

Wincham Community Primary School
Church Street, Wincham, Northwich
Cheshire, CW9 6EP

Head Teacher: Mr M Boot BA (Hons) QTS

Tel: 01606 668380

Email: head@winchamcp.cheshire.sch.uk

Website: www.winchamcp.cheshire.sch.uk

Facebook: www.facebook.com/winchamprimaryschool



Together we *learn, grow* and *dream*

Half-Termly Curriculum Snapshot

Grasshoppers - Spring 2

Our Topic for this Half-Term: Oceans and Continents (Geography Focus).

At Wincham, we believe in igniting enthusiasm and a love of learning through an inquiry-led approach. This half-term, your child will be exploring this exciting topic across various subjects, building on their prior knowledge and making meaningful connections. We are committed to fostering kindness, compassion, and a strong sense of community, nurturing well-rounded individuals in a safe and inclusive space.

Key Learning Highlights

Here's a glimpse into the exciting learning journey your child will embark on this half-term, covering all aspects of the National Curriculum:

English:

- What we're reading: The Storm Whale by Benji Davies
- What we're writing: Predictions, narratives, instructions,
- Key skills: nouns and noun phrases, adjectives, verbs, adverbs, statements, commands, questions, exclamations, co-ordinating conjunctions, subordinating conjunctions; past progressive tense.

Mathematics:

- Main topics: Mass and Volume

Year 1:

- Measuring and Comparing Mass
- Measuring and Comparing Volume
- Measuring and Comparing Capacity
- Consolidation of prior learning about Addition, Subtraction, Shape, Length and Height from the previous half term.



- Main topics: Length and Height; Mass, Capacity and Temperature

Year 2:

- Measuring in cm and m
- Comparing lengths and heights
- Ordering lengths and heights
- Four Operations with Length and Height
- Comparing Mass
- Measuring in g/kg
- Four Operations with Mass
- Measuring in ml and litres
- Four Operations with Temperature

- Key skills: Using concrete models to develop mental fluency



Science:

- Main topics: Animals Including Humans
- Key questions: Can I identify common features of the main groups of vertebrates? Can I suggest whether an unfamiliar animal might be a carnivore, herbivore or omnivore? Can I compare the key features of familiar and unfamiliar animals? Can I suggest how the senses are used in an activity such as eating?
- Prior Learning Connection: • use all their senses in hands-on exploration of natural materials. (Nursery - Humans); name and describe people who are familiar to them. (Reception - Humans)



Geography: Oceans and Continents

- Big Ideas:
- To use an atlas to locate key places in the UK, including capital cities and 4 countries.
- To use an atlas to locate the 7 continents of the world;
- To use an atlas to name some countries in Europe;
- To use an atlas to name some countries in Africa, that border Kenya;
- To use an atlas to name and locate the five major oceans of the world.
- Prior Learning Connection: This builds on prior learning about hot and cold places (including weather) and our topic about our link school in Kenya.

Music:

- Focus: Zootime - A Reggae Song for Children by Joanna Mangona
- Key Skills: Listening and appraising; pulse, rhythm and pitch games; vocal warm-ups and singing; playing instruments with a song; improvising with a song, using voices as an instrument;

Physical Education (PE):

Focus: Net and Wall Game Skills and Multiflex Games

- Key Skills: Games
- Send and receive a ball with some degree of accuracy
- To leave a ball which is going to land out
- To volley a ball with a partner
- To throw with accuracy and power
- To keep eyes on the ball at all times

Computing:

- Focus: Pictograms
- Key Skills:
- To understand what the term data means and how data can be collected in the form of a tally chart.
- Learn the term 'attribute' and use this to help them organise data.
- Presenting data visually using software.
- Use the data presented to answer questions.

Religious Education (RE):

- Focus: Who was Jesus, why did he teach through stories and why is he important to Christians today? (*Includes Easter*)
- Who was Jesus and who were the disciples?
- Why was Jesus a teacher and leader and what happened at the feeding of the 5000?
- What does the Parable of the Lost Sheep teach Christians about God?
- How does the Parable of the Good Samaritan teach about Christian love and what does it mean to love your neighbour?
- What do Christians mean when talking about building good foundations in the Parable of the Parable of the Two Builders.
- Why was Jesus' death and resurrection part of a bigger plan for Christians?

Key Skills:

- Retell a religious story using prompts and know that it is from a sacred text and is special to some people.
- Recognise some religious symbols and words.
- Ask questions about belonging, meaning and truth and can express my own ideas and opinions in response.

♥ Relationships & Health Education (RHE) & PSHE: HeartSmart & No Outsiders

- Focus: This half-term, we will be continuing our work with HeartSmart, focusing on 'Don't hold on to what's wrong.'
- Key Learning: The focus will be on forgiveness; resolving conflicts with friends; considering how resentment and unforgiveness makes us feel; reflecting on ways to deal with hurt; handling disappointment; the consequences of teasing and bullying; reflecting on ways to erase negative emotions.
- We will also integrate our No Outsiders programme, promoting inclusivity, celebrating diversity, and ensuring every child feels valued and belongs within our school family.
- Key No Outsiders text: Splash by Claire Cashmore
- Key No Outsiders learning:
 - Respectful relationships
 - The importance of self-respect and how this links to their own happiness.

● **Supporting Learning at Home -**

Your support is always appreciated and reaps great rewards for the children. Here are simple ways you can support your child's learning this half-term:

- Read Together: Share stories, non-fiction books, and discuss what you're reading.
- Talk About It: Ask your child about their topic and what they've discovered in lessons.
- Explore: Look for connections to our topics in your local community, through documentaries, or online resources.
- Be a Kind Citizen: Discuss how your family can contribute positively to your local community and beyond, demonstrating kindness and respect for all.

English

- Ask your child to retell The Storm Whale story in their own words.
- **The "What If?" Prediction:** Benji finds a whale on the beach. Ask your child: "If you found a different animal on the beach (like a polar bear or a giant turtle), what would you do?" Write 3 sentences using an **adjective** for the animal and a **conjunction** (and, but, because).
- Read other stories and compare them to The Storm Whale.
- **Command the Kitchen:** Practice **imperative verbs (bossy words)** by writing instructions for a simple task, like making toast or a sandwich.
*Example: **Spread** the butter. **Cut** the bread.*

- **Grammar Spotter:** While reading, can you find a **question**? Can you find an **exclamation**?
- Practise writing sentences with question marks and exclamation marks.
- Regularly listen to your child reading their phonics reading book.

+ Mathematics

The Pantry Comparison: Find two objects in the cupboard.

- **Year 1:** Hold one in each hand. Which is heavier? Which is lighter?
- **Year 2:** Look at the labels. Can you find something that weighs exactly **100g**? How many grams heavier is the pasta than the rice?

Bath Time Capacity: Use different sized containers in the bath or sink. How many small yogurt pots does it take to fill a large lemonade bottle?

The Human Ruler: Use a tape measure or ruler.

- **Year 2:** Measure the height of everyone in the house in **cm**. Who is the tallest? What is the difference in height between the tallest and shortest person?

Science – Animals Including Humans

- **Dinner Time Detective:** Look at what you are eating for dinner. Are you acting as a **carnivore, herbivore, or omnivore**?
- **The Five Senses Challenge:** Close your eyes and have a parent put a small piece of food in your mouth. Can you identify it using only **taste** and **smell**? How did your senses help you?
- **Vertebrate Sorting:** Look at your pets or animals in a book. Do they have a backbone? Which group do they belong to (Mammal, Bird, Fish, Reptile, or Amphibian)?

Geography - Oceans and Continents

- **Google Earth Explorer:** Use a phone or tablet to find the UK. Then, "fly" across the ocean to find **Kenya**. Which ocean did you cross?
- **Continent Song:** Can you teach your parents a song or a rhyme to remember the 7 continents?
- Practice naming the 7 continents <https://www.youtube.com/watch?v=K6DSMZ8b3LE>
- Practice naming the 5 oceans <https://www.youtube.com/watch?v=X6BE4VcYngQ>

Music – Reggae Songs

Developing the "Reggae Pulse"

The most important part of Reggae is the **off-beat** (the "skank"). While most pop music emphasizes beats 1 and 3, Reggae loves beats 2 and 4.

- **The "Backbeat" Clap:** Put on *Zootime* or any classic Bob Marley track (like *Three Little Birds*). Instead of clapping on every beat, try to only clap on the "weak" beats.
 - *Tip for parents:* Count "1, **2**, 3, **4**" and only clap on the bold numbers.
- **Marching pitch:** March around the room to the pulse of the music. When the pitch of the singing goes **high**, march on your tiptoes; when it goes **low**, march with heavy "giant" feet.

Vocal Warm-ups & Singing

- **The "Echo" Game:** A parent sings a short line from *Zootime* or a simple "Reggae-style" hum (e.g., "Zo-o-o-time!"), and the child must echo it back exactly, matching the pitch and the "slide" of the voice.
- **Animal Improvisation:** Since the song is about a zoo, use your **voice as an instrument**. Can you make a "rhythmic" animal sound?
 - *Example:* Instead of just a roar, make a rhythmic lion roar: "Roar-roar, roar-roar-roar!" to the beat of the song.

DIY Instruments & Rhythm

Reggae often features a bright, scratching guitar sound and deep bass.

- **The Cereal Box Shaker:** Fill an empty cereal box or plastic bottle with some of that dried pasta or rice from the Math task!
 - **The Challenge:** Try to shake the shaker only when you hear the "chorus" of the song. This helps with **listening and appraisal** skills.
- **The "Strum" Action:** Even if you don't have a guitar, use a wooden spoon and a cardboard box. Practice the "down-up" rhythm movement to the speed of the music.

Musical Appraisal (Talking about Music)

Ask your child these three "Reggae Detective" questions while listening to *Zootime*:

1. **Instruments:** Can you hear a keyboard? Can you hear drums?
2. **Tempo:** Is this music fast like a cheetah or slow like a sloth? (Reggae is usually a "chilled" walking pace).
3. **Feeling:** How does this music make your body want to move? Does it make you want to jump, or sway from side to side?

 PE – Games

- **The Balloon Volley:** To practice "keeping your eyes on the ball" and "volleying," try to keep a balloon in the air using only your hands or a rolled-up newspaper as a racket. How many taps can you do before it hits the floor?

 Computing –

- **The Fruit Bowl Tally:** Look at the fruit bowl or the cars parked on your street. Make a **tally chart** of the different colours or types.
- **Family Data:** Ask everyone in your house what their favorite colour is. Can you draw a simple **pictogram** where one circle equals one person?

 Religious Education (RE)

- **Story Retelling:** Tell the story of the *Good Samaritan* to your family. Why was the Samaritan a "good neighbor" even though he was different?

 RHE / PSHE – HeartSmart & No Outsiders

- **The "No Outsiders" Splash:** In the book *Splash*, the character shows great resilience. Talk to your parents about a time you found something hard but kept trying.
- **The Forgiveness Heart:** We are learning "Don't hold on to what's wrong." If you have an argument with a sibling or friend, try to use a "Repair Sentence" like: "*I am sorry I did X, will you forgive me?*"

Please do not hesitate to contact me, on the class email, if you have any questions.

grasshoppers@winchamcp.cheshire.sch.uk

Warmly,

Miss Webb

Grasshoppers' Teacher
Wincham Community Primary School