

Term One	We Will Rock You
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VALUE OF THE TERM:	COMPASSION	PE DAYS:	MONDAY & THURSDAY	LIBRARY & READING BOOK CHANGE:	MONDAY
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This terms topic begins with a ‘sparkling start’, which will let us immerse ourselves in the topic. Our learning concludes with a ‘fantastic finish’ which allows us to showcase our learning.



	SPARKLING START:	STONE AGE CURATIONS
	FANTASTIC FINISH:	IRON AGE CRAFT



FREQUENTLY ASKED QUESTIONS

Where can I find my child’s handwriting log-in?



At school, we follow ‘Letter-join’ handwriting scheme. If you wish to practice letter formation or letter joins at home, you can find your child’s handwriting log-in in the rear of their yellow reading record.

We request that you only use your child’s year group log-in as this is tailored to match our learning at school.

Where can I find my child’s Times Table Rockstars log-in?



Our school subscribes to Times Table Rockstars which allows children to practice their times tables by playing a range of games.

As your child plays, the range of times tables available will become wider. You can find your child’s log-in in the rear of their yellow reading record.

Learn Together

In Learn Together, we will be exploring ‘feelings’.

We will be learning to:

- name and describe feelings such as loneliness, enjoyment, jealousy, pride, frustration.
- demonstrate an understanding that all feelings are a normal part of the human experience.
- demonstrate an understanding that all feelings are transient, they come and go and are not a part of who we are.
- identify appropriate responses to these feelings by engaging in role play and creative work around these feelings.

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 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

Across this term, we will be focussing on consolidating our knowledge of place value and extending this knowledge to one thousand.

Place Value (within 100)

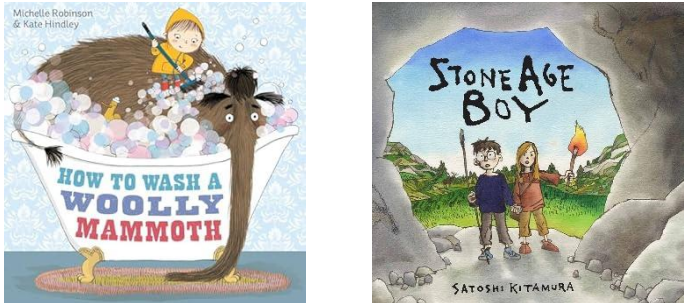
- To represent numbers to 100 using base ten and pictures.
- To partition numbers into tens and ones using a part-whole model.
- To flexibly partition numbers using a part-whole model.
- To represent numbers to 100 on a number line with varying increments.

Place Value (within 1000)

- To count in 100s.
- To represent hundreds using base ten and pictures.
- To represent hundreds and tens using base ten and pictures.
- To represent numbers to one thousand using base ten and pictures.
- To identify hundreds, tens and ones.
- To partition numbers to one thousand into hundreds, tens and ones using a part-whole model.
- To flexibly partition numbers using a part-whole model.
- To represent numbers to one thousand using place value counters and pictures.
- To represent numbers to one thousand on a number line.
- To estimate on a number line.
- To order numbers within one thousand.
- To count in 2s, 5s and 10s.



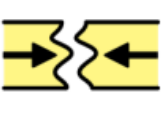
English

Across this term, we will be looking at two focus texts.



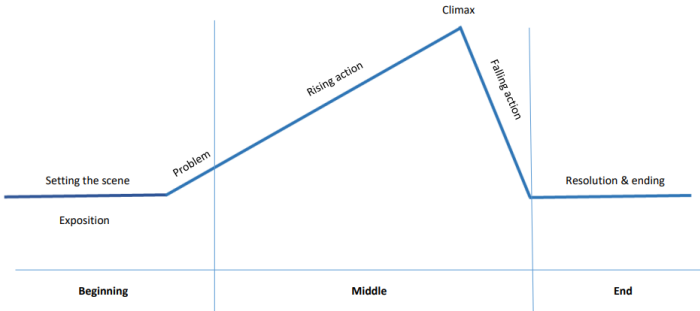
The first is ‘How to Wash a Woolly Mammoth’ by Michelle Robinson. This book provides a ten step guide to washing a *notoriously tricky to clean* woolly mammoth! Although, in practice, we soon discover that there are many difficulties in getting this animal into the bath! We will use this book as inspiration for writing our own instructions on how to feed a woolly mammoth; another notoriously tricky task.

When writing to inform, our focuses in writing will be:

		
using a clear structure	using adverbs and fronted adverbials	using conjunctions

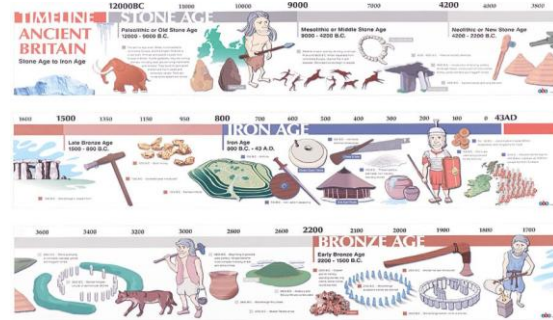
Our second text is ‘Stone Age Boy’ by Satoshi Kitamura. A story about a time travelling boy who accidently lands in the Stone Age. During his travels, he learns all about early human life.... until a bear arrives anyway! We will use this book as inspiration for writing our very own narrative.

When writing our narrative we will be focussing on consolidating our Year Two knowledge and carefully considering how we can develop a story arc.



History - Stone Age to the Iron Age

In history, our main enquiry question is How did Britain change during Prehistory? We will be looking closely at the lives of early humans and will gain an understanding about changes in Britain from the Stone Age to the Iron Age.

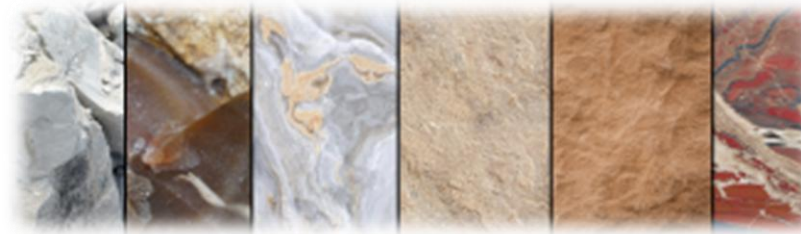


We will be carefully looking at historical sources to answer the following questions:

1. What is prehistory?
2. How did people live in the Stone Ages?
3. Why is it called the Neolithic revolution?
4. Did metals change everything?
5. What evidence do prehistoric monuments offer?
6. How was iron better than bronze?

Science - Rocks

In science, our learning focusses around rocks; where we will be looking closely at their formation and properties.

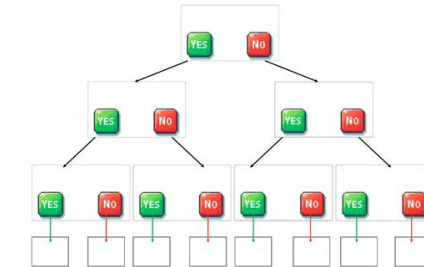


Your child will be learning to;

- explore the formation and properties of igneous rocks, sedimentary and metamorphic rocks.
- compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.
- describe simply how fossils are formed.
- recognise that soils are made up of rocks and organic matter.

Computing - Branching Databases

In computing, we will be developing our understanding of branching databases.



Optional Activities for Home

The optional activities below could be used for your child to continue their learning at home. Any completed activities can be brought into school on 20/10/25 and be shared with their friends.

<p>Design a book cover for a book you have enjoyed reading recently. It must include the title, author and illustrator.</p> <p>You could write a book review alongside this!</p>	<p>Imagine you can talk to a person from the Iron Age.</p> <p>What questions would you ask this person to get a better understanding about what their life was like?</p>	<p>Research some prehistoric beasts.</p> <p>Can you create a fact file with your information?</p>
<p>Design and make an ancient stone circle.</p> <p>You could use Lego, salt dough, biscuits or cardboard tubes.</p> <p>What is your stone circle called?</p>	<p>Create a poster about an artefact from prehistoric Britain.</p>	<p>Early humans built shelters to live in using materials they had gathered. Gather some natural materials and build a model shelter.</p>
<p>Play Times Table Rockstars.</p> <p>Across the term, earn 3000 new points.</p>	<p>Go on an adventure near your house and draw/take a picture of three unique objects in your area.</p>	<p>Design or make an outfit for an early human who lived in prehistoric Britain.</p> <p>You could label each piece of clothing and tell us what they are made of.</p>
<p>Can you go on a rock hunt and find all the things in your home or garden that use rock for things?</p> <p>You could see if you can classify your rock into igneous, sedimentary or metamorphic rocks.</p>	<p>Play a card game.</p> <p>Do you have your own favourite card game?</p> <p>Could you write down the rules?</p>	<p>Create an acrostic poem for the letters:</p> <p>S T O N E A G E</p> <p>Try to use your historical knowledge for each letter.</p>