

Learn Together

- In Learn Together, we will:
- participate in nature walks to explore the school’s immediate environment to identify, research and discuss environmental issues in our locality e.g. plastic pollution or litter.
 - identify and communicate ways to address these environmental issues e.g. reduce single use plastic in the classroom, recycle, use the food waste bins etc.
 - engage in discussion around the joy and wonder of new life e.g. siblings, animals, pets, plants.

This term will focus on the following rights:



ARTICLE 12: You have the right to give your opinions freely on issues that affect you. Adults should listen and take you seriously.

ARTICLE 13: You have the right to share freely with others about how you feel, what you have learnt and think through discussion, drawing, writing or in any other way unless it harms other people.

ARTICLE 24: You have the right to the best health care possible, clean water to drink, healthy food and a clean and safe environment to live in.

ARTICLE 29: Your education should help you to fully develop your personalities, talents and abilities. It should teach you to understand your rights, and to respect other people’s rights, cultures and differences. It should help you to live peacefully and protect the environment.

Mathematics

Below is an outline of the intended progression of learning in mathematics this term. It may be altered where necessary.

Mass & Volume

- Week 1:
- To compare using ‘heavier’ and ‘lighter’.
 - To measure and compare mass.
- Week 2:
- To compare volume.
 - To measure and compare capacity.

Multiplication & Division

- Week 3:
- To recognise equal groups.
 - To add equal groups.
- Week 4:
- To make arrays.
 - To make doubles.
- Week 5:
- To make equal groups for ‘sharing’.
 - To make equal groups for ‘grouping’.
- Week 6:
- To find half of shapes and numbers.
 - To find quarter of shapes and numbers.

In our fluency sessions, we will be focussing on:

- counting in 2s, 5s and 10s.
- finding 1 more or 1 less using mental methods.
- finding doubles and halves.
- recognising numbers to twenty as words.

If you wish to support your child at home, please view the ‘Activities at Home’ document attached to this email. You could also use the White Rose 1-minute application to practice mathematics at home: <https://whiterosemaths.com/1-minute-maths>

English

Across this term, we will be exploring two focus texts. The first, ‘The Gigantic Turnip’ by Aleksei Tolstoy, Niamh Sharkey and Imelda Staunton, follows an avid gardener referred to as ‘grandfather’. One day, grandfather wakes up to discover an unusually huge turnip in his garden. This sounds delicious but he faces a slight problem.... he cannot harvest it alone! In an attempt to solve his problem, he recruits his wife and a range of farm animals to assist but will he succeed?





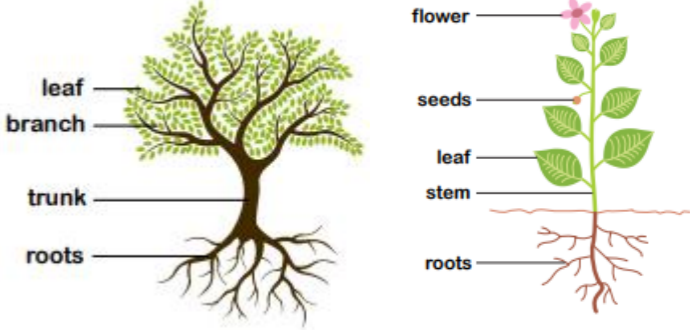
The second text, Pattan’s Pumpkin, is a traditional Indian flood myth which has been passed down for generations. The text retells how a man uses his resourcefulness and quick problem solving to save himself, his wife, and the animals from a terrible danger.

When writing, we will be working on becoming more consistent with our capital letters, finger spaces and full stops. Across the term, we will aim to independently re-read our work and edit it to ensure that it makes sense. To make our writing more interesting, we will be encouraged to use adjectives and conjunctions to expand our ideas.

Across the term, we will be learning to read and spell the following tricky words:

- because friend here laugh once
 our pure said says sure today
 were who whole

If you wish to support your child, at home, with saying their sounds and/or writing lowercase and capital letters. You may want to visit: [For parents Letters and Sounds \(littlewandlelettersandsounds.org.uk\)](http://Forparents.LettersandSounds.org.uk)

<p style="text-align: center;">Art - Making Birds</p> <p>In Art, we will continue to develop our understanding of sculpture and our making skills. We will explore how we can manipulate our drawings in an intuitive way to make 3-D forms by twisting, folding and crumping paper with the overall aim of producing a sculpture of a bird; all of which are valued as individuals and as part of the class 'flock'.</p>  <p>Your child will be learning to;</p> <ul style="list-style-type: none"> • observe photographs and films of birds; taking in the key details and overall shapes. • make observational drawings by looking carefully and closely. • experiment with a variety of drawing materials and test ways to make marks to create a desired effect. • fold, tear, crumple and collage paper to transform it from 2D to 3D. 	<p style="text-align: center;">Computing - Digital Writing</p> <p>In Computing, we will begin to understand the various aspects of using a computer to create and change text. We will familiarise ourselves with typing on a keyboard and begin using tools to change the look of our writing.</p>  <p>Your child will be learning to;</p> <ul style="list-style-type: none"> • understand the functions of a word processor and explore the toolbar. • develop keyboard skills to enable verbal ideas to be conveyed digitally. • use the 'Caps Lock' key to add capital letters to their writing. • experiment with a range of tools which alter the look of text; making choices according to a desired outcome. • consider the similarities and differences of writing using a keyboard and computer with using a pencil and paper. 	<p style="text-align: center;">Science - Wildlife</p> <p>In Science, we will be explorers, discovering the range of wildlife that lives in our gardens, school and town (Swindon).</p>  <p>Your child will be learning to;</p> <ul style="list-style-type: none"> • identify and name a variety of common wild and garden plants. • identify and name <i>deciduous</i> (trees that drop their leaves every year) and evergreen trees (trees that keep their leaves all year round). • identify and describe the basic structure of a variety of common flowering plants, including trees.
<p style="text-align: center;">Geography - Human & Physical Features</p> <p>In Geography, we will be learning about the human and physical features of United Kingdom (UK).</p> <p>Your child will be learning to;</p> <ul style="list-style-type: none"> • identify key physical features of the United Kingdom, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. • identify key human features of the United Kingdom, including: city, town, village, factory, farm, house, office, port, harbour and shop. • use 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 on a map. <p><i>For your reference:</i></p> <ul style="list-style-type: none"> • physical features like seas, mountains and rivers are natural; they would be here even if there were no people around. • human features like houses, roads and bridges are man-made; they are things that have been built by people and would not be here if there were no people. 	<p style="text-align: center;">Physical Education - Ball Skills</p> <p style="text-align: center;"><u>Coordination: Sending & Receiving</u></p> <p>Your child will be learning to;</p> <ul style="list-style-type: none"> • roll a large ball to a partner using a single hand and both hands. • throw a large ball and catch with both hands. • throw a large ball and catch it after a single bounce. • roll / throw a small ball and catch it after a single bounce. <p style="text-align: center;"><u>Agility: Reaction / Response</u></p> <p>Your child will be learning to;</p> <ul style="list-style-type: none"> • catch a large ball after my partner has dropped it. • run and catch a large ball after my partner has dropped it. • catch a small ball after my partner has dropped it. • run and catch a small ball after my partner has dropped it. 	<p style="text-align: center;">Design Technology - Templates & Joining</p> <p>In T, we will be exploring how simple textile 3-D products are made. We will explore how templates assist in cutting out shapes and learn a range of joining techniques that can be used to create a final product.</p> <p>Your children will be learning to;</p> <ul style="list-style-type: none"> • design, make and evaluate simple 3-D textile products. • use a template to create identical shapes. • join fabrics using simple techniques such as glueing, stapling and stitching. • thread and use a needle safely. • use a range of different finishing techniques such as painting, drawing (using fabric crayons) and by stitching sequins, buttons and ribbons. • use a range of technical vocabulary relevant to the project.