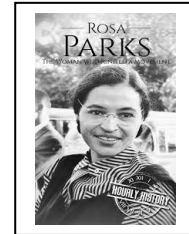




# Kinney Class – Spring 2

## Awe and wonder



<p><b><u>English</u></b></p> <ul style="list-style-type: none"> <li>• Listening and answer comprehension questions linked to the book.</li> <li>• Watching films linked with the theme</li> <li>• Writing using colourful semantics</li> <li>• Reading</li> <li>• Discussing and explaining related to theme</li> </ul>	<p><b><u>Computing</u></b></p> <ul style="list-style-type: none"> <li>• This unit begins by defining a network and addressing the benefits of networking, before covering how data is transmitted across networks using protocols.</li> </ul>	<p><b><u>Theme - Music</u></b></p> <ul style="list-style-type: none"> <li>• Develop understanding of new music symbols (note lengths)</li> <li>• Play the different percussion instrument</li> <li>• Improve the writing of new music symbols</li> <li>• Enjoy and experience of shared play and fun through the variety of music activities (Music game, Shaking time, Listening to music)</li> <li>• Play music games and improvise with peers</li> <li>• Play different games on the screen with focus on rhythm skills</li> </ul>
<p><b><u>History</u></b> <b>Rosa Parks</b></p> <ul style="list-style-type: none"> <li>• Discuss why black people were treated badly in the past- e.g. the slave trade.</li> <li>• Outline the system of segregation in the United states in the 1950s.</li> <li>• Describe who Rosa Parks was.</li> <li>• Create a picture outlining her protest on the bus.</li> <li>• Outline why Rosa Parks is still important today.</li> </ul>	<p><b><u>Science</u></b></p> <p><b><u>Light:</u></b></p> <ol style="list-style-type: none"> <li>1. Light and dark</li> <li>2. Reflective surfaces</li> <li>3. Marvellous mirrors</li> <li>4. Concave and convex</li> <li>5. Sun Safety</li> <li>6. Making shadows</li> <li>7. Changing shadows</li> </ol>	<p><b><u>Outdoor School</u></b></p> <ul style="list-style-type: none"> <li>• Sticks building challenge</li> <li>• Plant it</li> <li>• Make a kite with recycled materials</li> <li>• Set up a tent</li> </ul>
<p><b><u>Geography</u></b></p> <ul style="list-style-type: none"> <li>• Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small</li> </ul>	<p><b><u>Art</u></b> <b><u>Art and Design:</u></b></p> <ul style="list-style-type: none"> <li>• Learn about the 4 seasons and the different nature landscapes, they will be taught to develop their techniques, including their control and use of materials, with creativity, experimentation, and an increasing awareness of different kinds of art, craft, and design.</li> </ul> <p><b><u>Relationships and Sex Education &amp; PSHE</u></b></p> <ul style="list-style-type: none"> <li>• Know</li> </ul>	

<p>area in a contrasting non-European country – China.</p>	<ul style="list-style-type: none"> <li></li> </ul>	
<p><b><u>Home Learning ideas</u></b></p> <ul style="list-style-type: none"> <li>• Helping to prepare food and cook</li> <li>• Playing turn taking games</li> <li>• Exploring their emotions, identifying how they feel and what strategies they can use to get into the green zone</li> <li>• Art and craft activities</li> <li>• Going shopping</li> </ul>	<p><b><u>Independence</u></b></p> <p><b><u>Cooking</u></b></p> <ul style="list-style-type: none"> <li>• Follow instructions during cooking activity.</li> </ul> <p><b><u>Travel training</u></b></p> <ul style="list-style-type: none"> <li>• Explore areas of the school/local community.</li> <li>• To cross the road with staff and independently</li> </ul>	<p><b><u>PE</u></b></p> <ul style="list-style-type: none"> <li>• Use the trampoline to develop their motor skills, body awareness, balance, coordination, and communication. They will be following a rebound programme to achieve grade 1-3.</li> <li>• Develop their ball handling and fundamental movement skills by engaging in multi-sports sessions.</li> </ul>

## **Maths**

### **Y1 – Measurement**

Pupils should be taught to compare, describe and solve practical problems for:

- ♣ lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]
- ♣ mass/weight [for example, heavy/light, heavier than, lighter than]
- ♣ capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]
- ♣ time [for example, quicker, slower, earlier, later]

Measure and begin to record the following:

- ♣ lengths and heights
- ♣ mass/weight
- ♣ capacity and volume
- ♣ time (hours, minutes, seconds)
- ♣ recognise and know the value of different denominations of coins and notes
- ♣ sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]
- ♣ recognise and use language relating to dates, including days of the week, weeks, months and years
- ♣ tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.

### **Y2 – Measurement**

Pupils should be taught to:

- choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels
- compare and order lengths, mass, volume/capacity and record the results using >, < and =
- recognise and use symbols for pounds (£) and pence (p); combine amounts to make

a particular value

- find different combinations of coins that equal the same amounts of money
- solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change
- compare and sequence intervals of time
- tell and write the time to five minutes, including quarter past/to the hour and draw the

hands on a clock face to show these times

- know the number of minutes in an hour and the number of hours in a day.

### **Y3 – Measurement**

Pupils should be taught to:

- measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)
- measure the perimeter of simple 2-D shapes
- add and subtract amounts of money to give change, using both £ and p in practical contexts
- tell and write the time from an analogue clock, including using Roman numerals from

I to XII, and 12-hour and 24-hour clocks

- estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight
- know the number of seconds in a minute and the number of days in each month, year and leap year
- compare durations of events [for example to calculate the time taken by particular events or tasks].