshops.





# Frozen Planet

Year 5 Spring Term

In this topic, pupils will embark on an icy adventure to explore the captivating regions of Antarctica and the Arctic. Children will discover that these remote and frozen lands are home to breathtaking landscapes and unique wildlife. Pupils will uncover the secrets of the coldest places on Earth and discover the wonders that make the polar ice caps a truly extraordinary part of our planet.

As a **Historian**, children will consider the cause and effect of the changes we have seen in these regions over time. Pupils will discuss the chronology of these changes and things that caused significant changes in the timeline.

As a **Computer Technician**, children will complete a unit on computing systems and networks with a focus on connecting computers and a unit on data and information focussing on flat file databases.

As a **Writer**, children will research animals that live in these regions to help them write a non-chronological report. They will also write a persuasive speech to help prevent the effects of global warming.

As an **Artist**, pupils will study the artist Amy Salisbury and her famous artwork 'Frozen Planet' and focus on the skill of painting.

As a **Mathematician**, children will enhance their knowledge of coordinates when using four and six-figure grid references as well as completing elements of the following topics: addition, subtraction, fractions, geometry, statistics and measure.

As a **Scientist**, children will learn about properties and changes in materials.

**Reading** - Children will read 'Holes', which they will use a stimulus to write a diary entry and a character description and a variety of reading comprehensions to apply their VIPERS skills.

As a **Geographer**, pupils will identify differences between living in the Arctic and a Mediterranean country and the differences between human and physical geography. Pupils will learn about times zones and work out the differences e.g what time will it be in the Arctic when it is 9am in the UK? They will also enhance their map skills by locating countries in Europe and North and South America and begin to use grid referencing.

As a **Linguist**, children will describe sports & leisure activities, count to 50, name food items & describe French Easter traditions.

**RE** - children will learn about why Christians believe that Jesus is the Messiah and why the Torah is important to Jewish people.

**Hooks and Final Flourishes**  
Children will use Google Earth and watch nature shows to help them visualise these regions. Children will take part in a Geography walk around the local area to identify physical and human features of the environment.

**PSHE** - children will complete units on emotions, safety, nutrition and food and rules and responsibilities..

**Rights Respecting School Links**  
Article 6 - Life, survival and development,  
Article 17 - Access to information  
Article 27 - Food, clothing and a safe home.

As a **Designer**, children will be designing, making and evaluating their own tent fit for a polar explorer using their scientific knowledge of materials.

As a **Musician**, pupils use the resource Charanga to complete units on 'Composing and Chords' and 'Enjoying Musical Styles'.



# Blue Planet

Year 6 Spring Term

This topic will look at the big questions of *'What are the features of rivers around the world?'* and *'Would climate change have an effect on these?'* The hook for this topic will be a riverwalk- using compasses and maps to plan a route down the Tees River.

As a **Linguist**, children will learn about French housing, rooms, furniture & will be able to describe French Easter traditions.

As a **Computer Technician**, children will think about computer networks and systems and how we use these for communication, as well as learning about how to present data in a spreadsheet.

As a **Athlete**, children will learn about volleyball, cricket and gymnastics.

## Hooks, Flourishes & Outdoor Learning

Children will have the opportunity to visit a river for Geography and have a visit from some owls!

As a **Geographer**, children will learn about the 7 continents of the world as well as locating UK cities and rivers. A study of rivers will teach children about it features and will extend to rivers around the world and comparisons will be made.

As a **Historian**, children will consider the cause and effect of the changes we have seen in these regions over time. Pupils will discuss the chronology of these changes and things that caused significant changes in the timeline.

## RRS

Article 3 - Best interests of the child  
Article 20 - Children without families  
Article 27 - Food, clothing and a safe home  
Article 32 - Protection from harmful work

As a **Designer**, children will be using their prior learning on electricity in Science to support work on how more complex electrical circuits and components can be used to create functional products.

**RE** - As a **Theologian**, children will answer two key questions 'Why do Hindus try to be good?' and 'What do Christians believe Jesus did to 'save' people?'

As an **Musician**, children will think about how music improves our world and will work on creative composition techniques. They will also have some samba drumming teaching from TVMS.

As a **Writer**, children will write a range of different genres. These include a letter based on The Arrival - by Shaun Tan. A non-chronological report on Owls, following a visit from Kirkleatham Owl Sanctuary. A character description and a longer narrative, based on our class text Skellig and finally a set of instructions based on our residential at Dearne Valley.

**Class texts:** Skellig, The Arrival, Long Way Home

As an **Artist**, children will study the work of Michelle Reader. They will plan, research and ultimately create their own representation of the artwork 'The Great Wave'

As a **Scientist**, children will complete learning about 'Animals including Humans' - looking at the circulatory system and how diet, exercise, drugs and lifestyle impact the human body.

As a **Mathematician**, we will continue our work on place value, looking at negative numbers. We will complete units on addition and subtraction problems as well as geometry - looking at shapes and angles!