

CROCKHAM HILL PRIMARY SCHOOL CURRICULUM OVERVIEW TERM 4 (2024-25)

Acorns Year **1** / **R**

Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Week Beginning	24.2.25	3.3.25	10.3.25	17.3.25	24.1.25	31.3.25
Notable Dates/Trips	24.2.25 - Enrichment Day – Physical and mental wellbeing.	6.3.25 - World Book Day Bedtime Story- 5pm	British Science Week	19.3.25 - class photos	Mother's Day	3.4.25 - Md Hair Day
English	Leaf by Sanda Diekman Persuasive writing	Leaf by Sanda Diekman Persuasive writing	Leaf by Sanda Diekman Non-chronological report – polar bears	Leaf by Sanda Diekman Non-chronological report – polar bears	Michael Rosen Poetry Don't	Michael Rosen Poetry Chocolate Cake
Phonics	/ur/ or word /oo/ u oul awful would /air/ are share /or/ au aur oor al author dinosaur floor walk ai ee igh oa	/ch/ tch match /ch/ ture adventure /ar/ al half* /ar/ a father* oo oo ar or	/or/ a water Schwa in longer words: different /o/ a want /air/ ear ere bear there ur ow oi ear	/ur/ ear learn /r/ wr wrist /s/ st sc whistle science Schwa at the end of words: actor air er words with double letters: dd mm tt bb rr gg pp ff	/c/ ch school /sh/ ch chef /z/ /s/ ce se ze freeze longer words	Assessments Assessments
Guided Reading	Tri- weekly reading groups	Tri-weekly reading groups	Tri-weekly reading groups	Tri-weekly reading groups	Tri-weekly reading groups	Assessments
Mathematics (WRM)	Length, height and time Place Value within 50	Length, height and time Place value within 50	Building 9 and 10 Length and Height	Building 9 and 10 Length and Height	Building 9 and 10 Mass and Volume	Explore 3D shapes Mass and Volume
Maths Fluency	Number facts and arithmetic	Number facts and arithmetic	Number facts and arithmetic	Number facts and arithmetic	Number facts and arithmetic	Number facts and arithmetic
Science	Animals Including Humans Know that each animal group has a set of characteristics, some of which are unique to them: Sort animals into the 5 animal groups using	Seasonal Changes Walk What signs of the changing season can we see in our school environment?	Animals Including Humans Continuation Know that each animal group has a set of characteristics, some of which are unique to them: Sort animals into the 5 animal groups using	Animals Including Humans Do all animals eat the same thing? Using knowledge of animals and their diets, group them accurately into herbivores, carnivores and omnivores	Seasonal changes walk	Animals Including Humans Revisit and assess Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals • Identify and name a variety of common animals that are

	knowledge learnt to make decisions		knowledge learnt to make decisions			carnivores, herbivores and omnivores
RE	<u>Why is Easter important to Christians?</u> In what way is the Easter Story part of the Bible's 'Big Story'?	<u>Why is Easter important to Christians?</u> What are the stories that Christians tell about Jesus at Easter?	<u>Why is Easter important to Christians?</u> What is the Easter Story?	<u>Why is Easter important to Christians?</u> Why are the key elements of the Easter story important?	<u>Why is Easter important to Christians?</u> How do Christians celebrate Easter?	<u>Why is Easter important to Christians?</u> Why does Easter matter to Christians?
History/ Geography	<u>Weather and Climate</u> Order the months of the year and recognise the seasons.	<u>Weather and Climate</u> Find clues to decide which season we are in.	<u>Weather and Climate</u> Identify the types of clothing worn in different weather.	<u>Weather and Climate</u> Identify the types of weather we have in the United Kingdom and record the daily weather in our area.	<u>Weather and Climate</u> Fieldwork Trip	<u>Weather and Climate</u> Explore how the weather affects different jobs.
Art/ DT	<u>Painting the Storm</u> I can explore watercolour	<u>Painting the Storm</u> I can explore watercolour resist	<u>Painting the Storm</u> I can explore graphite and watercolour	<u>Painting the Storm</u> I can explore the work of other artists who have 'painted the weather'	<u>Painting the Storm</u> I can paint the weather	<u>Painting the Storm</u>
Computing	<u>Grouping Data</u> To label objects	<u>Grouping Data</u> To identify that objects can be counted	<u>Grouping Data</u> To describe objects in different ways	<u>Grouping Data</u> To count objects with the same properties	<u>Grouping Data</u> To compare groups of objects	<u>Grouping Data</u> To answer questions about groups of objects
PE						
Gymnastics						
Music	<u>Our World</u> b. Listen to, sing along with and play with the action song The Wheels On The Bus Create your own sounds	<u>Our World</u> Learn to sing and play the nursery rhyme/s Incy Wincy Spider Explore high and low (pitch and improvisation with voices)	<u>Our World</u> Learn to sing and play nursery rhyme/s Baa Baa Black Sheep Create your own sounds (improvisation and composition with voices and/or instruments)	<u>Our World</u> Learn to sing and play nursery rhyme/s Row row row your boat Create your own sounds (improvisation and composition with voices and/or instruments)	<u>Our World</u> Learn to sing and play nursery rhyme/s The Okey Kokey Create your own sounds (improvisation and composition with voices and/or instruments)	<u>Our World</u> Review and perform
RSHE Kapow – Safety and the Changing Body	<u>Safety and the Changing Body</u> To know how to respond to adults in a safe and familiar context.	<u>Safety and the Changing Body</u> To recognise how to respond to adults in a range of situations.	<u>Safety and the Changing Body</u> To recognise what to do if you get lost.	<u>Safety and the Changing Body</u> To know what an emergency is and how to make a phone call if needed.	<u>Safety and the Changing Body</u> To begin to understand the difference between acceptable and unacceptable physical contact.	<u>Safety and the Changing Body</u> To begin to understand what is safe to put into or onto our bodies.

