

# CROCKHAM HILL PRIMARY SCHOOL CURRICULUM OVERVIEW TERM 4 (2024-25)

## Acorns Year 1 / R

| Week                | Week 1  | Week 2  | Week 3  | Week 4   | Week 5   | Week 6   |
|---------------------|---|---|---|--|--|--|
| Week Beginning      | 24.2.25   | 3.3.25  | 10.3.25   | 17.3.25  | 24.1.25  | 31.3.25  |
| Notable Dates/Trips | 24.2.25 - Enrichment Day – Physical and mental wellbeing.   | 6.3.25 - World Book Day Bedtime Story- 5pm  | British Science Week  | 19.3.25 - class photos   | Mother's Day   | 3.4.25 - Md Hair Day   |
| English             | <u>Leaf by Sanda Diekman</u><br>Persuasive writing  | <u>Leaf by Sanda Diekman</u><br>Persuasive writing  | <u>Leaf by Sanda Diekman</u><br>Non-chronological report – polar bears  | <u>Leaf by Sanda Diekman</u><br>Non-chronological report – polar bears   | <u>Michael Rosen Poetry</u><br><br>Don't   | <u>Michael Rosen Poetry</u><br><br>Chocolate Cake  |
| Phonics             | <u>/ur/ or word /oo/ u oul awful would /air/ are share /or/ au aur oor al author dinosaur floor walk</u><br><br><b>ai ee igh oa</b>   | <u>/ch/ tch match /ch/ ture adventure /ar/ al half* /ar/ a father*</u><br><br><b>oo oo ar or</b>            | <u>/or/ a water Schwa in longer words: different /o/ a want /air/ ear ere bear there</u><br><br><b>ur ow oi ear</b>   | <u>/ur/ ear learn /r/ wr wrist /s/ st sc whistle science Schwa at the end of words: actor</u><br><br><b>air er words with double letters: dd mm tt bb rr gg pp ff</b>                    | <u>/c/ ch school /sh/ ch chef /z/ /s/ ce se ze freeze</u><br><br><b>longer words</b> | <b>Assessments</b><br><br><b>Assessments</b>   |
| Guided Reading      | Tri- weekly reading groups  | Tri-weekly reading groups   | Tri-weekly reading groups   | Tri-weekly reading groups  | Tri-weekly reading groups  | Assessments  |
| Mathematics (WRM)   | <b>Length, height and time</b><br><br><b>Place Value within 50</b>  | <b>Length, height and time</b><br><br><b>Place value within 50</b>  | <b>Building 9 and 10</b><br><br><b>Length and Height</b>  | <b>Building 9 and 10</b><br><br><b>Length and Height</b>   | <b>Building 9 and 10</b><br><br><b>Mass and Volume</b>                               | <b>Explore 3D shapes</b><br><br><b>Mass and Volume</b>   |
| Maths Fluency       | Number facts and arithmetic   | Number facts and arithmetic   | Number facts and arithmetic   | Number facts and arithmetic  | Number facts and arithmetic  | Number facts and arithmetic  |
| Science             | <u>Animals Including Humans</u><br>Know that each animal group has a set of characteristics, some of which are unique to them:<br><br>Sort animals into the 5 animal groups using | <u>Seasonal Changes Walk</u><br><br>What signs of the changing season can we see in our school environment? | <u>Animals Including Humans</u><br>Continuation<br>Know that each animal group has a set of characteristics, some of which are unique to them:<br><br>Sort animals into the 5 animal groups using | <u>Animals Including Humans</u><br><br>Do all animals eat the same thing?<br>Using knowledge of animals and their diets, group them accurately into herbivores, carnivores and omnivores | <u>Seasonal changes walk</u>   | <u>Animals Including Humans</u><br>Revisit and assess<br>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals<br>• Identify and name a variety of common animals that are |

|  |   |  |   |   |  |  |
|--|---|--|---|---|--|--|
|  | knowledge learnt to make decisions  |  | knowledge learnt to make decisions  |   |  | carnivores, herbivores and omnivores   |
| <b>RE</b>  | <u>Why is Easter important to Christians?</u><br>In what way is the Easter Story part of the Bible's 'Big Story'?               | <u>Why is Easter important to Christians?</u><br>What are the stories that Christians tell about Jesus at Easter?                              | <u>Why is Easter important to Christians?</u><br>What is the Easter Story?  | <u>Why is Easter important to Christians?</u><br>Why are the key elements of the Easter story important?  | <u>Why is Easter important to Christians?</u><br>How do Christians celebrate Easter?   | <u>Why is Easter important to Christians?</u><br>Why does Easter matter to Christians?                     |
| <b>History/ Geography</b>                            | <u>Weather and Climate</u><br>Order the months of the year and recognise the seasons.   | <u>Weather and Climate</u><br>Find clues to decide which season we are in.   | <u>Weather and Climate</u><br>Identify the types of clothing worn in different weather.   | <u>Weather and Climate</u><br>Identify the types of weather we have in the United Kingdom and record the daily weather in our area.                                       | <u>Weather and Climate</u><br>Fieldwork Trip   | <u>Weather and Climate</u><br>Explore how the weather affects different jobs.                              |
| <b>Art/ DT</b>                                       | <u>Painting the Storm</u><br>I can explore watercolour  | <u>Painting the Storm</u><br>I can explore watercolour resist  | <u>Painting the Storm</u><br>I can explore graphite and watercolour   | <u>Painting the Storm</u><br>I can explore the work of other artists who have 'painted the weather'   | <u>Painting the Storm</u><br>I can paint the weather   | <u>Painting the Storm</u>  |
| <b>Computing</b>                                     | <u>Grouping Data</u><br>To label objects  | <u>Grouping Data</u><br>To identify that objects can be counted  | <u>Grouping Data</u><br>To describe objects in different ways   | <u>Grouping Data</u><br>To count objects with the same properties   | <u>Grouping Data</u><br>To compare groups of objects   | <u>Grouping Data</u><br>To answer questions about groups of objects  |
| <b>PE<br/>Gymnastics</b>                             |   |  |   |   |  |  |
| <b>Music</b>   | <u>Our World</u><br>b. Listen to, sing along with and play with the action song The Wheels On The Bus<br>Create your own sounds | <u>Our World</u><br>Learn to sing and play the nursery rhyme/s Incy Wincy Spider<br>Explore high and low (pitch and improvisation with voices) | <u>Our World</u><br>Learn to sing and play nursery rhyme/s Baa Baa Black Sheet<br>Create your own sounds (improvisation and composition with voices and/or instruments) | <u>Our World</u><br>Learn to sing and play nursery rhyme/s Row row row your boat<br>Create your own sounds (improvisation and composition with voices and/or instruments) | <u>Our World</u><br>Learn to sing and play nursery rhyme/s The Okey Kokey<br>Create your own sounds (improvisation and composition with voices and/or instruments) | <u>Our World</u><br>Review and perform   |
| <b>RSHE<br/>Kapow – Safety and the Changing Body</b> | <u>Safety and the Changing Body</u><br>To know how to respond to adults in a safe and familiar context.                         | <u>Safety and the Changing Body</u><br>To recognise how to respond to adults in a range of situations.   | <u>Safety and the Changing Body</u><br>To recognise what to do if you get lost.   | <u>Safety and the Changing Body</u><br>To know what an emergency is and how to make a phone call if needed.   | <u>Safety and the Changing Body</u><br>To begin to understand the difference between acceptable and unacceptable physical contact.                                 | <u>Safety and the Changing Body</u><br>To begin to understand what is safe to put into or onto our bodies. |

