


Term 4 - All creatures great and small	
Term Four	 <p>This term is going to be a wild adventure as we dive into our exciting new topic: All Creatures Great and Small. We will be travelling across the world in our learning as we compare life in the United Kingdom with life in South Africa, making lots of links between Geography and Science along the way. Using atlases, globes and world maps, the children will become mini explorers as they locate both countries and discover which continents they belong to. We will talk about what each place might be like, thinking about weather, landscapes and, of course, the amazing animals that live there. In Science, we will explore the lifecycles and habitats of a variety of animals (and plants) and making comparisons between the different species.</p>

PE DAY:	TUESDAY & FRIDAY
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LIBRARY & READING BOOK CHANGE:	MONDAY
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Our value of the term is **curiosity**. The children have already demonstrated their curiosity by asking lots of interesting questions about our new topic.

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.</p> <p>Children should read to you as many times as possible.</p> <p>Please don't forget to read to your child their library book or a book from home as this is a great way to discuss new vocabulary and develop a pleasure for reading.</p> <p>When your child reads to you, don't forget to sign in your child's reading record.</p> <p>We thank you for your support.</p>

Learn Together

In Learn Together, we will be exploring how we should care for the natural environment. We will learn about pollution, recycling, single use plastics, pollinators, native trees and wildflowers. We will also be exploring changes over time within nature and also our own lives e.g. exploring the human lifecycle and changes to families.



RSHE:

This term will focus on safe and unsafe. We will look at how to keep ourselves safe when we are out and about and how to respond to an accident or if someone is hurt.

This will include exploring topics such as:

- how to help keep themselves safe in familiar and unfamiliar environments, such as in school, online and 'out and about'
- to identify potential unsafe situations, who is responsible for keeping them safe in these situations, and steps they can take to avoid or remove themselves from danger.
- about things that people can put into their body or onto their skin (e.g. medicines and creams) and how these can affect how people feel
- how to respond if there is an accident and someone is hurt

Our value this term is **curiosity**. We are encouraging the children to be curious and ask / answer their own questions.

The rights that we will focus on this term include:

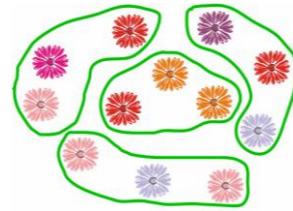


Mathematics

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

Week 1 & 2: Multiplication and division

- Children make the connection between repeated addition and multiplication.
- Introduction of multiplication and division symbols
- Use of arrays
- Making equal groups (dividing) by grouping and sharing
- Doubling and halving
- Exploring the 2, 5 and 10 times tables



$$3 + 3 + 3 + 3 = 12$$

$$4 \times 3 = 12$$

$$12 \div 4 = 3$$

Week 3: Measuring and coming length and height

- Measure in centimetres
- Measure in metres
- Compare and order lengths and heights
- Using the 4 operations (+ - x ÷) to solve length and height

Week 4 & 5: Money

- Recognising coins / notes and their values
- Counting pounds and pence
- Calculate and compare with money
- Solve two step problems involving money

Your child could use the White Rose 1-minute application to practice number facts at home: <https://whiterosemaths.com/1-minute-maths>

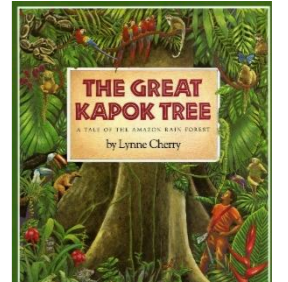
Number Sense

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

We begin our English unit this term by exploring **'The Great Kapok Tree'** written by **Lynne Cherry**. This is an environmental children's fable about a man who falls asleep while trying to chop down a giant tree in the Amazon. Animals living in the tree, including monkeys, birds, and frogs, whisper to him, explaining their reliance on it and the importance of preserving the forest



The children will write a letter to humans from an animal of their choice, appealing for them to stop destroying the rainforests.

Towards the end of the term, we will delve into the world of poetry and have a go at writing our own **repeated pattern poetry**. The children will play with language, rhyme and rhythm to create their own poem all about the rainforest and the animals who live there. Within this unit children will be introduced to *alliteration* (the repetition of the same sound at the beginning of words in a phrase or sentence) and *similes* (a way to describe something by comparing it to something else using the words "like" or "as").

Our focuses in writing this term will be on:

letter formation (cursive handwriting)	use adjectives and expanded noun phrases	use commas in a list	read and edit your work
writing in the present tense	writing in the past tense	using conjunctions in 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.

Art- Expressive Painting



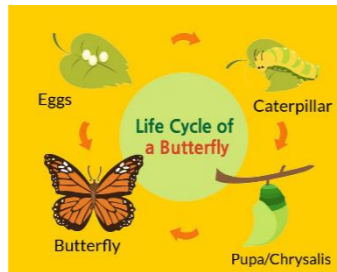
In Art, we will be introduced to the idea that artists often work in partnership and are often inspired by other art forms - in this case music and the visual arts. Children explore how other artists have used sound to inspire their artwork, then go on to experiment with how they can use their mark making skills to both be influenced by, and to capture, the expression in music.

Your child will be learning to;

- explore how artists are inspired by music and share my ideas.
- listen to sounds and respond through mark making.
- draw while listening to music and let it inspire me.
- create imaginative instruments through drawing or construction.
- share and reflect on my work, listening to others' responses.

Science- Animals (life cycles and habitats)

Within this unit we will be exploring how to notice that animals, including humans, have offspring which grow into adults. The children will explore the life cycles of a variety of animals and the processes that they go through to grow.



As we are deepening our animal knowledge this term, we shall explore habitats in greater detail including micro-habitats which are tiny habitats within an eco-system or habitat e.g. under a rock or log.

Key vocabulary will include:

- life cycle** - a diagram showing the changes in the life of a living thing
- foetus** - a baby growing inside its mother's womb
- womb** - area of the mother's body where the foetus grows
- offspring** - the child, or young, of an animal or plant
- reproduction** - the process of producing offspring
- transformation** - a change in appearance or form
- metamorphosis** - the processes of insects, and some animals, developing into adult forms through a cycle of change
- froglet** - a young frog that has recently changed from being a tadpole

PE - Dance

We are also doing 20 minutes of daily physical exercise where we practise key skills such as balance, balls skills, throwing and catching and skipping.

Geography - Comparing the UK and another non-European country

This term we will be comparing the UK and South Africa, linking closely to our animals topic.

We will start by asking the question: *Where is South Africa on a map?* We will use world maps and globes to locate both the United Kingdom and South Africa, learning about continents and noticing how far apart the two countries are.

We will be exploring aerial photographs and different types of maps to help us recognise and name human and physical features such as mountains, rivers and beaches, and human features such as roads, houses and schools. We will be using simple compass directions to describe the locations North, South, East and West. To help us remember these we will be using the mnemonic 'Naughty Elephants Spray Water'.

We have also look at the similarities and differences between the two countries, especially natural features and landscapes.



Computing - Data and information, pictograms

Within this unit, Lemurs will begin to understand what the term data means and how data can be collected in the form of a tally chart. They will learn the term 'attribute' and use this to help them organise data. This will then progress onto presenting data visually using software. Learners will use the data presented to answer questions.

By the end of the unit children should be able to collect their own data and present their findings in a pictogram.

Throughout the unit, the children will begin to apply their new found skills and present data using online tools such as [j2e pictogram](https://www.j2e.com/pictogram) to present their data.



Music - Composing

In music, we will be continuing to give the children opportunities for expressive music-making through composition where they will create and combine sounds and then record them by doing graphic scores or simple rhythmic notation.

Your child will be learning to:

- Create music using musical and non-musical stimulus.
- Partner work - question and answer phrases.
- Devise tunes involving tuned percussion (glockenspiel) - using a limited number of notes.

They will also continue to:

- sing songs with increased vocal control, responding to visual directions and counting in.
- understand basic musical structures (rhythm, pulse, pitch, timbre and texture).
- think critically about music we have heard.

Supporting your child at home

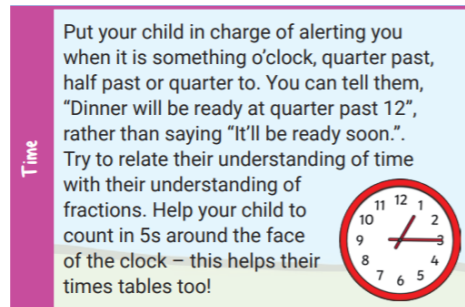
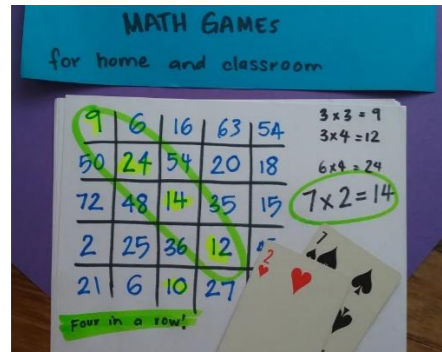
Below you will find some optional ways to support your child at home:

Mathematics

In mathematics, key skills continue to underpin all learning. You can support your child's fundamental maths skills at home by:

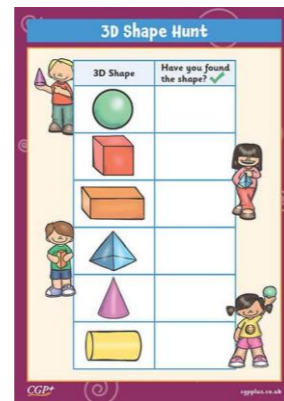
- Recalling number bonds to 10
10 + 0, 9+1, 8+2, 7+3, 6+4, 5+5 etc.
- Recognising numbers to 100
- Recognising number names to 100 e.g. 25 is twenty-five
- Counting forwards and backwards in multiples of 1, 2, 5 and 10.

If you would like any ideas / resources to support your child at home then please speak to your child's class teacher.



Lots of additional online games can be found at:

[Key Stage 1 Maths - Topmarks Search](#)
[Karate Cats - KS1 Maths game - BBC Bitesize](#)
[Home - Times Tables Rock Stars](#)



Phonics & Reading



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.

You can use the link or scan 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 \(littlewandlelettersandsounds.org.uk\)](http://littlewandlelettersandsounds.org.uk)

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.

Y2 spelling focus this term

	Unit	Coverage	Prickly spellings	Homophones
Week 1	8	Why does 'c' make the sound /s/ in some words?	beautiful laugh	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?	Review	there/their/they're

Handwriting

Letter-join

This term, we will be focusing on developing our cursive handwriting. This is where we begin to join our letters.

Cursive lowercase letters

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

Letter-join



Horizontal joins



Double letters



Diagonal joins



Tricky letters

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	