

# Einstein Curriculum Information

## PSHE

This term in PSHE, the children will be taking part in the Jigsaw unit on Friendship, where they learn what it means to be a kind, supportive and trustworthy friend. Through stories, circle-time discussions and simple role-play, the children explore how to take turns, listen to others and solve small disagreements in positive ways. They will think about how their words and actions affect people around them and practise using friendly behaviours such as sharing, helping and including others. The unit also helps children recognise their own feelings and understand how to express them calmly. Overall, the focus is on building confidence, empathy and the social skills needed to form happy, healthy friendships.

## English

Over this half-term, the children in Years 2 and 3 will be exploring an exciting adventure story about a girl named Lila and her journey to the volcano. They will begin by getting to know the characters and events, retelling the opening chapters and building key vocabulary through drama, storytelling and discussion. As the story unfolds, the children will learn to write a recount of Lila's journey, followed by a letter written in role, helping them understand feelings, purpose and structure in writing. In the final weeks, they will study how stories are built, using description and suspense to plan and write their own adventure narrative inspired by Lila's world. Throughout the unit, grammar skills are taught at each year group's level, and children will take part in regular "Big Writes" to showcase their growing confidence and creativity in English.

## RE

This term in RE, the children will be exploring the big question "Who do we listen to and obey?" by thinking about rules, choices and the people who guide us in everyday life. They will begin by discussing who they listen to at home and school, and why obedience helps keep us safe. The children will then learn how Muslims show obedience to Allah, starting with the Adhan (call to prayer) and the story of Bilal, which teaches courage, faith and commitment. They will explore how Muslims pray, why they face a special direction, and how actions such as bowing and prostration show respect and submission. Finally, the children will look at how Muslims show obedience in daily life through greetings, good choices and remembering Allah before actions. By the end of the unit, they will be able to explain how Muslims show submission and why obedience is important for many people of faith.

## Maths

Over this term, children will be developing their understanding of measurement through a series of practical, hands-on maths units. They will begin by exploring mass, learning to use scales, compare weights and measure in grams and kilograms, before applying the four operations to solve mass problems. The children will then move on to volume and capacity, measuring in millilitres and litres, comparing amounts and using addition and subtraction to solve real-life challenges. Later in the term, they will study temperature, followed by a sequence of lessons on length, height and perimeter, where they will measure in millimetres, centimetres and metres, compare and order lengths, and calculate simple perimeters. Finally, the children will explore position, direction and shape, using mathematical language to describe movement and turns, recognising properties of 2D and 3D shapes, and identifying lines of symmetry. Each unit includes problem-solving opportunities and an end-of-unit assessment to check understanding.

## Science

Pupils explore how light enables us to see the world, beginning with the idea that darkness is the absence of light. Through activities such as "Zoom In, Zoom Out" and investigating objects in a dark box, they learn how light reveals detail and makes objects visible. They then study shadows and reflected light, experimenting with torches and opaque objects to observe how shadows form and change. The unit also introduces eye safety, including the work of Dr Patricia E. Bath, helping pupils understand both the benefits and risks of light. As their skills develop, pupils investigate shadow patterns more systematically, tracing and measuring shadows to identify how distance affects size. The sequence culminates in pupils planning and carrying out a full scientific investigation, recording predictions, methods, results, and conclusions using appropriate scientific vocabulary. Throughout the unit, learning is assessed through discussion, observation, and structured written work that builds confidence in scientific enquiry.

## Music

This term in Music, the Einstein children will be learning to play the glockenspiel through the Charanga Glockenspiel Stage 1 unit. They will explore how to make different sounds using beaters, learn simple melodies, and practise keeping a steady pulse while playing as part of a group. The children will read basic musical notation, copy short patterns, and begin to improvise their own rhythms and tunes. As they grow in confidence, they will perform together, listen carefully to each other, and talk about how music can be layered and structured. This unit helps develop coordination, listening skills and musical creativity in a fun, practical way.

## History

This term in History, the children will be learning about two significant figures from the past: Christopher Columbus and Emmeline Pankhurst. They will begin by exploring who Columbus was, why he is remembered, and what happened during his famous voyages across the Atlantic. Using maps, timelines and role-play, the children will investigate the challenges he faced and discuss the impact his journeys had on both Europeans and Indigenous peoples. Later in the term, the focus will shift to Emmeline Pankhurst and the suffragette movement. Through stories, images and drama, the children will learn why women campaigned for the right to vote, what life was like at the time, and how Pankhurst's actions helped change society. Throughout the unit, pupils will compare past and present, consider different viewpoints, and complete creative tasks such as posters, timelines and diary entries to show their understanding of how these historical figures shaped the world.

## Spelling

This term in spelling, the children will be exploring some important patterns that help them spell longer and more complex words accurately. They will learn why some words use 'ti' to make the /sh/ sound, as in station and action, and practise spotting this pattern in new vocabulary. The children will also be taught how to use the possessive apostrophe to show that something belongs to someone, such as the girl's coat. Another key focus will be understanding when to swap, double or drop letters before adding suffixes like -er, -est, -ed, -ing and -y. Through guided practice and word investigations, pupils will build confidence in applying these rules to their everyday writing.

## Art

This term in Art, the children will be exploring creative techniques inspired by the work of Eric Carle, the well-known illustrator of *The Very Hungry Caterpillar*. They will experiment with colour mixing, textured painting and collage, learning how to layer shapes and patterns in the style of Carle's vibrant artwork. The children will study examples of his illustrations, practise sketching from observation and then use these ideas to create their own imaginative pieces.

Throughout the unit, they will also develop confidence in talking about their work, explaining their artistic choices and reflecting on how they can improve. This hands-on, expressive approach helps build fine motor skills, creativity and a growing appreciation for art and design.

## French

This term in French, the children will be learning vocabulary and phrases from the Rigolo 1 unit *Où vas-tu?*, which focuses on places in the town and how to say where they are going. Through songs, games and simple role-play, the children will practise asking and answering questions such as *Où vas-tu?* ("Where are you going") and responding with phrases like *Je vais à la piscine* ("I'm going to the swimming pool"). They will build confidence in speaking aloud, listening for key words and recognising written French.

## Computing

This term in Computing, the children will be learning how to sort and organise information using branching databases. They will begin by asking simple yes/no questions to group objects, before exploring how different characteristics can be used to classify items. As they progress, the children will create their own branching databases on the computer, choosing suitable questions, structuring their information clearly and checking that their database works correctly. They will also compare different ways of presenting information and learn why branching databases are useful in real-life situations. This unit helps children develop logical thinking, problem-solving skills and confidence in using digital tools to organise data.

## Reading

This term in Reading, the children will be developing their comprehension skills through a range of much-loved stories, including *Charlie and the Chocolate Factory*, *Matilda*, *The Magic Faraway Tree*, *The Cake Mistake*, *The Worst Witch* and *George's Marvellous Medicine*. They will practise retrieving key information, making predictions, exploring characters' thoughts and feelings, and discussing how authors use language to create humour, tension and excitement. Through guided reading, group discussion and written responses, the children will build confidence in understanding what they read and explaining their ideas clearly. This variety of texts helps them enjoy reading while strengthening the skills they need to become thoughtful, independent readers.

# Key Vocabulary

## Science

**Light source** – something that makes light.

**Darkness** – absence of light.

**Shadow** – dark shape made when light is blocked.

**Opaque** – does not let light through.

**Reflect** – light bouncing off a surface.

**Prediction** – what we think will happen.

**Investigation** – a scientific test.

## Art

**Collage** – Art made by sticking different materials together

**Texture** – How something feels or looks.

**Layering** – Placing pieces on top of each other.

**Pattern** – A repeated design.

**Symmetry** – When both sides are the same.

**Shape** – The outline of something.

**Background** – The space behind the main picture.

**Foreground** – The main part at the front of the picture.

**Design** – A plan or idea before making something.

**Cut-out** – A shape cut from paper.

## History

**Explorer** – A person who travels to new places.

**Voyage** – A long journey, usually by sea.

**Timeline** – A line showing events in time order.

**Impact** – What happens because of an event.

**Indigenous** – People who lived in a place first.

**Suffragette** – A woman who fought for the right to vote.

**Protest** – Showing you disagree with something.

**Vote** – Choosing a leader or decision.

**Rights** – Things people should be allowed to do.

**Change** – When something becomes different.

**Past** – Time that has already happened.

**Present** – Time happening now.

## Computing

**Data** – information that we can collect or sort.

**Branching database** – a type of database that uses yes/no questions to help identify or group items.

**Classify** – to sort things into groups based on their features.

**Attribute** – a feature or characteristic of something (like colour, size or shape).

**Yes/No question** – a question that can only be answered with “yes” or “no”.

**Group** – a set of items that share something in common.

**Database** – a place where information is organised and stored.

## RE

**Submission** – For a Muslim this means obeying Allah as creator of all.

**Adhan** – The Adhan is the Muslim call to prayer performed in Arabic. It announces the beginning of a set period of prayer.

**Bismillah** – This means ‘in the name of Allah.’ The first words in their holy book. Muslims say this before starting anything.

**Muezzin (mu’adhin)** – One who calls the adhan, five times a day, by a muezzin from the top of a minaret (tower on the mosque).

**Salat** – The ritual prayer of Muslims, performed five times daily in a set form.

**Muslim** – A follower of Islam. One who submits to Allah.

## Maths

**Mass** – how heavy something is.

**Weight** – another word for how heavy something is.

**Grams (g)** – a small unit for measuring mass.

**Kilograms (kg)** – a larger unit for measuring mass (1 kg = 1000 g).

**Compare** – to look at two things and see how they are different or similar.

**Volume** – how much space a liquid takes up.

**Capacity** – how much a container can hold.

**Millilitres (ml)** – a small unit for measuring liquids.

**Litres (l)** – a larger unit for measuring liquids (1 l = 1000 ml).

**Temperature** – how hot or cold something is.

**Length** – how long something is.

**Height** – how tall something is.

**Millimetres (mm)** – a very small unit for measuring length.

**Centimetres (cm)** – a small unit for measuring length (10 mm = 1 cm).

**Metres (m)** – a larger unit for measuring length (100 cm = 1 m).

**Perimeter** – the distance all the way around a shape.

**Measure** – to find out the size, length, or amount of something.

**Estimate** – to make a sensible guess.

**Angle** – where two lines meet to make a corner.

**Symmetry** – when something is the same on both sides.

## Music

**Pulse** – the steady beat of the music.

**Rhythm** – a pattern of long and short sounds.

**Pitch** – how high or low a note sounds.

**Melody** – a tune made from a sequence of notes.

**Improvise** – to make up music as you go along.

**Compose** – to create your own piece of music.

**Notation** – written symbols that show how music should be played.

**Glockenspiel** – a percussion instrument with metal bars that you strike to make sound.

**Beaters** – the sticks used to play the glockenspiel.

**Tempo** – the speed of the music.

## English

**Adventure** – an exciting journey or experience.

**Journey** – travelling from one place to another.

**Danger** – something that might cause harm.

**Character** – a person or creature in a story.

**Setting** – where a story takes place.

**Problem** – something that goes wrong in a story.

**Resolution** – how the problem is solved.

**Feelings** – emotions a character has (happy, scared, worried).

**Recount** – writing about something that has already happened.

**Letter** – a written message to someone.

**Greeting** – the way you start a letter (e.g., Dear Dad).

**Sign-off** – the way you end a letter (e.g., From Lila).

**Description** – words that help the reader imagine something.

**Adjective** – a word that describes a noun (e.g., bright, hot).

**Verb** – a doing or action word (e.g., run, climb).

**Noun phrase** – a noun with extra detail (e.g., the tall volcano).

**Sequence** – the order that events happen.

**Past tense** – verbs that show something already happened (e.g., walked).