


<p>Term 5</p> <p>Amazing Inventors</p>	<p>This term, we're diving into the exciting world of inventors, with a special focus on the brilliant Isambard Kingdom Brunel, who became famous for his bold and imaginative engineering designs- from giant bridges to powerful trains, Brunel's ideas changed the way people travelled and lived—and we'll be discovering just how creative an inventor can be! We will be applying what we have learnt from Brunel to design and build our own bridges in DT this term.</p> <p>Over in Science, we'll turn into material detectives! We'll explore what different objects are made from and investigate everyday materials like wood, metal, glass and plastic. We'll test, sort and compare them, thinking carefully about their properties—are they strong, stretchy, waterproof or rough? As well as learning about famous scientists who tested these materials and used them to create their own amazing inventions like Charles MacIntosh and John McAdam. In English, we will be reading stories and poems all about incredible inventors before innovating our own poems and stories.</p> <p>It's set to be a hands-on and creative term full of designing, building, exploring and discovering!</p>	
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PE DAY:	TUESDAY & FRIDAY
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LIBRARY & READING BOOK CHANGE:	MONDAY
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FREQUENTLY ASKED QUESTIONS

<p><u>What should my child wear on PE Days?</u></p> <p>As Tuesday and Friday are our PE day, your child should be wearing:</p> <ul style="list-style-type: none"> • a white t-shirt • black joggers or leggings • trainers • Any earrings taken out or covered 	<p><u>What does my child need to bring into school every day?</u></p> <p>Your child needs:</p> <ul style="list-style-type: none"> • a bookbag containing their yellow reading record and reading book • water bottle <p>On Monday, they will also need their library book.</p>	<p><u>When should I read with my child?</u></p> <p>Reading at home can have a huge impact on children's progress, as well as encouraging them to read for pleasure. Children should read to you as many times as possible.</p> <p>When your child reads to you, don't forget to sign in your child's reading record.</p> <p>Enjoying library books or a book from home together is a great way to discuss new vocabulary and develop a pleasure for reading. This could be your child reading to you or you reading to them.</p> <p>For book suggestions, you can always ask your child's teachers or have a look for new titles here: Everybody Read Category: Key Stage 1 Letters and Sounds</p> <p>We thank you for your support.</p>
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Homework
Although we don't provide compulsory 'homework'. At the bottom of this document there are plenty of suggestions for how you can support your child at home.

This term we are sending home 'Times tables rockstars' logins to support multiplication and division fluency so look out for these in yellow reading records. We will also be sending out an update of your child's progress in spelling and reading common exception words / 'tricky' words as these provide a strong foundation for fluent reading / writing. Keep an eye out for these and any support you can provide at home will be sure to make a positive impact 😊

Learn Together

In Learn Together, we will be exploring the following:

- Our value of the term: Justice / fairness
- Identify an area of their outdoor classroom which could be improved in some way and engage in discussion on how this area could be improved.
- Plan and undertake activities to undertake this intervention.
- Engage in subsequent discussion on the success of the intervention or if further action is needed.

RSHE:

In our RSHE lessons, we will continue to recognise risks in everyday situations, such as road and water safety, reinforcing the importance of being safe and aware. We will review our water safety guidelines, especially the message to "Stay Away From the Edge" that we previously covered in our Wonderful World of Water Topic with help from the RNLI.

Additionally, we will address road safety and the concept of grief, providing a supportive space for students to express their feelings and learn together.

[Explore education resources - THINK!](#) (road safety)

[Grief Support for Kids | Winston's Wish](#) (activities and ideas to support with grief at home).

The **rights** that we will focus on this term include:



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.



When we refer to **the four operations** we are talking about the addition, subtraction, multiplication and division.

Measurement - mass / capacity / temperature

Week 1 - **Mass:** To measure in grams (g) and kilograms (kg). To recognise intervals and use the 4 operations to solve problems.

Week 2 - **Capacity and volume:** To measure in millimetres (ml) and litres (l). To recognise intervals and use the 4 operations to solve problems relating to capacity and volume.

Week 3 - **Temperature:** To measure in degrees. To read temperature scales and compare temperatures (using 4 operations)

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Fractions

Week 4 - To recognise and calculate half and quarters.

Week 5 - To recognise and calculate thirds.

Week 6 - Securing knowledge and problem solving.

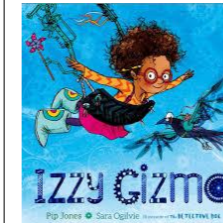
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Number Sense

In our daily Number Sense sessions, we will be focussing on mental calculation strategies. We are particularly focusing on building number bonds within 10 and 20 as this builds a strong foundation for future mathematical calculations.

English

This term, we will continue to explore the wonderful world of poetry, allowing our creativity to flourish. Following this, we will shift our focus to developing our character descriptions. We will compare characters and carefully consider how to describe them using expanded noun phrases and adverbs, enhancing our writing skills. These techniques will be invaluable as we prepare for our final write of the term, where we will invent our own story inspired by 'Izzy Gizmo' by Pip Jones and Sara Ogilvie.



Izzy Gizmo's inventions are marvellous, magnificent and often malfunction. When Izzy rescues and injured crow, her imagination is tested to its limit. Can she invent some new wings? Or is her new friend destined to live as a crow who can't fly

Our focuses in writing this term will be on:

cursive handwriting	use adjectives and expanded noun phrases	use adverbs to express manner	use commas in a list
use personal pronouns	writing in the past and present tense	Review and edit writing	check for spellings

Alongside these, we will be working on paragraphing and ensuring what we remember to consistently use **capital letters**, **finger spaces** and **full stops**.

We will also continue to explore applying learnt common exception words and spelling rules to our writing.

Within poetry, we will continue to play with language, exploring how to use rhyme and rhythm to perform and write poetry. We will also be spotting rhyming couplets and alliteration, attempting to include these literary devices in our own writing.

Additional texts we will explore to develop our reading and writing:

- 'How to turn your teacher purple' by James Carter
- Extracts from 'George's Marvellous Medicine' by Roald Dahl
- 'Diary of a killer cat' by Anne Fine

Science - Everyday materials

Materials	
material	uses
wood	window frames, furniture, buildings, floors
metal	furniture, buildings, statues, pipes, jewellery
plastic	containers, toys, bags, pipes
brick	walls, floors
rock	roads, garden paths, floors, kitchen tops
paper	toilet roll, writing paper, newspaper, cardboard
glass	drinking glasses, windowpanes, television screens

In Science this term, we will learn to identify **and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.**

We will also learn how to **find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.**

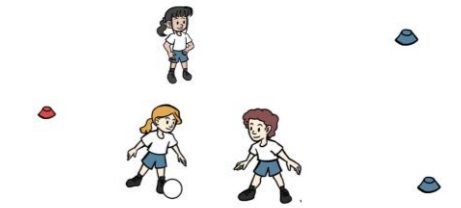
Famous scientists and inventors we will learn about in this unit include Charles Macintosh and John McAdam.



PE - Invasion games and striking and fielding

Over the six weeks, we will develop our skills across two different physical education units - invasion games and striking and fielding.

Invasion games are games where there are two teams and two goals. Teams try to score in the opposite team's goal. Examples include football, handball, rugby, netball, basketball, hockey. In invasion games, the team that is in possession of the ball (the team that has the ball) are the attackers. The team that is not in possession of the ball (the team that does not have the ball) are the defenders.

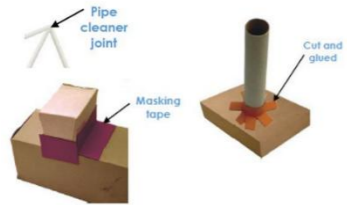


Striking and fielding games are games where there are two teams, one, the batting team, try to score points and the other, the fielding team, try to stop the batting team from scoring. Examples of striking and fielding games include cricket and rounders.

Design and Technology - Freestanding structures

In Design Technology, we will be exploring, designing and creating our very own free-standing bridge!

We will explore how structures are put together and investigate what makes them strong, stiff and stable. Just like famous engineers such as Isambard Kingdom Brunel, we will experiment with different materials and shapes to see which designs can hold the most weight and stay standing the longest. Through hands-on building and testing, children will learn how to make their structures stronger by adding supports, making them stiffer so they don't bend, and ensuring they are stable so they don't topple over.



History - Why do we remember Isambard Kingdom Brunel?



In this unit we will be learning all about a **significant individual** from history. Isambard Kingdom Brunel was an inventor and innovator who designed some of the most famous **bridges, tunnels, railways and boats** in the world.

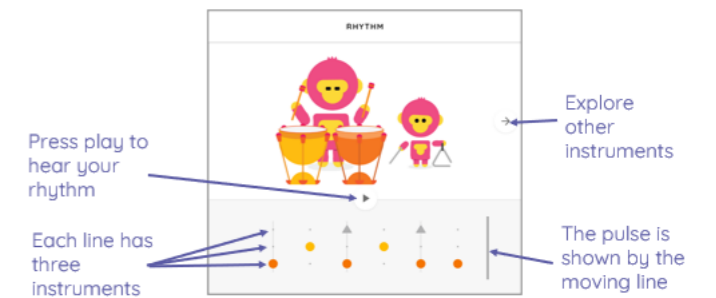
We will explore how Brunel's work made a difference, especially in our hometown of Swindon, where his ideas and engineering helped shape the town's growth and importance during the railway era.

We will explore and answer the following enquiry questions:

- Who was Isambard Kingdom Brunel and why is he a significant individual in history?
- Why was the building of the Great Western railway by Brunel such an achievement?
- Why are Brunel's structures so important at the time and why are they still talked about today?
- How did Isambard Kingdom Brunel's work impact and change Swindon in the Victorian era?

Computing - Making digital music









Within this unit, children will explore how music can make them think and feel. They will make patterns and use those patterns to make music with both percussion instruments and digital tools. They will also create different rhythms and tunes, using the movement of animals for inspiration. Finally, we will share their creations and compare creating music digitally and non-digitally.



The children will have the chance to explore making digital music on Chrome Music Lab on the iPads in school. If you would like to engage in this at home, you can follow the link: [Chrome Music Lab](https://chromemusiclab.com/). This can be used on tablets and desktop computers.

Supporting your child at home

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

Mathematics	Reading and Spelling					
<p>In mathematics, key skills continue to underpin all learning. You can support your child's fundamental maths skills at home by:</p> <ul style="list-style-type: none"> Recalling addition and subtraction number bonds to 20 Recognising numbers to 100 Recognising number names to 100 e.g. 25 is twenty-five Counting forwards and backwards in multiples of 1, 2, 5 and 10. Recognising and adding the value of coins - helping with shopping Measuring mass while cooking and following recipes. <p>If you would like any ideas / resources to support your child at home then please speak to your child's class teacher.</p> <p>Times tables rockstars:</p> <p>Look out for your child's login in their yellow reading diary.</p> <div style="text-align: center;">  </div> <p>Online resources:</p> <p>The Canine Crew: Measuring Mass - KS1 Maths game - BBC Bitesize</p> <p>Fun maths games and activities - Oxford Owl for Home</p> <p>Place Value Basketball - Dienes Game for 5 to 8 Year Olds</p> <p>Hickory Dickory Clock: A tell the time game</p> <p>Archery Doubles - mobile friendly</p>	<div style="text-align: center; background-color: #fff9c4; padding: 5px;"> <p>Reading and Spelling</p> </div> <div style="display: flex; align-items: flex-start;"> <div style="flex: 1;">  </div> <div style="flex: 2; padding-left: 10px;"> <p>In Year 2, we follow the Little Wandle phonics programme. Little Wandle have a tailor made section of their website to provide support and information to parents.</p> <p>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.</p> <p>For parents Letters and Sounds (littlewandlelettersandsounds.org.uk)</p> <p>Your child should read their Little Wandle book to you at least 3 times a week. The more your child reads the more fluent they will become. Please remember to record this in their yellow reading record.</p> <p style="text-align: center;">Y2 spelling focus this term</p> <ul style="list-style-type: none"> ies (cry-cries), es (bus, buses) y (lolly), ea (beach), ie (field), ee (feet), e-e, (these) le (table), al (metal), el (travel), il (pencil) si (vision), su (treasure) Suffixes - ness (kindness) ti, (action, attention), ce (ocean) </div> </div>					
	<div style="text-align: center; background-color: #e6f2ff; padding: 5px;"> <p>Handwriting</p> </div> <div style="display: flex; align-items: flex-start;"> <div style="flex: 2;"> <h1 style="font-family: cursive;">Letter-join </h1> <p>This term, we will be focusing on developing our cursive handwriting. This is where we begin to join our letters.</p> <p>In Year 2, we continue to follow the Letter Join scheme and resources can be found on their website. If you require the school login details for Letter Join then please contact your child's teacher.</p> </div> <div style="flex: 1; padding-left: 10px;"> <p style="font-size: small;">Cursive lowercase letters</p> <table style="width: 100%; border-collapse: collapse;"> <tr><td style="border: 1px solid black; padding: 2px;">a b c d e</td></tr> <tr><td style="border: 1px solid black; padding: 2px;">f g h i j k</td></tr> <tr><td style="border: 1px solid black; padding: 2px;">l m n o p</td></tr> <tr><td style="border: 1px solid black; padding: 2px;">q r s t u</td></tr> <tr><td style="border: 1px solid black; padding: 2px;">v w x y z</td></tr> </table> <p style="font-size: x-small; text-align: right;">Letter-join </p> </div> </div> <div style="display: flex; justify-content: space-around; margin-top: 10px; background-color: #e6f2ff; padding: 5px;"> <div style="text-align: center;">  <p style="font-size: x-small;">Horizontal joins</p> </div> <div style="text-align: center;">  <p style="font-size: x-small;">Double letters</p> </div> <div style="text-align: center;">  <p style="font-size: x-small;">Diagonal joins</p> </div> <div style="text-align: center;">  <p style="font-size: x-small;">Tricky letters</p> </div> </div>	a b c d e	f g h i j k	l m n o p	q r s t u	v w x y z
a b c d e						
f g h i j k						
l m n o p						
q r s t u						
v w x y z						

Year 1 and 2 Common Exception Words

Year 1

the	they	one
a	be	once
do	he	ask
to	me	friend
today	she	school
of	we	put
said	no	push
says	go	pull
are	so	full
were	by	house
was	my	our
is	here	
his	there	
has	where	
I	love	
you	come	
your	some	

Year 2

door	gold	plant	clothes
floor	hold	path	busy
poor	told	bath	people
because	every	hour	water
find	great	move	again
kind	break	prove	half
mind	steak	improve	money
behind	pretty	sure	Mr
child	beautiful	sugar	Mrs
children	after	eye	parents
wild	fast	could	Christmas
climb	last	should	everybody
most	past	would	even
only	father	who	
both	class	whole	
old	grass	any	
cold	pass	many	