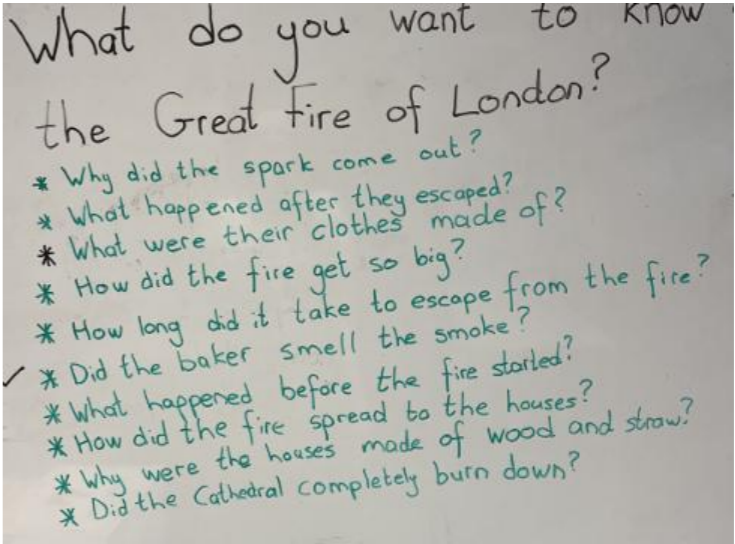


Lemur class - Term 5

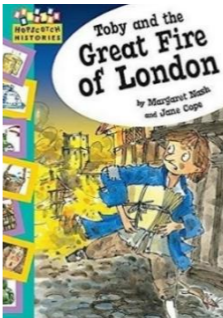






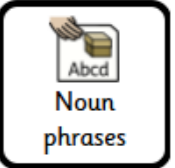
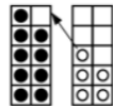



Term Five	The Great Fire of London	
<p>We're about to embark on an exciting journey back in time to the year 1666! This term, we'll delve into the fascinating story of the Great Fire of London. Can you imagine what it was like to live in London before and after such a significant event? Together, we will ask and answer questions about daily life in this bustling city, exploring the sights, sounds, and stories of the time.</p> <p>Using our architectural skills in art, we'll design and create our very own models of the homes that stood in London before the fire. We'll also channel our inner bakers as we bake bread inspired by the very bakeries where the fire began! Finally, we'll write thrilling diary entries, capturing our feelings and experiences as if we were actually there. Get ready for a term filled with creativity, discovery, and fun as we uncover the history of the Great Fire of London!</p> <p>Let's not forget our VE day celebrations on Wednesday 8th May where we will be travelling a little less further back in time back to the end of WW2. <i>From the sailors, soldiers and aviators who fought, to children who were evacuated, and all those who stepped into essential roles on the home front, we want young people to hear about their experiences and learn how our life is shaped by the values they fought to defend.</i></p> <p>To prepare us for our learning next term, we also have our exciting trip to the STEAM museum. Please remember to sign consents on Arbor ahead of time.</p>		<p>The children's interests:</p> 

VALUE OF THE TERM: JUSTICE / FAIRNESS

PE DAYS:	Monday and Tuesday
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READING FOR PLEASURE BOOK CHANGE:	Every Monday
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Learn Together	Mathematics	English																											
<p>The value of justice / fairness:</p> <p>Justice is....</p> <p>Judging what is right</p> <p>Understanding what is fair</p> <p>Standing up for those who need help</p> <p>Trying to listen to both sides</p> <p>Informed and wise decisions</p> <p>Caring enough to take action</p> <p>Equal opportunities for all</p>	<p>Below is an outline of the intended progression of learning in mathematics this term. It may be altered where necessary.</p> <ul style="list-style-type: none">Week 1: To recognise tens and ones / partitioning numbers into tens and ones.Week 2: To add two-digit numbers.Week 3: To subtract two-digit numbers.Week 4: To measure and compare mass.Week 5: To explore volume and capacity (measuring and comparing).	<div></div> <p>This term in English, we’re diving into ‘Toby and the Great Fire of London’ by Margaret Nash and Jane Cope. When Toby forgets a delivery for Mr Pepys, he sets off across London only to find the sky ablaze!</p> <p>These engaging stories from Hopscotch Histories, crafted in under 400 words, are perfect for our budding readers, helping them gain confidence in their skills.</p> <p>We’ll be using our VIPERS reading skills to really explore the text and deepen our understanding of The Great Fire of London.</p> <div><div><p>Sequence</p><p>Sequence the key events in the story.</p></div><div><p>Retrieve</p><p>Identify and explain the key features of fiction and non-fiction texts such as: characters, events, titles and information.</p></div><div><p>Predict</p><p>Predict what you think will happen based on the information that you have been given.</p></div></div> <p>Our grammar focus this term will include recognising and using:</p> <div><div><p>Comma’s</p></div><div><p>Direct speech</p></div><div><p>Adjectives</p></div><div><p>Noun phrases</p></div></div> <p>Writing outcomes:</p> <p>This term, we'll focus on crafting a diary entry to imagine what it would be like to witness the fire firsthand and summarising our learning in an information text to share the key events of this historic catastrophe. It's going to be an exciting journey into history!</p> <p>Spelling:</p> <p>This term, we will be finishing off our Spring units and starting our Summer units of spelling.</p> <table><tr><th>Term</th><th>Unit</th><th>Coverage</th><th>Prickly spellings</th><th>Homophones</th></tr><tr><td rowspan="5">Summer 1</td><td>Week 1</td><td>8</td><td>Why does ‘c’ make the sound /s/ in some words?</td><td>says said</td><td>here/hear</td></tr><tr><td>Week 2</td><td>9</td><td>How can I spell the sound /zh/?</td><td>busy pretty</td><td>be/bee</td></tr><tr><td>Week 3</td><td rowspan="2">10</td><td rowspan="2">What happens when I add the suffixes -ment, -ness, -ful -less and -ly to a root word?</td><td rowspan="2">parents because</td><td rowspan="2">bare/bear</td></tr><tr><td>Week 4</td></tr><tr><td>Week 5</td><td>11</td><td>How can I show missing letters in a word?</td><td>beautiful laugh</td><td>there/their/they’re</td></tr></table> <p>Full coverage can be found on our website: NEW-UP-LW-Spelling_Programme-progression_Aug-23-1.pdf</p>	Term	Unit	Coverage	Prickly spellings	Homophones	Summer 1	Week 1	8	Why does ‘c’ make the sound /s/ in some words?	says said	here/hear	Week 2	9	How can I spell the sound /zh/?	busy pretty	be/bee	Week 3	10	What happens when I add the suffixes -ment, -ness, -ful -less and -ly to a root word?	parents because	bare/bear	Week 4	Week 5	11	How can I show missing letters in a word?	beautiful laugh	there/their/they’re
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<p>Learn Together strand - Exploring the Natural world:</p> <ul style="list-style-type: none">Investigate the life cycle of an animal of their choice.Discuss and debate why it is that some animals resonate with us more than others and the implications for species considered ‘cute’ and ‘not cute’.Demonstrate an understanding of how we should care for the natural world, such as planting flowers that attract pollinators and/or investigating the importance of native trees.Explore the concept of interdependence by examining food chains and/or ecosystems. <p>RSHE:</p> <ul style="list-style-type: none">Learn about whose job it is to keep us safe and how to get help in an emergency, incl. how to dial 999 and what to sayhow to help keep themselves safe at home in relation to electrical appliances, fire safety and medicines/household products <p>In relation to our Science learning about the human life cycle, we will also be learning about ...</p> <ul style="list-style-type: none">to identify and name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)about change as people grow up, including new opportunities and responsibilitiesabout the human life cycle and how people grow from young to old how our needs and bodies change as we grow up <p>The bullet points above are taken from the Trusts Learn Together RSHE Curriculum. To find out more about this, please follow the link to our website to find the Trust policy on teaching RSHE: Relationships-Sex-and-Health-Education-Policy-May-2024.pdf</p>	<p>NumberSense</p> <p>In our daily NumberSense sessions, we will be focussing on:</p> <p>Making ten and then adding and subtracting.</p> <div><div><p>Make Ten and Then...</p></div><div><p>Additions which cross the 10 boundary can be calculated by ‘Making Ten’ first, and then adding on the remaining amount (e.g. 8 + 6 can be calculated by thinking ‘8 + 2 = 10 and 4 more makes 14’). The same strategy can be applied to subtractions through 10.</p></div></div>																												

Art / Design and Technology	History -	Music -
<p>Be an architect</p> <ul style="list-style-type: none"> I have explored the work of some architects. I have seen that they design buildings, and that “architecture” can be large, incredible buildings, or smaller places near where I live. I can share how architecture makes me feel, what I like and what I think is interesting. I can use my sketchbook to help me look at architecture really carefully. I have used drawings and notes. I have explored line and shape. I have seen how architects use their imaginations to try to design buildings which make people’s lives better and I can use my own imagination when thinking about architecture I might design. I can make an architectural model of a building around a theme thinking about form, structure and balance, and the way the model looks. I can explore a variety of materials and explore how I can Pathway: Be An Architect I have seen that I don’t need to design on paper first; that I can design as I make. I can used digital media to document my work, including taking photographs and short videos. <p>Food / Nutrition</p> <ul style="list-style-type: none"> Making wartime carrot cake (VE day celebrations) Planning, making and evaluating own baked products - bread (Great Fire of London context). 	<p>In History, we are travelling all the way back to 1666 and finding out what happened during the Great Fire of London. Some of the questions that we will be able to answer by the end of the unit includes:</p> <ul style="list-style-type: none"> <i>How can we work out why the great fire started?</i> <i>What happened during the great fire and how do we know?</i> <i>Why did the great fire burn down so many houses?</i> <i>Could more have been done to slow the spread of the fire?</i> <i>How did people manage to live through the great fire?</i> 	<p>TBC</p>
Computing -	Science -	Physical Education -
<p>In this unit, learners will be using a computer to create music. They will listen to a variety of pieces of music and consider how music can make them think and feel. Learners will compare creating music digitally and non-digitally. Learners will look at patterns and purposefully create music</p> <ul style="list-style-type: none"> To say how music can make us feel To identify that there are patterns in music To experiment with sound using a computer To use a computer to create a musical pattern To create music for a purpose To review and refine our computer work 	<p>Linking to our Learn Together, we will be learning about Growing and Changing.</p> <ul style="list-style-type: none"> Learn how to order the stages of the human life cycle Describe the stages of life from adulthood to old age Learn how to match offspring to their parent Describe the life cycle of a butterfly Describe the lifecycle of a frog 	<p>In this unit, the children will develop and apply their sending and receiving and reaction and response through focused skill development sessions, cooperative and competitive games.</p>

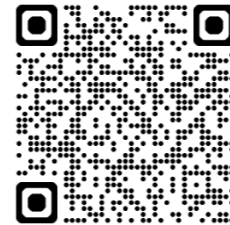
Supporting your child at home

Below you will find some optional ways to support your child at home:

Reading and spelling

You can use the link or can the [QR code](#) below to find a wide range of information and videos to support your child with their reading and/or Phase 2, 3 and 5 sounds.

[For parents | Letters and Sounds \(littlewandlelettersandsounds.org.uk\)](https://www.littlewandlelettersandsounds.org.uk/)



In Year 2, we are developing our understanding of spelling rules and working on becoming fluent readers. This includes reading many common / frequently occurring words automatically. As these words often come up in our reading, it means they will often come up in our writing too. We aim for most children to be confident in reading / spelling the majority of the words below by the end of Y2.

Year 1 and 2 Common Exception Words

Year 1			Year 2			
the	they	one	door	gold	plant	clothes
a	be	once	floor	hold	path	busy
do	he	ask	poor	told	bath	people
to	me	friend	because	every	hour	water
today	she	school	find	great	move	again
of	we	put	kind	break	prove	half
said	no	push	mind	steak	improve	money
says	go	pull	behind	pretty	sure	Mr
are	so	full	child	beautiful	sugar	Mrs
were	by	house	children	after	eye	parents
was	my	our	wild	fast	could	Christmas
is	here		climb	last	should	everybody
his	there		most	past	would	even
has	where		only	father	who	
I	love		both	class	whole	
you	come		old	grass	any	
your	some		cold	pass	many	



VIPERS:

You may begin to hear your child using the term 'Reading VIPERS' and wonder what on Earth snakes have to do with reading!. The term 'Reading VIPERS' is a mnemonic and was created by Rob Smith from The Literacy Shed, a website which provides a wide range of interesting and engaging resources for teaching English. It is used to summarise the key comprehension skills that we teach as part of the National Curriculum. Find out more about the VIPERS skills by following the QR code or link to our school website. [Vipers-questions-KS1 KS2.pdf](#)



Mathematics

White Rose 1-Minute Maths

White Rose provides a '1-Minute Maths' application that can be used to practise number facts or subitising at home. You can download this application scanning these [QR codes](#) or via:

<https://whiterosemaths.com/1-minute-maths>

Scan to download [1-Minute Maths](#)



App Store



Google Play



Each child has a login for Times Tables Rockstars. Gaining confidence in the 2, 5 and 10 times tables forms an excellent foundation for future mathematical learning. We have been so impressed to see so many of you getting involved at home already! We wonder who will top the leader board this term.

[Times Tables Rock Stars: Play](#)

Handwriting



You will have received your child's login for Letter-join, the scheme we use at AFET to support children's letter formation. Login here: [Log In](#)

For information on how to use the letter join programme, follow the link - [How parents and pupils can log in to Letter-join at home.](#)

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