

In **Life Skills** we will find out -

- how rules keep us safe
- how to identify potentially risky and unsafe situations
- how to resist the pressure to engage in risky behaviour
- how not everything that they see online is to be trusted
- how to tell an adult if they feel unsafe



In **Science** we will be investigating how everyday materials are used and how a material's properties make them suitable or unsuitable for specific purposes. The children will begin to explore how materials, including foods, can be changed, and about creative uses for everyday materials. After half term, we will be learning about the growth of plants from seeds and bulbs. The children will observe this first hand, recording the changes over time and identifying what plants need to grow and stay healthy.



Materials

In **Geography** we will learn about the many features of the UK coastline. Physical features are naturally formed. Humans haven't made them. The children will investigate how rain, wind and the sea can change physical features over time. Human features are those that have been made by humans. There are many human features on the coastline such as shops, roads and piers.



In **History** we will be learning about Captain James Cook who was a famous explorer who lived almost 300 years ago. He travelled to places that no other European had ever visited. He drew detailed maps and was the first person to sail around the world in both directions. He was awarded the Copley Medal for finding out how to keep sailors healthy at sea.



In **English** we will be using the stories of 'The Secret of Black Rock' and 'Clean Up' to -

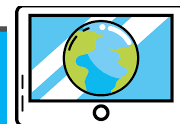
- inspire children to engage with literature.
- think and talk confidently about their response to the book, using prediction, asking questions, making connections with their own experience.
- develop creative responses to the text through drama, storytelling and artwork.
- develop empathy and explore wider themes through a narrative text.
- deepen understanding of the world through a fictional text.
- enrich vocabulary and understanding of the impact of language on readers and audience.
- use language to imagine and recreate roles and experiences.
- write with confidence for real purposes and audiences.
- write for meaning and purpose in a variety of forms.

In **Art** we will be exploring primary and secondary colours alongside learning about Kandinsky and their use of colour to share mood. The children will then design and create their own piece of art in the style of Kandinsky.

In **Music** we will continue to learn to play the recorder and will practise ready for a performance in the Spring term.



In **Computing** the children will develop their understanding of a range of tools used for digital painting. They will use these tools to create their own digital paintings.



In **RE** we will be investigating Judaism and learning about their special book, the Torah.



In **Maths** we will be continuing to learn how to subtract numbers crossing 10. We will then begin to explore money, making different amounts as well as recognising coins. We will then begin to learn multiplication and division through grouping and sharing.

We will begin to learn length, height, mass and capacity. The focus in this unit will be reading scales and understanding how to read the divisions on them..



Key Vocabulary - English

Punctuation – Full stop . Capital Letter, Exclamation Mark ! Comma , Question Mark ?

Grammar – conjunctions such as coordination - 'and', 'because', 'if' and 'when' to join ideas, and subordination - 'because', 'if', 'while' and 'until', expanded noun phrase - an adjective or list of adjectives used directly before a noun.

Reading - Fluency - reading words without sounding out, having good pace and reading with expression.
Inference - finding clues in the text to help answer questions.



PE is on
Rabbits: Monday and Wednesday
Fox: Monday and Friday
Owl: Monday and Thursday



Supporting learning at home:

- Daily reading
- Spelling practise
- Home Learning
- challenges completed when possible.

Key Vocabulary – Maths

Concrete – children should have the opportunity to use concrete objects and manipulatives to help them understand what they are doing.

Pictorial – alongside this children should use pictorial representations. These representations can then be used to help reason and solve problems.

Abstract – both concrete and pictorial representations should support children's understanding of abstract methods.

Multiplication Vocabulary – equal groups, arrays, multiplication, times, doubles, divide, odd and even.

Measures Vocabulary – length, mass, capacity, height, centimetres, metres, greater than, less than, scale

Key Vocabulary – Topic

The United Kingdom, or UK - union of four countries. These are England, Northern Ireland, Scotland and Wales. The UK is surrounded by four seas and oceans. These are the Atlantic Ocean, English Channel, Irish Sea and North Sea.

Capsize - When a boat or ship turns over in the water.

Coastline - The place where the land meets the sea or ocean.

Compass - An instrument used for showing the direction.

Emergency - A situation that is serious and dangerous and needs urgent help.

Explorer - A person who travels to places to learn about them.

Feature - Something that is part of an area of land.

Volunteer - A person who works without being paid.

Home Learning Challenges

Select from the list below the activities that you would like to do as your home Learning Challenges. You can present your challenges in anyway. Have fun and be creative.

Life Skills

How do your family make sure that they stay safe at home or when out and about?
Quiz your parents!



Reading

Can you find some more adventures stories to read? Are there any similarities to the stories that we have been reading in school? How are they different?

Writing

Can you write about an adventure you have been on with your family? Can you remember all the elements you need for your narrative?

Maths

Can you find out the heights of your family members and put them in order?
Can you work out which items in your house you could measure with just a ruler?

Science

Can you explore different products at home? What materials are they made of?

Geography

Following our trip to Southsea, can you compare it to any other coasts that you may have visited? How does it compare to Woking town centre? How does it compare to The Lye? Can you find maps of these different areas and compare?

History

Can you find out about other explorers? What were their names? What was their nationality? Where did they explore and what did they discover? Can you place them on a time line? How are they the same or different to Captain Cook?