

Snowy Owls

Curriculum Overview

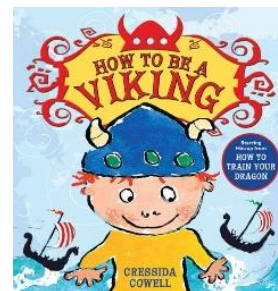
Autumn 2024



English

For English, we use Literacy Shed to plan our lessons.

In Autumn 1, we will be looking at writing recipes and witness statements using the text 'George's Marvellous Medicine' by Roald Dahl. Following this we will be looking at retelling stories and making fact files through the text, 'How to be a Viking' by Cressida Cowell.



In Autumn 2, We will be studying the texts 'How to train a dragon' by Cressida Cowell and One Christmas Wish by Katherine Rundell. We will also be looking at the short film, 'Dragon Slayer'.

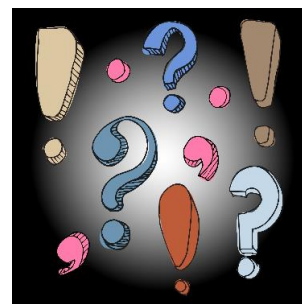
In these units of work, we will be retelling events through the perspective of a character, writing a non-chronological report, note taking and presenting work orally.

SPaG

For SPaG, we use Classroom Secrets to plan our lessons.

In our SPaG lessons we will be looking at being ready to write.

This unit will include the use of commas, apostrophes, tenses, determiners and conjunctions as well as the different types of sentence and how we can expand sentences to make things more interesting for our reader.



Maths

For Maths, we use White Rose Maths to plan our lessons.



During the Autumn Term our first focus will be Place Value.

We will learn the value of digits and how their value can change as a result of their location within a number.

Following this we will move our focus to the four operations – addition, subtraction, multiplication and division. This will include mental methods as well as the formal written ones.

To finish the term, we will make the move to Measurement: Area. We will be looking at defining area as well as calculating it.



Humanities - Invasion

For Geography and History, we use Curriculum Maestro to plan our lessons.

In the Invasion project, Snowy Owls will explore the effects of the Roman withdrawal and the chronology and geography of subsequent invasions.



We will study the Anglo-Saxons and Vikings in detail, examining their reasons for invading, their settlements and their everyday life.

We will also look at monasteries and the Anglo-Saxon legacy before considering how we know about life in this period and investigate the Sutton Hoo ship burial. Snowy Owls will then learn about Athelstan, an Anglo-Saxon king, and what happened after his death, before ending the project by learning about the Norman invasion of 1066.

PSHE

For PSHE we use SCARF to plan our lessons.

In Autumn 1, Snowy Owls will be learning about 'Me and my relationships'. These lessons will include:

- Friendship
- Getting on with others
- Healthy relationships
- Listening to feelings
- Understanding other people's feelings
- Assertive skills



What your child can think about - or for you to talk about, together

- What helps me to get on with my friends?
- How can I be a good friend and look after my friends?
- How can I tell how someone else is feeling so that I can understand their actions?
- How can I be a good listener?
- What should I do if a friend asks me to do something that I don't think is a good idea and that might be risky?





In Autumn 2, Snowy Owls will be learning about 'Valuing Difference'. These lessons will include:

- Celebrating difference - in the family and beyond
- Different community groups
- Kindness - how it helps everyone to feel good
- Listening skills

What your child can think about - or for you to talk about, together

- What different groups are there where we live?
- Which groups are we part of, or are other members of our family part of?
- Why might these groups be important to us?
- What kind things can I do - both at home and in our community?

Music

For Music we use GET SET 4 to plan our lessons.

Autumn 1 - Stone Age

Using the three periods of the 'Stone Age' as a stimulus, Snowy Owls will learn to read, write and perform from western rhythm notation using 1, ½, 2 and 4 beat notes and the 1 beat rest. We will demonstrate this knowledge by composing and performing rhythm compositions secularly, fluidly and independently as part of a small group performance.



Key Skills

- Listening: identify accuracy of rhythms played.
- Composing: read & write rhythm notation, turn words into rhythms.
- Performing: follow graphic score & western notation, rhythms as a soloist, duet or ensemble, add emotion to voices, chant to the pulse, call & response, add actions.
- Social: sharing, consideration, inclusion, respect, leadership, support.
- Emotional: empathy, confidence.
- Thinking: provide feedback, use feedback to improve, creativity, select & apply.



Autumn 2 - Castles

In this unit Snowy Owls will begin to internalise key musical skills and techniques through a range of practical based activities including call-and-response songs, chants and movement. We will have the opportunity to revisit and practice basic pitch, pulse and rhythm performance skills.

Then Snowy Owls will move on to embed these skills in both composition and improvisation activities as we explore the development of castles from William the Conqueror onwards, as well as life in and around the castle walls.



Key Skills

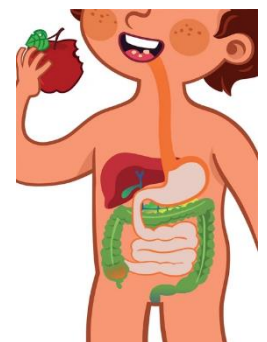
- Listening: identify instruments, identify inter-related dimensions.
- Composing: create rhythms, add actions, improvise melodies.
- Performing: ostinato rhythms, chant and play 2-part, 3-part & 4-part rhythms, conducting, group ensemble, move to the pulse, call & response, sing in character.
- Social: co-operate, supportive, respect, kindness, collaboration.
- Emotional: confidence, empathy, independence.
- Thinking: comprehension, problem solving, select & apply, decision making.

Science

For Science, we use Curriculum Maestro to plan our lessons.

Autumn 1 - Food and the digestive system

In the Digestive System project, Snowy Owls will revisit the meaning of scientific vocabulary, including producer, consumer, carnivore, herbivore, omnivore, predator and prey. They will learn about the features of ecosystems and the meaning of new terminology, including 'biotic', which means living, and 'abiotic', which means non-living.



They will research an ecosystem and use the information gathered in future lessons. They will learn about two scientific diagrams, a food chain and a food web, finding out what these diagrams are and what they show.

They will discuss the similarities and differences between food chains and food webs and sketch examples.

They will revisit the word 'interdependence' and its meaning and discuss how living things depend on biotic and abiotic features of ecosystems for their survival.



They will discuss the challenges different ecosystems face from human activities such as pollution or natural events such as deforestation.

They will then learn about the digestive system of humans, naming the digestive organs, describing their functions and finding out what happens to the food they eat.

They will learn the names and functions of the four types of human teeth and identify the differences between the teeth of carnivores, herbivores and omnivores.

They will formulate and then ask a dental health professional questions to discover the importance of oral hygiene and its role in preventing tooth decay and gum disease.

Autumn 2 - Sound

In the Sound project, Snowy Owls will learn that sounds are vibrations that travel from sound sources, such as a person's vocal chords, musical instruments or pieces of machinery, through a solid, liquid or gas to the ears.

They will explore the parts of instruments that vibrate to make sound and investigate the pitch, volume, distance and direction of sound.

They will learn how sound waves are made and how they travel from a sound source to the ear.

They will carry out research to find the answer to the question, 'How do we hear sounds?' and use diagrams and words, such as sound waves, vibrate, pinna, ear canal, eardrum, ossicles, cochlea and cochlear nerve, to record their findings.

They will investigate the most effective ways to muffle sound and identify scenarios when muffling sound is important to prevent hearing damage.

They will plan an investigation to learn how the volume of sound changes as they move away from a sound source and use a sound meter to measure the volume of sound.

They will identify low and high-pitched sounds and then follow instructions to investigate the different ways the pitch of a sound can be changed.



French

For French, we use Twinkl to plan our lessons.

Autumn 1 – Getting to know you

This 'Getting to Know You' unit will teach Snowy Owls about basics of the French language. They will learn to greet each other, exchange names, ask how someone is, count to 10 and say how old they are.



Autumn 2 – All About Me

This 'All About Me' unit will teach Snowy Owls to understand and follow instructions, name parts of the body, identify colours and say what they are wearing.

Map Skills

For Map Skills, we use Curriculum Maestro to plan our lessons.

In the Interconnected World project, Snowy Owls will use compasses to plot points on a map.

They will revise four-figure grid references before learning about six-figure grid references to accurately pinpoint features on a map.

They will identify the Tropics of Cancer and Capricorn and understand the characteristics of a tropical climate.

They will learn about the countries, climates and culture of North and South America.

They will identify significant physical features in the United Kingdom and use their map reading skills to learn about the National Rail network.

They will extend this learning, by exploring the development of the canal network in the past and how the use of canals has changed over time.

Snowy Owls will complete the unit by conducting an enquiry to prove a hypothesis and use maps and surveys to gather information and draw conclusions.



Physical Education

For PE we use GET SET 4 to plan our lessons.

Autumn 1 – Fundamentals

In this unit, Snowy Owls will develop the fundamental skills of balancing, running, jumping, hopping and skipping. They will develop their ability to change direction with balance and control. They will be given the opportunity to explore how the body moves at different speeds as well as how to speed up and slow down.

Snowy Owls will be given the opportunity to work on their own and with others, taking turns and sharing ideas.



Autumn 1 – Ball Skills



In this unit Snowy Owls have opportunities to develop a variety of ball skills. They will develop tracking a ball when dribbling with hands, feet, throwing and catching and kicking. They will learn to select the appropriate skill for the situation. These skills are applied to small group games.

Autumn 2 – Gymnastics

In this unit Snowy Owls will develop balancing, rolling and jumping. They use these skills individually and in combination. They develop their sequence work, collaborating with others to use matching and contrasting actions and shapes and develop linking sequences smoothly with actions that flow. Snowy Owls will develop their confidence to perform, considering the quality and control of their actions.



Autumn 2 – Fitness

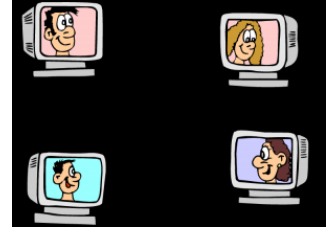


In this unit Snowy Owls are exposed to a range of activities that explore and develop different areas of their health and fitness. They will learn that being fit means having strong, healthy bodies and more energy for everyday life activities. They will practice various activities using fundamental movement skills, such as running and jumping to improve their strength and fitness. This unit will also highlight how regular physical activity boosts their focus in school and overall happiness.



Computer Science

For Computer Science we use Raspberry Pi to plan our lessons.



Autumn 1 - Connecting computers

Snowy Owls will develop their understanding of digital devices, with an initial focus on inputs, processes, and outputs. They will also compare digital and non-digital devices. Next, they will be introduced to computer networks, including devices that make up a network's infrastructure, such as wireless access points and switches. Finally, Snowy Owls will discover the benefits of connecting devices in a network.

Autumn 2 - Stop frame animation



Snowy Owls will use a range of techniques to create a stop-frame animation using tablets. Next, they will apply those skills to create a story-based animation. This unit will conclude with Snowy Owls adding other types of media to their animation, such as music and text.

Religious Education

For Religious Education we use Herefordshire RE Scheme to plan our lessons.

Autumn 1 L2.8 – What does it mean to be a Hindu in Britain today?

Understand the impact:

- Describe how Hindus show their faith within their families in Britain today (e.g. home puja).
- Describe how Hindus show their faith within their faith communities in Britain today (e.g. arti and bhajans at the mandir; in festivals such as Diwali).
- Identify some different ways in which Hindus show their faith (e.g. between different communities in Britain, or between Britain and parts of India).



Make sense of belief:

- Identify the terms dharma, Sanatan Dharma and Hinduism and say what they mean.
- Make links between Hindu practices and the idea that Hinduism is a whole 'way of life' (dharma).



Make connections:

- Raise questions and suggest answers about what is good about being a Hindu in Britain today, and whether taking part in family and community rituals is a good thing for individuals and society, giving good reasons for their ideas.

Autumn 2 L2.11 – How and why do people mark the significant events of life?

Make sense of belief:

- Identify some beliefs about love, commitment and promises in two religious traditions and describe what they mean.
- Offer informed suggestions about the meaning and importance of ceremonies of commitment for religious and non-religious people today.



Understand the impact:

- Describe what happens in ceremonies of commitment (e.g. baptism, sacred thread, marriage) and say what these rituals mean.
- Make simple links between beliefs about love and commitment and how people in at least two religious traditions live (e.g. through celebrating forgiveness, salvation and freedom at festivals).
- Identify some differences in how people celebrate commitment (e.g. different practices of marriage, or Christian baptism).

Make connections:

- Raise questions and suggest answers about whether it is good for everyone to see life as a journey, and to mark the milestones.
- Make links between ideas of love, commitment and promises in religious and non-religious ceremonies.
- Give good reasons why they think ceremonies of commitment are or are not valuable today.



Art and Design

For Art and Design, we use Curriculum Maestro to plan our lessons.



In this project Snowy Owls will learn about colour theory by studying the colour wheel and colour mixing. It includes an exploration of tertiary colours, warm and cool colours, complementary colours and analogous colours, and how artists use colour in their artwork.

Design Technology

For Design and Technology, we use Curriculum Maestro to plan our lessons.

This project teaches children about food decay and preservation. They discover key inventions in food preservation and packaging, then make examples. The children prepare, package and evaluate a healthy snack.

