



## Bamford Academy Curriculum Overview Unit 2



**Spring Term - Africa - Comparing Bamford to Nairabi**

**Robins Class - Mr Gomez  
Kingfisher Class - Miss Wild  
Swans Class - Miss Mayren**

### Contact Details

Should you have a query, or need to contact school, please use the details below.

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### IMPORTANT DAYS TO REMEMBER

#### Snack Bar Days

Robins - Wednesday

Kingfishers - Tuesday

Swans - Monday



### Book Changing Day

Please ensure that your child brings their reading book to school each day. Your child's book will be changed on a set day each week. Please ensure their organiser is signed after each reading and make any notes about how s/he has read. Your child's class teacher will read and take account of your comments when changing their reading book.



### Important Dates This Half Term

- 2<sup>nd</sup> March - World Book Day
- 9<sup>th</sup> March - Bamford's Got Talent!
- 24<sup>th</sup> March - International Evening
- 31<sup>st</sup> March - Egg and Bonnet Competition
- 31<sup>st</sup> March - Break up for Easter holidays

This half term's prime learning challenge is:

**Geography Study (Africa)**

**Comparing Bamford with Nairobi.**

To complete this challenge we will answer the following questions:

Week 1 - What is the difference between a village, a town and a city?

Week 2- What's in our local area?

Week 3 - How does our locality compare with Nairobi?

Week 4 - What is school like for a child in Nairobi?

Week 5 - Can I design an African artefact?

**Key Skills and Knowledge**

During this half term the following skills will be studied:

**PE** - (Tennis / Badminton) To be able control a ball and a racket

**RE/PHSE** - To understand the meaning of Lent, why we celebrate Mother's Day and the Easter Story.

**Science**

- To identify habitats and explain how animals are suited their habitat

- To observe changes across the four seasons and compare them to the African seasons.

**Spanish**



This Term in Spanish we will review basic greetings, number, days of the week and Spanish Songs. We will practice conversation introducing ourselves, using questions and answers.

**Homework**

Each week your child will be set a piece of English or a piece of Maths Homework. These will be set on a Friday and will be due in on a Tuesday. As well as this, your child is expected to read at least 3 times a week to you with a record of this being made in your child's organiser.

**PE**

Your child will be expected to participate in two PE sessions per week. Could you please ensure That they have the correct kit in school all week as sessions may change due to hall demands, weather etc. In the very unlikely circumstance that your child is unable to take part in their PE lesson, please a written note is required in your child's organiser. Thank you

**Days**

Robins - Tuesday / Thursday

Kingfishers - Tuesday / Thursday

Swans - Tuesday / Thursday

**Core Skills**

These are the skills that your child will be learning / developing this half term.

	<b>Reading</b>	<b>Writing</b>	<b>Maths</b>
Year 1	Identifies initial sounds in unfamiliar words. Recognises and sounds out some letters in other positions. Read simple words by sounding out and blending the phonemes all through the word from left to right Predict in more detail Use phonic knowledge together with context to solve unfamiliar words Recognises common digraphs Independently applies some knowledge of sounds, letters and words to read	<u>Punctuation</u> Commas for lists Capital letters, full stops  <u>Text Structure</u> Sequencing sentences to form short narratives, factual texts and recounts. Sentence types  <u>Punctuation</u> Separation of words with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences  <u>Grammatical terms</u> Adjectives, verbs, nouns and	Review addition and subtraction with one digit up to number 20. count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens given a number, identify two more and two less identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least read and write numbers from 1 to 20 in numerals and words. Solving problems with missing numbers. Recognise and name common 3-D shapes, including: 3D shapes [for example, rectangles (including squares), circles and triangles] 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]. Solve problems for Capacity, weight, length and time.

	<p>simple texts Understands and can retell some main events or ideas from own reading of simple texts</p>	<p>adverbs. Plurals, past and present tense and editing.</p>	
<p>Year 2</p>	<p>Infer meaning from the text</p>		<p>add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones, a two-digit number and tens, two two-digit numbers e.g. 34+29</p> <p>adding three one-digit numbers e.g. 6 + 5 + 4</p> <p>solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures</p> <p>applying their increasing knowledge of mental and written methods</p> <p>tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times.</p> <p>choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g) to the nearest appropriate unit, using rulers, scales</p> <p>compare and order lengths, masses and record the results using &gt;, &lt; and =</p> <p>interpret and construct simple pictograms e.g. where the symbol represents 2, 5 or 10 units, tally charts, block diagrams and simple tables</p>