



**ACADEMIC YEAR 2022-2023  
TERM 2 CURRICULUM OVERVIEW FOR PRIMARY  
YEAR GROUP – YEAR 2**

| <b>TERM</b>   | <b>SPRING</b>   |
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|               | <b>LEARNING OBJECTIVES</b>  |
| <b>WEEK 1</b> | <p><b>MATHEMATICS:</b></p> <p>To suggest suitable units to estimate or measure time.<br/>           To recall units of time and identify the relationship between them (second, minute, hour, day, week).<br/>           To review the objective of telling the time to the hour and half past the hour.<br/>           To read the time to half past and introduce quarter past when telling the time.<br/>           To tell the time to quarter past/to the hour and draw the hands on a clock face to show these times.</p> <p><b>ENGLISH:</b></p> <p>To review and publish an information text.<br/>           To spell and use the /d/ sound spelt 'a' after 'w' and 'qu' - watch, squash, quantity...<br/>           To demarcate sentences correctly (capitalisation and end of sentence punctuation marks).</p> <p><b>SCIENCE:</b></p> <p>To complete diagnostic assessment.<br/>           To identify things that are living, dead and things that have never been alive.<br/>           To compare the differences between things that are living, dead, and things that have never been alive.</p> <p><b>TOPIC:</b></p> <p>To identify the significant artist - Nike Davies.<br/>           To discuss the life of Nike Davies and the events surrounding her life.</p> <p><b>RE:</b> To review religious beliefs explored last term.<br/> <b>PSHE: Relationships</b> - To identify ways we can help ourselves if we feel sad or lonely.</p> |



**TLiM:** To identify the Circle of Control.

**FRENCH:**

To say and respond to the following statements:  
How was Christmas?  
What did we eat? drink?  
Where did we travel to?  
What places did we visit?

**P.E:**

To revise last term's activities.  
To learn about safety in PE classes.  
To learn about the proper PE outfit.  
To practise warm up activities.

**SWIMMING:**

To revise last term's activities.  
To learn about safety in Swimming classes.  
To learn about the proper swimming outfit.  
To practise warm up activities.

**ART:**

To explore the element of Art colour and its application.

**LIBRARY:**

To recall the golden rules of the library.  
To recall the library routines.  
To check out borrowed books.

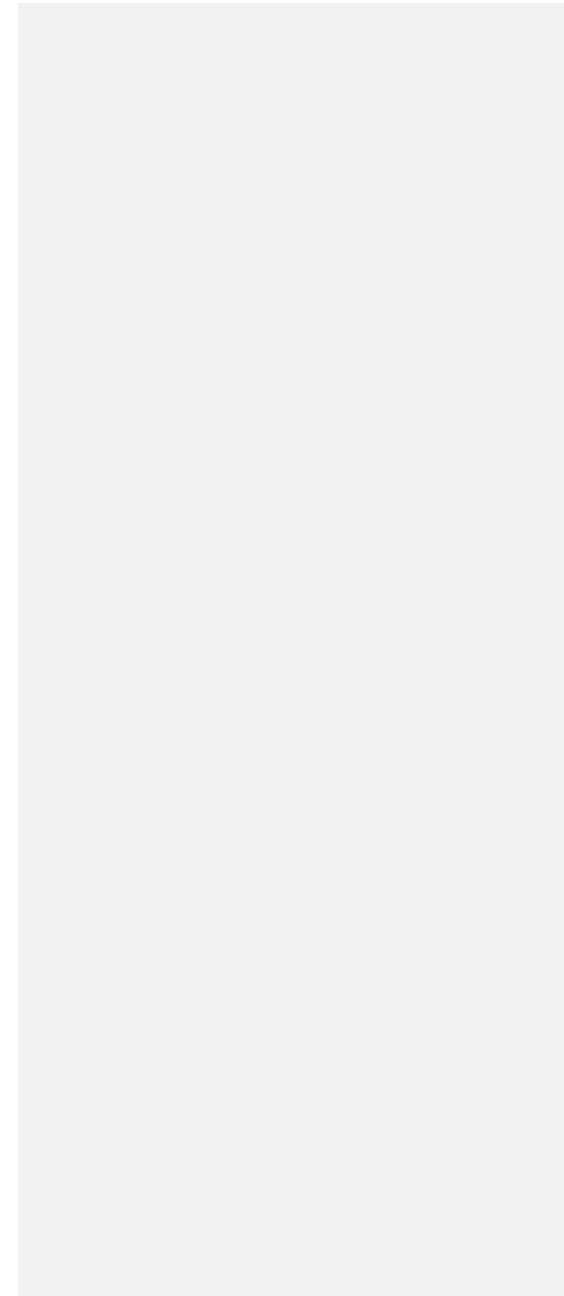
**ICT:**



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|               | To explain what should be done before sharing information online.  |
|               | <b>AFRICAN STUDIES:</b>  |
|               | To investigate the location of Kenya on the map of Africa.   |
|               | <b>MUSIC:</b>  |
|               | To sing and play an instrument at the same time.   |
| <b>WEEK 2</b> | <b>MATHEMATICS:</b>  |
|               | Tell and write the time in blocks of five minutes and draw the hands on a clock face to show these times.<br>To find the duration of time.<br>To compare and sequence intervals of time. (Calendar: months, days, time)                  |
|               | <b>ENGLISH:</b>  |
|               | To explore the features of humorous poems.<br>To add suffixes -ed, ing to root words ending in -y with a consonant before it.<br>To use the present and past tenses correctly and consistently (regular past tense verbs - adding 'ed'). |
|               | <b>SCIENCE:</b>  |
|               | To investigate the characteristics of living things through MRS GREN.<br>To identify and name a variety of plants and animals in their habitats, including microhabitats.  |
|               | <b>TOPIC:</b>  |
|               | To explore the works of Nike-Davies Okundaye.<br>To identify the key human and physical features of the school and its surrounding environments including Nike Art Gallery.  |
|               | <b>RE: Places of Worship</b> - To consider what makes a place special to people.<br><b>PSHE: Relationships</b> - To explain how we should respond if someone tries to bully us.  |

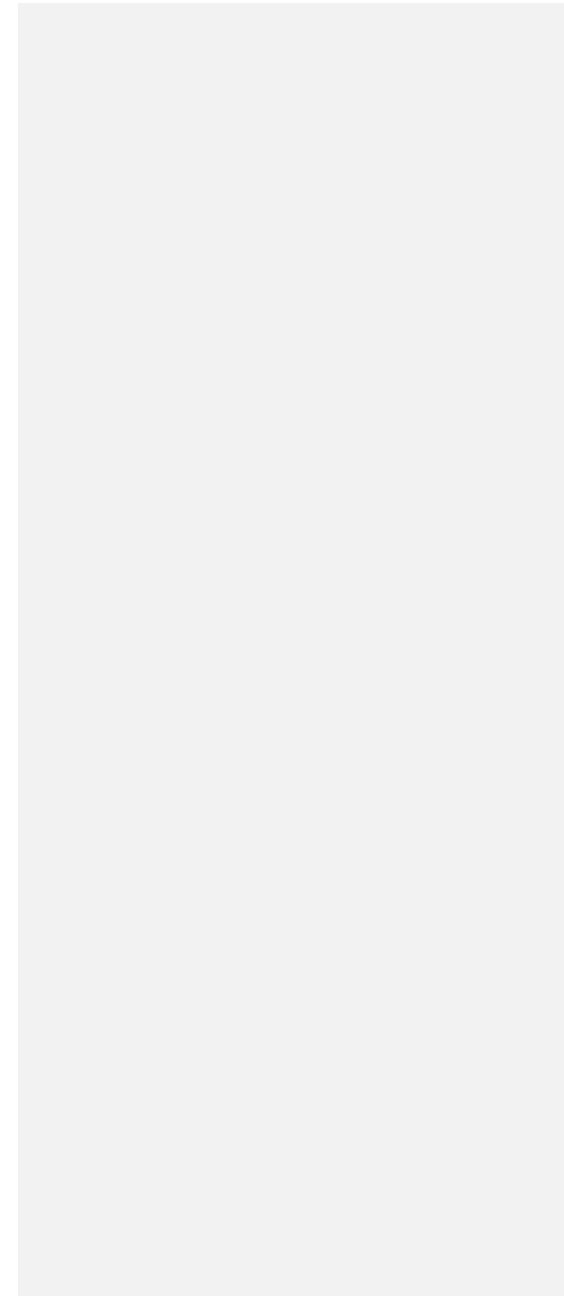


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| <b>TLiM:</b> To explore the concept, 'What matters most?'   |
| <b>FRENCH:</b><br>A la plage avec ma famille; to learn seaside vocabulary. Introduction to basic Athletics:<br>To help the children bounce back to a healthy and physical state for sporting activities this term using mild warmup activities. |
| <b>P.E:</b><br>To introduce Basic Athletics.  |
| <b>SWIMMING:</b><br>Revision on last term.<br>To learn about safety rules around the swimming pool<br>To be able to identify basic swimming equipment.<br>To learn how to demonstrate the front crawl leg actions with swimming aids.           |
| <b>ART:</b><br>To explore Seaside Art.  |
| <b>LIBRARY:</b><br><b>Book Review:</b><br>To upload a selected video/read aloud on the Google Classroom with a quiz.<br>To check in borrowed books and check out new books.   |
| <b>ICT:</b><br>To learn how programs execute commands.  |
| <b>AFRICAN STUDIES:</b><br>To investigate some cultural groups in Kenya.  |
| <b>MUSIC:</b>   |



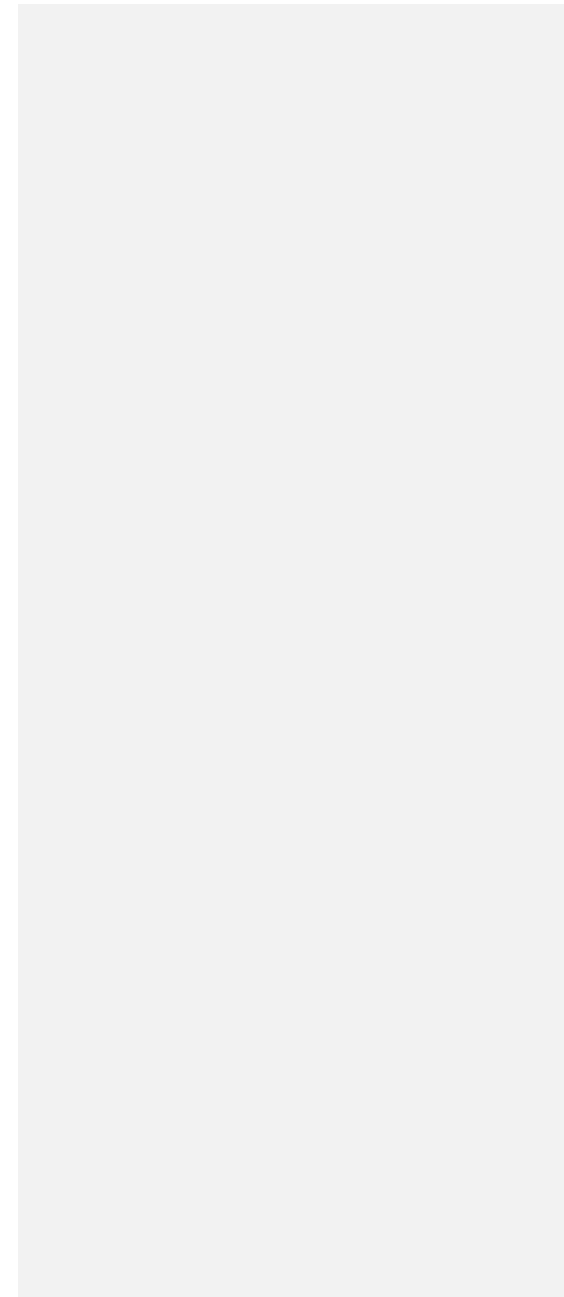


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|               | To select and play appropriate dynamics and timbres for a piece of music; understanding that all instruments have their own timbre (unique sound).  |
| <b>Week 3</b> | <p><b>MATHEMATICS:</b></p> <p>To make and add equal groups.<br/>         To use and interpret arrays (using arrays and repeated addition involving multiplication).<br/>         To identify multiplication facts of 2 (link to doubles), 5 and 10 (using coins, counters, number lines, numicons).<br/>         To practise fluency in the 2, 5, 10 times table e.g 2 twos make 4; 2 threes make 6 etc including mental recalls.</p> <p><b>ENGLISH:</b></p> <p>To publish own humorous poems.<br/>         To use and spell words with the suffix - ly (adjectives + -ly =adverbs).<br/>         To use imperatives/ bossy verbs.</p> <p><b>SCIENCE:</b></p> <p>To identify and name a variety of plants and animals (mini beasts) in their micro-habitats.<br/>         To investigate how different habitats provide the basic needs of different kinds of living things.</p> <p><b>TOPIC:</b></p> <p>To explore the works of Nike-Davies Okundaye.<br/>         To discuss the life of LS Lowry and the events surrounding his life.</p> <p><b>RE: Places of Worship</b> - To identify the importance of the church to Christians.<br/> <b>PSHE: Relationships</b> - To describe how we should respond to hurtful words, including online.<br/> <b>TLiM:</b> To set goals.</p> <p><b>FRENCH:</b></p> <p>A la plage avec ma famille; (au bord de la mer) what do we need at the beach?</p> |





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|               | <p><b>P.E:</b><br/>Athletics: Broad Jump/Standing Jump, Standing Triple Jump, Long Jump and Vortex Howler/Javelin.<br/>To build up on the children's legs strides and arms power techniques training for jumping and throwing skills using appropriate training programme.</p> <p><b>SWIMMING:</b><br/>To learn how to demonstrate freestyle leg actions with swimming aids.<br/>To learn how to breathe in basic freestyle with the swimming aids.</p> <p><b>ART:</b><br/>To explore value; tints and shades.</p> <p><b>LIBRARY:</b><br/>To cultivate the art of listening to and following stories - Teacher will select a fiction book, read to the class and ask questions.<br/>To check in borrowed books and check out new books.</p> <p>To explore building blocks on ScratchJr application.</p> <p><b>AFRICAN STUDIES:</b><br/>To investigate the Maasai people.</p> <p><b>MUSIC:</b><br/>To use musical notation to play melodies (tunes).</p> |
| <b>WEEK 4</b> | <p><b>MATHEMATICS:</b><br/>To make equal groups by sharing.<br/>To divide numbers, objects etc in 2s, 5s and 10s.<br/>To calculate division sums by sharing; to solve problems involving division using materials, division facts.<br/>To identify division facts of 2 (link to halves), 5 and 10 (using coins, counters, number lines, numicons).<br/>To explore a variety of vocabulary to describe division and use concrete manipulatives.</p>  |





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| <b>ENGLISH:</b>   |
| To explore the features of instructional text.<br>To spell and use words with suffixes -er, -est with root words ending in -y with a consonant before it.<br>To identify and use present progressive tenses correctly and consistently.   |
| <b>SCIENCE:</b>   |
| To identify why most living things live in habitats to which they are suited.<br>To describe how different habitats provide for the basic needs of different kinds of animals and plants.   |
| <b>TOPIC:</b>   |
| To explore the works of LS Lowry.<br>To locate LS Lowry's hometown using simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on the map of Manchester.<br><br><b>RE: Places of Worship</b> - To explore what it is like to visit a mosque.<br><b>PSHE: Relationships</b> - To explain how we all have the power to make kindness grow.<br><b>TLiM:</b> To make a plan. |
| <b>FRENCH:</b>  |
| A la plage avec ma famille; (au bord de la mer) what do we need at the beach?   |
| <b>P.E:</b>   |
| Athletics: 60m, 75m, 100m, 5 X 50 m Shuttle Relay.<br>To blend the children's sprinting talents with their understanding of teamwork. Children will be able to apply relay race baton handling and exchange techniques accurately.  |
| <b>SWIMMING:</b>  |
| To demonstrate freestyle leg actions with swimming aids.  |



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|               | To breathe in basic freestyle with the swimming aids.   |
|               | <b>ART:</b>   |
|               | To explore the work of a range of artists, crafts makers and designers.   |
|               | <b>LIBRARY:</b>   |
|               | <b>Book Review:</b><br>To upload a selected video/read aloud on the Google Classroom with a quiz.<br>To check in borrowed books and check out new books.  |
|               | <b>ICT:</b>   |
|               | To create an animation on ScratchJr.  |
|               | <b>AFRICAN STUDIES:</b>   |
|               | To recognise the importance of cattle to the Maasai people.   |
|               | <b>MUSIC:</b>   |
|               | To use letter notation to write and create their own melody.  |
| <b>WEEK 5</b> | <b>MATHEMATICS:</b>   |
|               | To make tally charts.<br>To interpret and construct tally charts and simple tables.<br>To interpret and construct pictograms.<br>To interpret and construct block graphs (using ratios of 2, 5 and 10). |
|               | <b>ENGLISH</b>  |
|               | To publish own instructional text.<br>To spell and use words ending in -il...pencil, fossil, nostril.<br>To identify and use the past progressive tenses correctly and consistently.                    |
|               | <b>SCIENCE:</b>   |





To identify how an animal is suited to its habitat.  
To explain how living things in a habitat depend on each other by considering the adaptations of animals.

**TOPIC:**

To compare the artists and their works - Nike-Davies and LS Lowry.  
To use basic geographical vocabulary to compare key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation and key human features including: city, town, village, factory, farm, house, office, port, harbour of Lagos and Manchester.

**RE: Places of Worship** - To discuss the shape of Buddhist temples.

**PSHE: Relationships** - To identify good and bad secrets.

**TLiM:** To say no to less important things.

**FRENCH:**

A la plage avec ma famille; to learn seaside related verbs.

**P.E:**

Sports Day Rehearsals:  
To perfect children's preparation for specific individual activities on the Sports Day.

**SWIMMING:**

To demonstrate the push-glide and flutter kicks without swimming aids.  
To perform arm actions in basic freestyle with swimming aids.

**ART:**

To use a range of materials creatively to design and make products.

**LIBRARY:**

To cultivate the art of listening to and following stories - Teacher will select a fiction book, read to the class and ask questions.



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|               | To check in borrowed books and check out new books.  |
|               | <b>ICT:</b>  |
|               | To create an animation on ScratchJr.   |
|               | <b>AFRICAN STUDIES:</b>  |
|               | To explore the rich colourful Maasai jewellery.  |
|               | <b>MUSIC:</b>  |
|               | To create a piece of music using timbre and dynamics in musical composition by working as part of a group.   |
| <b>WEEK 6</b> | <b>MATHEMATICS:</b>  |
|               | To interpret and construct block graphs (using ratios of 2, 5 and 10)<br>To ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.<br>To ask and answer questions about totalling and comparing categorical data.  |
|               | <b>ENGLISH:</b>  |
|               | To explore and compare different fiction stories by the same author - Julia Donaldson.<br>To use and spell words with the /ai / sound spelt with -y.<br>To separate items in a list using commas.  |
|               | <b>SCIENCE:</b>  |
|               | To research and consider a specific habitat and recreate it in a shoebox diorama.  |
|               | <b>TOPIC:</b>  |
|               | To compare the artists and their works - Nike-Davies and LS Lowry.<br>To use basic geographical vocabulary to compare key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation and key human features including: city, town, village, factory, farm, house, office, port, harbour of Lagos and Manchester. |



**RE: Places of Worship** - To compare different places of worship.  
**PSHE: Relationships** - To explain how to get help if we feel worried, unsafe, or under pressure to do something that feels wrong.  
**TLiM:** To say no to less important things.

**FRENCH:**

Nous allons au cafe; to learn French foods and drinks.

**P.E:**

To introduce basic volleyball - brief history of the game.

**SWIMMING:**

To demonstrate the push-glide and flutter kicks without swimming aids.  
To perform arm actions in basic freestyle with swimming aids.

**ART:**

To observe and identify key qualities of natural and seen objects, represent lines and shapes.

**LIBRARY:**

To recall characters in the story read the previous week.  
To identify the favourite character(s) in the story read the previous week.  
To check in borrowed books and check out new books.

**ICT:**

To insert and create sound on ScratchJr.

**AFRICAN STUDIES:**

To design a model of Maasai jewellery.

**MUSIC:**



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|               | To create a simple soundscape for effect.   |
| <b>WEEK 7</b> | <b>HALF TERM</b>  |
| <b>WEEK 8</b> | <p><b>MATHEMATICS:</b></p> <p>To identify and describe the properties of 2-D shapes including the number of sides and vertices.<br/>         To identify and draw 2D shapes; lines of symmetry in a vertical line.<br/>         To identify 2-D shapes on the surface of 3-D shapes.<br/>         To compare and sort 2D shapes based on their properties.</p> <p><b>ENGLISH:</b></p> <p>To publish an abridged version of a Julia Donaldson story.<br/>         To use and spell contracted words...can't, didn't, hasn't, couldn't, it's, I'll.<br/>         To identify and use apostrophes for singular possessions.</p> <p><b>SCIENCE:</b></p> <p>To investigate how different plants and animals in their habitats depend on each other, for example, plants serving as a source of food and shelter for animals.<br/>         To explain how living things need other living things to survive.</p> <p><b>TOPIC:</b></p> <p>To introduce the significant individual- Rosa Parks and to express opinions on the story of Rosa Parks.<br/>         To describe the features and routes on the map of Rosa Parks' place of birth using simple compass directions (North, South, East and West) and locational and directional language (near, far, left and right).</p> <p><b>RE:</b> To discuss how and why beginnings and endings can be marked in different ways.<br/> <b>PSHE: Wider World</b> - To explore the concept of money.<br/> <b>TLiM:</b> To explore roles and goals.</p> <p><b>FRENCH:</b></p> |



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|                                | Nous allons au café; to paint, sculp, or draw a French food/drink.  |
|                                | <b>P.E:</b>   |
|                                | To introduce basic volleyball - dimension of the court, body positioning.   |
|                                | <b>SWIMMING:</b>  |
|                                | To learn how to coordinate leg actions, arm actions and breathing in basic freestyle.   |
|                                | <b>ART:</b>   |
|                                | To use drawing, painting and sculpture to develop and share ideas, experiences and imagination.   |
|                                | <b>LIBRARY:</b>   |
|                                | Book Review:<br>To upload a selected video/read aloud on the Google Classroom with a quiz.<br>Celebrating World Book Day:<br>To draw and colour favourite characters.<br>To make and share bookmarks.<br>To participate in the Book Fair. |
|                                | <b>ICT:</b>   |
|                                | To insert and create sound on ScratchJr.  |
|                                | <b>AFRICAN STUDIES:</b>   |
|                                | To explore Yoruba folk songs.   |
|                                | <b>MUSIC:</b>   |
|                                | To listen for and recognize some basic elements of music.   |
| <b>WEEK 9<br/>(STEAM WEEK)</b> | <b>ENGLISH:</b>   |
|                                | To explore poems with predictable and patterned language; poems on a theme.<br>To use and spell common exception words.   |



To review the use of expanded noun phrases for description and specification [for example, the beautiful, blue butterfly, plain flour, the running man].

**MATHEMATICS:**

To name 3-D shapes.  
To count faces on 3-D shapes.  
To count edges on 3-D shapes.  
To count vertices on 3-D shapes.  
To compare and sort 3D shapes on everyday objects.

**SCIENCE:**

To understand what is meant by a food chain.  
To explore the parts of a food chain.

**TOPIC:**

To discuss the life of Rosa Parks, the event surrounding her life and the roles she played as a freedom fighter.  
To devise a simple map of Alabama and use/construct basic symbols in the keys including aerial views.

**RE: Beginnings and Endings** - To discuss how names are used and given in Sikhism.

**PSHE: Wider World** - To identify different ways to pay for things.

**TLiM:** To explore the term, 'Organisation'.

**FRENCH:**

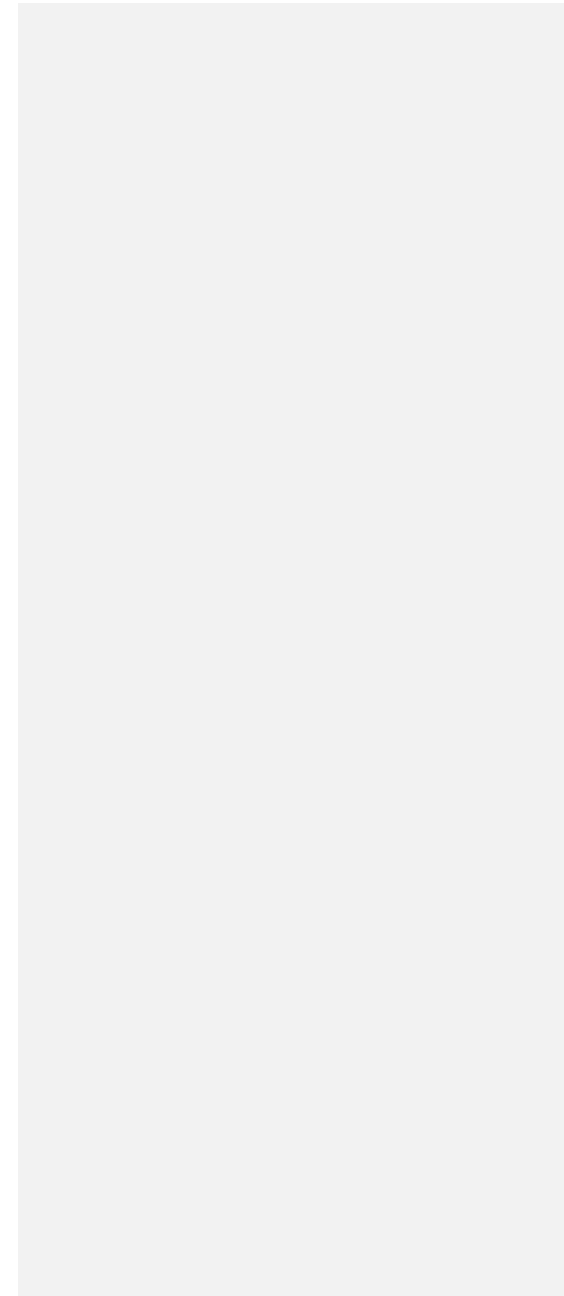
Nous allons au café; to paint, sculpt, or draw a French food/drink.

**P.E:**

To explore digging skills in volleyball.  
To help children develop necessary gross motor skills and multi-movement techniques for ball handling in team sports.

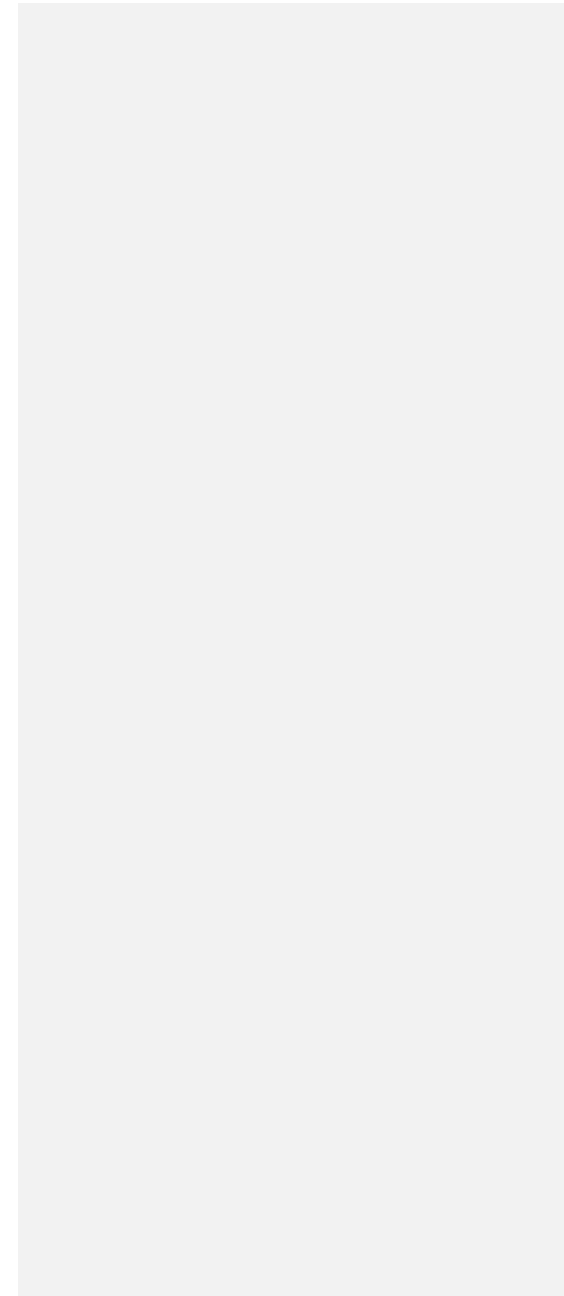


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|                | <p><b>SWIMMING:</b></p> <p>To coordinate leg actions, arm actions and breathing in basic freestyle.</p>   |
|                | <p><b>ART:</b></p> <p>To use drawing, painting and sculpture to develop and share ideas, experiences and imagination.</p>   |
|                | <p><b>LIBRARY:</b></p> <p>To explore the benefits of reading.<br/>To check in borrowed books and check out new books.</p>   |
|                | <p><b>ICT:</b></p> <p>To identify computer icons.</p>   |
|                | <p><b>AFRICAN STUDIES:</b></p> <p>To identify the Ghanaian Flag and the significance of these colours to Ghanaians.</p>   |
|                | <p><b>MUSIC:</b></p> <p>To compare two pieces of music by the same composer.</p>  |
| <b>WEEK 10</b> | <p><b>MATHEMATICS:</b></p> <p>To describe turns in terms of right angles using the language 'full turn', 'half turn' including 'clockwise' and 'anticlockwise'.<br/>To describe turns in terms of right angles using the language 'quarter turn', 'three-quarter turn' including 'clockwise' and 'anticlockwise'.<br/>To use language 'forwards', 'backwards', 'up', 'down', 'left' and 'right' to describe movement in a straight line e.g on a map, grid etc.</p> |
|                | <p><b>ENGLISH:</b></p> <p>To publish poems with predictable and patterned language; poems on a theme.<br/>To identify and use the /or/ sound spelt a before l and ll.</p>   |





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| To review coordination - and, but, or.   |
| <b>SCIENCE:</b>  |
| To describe how animals obtain their food from plants and other animals, using the idea of a simple food chain.<br>To construct a simple food chain that includes humans.  |
| <b>TOPIC:</b>  |
| To describe Rosa Parks' contributions and how they affect us today.<br>To use signs, symbols and map keys to depict the human and physical features on the map of Rosa Parks' hometown.<br><br><b>RE: Beginnings and Endings</b> - To discuss how Christians mark the beginning of their journey of faith.<br><b>PSHE: Wider World</b> - To describe how we can save up for the things we want.<br><b>TLiM:</b> To explore the concept, 'Win -Win or no deal'. |
| <b>FRENCH:</b>   |
| Nous allons au café; to develop a menu for a French restaurant.  |
| <b>P.E:</b>  |
| To practise serving skills in volleyball.<br>To develop children's physical drive and creative team-thinking skills, eye-hand coordination and targeting skills.   |
| <b>SWIMMING:</b>   |
| To demonstrate basic freestyle for a short distance.   |
| <b>ART:</b>  |
| To explore the colour wheel.   |
| <b>LIBRARY:</b>  |







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|                | <p>To investigate the sources of information and how reading gives us information.<br/>To check in borrowed books and check out new books.</p>  |
|                | <p><b>ICT:</b></p> <p>To describe how the internet works.</p>   |
|                | <p><b>AFRICAN STUDIES:</b></p> <p>To learn a Yoruba folk song: Its meaning and importance. ( Ise Agbe/ Iwe kiko).</p>   |
|                | <p><b>MUSIC:</b></p> <p>To create short sequences of sound.</p>   |
| <b>WEEK 11</b> | <p><b>MATHEMATICS:</b></p> <p>To use their knowledge of movement and turns to describe and record directions.<br/>To use the language 'clockwise', 'anti-clockwise', 'quarter', 'half' and 'three quarters' to describe patterns.<br/>To describe and create patterns that involve direction and turns.</p> |
|                | <p><b>ENGLISH:</b></p> <p>To identify and explore the features of a recount.<br/>To identify and spell homophones and near homophones.<br/>To explore and use subordination (using when, if, that, because) to link sentences.</p>  |
|                | <p><b>SCIENCE:</b></p> <p>To identify and name different sources of food.<br/>To describe how animals get their food.</p>   |
|                | <p><b>TOPIC:</b></p> <p>To investigate the life of the significant individual - Chief Obafemi Awolowo.<br/>To explore the human and physical features on a map of Nigeria.</p>  |
|                | <p><b>RE: Beginnings and Endings</b> - To explore the links between new life and the Christian story of Easter.</p>   |



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|  | <p><b>PSHE: Wider World</b> - To explain why we should save money for a rainy day.<br/><b>TLiM:</b> To explore Courage and Consideration.</p>            |
|  | <p><b>FRENCH:</b><br/>Nous allons au café; to learn how to make polite requests; ordering at a restaurant.</p>   |
|  | <p><b>P.E:</b><br/>To develop children's physical drive and creative team-thinking skills, eye-hand coordination and targeting skills in volleyball.</p> |
|  | <p><b>SWIMMING:</b><br/>To demonstrate basic freestyle for a short distance.</p>   |
|  | <p><b>ART:</b><br/>To explore a wide range of art and design techniques in using line, shape, form and space.</p>  |
|  | <p><b>LIBRARY:</b><br/>To play games, puzzles and spelling bees.</p>   |
|  | <p><b>ICT:</b><br/>To discuss the different uses of computers.</p>   |
|  | <p><b>AFRICAN STUDIES:</b><br/>To sing and interpret the meaning of Yoruba song - Awa Soja Kekere.</p>   |
|  | <p><b>MUSIC:</b><br/>To create short sequences of sound and perform with accuracy and using dynamics to enhance the motif.</p>                           |

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| <b>WEEK 12</b> | <b>MATHEMATICS:</b> |
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| <p>To find equivalent fractions of <math>\frac{1}{2}</math> and <math>\frac{2}{4}</math>.<br/>         To recognise and find thirds.<br/>         To find <math>\frac{3}{4}</math> of lengths, shapes, quantity, set of objects etc.</p>  |
| <p><b>ENGLISH:</b></p> <p>To write own recount using time connectives to sequence events.<br/>         To explore the correct use of familiar and new punctuation - full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contraction and possession (singular).<br/>         To use and spell words with the /<sup>^</sup>/ sound spelt o...other, brother, Monday.</p>   |
| <p><b>SCIENCE:</b></p> <p>Habitat Tour</p>  |
| <p><b>TOPIC:</b></p> <p>To compare the similarities and differences between the contributions of Rosa Parks and Nigerian activist, Obafemi Awolowo.<br/>         To use a key, aerial photos and a local map to compare the local human and physical features of Nigeria and Alabama.</p> <p><b>RE:</b> To apply concepts learnt about religious beliefs to my own beginning or ending ceremony.<br/> <b>PSHE: Wider World</b> - To describe the difference between wants and needs.<br/> <b>TLiM:</b> To explore the term, 'Emotional Bank Account.'</p> |
| <p><b>FRENCH:</b></p> <p>Nous allons au café; to learn how to make polite requests; ordering at a restaurant.</p>   |
| <p><b>P.E:</b></p> <p>To model a game situation in volleyball.</p>  |
| <p><b>SWIMMING:</b></p> <p>To demonstrate basic freestyle for a much longer distance.</p>   |

**Commented [1]:** SUMMER - Spelling:  
 To use and spell words with the /z/ sound spelt 's'...vision, usual, measure.

To add 'es' to verbs and nouns ending in -y.

To identify stories within a theme with predictable and patterned language.  
 To publish stories within a theme with predictable and patterned language.



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|  | To perform basic backstroke leg actions.   |
|  | <b>ART:</b>  |
|  | To explore a wide range of art and design techniques in using line, shape, form and space. |
|  | <b>LIBRARY:</b>  |
|  | To revise all topics taught from the beginning of the term.<br>To check in borrowed books. |
|  | <b>ICT:</b>  |
|  | To create a flipbook animation.  |
|  | <b>AFRICAN STUDIES:</b>  |
|  | To revise previous concepts explored.  |
|  | <b>MUSIC:</b>  |
|  | To select a musical story and read for inference.  |

