

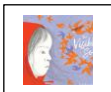
English (Reading and writing):

Text drivers/books to share



Poetry books: A joyful noise/Hot like fire/Slam poetry.

Reading: Guided reading focus- Visible sounds by Yin Jainling.



Writing: Create poems inspired by the island, its beauty, uniqueness and variety. Explore the work of other poets to find new and interesting vocabulary, give structure, create rhythm, rhyme, imagery, pattern, metaphors and similes. Practise, present and perform.

Physical Education:

To perform dances using a range of movement patterns that fit in to an expressive arts theme. Continue to apply and develop broader range of skills, earning how to use them and linking them to actions and sequences of movement.

Religious Education:

To explore Judaism. Develop the theme of Remembering: Passover.

Modern Foreign Languages:

To discover the tradition of the Galettee des rois and associated vocabulary. To learn how to order simple items from a café.

CREATE: (Curriculum Support)

Art: Texture, pattern, colour, line and tone

To develop a range of techniques in using colour, pattern, texture, line, shape, form and space. To demonstrate experience in surface patterns/ textures and use them when appropriate to investigate textures and produce an expanding range of patterns. To use sketchbooks to review and revisit ideas, express likes and dislikes through annotations, to adapt and improve original ideas, to keep notes to indicate intentions and or a purpose of a piece of art work.

Explore the work of **Kandinsky** and **Klimt**.

Music: Ukulele music sessions.

Explore the ways in which music can be added to the expressive arts curriculum accompanying poetry, dance and art.

DISCOVER: History (Curriculum focus)

To discover some of the local history of the Isle of Wight. Gain historical perspective and develop knowledge from different contexts, understanding the connections between local, regional, national and international history. Learn about changes within living memory and significant historical events, people and places in their own locality, such as Alfred Lord Tennyson and his literary influence. To continue to develop a chronologically secure knowledge of history.

To regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.



Mottisone Manor Class

Years 2/3/4/5

'Our Heritage Isle'

Individuality Passion Creativity Dreams



A rock, pop culture.

Alfred Lord Tennyson

Spring 1: Curriculum Map

PSHE

Health and wellbeing:

Keeping safe KS1 and KS2

Living in the Wider World: Money

Mathematics: Spring 1:

Year 2: Multiplication Division, Measurement and money, statistics.

Year 3: Multiplication Division, Measurement and money, statistics.

Year 4: Multiplication Division, area and measurement, fractions.

Year 5: Multiplication Division, area and measurement, fractions.

STEAM

Science: Spring 1: Materials

To identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses

To find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching

To compare and group materials together, according to whether they are solids, liquids or gases

To observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)

To identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature

Design Technology: Design a bag/rucksack to explore a favourite part of the island: Sailing bag, picnic bag for walks, artist bag for materials/paints, etc.

Pupils discover how fabrics are made, the differences between natural and synthetic fabrics as well as the impact that textile waste and fast fashion is having on our planet. Pupils design and make their own bags learning how to effectively sew, join, attach and decorate.

Computing: Creating media – Audio editing

EXPLORE: (Curriculum support)

Geography: Human and physical geography. To use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop use world maps, atlases and globes to identify the United Kingdom. To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; use maps, atlases, globes and digital/computer mapping to locate and describe features studied.