



# The Willows School Curriculum Overview – Autumn 1 2024

## Oak

| Subject                   | Autumn 1  |
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| <p><b>English</b></p>     | <p style="text-align: right;"><u>Wonder By R J Palacio</u></p> <p><b>Phonics/Reading</b></p> <ul style="list-style-type: none"> <li>• Phonics International</li> <li>• Reading aloud</li> <li>• Understand increasingly challenging books</li> <li>• Make inferences</li> <li>• Debate and discussion</li> <li>• Drama and roleplay</li> <li>• Book Talk</li> <li>• Story telling</li> <li>• Drawing, mapping and annotating</li> <li>• Study setting, plot, and characterization, and the effects of these</li> <li>• Responding to poetry</li> </ul> <p><b>Grammar, Vocabulary and Punctuation</b></p> <ul style="list-style-type: none"> <li>• Conjunctions to link clauses</li> <li>• Figurative language</li> <li>• Emotive language</li> <li>• Paragraphs</li> <li>• Metaphors</li> <li>• Commas</li> <li>• Suffixes, prefixes</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Writing in a range of genres e.g. fact file, precepts, script for documentary</li> </ul> |
| <p><b>Mathematics</b></p> | <p><b>Number and Place Value</b></p> <ul style="list-style-type: none"> <li>• Place value –reading and writing numbers</li> <li>• Rounding - to nearest 10,100,1000,10,000/1000 000</li> <li>• Ordering and comparing numbers</li> <li>• Addition and subtraction – 4 digits using formal written methods, using inverse to check</li> </ul>  |

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|                    | <ul style="list-style-type: none"> <li>• Solve addition and subtraction problems</li> </ul> <p><b>Multiplication</b></p> <ul style="list-style-type: none"> <li>• add and subtract numbers mentally with increasingly large numbers</li> <li>• add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)</li> <li>• solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why</li> <li>• use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy</li> </ul>  |
| <p><b>IPC</b></p>  | <p style="text-align: right;"><b><u>Full Power</u></b></p> <p><b>Science</b></p> <ul style="list-style-type: none"> <li>• Components that make an electrical circuit</li> <li>• How electricity is stored and used</li> <li>• Different kinds of circuits</li> <li>• Electrical conductors, semi-conductors and insulators</li> <li>• Renewable and non-renewable sources of energy for generating electricity.</li> </ul> <p><b>Design Technology</b></p> <ul style="list-style-type: none"> <li>• Making games from circuits</li> <li>• Combining circuits to make a dashboard toy.</li> </ul> <p><b>History</b></p> <ul style="list-style-type: none"> <li>• The history of electricity.</li> </ul> <p><b>Health and Wellbeing</b></p> <ul style="list-style-type: none"> <li>• Risks and staying safe when using or near electricity</li> <li>• How devices can disrupt our quality of life.</li> </ul> |
| <p><b>PSHE</b></p> | <p style="text-align: right;"><b><u>Being Me in my world</u></b></p> <ul style="list-style-type: none"> <li>• Identifying my goals</li> <li>• My rights and class charter</li> <li>• How actions affect others locally/globally</li> <li>• Rights, responsibilities, rewards and consequences</li> <li>• Our behavior and its effects</li> <li>• Democracy and the benefits of pupil voice</li> </ul>   |

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| <b>RE</b>           | <p><b>Islam</b></p> <ul style="list-style-type: none"> <li>• What is the best way for a Muslim to show commitment to God?</li> <li>• I can explain how knowing that my actions have consequences makes a difference to the choices I make.</li> <li>• I can describe some of the ways that Muslims try to lead lives respectful to God and start to say why this is important to them.</li> <li>• I can identify why leading a good life might be a good idea and why people think this.</li> </ul>   |
| <b>Computing</b>    | <ul style="list-style-type: none"> <li>• Coding, debugging and computational thinking skills</li> <li>• Touch Typing</li> <li>• E-safety</li> <li>• Curriculum related – research, word processing</li> </ul>   |
| <b>Art &amp; DT</b> | <p><b>The 7 Elements of Art</b></p> <ul style="list-style-type: none"> <li>• Be able to plan, create and refine an original work of art to express ideas, thoughts, emotions and/or views of the world</li> <li>• Be able to demonstrate improvement when using a broad range of techniques</li> <li>• Understand that the inspiration for the creative process can come from a variety of sources</li> <li>• Be able to experiment with and manipulate a variety of materials, techniques and technologies for a particular purpose</li> </ul> |
| <b>Music</b>        | <p><b>Listening/Singing</b></p> <ul style="list-style-type: none"> <li>• Appropriately discuss the dimensions of music and recognise them in music heard</li> <li>• Listen with attention to detail and recall sounds with increasing aural memory and accuracy</li> <li>• Appreciate and understand a wide range of music</li> <li>• Music assembly</li> </ul>   |

**PE**

- Swimming
- Dance
- Yoga