













**Westfield School Junior House**  
**Curriculum Information for Lower One**  
**Spring Term 2019**

<p><b>English</b></p> 	<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Fiction Unit – ‘A Twist in the Tale’, exploring a range of fiction, contrasting traditional and non-traditional tales and writing their own traditional tale</li> <li>• Poetry Unit – exploration of poetic language. Drafting, editing and composing their own poem and reading it aloud.</li> <li>• Non-fiction Unit – does chocolate grow on trees? Exploration of the big question! Writing explanation text based on a model.</li> </ul> <p><b>Punctuation and Grammar focus</b></p> <ul style="list-style-type: none"> <li>• Adjectives and phrases to describe nouns /noun phrases</li> <li>• Demarcation of sentences (capital letters, question marks, exclamation marks or full stops)</li> <li>• Writing verbs (action words) in the present and then in the past tense</li> <li>• Irregular past tense of verbs</li> <li>• Progressive form of verbs</li> <li>• Compound nouns</li> <li>• Adverbs of manner</li> <li>• Using suffixes</li> </ul> <p>Reading, spelling and handwriting will continue throughout the term.</p>
<p><b>Mathematics</b></p> 	<p><b>Place value</b></p> <ul style="list-style-type: none"> <li>• Understanding place value in numbers to 100 and beginning to use this to add and subtract 2-digit numbers</li> <li>• Revise the &lt; and &gt; signs</li> <li>• Locate 2-digit numbers on a landmarked line and grid</li> <li>• Round 2-digit numbers to nearest 10</li> <li>• Estimate a quantity &lt;100 within a range.</li> </ul> <p><b>Number facts; addition and subtraction</b>  Revise and use bonds to 10 in addition (counting on, bridging 10), and subtraction (finding a difference, extending to calculating change)</p> <p><b>3D shapes, time and data</b></p> <ul style="list-style-type: none"> <li>• Identify 3D shapes and their properties, including naming 2D faces</li> <li>• Tell the time on analogue and digital clocks</li> <li>• Use time as the context, for data to be represented on pictograms and block graphs</li> </ul> <p><b>Fractions</b></p> <ul style="list-style-type: none"> <li>• Doubling and halving, including odd numbers, counting in halves and mixed numbers</li> <li>• Unit and non-unit fractions, using a variety of images</li> </ul> <p><b>Multiplication and division</b>  ‘Clever counting’ on the number line, and introduce the × sign for multiplication</p> <p><b>Money and money calculations</b></p> <ul style="list-style-type: none"> <li>• Rehearse coin and note values</li> <li>• Write amounts of money and add to find totals</li> </ul>

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<b>Science</b> 	<b>Growth and Survival</b> <ul style="list-style-type: none"> <li>• Understand what animals, including humans, need in order to grow, thrive and survive</li> <li>• Explore the life cycles of various animals and investigate how young develop into adults, looking specifically at what humans need to live a healthy life</li> <li>• Learn about famous scientists and inventors – Louis Pasteur and Elizabeth Garrett Anderson, the first woman doctor in Britain</li> </ul>
<b>Computing</b> 	<ul style="list-style-type: none"> <li>• Learn to recognise common uses of information technology in school and beyond</li> <li>• Learn to use technology safely and respectfully</li> <li>• Microsoft Word and identify key elements of an effective presentation</li> <li>• Learn how to copy and paste images onto Word</li> <li>• Carry out simple internet searches</li> </ul>
<b>Geography</b> 	<b>Sensational Safari</b> <ul style="list-style-type: none"> <li>• Learn about the geography of Kenya</li> <li>• Look at human and physical features of the country, including Kenyan wildlife, landscapes and culture</li> <li>• Compare similarities and differences between Kenya and the UK</li> </ul>
<b>History</b> 	<b>The Plague and Nurturing Nurses</b> <ul style="list-style-type: none"> <li>• Find out about The Great Plague. Compare London now and London then. What was the plague? How was it spread? Why this was called a 'Great Plague'? How do we know about things that happened in the past? Read Samuel Pepys' Diary.</li> <li>• Find out about Florence Nightingale, Mary Seacole and Edith Cavell. Explore what makes a person significant.</li> <li>• Compare the lives and work of these nurses and consider how these individuals have influenced nursing today.</li> </ul>
<b>R.E.</b> 	<b>Why did Jesus tell stories?</b> <ul style="list-style-type: none"> <li>• Know that Jesus told stories as a way of teaching people about God, how to behave and how to treat others</li> <li>• Storytelling - inner meanings and messages</li> <li>• Parables of Jesus</li> <li>• Responding to values and concerns of others</li> <li>• Concepts and ideas in the stories that Jesus told</li> <li>• Mothering Sunday – the history and celebration of in the UK</li> <li>• Easter Christian beliefs</li> </ul>
<b>Art</b> 	<ul style="list-style-type: none"> <li>• The girls will use a variety of media and techniques to create animals in Art</li> <li>• They will look at animals found under the sea and in the rainforest</li> <li>• Myths and legends and animal sculptures</li> </ul>
<b>Technology</b> 	<ul style="list-style-type: none"> <li>• The girls will design and make keyrings to sell as part of our Round Square pillar of service.</li> <li>• They will make peg animals and explore ways to make moving animals.</li> </ul>

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<p><b>French</b></p> 	<ul style="list-style-type: none"> <li>• Explore New Year celebrations in France</li> <li>• Continue to consolidate greetings, numbers and colours</li> <li>• Explore sizes and 2D shapes</li> <li>• Explore transport vocabulary</li> <li>• Learn about Easter in France</li> </ul>
<p><b>PE</b></p> 	<ul style="list-style-type: none"> <li>• Throwing and catching to build towards Netball</li> <li>• Gymnastics - apparatus</li> <li>• Kicking to build towards Football</li> <li>• Dance</li> </ul>
<p><b>Music</b></p> 	<p><b>‘Travel’ and ‘Myths’</b></p> <ul style="list-style-type: none"> <li>• Develop their understanding of beat and rhythm</li> <li>• Explore the timbres of different percussion instruments to provide sound effects</li> <li>• Continue to develop their singing voices through a wide range of repertoire</li> </ul>