

**Tolsey Class**  
**Curriculum Map**  
**Term 5 2024**

**English**

**As readers, we will focus on:**

\*predicting what might happen using details that have been stated or implied. We will justify our predictions using evidence from the text.

\*identifying key details from more than one paragraph.

\*continuing to develop our understanding of text organization and how the use of paragraphs, headings, subheadings and inverted commas helps understanding.

**As writers, we will:**

\* explore synonyms and shades of meaning to write effective character descriptions.

\*explore the techniques used to build suspense and tension.

\*explore fronted adverbials to vary the sentence starters used within a piece of writing.

\*review speech punctuation to write dialogue

\*continue to work on the use of paragraphs.

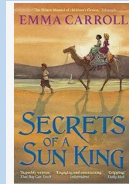
\*explore a range of information texts and identify the common features used across these.

\*research Egyptian gods

\*Write and edit an information text about Egyptian gods

**Spelling**

These lessons will follow the Read, Write, Inc approach.



**Music—Recorders**

**As Musicians, we will learn:**

\*how to play the recorder using the correct techniques

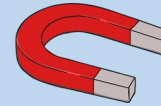
\*begin to develop an understanding of formal written notation

\*Play and perform in solo or ensemble contexts with increasing confidence



**Science**

**Magnets**



**As scientists, we will:**

\*observe how magnets attract or repel each other and attract some materials and not others

\*compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet

\*identify some magnetic materials

\*describe magnets as having two poles

\*predict whether two magnets will attract or repel each other, depending on which poles are facing

**Working scientifically skills**

**Y2:**

\*identify, group and classify

\*do fair tests

\*communicate my ideas, what I do and what I find out in a variety of ways

**Y3:**

\*record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables

\*ask questions and use different types of scientific enquiries to answer them

\*set up simple practical enquiries, comparative and fair tests

**Religious Education**

**In RE we will** consider the question 'What do Muslims believe about God and where did Islam start?' The children will learn that Muslims believe in one God, and they call him Allah. In addition they will be taught Islam was started in 610AD when Angel Jibril gave Muhammad the words of God which were recorded in the Qur'an.

**Maths**

**As mathematicians, we will:**

\*recall multiplication and division facts for the 3x and 6x, and 2x, 4x

and 8x tables with increasing speed and accuracy

\*identify patterns in known multiplication facts

\*explain the commutative law and use this to make mental calculations more manageable

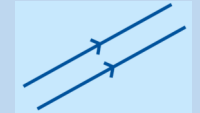
\*recognise the difference between dividing by sharing and dividing by grouping

\*describe the properties of shapes using the vocabulary faces, edges and vertices

\*recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn.

\*identify whether angles are greater than or less than a right angle.

\*Identify pairs of perpendicular and parallel lines.



**PSHE- Healthy me**

**We will learn about:**

\*Their family and their relationship with them

\*Different forms of physical contact

\*acceptable and unacceptable physical contact

\*Things that may cause conflict with friends

\*Secrets and when it may or may not be good to keep a secret

\*People who can help me at school, at home and in the community.



## Design and Technology—Tomb Builders

### As designer, we will learn how to:

- \*explore and use a range of mechanisms in models or products
- \*choose from a range of materials to build a simple machine, showing an understanding of their different characteristics.

Using this knowledge, we will design and build a simple machine to help ancient Egyptian tomb builders move and lift heavy stones more easily to make the pyramids.



## PE

### As Cricket players we will:

- \*learn about the roles of the batting and fielding team. We will consider what the aim is for each role and how each role can win a game.
- \*develop an understanding of how, when and why we throw a ball overarm and how to throw a ball accurately underarm.
- \*practice our catching skills
- \*learn how to hold a bat and how to strike a ball with the intent of scoring runs.



### As Tennis players we will:

- \*understand and practise some of the fundamental skills of tennis.
- \*learn how to hit a ball with accuracy using the forehand technique.
- \*learn how to play a backhand stroke with control and accuracy.
- \*apply learnt skills in a variety of tennis mini-games.



## History—Ancient Egyptians

### As Historians we will:

- \*learn key terms to describe the features of a civilisation such as art, city, culture and hierarchy.
- \*Explain how artefacts provide evidence of everyday life in the past
- \*Consider why the ancient Egyptian civilisation grew around the banks of the Nile
- \*explore what everyday life was like
- \*describe the hierarchy and different roles within the Egyptian society
- \*learn about key pharaohs including: King Narmer, King Khufu and King Hatshepsut



## ICT—Desktop Publishing

### As programmers we will:

- \*become familiar with the terms 'text' and 'images' and emojis and understand that they can be used to communicate messages offline and online.
- \*use desktop publishing software and consider careful choices of font size, colour and type to edit and improve premade documents.
- \*be introduced to the terms 'templates', 'orientation', and 'placeholders' and begin to understand how these can support them in making their own template for a magazine front cover.
- \*add text and images to create their own pieces of work using desktop publishing software.
- \*look at a range of page layouts thinking carefully about the purpose of these and evaluate how and why desktop publishing is used in the real world.