West Pelton Primary School & Nursery

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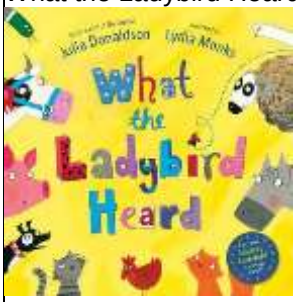
Headteacher: Ms V Hewison

Medium term curriculum overview: Spring 2 2025
EYFS: Nursery – Where do animals live?

Expressive Arts and Design	**Understanding the world**
We will continue to sing a variety of nursery rhymes and become familiar with these. We will explore a range of sound makers and instruments and play them in different ways making rhythmical and repetitive sounds. We will be creating observational drawings of flowers and animals in their natural environments. Also, we will be exploring different habitats and creating them using cotton wool, sand, tissue paper and other textured materials making our own jungle, desert, sea and arctic regions. We will use playdough for the children to mold different animals from different habitats. We will use recycled materials such as cardboard boxes, tubes, and egg cartons to create nests, burrows and caves.	This half term we will also be looking at the key features of the life cycle of a plant and an animal. We will also be planting our own seeds in our nursery garden and learning how to care for growing plants, understanding what the plants require for us to look after them. Linked to our topic of animals we will be exploring natural materials indoors and outside using all senses in hands-on exploration. This half term we will celebrate Mother's Day and look at how Ramadan and Easter are celebrated. We will also celebrate World Book Day where we will spend time reading all our favourite books!

Personal, Social & Emotional Development Healthy Me- Being and keeping safe and healthy. World Book Day Red Nose Day (21st March We believe that parents and schools are partners in their children's learning therefore if you would like access to the current resources, please speak to your child's class teacher for an online access code. Parent Access has been designed in a way that will enable schools in England to meet the expectations set out by the Secretary of State for Education in her letter to schools in March 2023 around the sharing of published programmes used for RSHE.	**Physical Development** his half term we will be developing manipulation and control of large and small objects both in the indoor provision and outdoor provision, whilst exploring different materials. We will be choosing the right resources to carry out our own plan. For example, choosing a spade to enlarge a small hole dug with a trowel. We will carry on working towards being increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. **We will be doing a range of physical activity both indoors and outdoors daily so please can children come to Nursery appropriately dressed for this.**
Communication and language This half term the children will listen to simple stories and understand what is happening, with the help of the pictures. We will respond to instructions and directions through adult initiated/led and child led activities. We will be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Core reading books we will be looking at include: • Bad Tempered Ladybird • Dear Zoo • Mad About Minibeasts • Titch and the Sunflower • Topsy and Tim: At the Farm • Hey Duggee: Duggee's Nature • Ben and Holly's Little Kingdom • Farm Hullaballoo!	**CLPE** *The Centre for Literacy in Primary Education is a UK based children's literacy charity working with primary schools. Their work raises the achievement of children's reading and writing by helping schools to teach literacy creatively and effectively, putting quality children's books at the heart of all learning.* **CLPE focussed reader:** What the Ladybird Heard  **The children will also be introduced to a range of non-fiction texts to match the topics that we cover this half term.**

EYFS: Reception – Who lives in the wild garden?

Expressive Arts and Design

We will be exploring how to move to music and play body percussion/instruments to a variety of different songs.
We will be singing songs.
We will be creating junk models and learning to attach objects to our models.
We will all be exploring Mother's Day, creating our own cards and gifts.

Maths

We will be continuing to develop our understanding of numbers to 10 through the mastering number project.

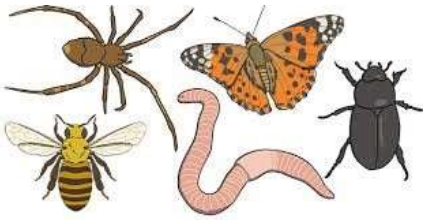
We will continue to develop our understanding of addition and subtraction language and notation.

We will begin to explore shape, space and measure.

Understanding the world
We will learn about creatures who live in our gardens.

This half term we will be exploring the key questions:

Why do we make pancakes?
Which animals use my bug hotel?
How does it feel to be exploring outside?
How is Mother's Day celebrated around the world?
How is Ramadan celebrated around the world?
How is Easter celebrated around the world?



Personal, Social & Emotional Development

Healthy Me- Being and keeping safe and healthy.
World Book Day
Red Nose Day (21st March)

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Physical Development
Fundamental movement skills: Athletics
We will be navigating space.
We will be running.
We will learn techniques which help us to run safely and at speed.
We will be using tools safely and exploring a range of small and large equipment.
We will be using a range of malleable materials within our play.

Communication and language

CLPE

This half term we will be developing our vocabulary. We will be introducing new vocabulary relevant to our learning about Shrove Tuesday, Mother's Day, and our topic: Who lives in the wild garden. This will then be used in discussions and one-to-one conversations. We will be having conversations surrounding our core reading books and beginning to elaborate on our ideas. We will begin to make predictions and sequence key events. We will be using role play to demonstrate our understanding around mini beasts and plants. 	*The Centre for Literacy in Primary Education is a UK based children's literacy charity working with primary schools. Their work raises the achievement of children's reading and writing by helping schools to teach literacy creatively and effectively, putting quality children's books at the heart of all learning.* **CLPE focussed reader:** No Dinner! The story of the old woman and the pumpkin Writing opportunities: labels, captions, sentences, predictions and sequencing.

Year 1 / 2

English including CLPE *The Centre for Literacy in Primary Education is a UK based children's literacy charity working with primary schools. Their work raises the achievement of children's reading and writing by helping schools to teach literacy creatively and effectively, putting quality children's books at the heart of all learning.* CLPE focussed reader: Out and About a First Book of Poems By Shirley Hughes Other Literacy opportunities: Description, poetry, narrative, diary, non-chronological reports.	**Maths** Year 1: Mass and volume, multiplication and division. Year 2: Mass, capacity and volume, fractions. 	**Science** This half term we will be learning about animals including humans. **<u>Key Question:</u>** Why do humans need their 5 senses? We will learn: What are the 5 senses? Which part of the body is associated with the sense of smell? Which part of the body is associated with the sense of hearing? Which part of the body is associated with the sense of sight? Which part of the body is associated with the sense of touch? Which part of the body is associated with the sense of taste?
Design Technology This half term we will be learning about cooking and nutrition.	**Geography** This half term we will be learning about the UK. **<u>Key Question:</u>** What is it like to live in one of the capital cities?	

Key Question: Can you design and make a healthy recipe?

To answer this question, we will explore:
Where do different fruits and vegetables come from?
Why do I need to eat fruits and vegetables?
Can I prepare a healthy salad made from root vegetables?
Why is it important to eat fish?
Can I design a healthy fish salad?
Can I prepare and evaluate a healthy fish salad?

To answer this question, we will explore:
Can I identify and locate the countries of the United Kingdom?
Can I identify the seas and coasts of the United Kingdom?
How do people move around London?
What are the landmarks of London?
What physical features will I see if I visited London?
What would it be like to live in London?

History

Covered in the first half term.

Music
This half term we will be listening to listen.
Musical Spotlight: Learning to Listen
Listening is very important. You can listen with your eyes and ears, and you can also feel sound in your body. What can you hear in this unit?
Social Question: How Does Music Help Us to Understand Our Neighbours?
Explore this question as you progress through the unit.
Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, F♯, G, A

Art and Design
Covered in first half term

P E
Topic: Athletics
Core task – Honey pot + furthest five
Running
Can pupils move into spaces avoiding other pupils?
Can pupils adjust their speed and change direction to avoid other pupils?
Can pupils experiment, running in different ways?
Can pupils listen to others' ideas?
Can pupils travel with confidence?

Computing
In order to ensure coverage and progression Y1 and Y2 will cover separate objectives.

Safety: How do you say goodbye to technology when you don't want to?

Computing Year 1
This half term we will be learning about grouping data.
Key Question: What is data and how can it be grouped?

In order to answer this question, we will explore:
Can I label and match different objects?
How can objects with the same label be counted?
How can we describe objects in different ways?
Can I count objects with the same properties?
Can I compare groups of objects?

Computing Year 2
This half term we will be learning about data and information.
Key Question: How can data be collected?

In order to answer this question, we will explore:
How does a tally chart collect data?

PSHE inc citizenship
Healthy Me- Being and keeping safe and healthy.
World Book Day
Red Nose Day (21st March)

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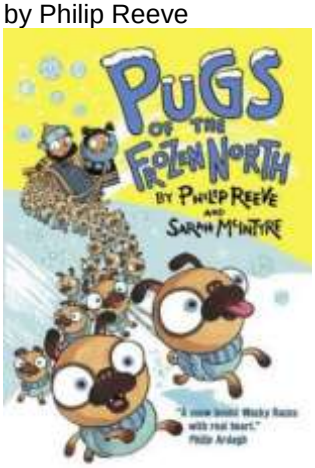
What is a pictogram and how can it be created? Can I create a pictogram? What is an attribute? How can people be described by attributes? 	for Education in her letter to schools in March 2023 around the sharing of published programmes used for RSHE.
	Religious Education This half term we will be learning about Easter. **Key Question:** Why is Easter important to Christians? To answer this question, we will explore: What do we celebrate at Easter? Why is the Easter bunny a popular symbol? How do Christians remember Jesus during Easter?

Year 3 / 4

English including CLPE	**Maths**	**Science**
The Centre for Literacy in Primary Education is a UK based children's literacy charity working with primary schools. Their work raises the achievement of children's reading and writing by helping schools to teach literacy creatively and effectively, putting quality children's books at the heart of all learning. CLPE focussed reader Pugs of the Frozen North by Philip Reeve  Other Literacy opportunities will include:	Year 3 will cover Fractions and Mass and Capacity. They will learn to: Recognise and use fractions as numbers Add and subtract fractions with the same denominator Add and subtract money Tell and write the time from an analogue clock Measure, compare and add mass and capacity Year 4 will cover Fractions and Decimals. They will learn to: Recognise and write decimal equivalents to ¼, ½, ¾ Round decimals with one decimal place to the nearest whole number Add and subtract fractions with the same denominator Solve problems relating to fractions	This term we will be learning about ecosystems **Key Question:** Who is top of the food chain? To answer this question, we will find out: What is an ecosystem? How do we classify the diets of animals? Why are producers so important? How do we construct a food chain? How do we construct a food web? What can cause disruptions to food webs?

▪Information posters ▪ Letters ▪Annotated storyboards ▪ Diaries ▪ Speeches ▪ Notes for a debate ▪ Story writing ▪ Newspaper articles		

History

Covered in the first half of Spring term.

Art and Design

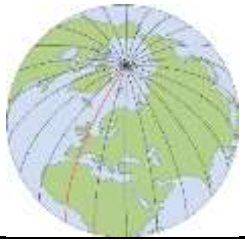
Covered in the first half of Spring term.

Geography

This term we will be learning about countries and time zones of the world

Key Question: How is the world divided?

To answer this question, we will find out:
What is the position and significance of the equator and Northern/ Southern Hemisphere?
How can I use lines of longitude and latitude to find places on a map?
What are the key features of the polar regions?
How is the climate of the tropics different to the climate of the UK?



Deign and Technology

This term we will be learning about cooking and nutrition

Key Question: What makes a healthy and balanced diet?

What's in a packed lunch?
How can I use research to develop a design criteria?
How can I design a product for a target market?
What tools and equipment do I need to make a product?
How can I use ingredients and follow procedures to make a product?
What were the strengths and area for development of my product?

Music

Musical Spotlight: Enjoying Musical Styles

There are so many different, wonderful and interesting styles of music.
Something that happens in music that makes it so interesting is 'texture'.
'Texture' refers to the layers of sound you hear in a piece of music. Texture can be the number of voices and instruments you hear at once. Styles of music have different textures.
Explore how voices and instruments combine to create texture in music.

Social Question: How Does Music Teach Us About Our Community?

Explore this question as you progress through the unit.

Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, E♭ , F♯, F, G, A♭ , A, B♭

PE
Topic: Athletics
Core task – Off, up and away

In this unit of work children will explore the following key questions:
Why do we need to be able to throw in sport?
What fibre type do throwers need?
Which athletic events are throwing events?
How do we throw?
What is the consequence of a thrower releasing the object too late?
What is the consequence of a thrower releasing the object too early?
What should we do with our body position/stance when we throw? Why?
Can we throw further when we apply the correct technique?
What is the difference between throwing for accuracy and throwing for distance?

Computing Year 3

In order to ensure coverage and progression Y3 and Y4 will cover separate objectives.

Safety: How can a strong password help with security?

This half term we will be learning how to handle data

Key Question: What is a branching database?

To answer this question, we will find out:
Can I make yes/no questions about a collection of objects?
What are the attributes needed to collect data about an object?
How does an online database tool arrange objects into a branching database?
Why is it helpful for a database to be well structured?
Can I plan the structure of a branching database?
Can I create an identification tool?

Computing Year 4

In order to ensure coverage and progression Y3 and Y4 will cover separate objectives.

Safety: How can we be upstanders when we see cyberbullying?

This half term we will be learning about data logging

Key Question: How and why is data collected?

To answer this question, we will find out:
What data is collected and how is it collected?
How do digital devices collect data?
How do data loggers work? How can a computer help us analyse data?
What data is needed to answer questions?
How can we answer questions using data?

French
This term we will be exploring the topic going shopping

Key Question: Where can I buy?

To answer this question, we will find out:
Can I express and opinion about fruit?
Can I change the French word for 'the' to the French word for 'some' in the context of vegetables?
Can I use adjectives to describe nouns in the context of clothes? Where can I buy certain items?
What clothes do I have?
Can I use a conjunction when talking about this?
What clothes don't I have?
Can I use a conjunction when talking about this?

PSHE inc citizenship

Healthy Me

Aspirations, how to achieve goals and understanding the emotions that go with this.
World Book Day
Red Nose Day (21st March)

Religious Education

This term we will be learning about Christianity

Key Question: What do Christians believe about Jesus?

To answer this question, we will find out:
What is the Holy Trinity?

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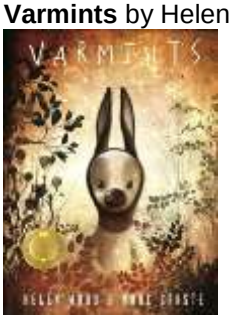
Year 5 / 6

English including CLPE	**Maths**	**Science**
The Centre for Literacy in Primary Education is a UK based children's literacy charity working with primary schools. Their work raises the achievement of children's reading and writing by helping schools to teach literacy creatively and effectively, putting quality children's books at the heart of all learning. CLPE focussed reader: **Varmints** by Helen Ward  Other Literacy opportunities will include: ▪Information posters ▪ Letters ▪Annotated storyboards ▪ Diaries ▪ Speeches ▪ Notes for a debate ▪ Story writing ▪ Newspaper articles	Year 5 will cover: -perimeter and area -negative numbers -statistics Year 6 will cover: -perimeter -fractions -statistics	This term we will be learning about animals including humans **<u>Key Question:</u>** How are nutrients transported around the body? To answer this question, we will find out: What are the key parts of a healthy diet? Why do people with different lifestyles need different diets? What affect does exercise have on the muscles? What happens to the circulatory system during exercise? What are medicinal drugs? What are nicotine and alcohol?

History	**Art and Design**
Covered in the first half of Spring term.	Covered in the first half of Spring term.
Geography	**Design and Technology**
This term we will be learning about mountains **<u>Key Question:</u>** What is the climate on Mount Everest, the world's tallest mountain?	This term we will be learning about computer control **<u>Key Question:</u>** How are sensors used when making a burglar alarm?

To answer this question, we will find out: Where are the world's mountain ranges? Does the UK have mountain ranges? What are the features of a mountain range? How are mountains formed? What is the climate like on a mountain? How do mountain ranges affect tourism?	To answer this question, we will find out: What is a sensor? How do alarms use sensors? Can I design a prototype? Can I create my prototype? Can I evaluate my design? Can I produce a working alarm?
Music **Musical Spotlight:** Enjoying Musical Styles There are so many different, wonderful and interesting styles of music. Something that happens in music that makes it so interesting is 'texture'. 'Texture' refers to the layers of sound you hear in a piece of music. Texture can be the number of voices and instruments you hear at once. Styles of music have different textures. Explore how voices and instruments combine to create texture in music. **Social Question:** How Does Music Teach Us About Our Community? Explore this question as you progress through the unit. **Musical Learning:** Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, E♭ , F♯, F, G, A♭ , A, B♭ 	**PE** Topic: Athletics Core task – Distance Challenge In this unit of work children will explore the following key questions: What is the consequence on the body, of sprinting for longer than 20 seconds? In as distance race what do we mean by pacing? In as distance race why is, 'sprinting,' off at the start of the race bad idea? Why is finishing with a sprint finish a great way to end the race? What is the consequence of a sprinter running out of their lane in a race? What is a false start? What is the consequence of a false start? What are the consequences of dropping the baton? How can we have our hands ready to make baton change overs quicker? How can we use the lane tactically, to help our team be quicker through smooth baton changeovers?
Computing Year 5 In order to ensure coverage and progression Y5 and Y6 will cover separate objectives. Safety: What are the benefits and drawback of presenting yourself in different ways online? This half term we will be learning about flat file databases **Key Question:** How is data organised in records? To answer this question, we will find out: Can I use a database to record information? How do paper and computer-based databases compare? How can records be grouped and sorted? Which tools can be used to select specific data? How can computer programs be used to compare data visually? Can I use a real-world database to answer questions?	**Computing Year 6** In order to ensure coverage and progression Y5 and Y6 will cover separate objectives. Safety: How do you chat safely with people online? This half term we will be learning how spreadsheets are used **Key Question:** How is data organised in spreadsheets? To answer this question, we will find out: Can I create a data set in a spreadsheet? Can I build a data set in a spreadsheet? How can formulas be used to produce calculated data? Can I apply formulas to data? How can a spreadsheet be used to plan an event?

	How should data be presented?

French

This term we will be exploring the topic Let's visit a French town

Key Question: What is it like to live in France?

To answer this question, we will find out:
Can I show how verbs changing depending on the subject?
Can I explain to someone why I do something?
Can I describe the positions of locations in French towns?
Can I use French terms for mathematical activities?
Can I follow and respond to an audio presentation?
Can I identify and apply spelling patterns?

PSHE inc citizenship

Healthy Me
Aspirations, how to achieve goals and understanding the emotions that go with this.

World Book Day

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Religious Education

This term we will be learning about different religious views about the environment

Key Question: How and why do people care about the environment?

To answer this question, we will find out:
How do different religions view the concept of stewardship towards the Earth?
What teachings from Christianity encourage us to care for nature?
How does Buddhism inspire compassion for all living beings and their habitats?
In what ways does Hinduism celebrate the interconnectedness of life and nature?
How can Islamic teachings about the environment shape our responsibility towards it?
Why should we learn from various faiths to promote environmental awareness and action in our communities?