

Maths:

The children will begin with place value building on their knowledge from Year 1 with numbers to 20, moving on to numbers to 100, finishing with counting in 2,4,10s and 3s. Next the children will revise their number bonds to 10, moving on to adding and subtracting two, two digit numbers with exchanges. The children will finish the term by exploring the properties of 2D and 3D shapes.

History:

This project teaches the children about historically significant people who have had a major impact on the world. They will learn to use timelines, stories and historical sources to find out about the people featured and use historical models to explore their significance.

The children will learn about explores such Christopher Columbus and Neil Armstrong as well as activists such as Emile Pankhurst and Rosa Parks.

Geography:

This essential skills and knowledge project teaches children about atlases, maps and cardinal compass points. They learn about the characteristics of the four countries of the United Kingdom and find out why there are hot, temperate and cold places around the world. They also compare England to Somalia. Children carry out fieldwork, collecting primary data in their locality to answer geographical questions.

Memorable experience:

As part of our Science we will be exploring habitats at Thriftwood.

English: In our first unit, the children will learn how to write information texts about pets using beautifully illustrated books about pets: *Dogs* and *Matilda's Cat* by Emily Gravett, and reference texts. The children will learn how to use expanded noun phrases, punctuation and organising texts. In our second unit, the children will explore fables including *The Frog and Scorpion*, *Ant and Grasshopper*. Write dialogue between grasshopper's indignant sister and cruel ant; look at compound sentences and write a fable. In the third unit, they will explore a range of poems by the same author. Through Edward Lear they will learn about the structure of poetry, how to compare poems and write their own, using Lear's works as inspiration. Finally, they will explore familiar settings through Margaret Mahy's story A Lion in the Meadow. They will generate ideas and plan a story about an animal that lives in their house under the stairs. There is a focus on using simple punctuation and story problems and solutions.



How do we decide if a person is historically significant?
What actions did they do to make them significant?



Movers and Shakers

Science -

Our first project teaches children about habitats and what a habitat needs to provide. They explore local habitats to identify and name living things and begin to understand how they depend on one another for food and shelter.

Our second project teaches children about the basic needs of humans for survival, including the importance of exercise, nutrition and good hygiene. They learn how human offspring grow and change over time into adulthood.

PSHE: Our first unit focuses on 'Being Me in My World' thinking about 'Who am I and how do I fit?' We explore hopes, fears, rewards and consequences and create a class charter. Unit 2 focuses on celebrating differences looking at respect for similarity and difference. Anti-bullying and being unique.

DT: This project teaches the children about sources of food and tools used. They discover why some foods are cooked and learn to read simple recipes. They will then design and make a new school meal.

Art: The children begin by revising the colour wheel and then significant still life artists and still life techniques. They explore a wide variety of still life images and learn about the use of colour and composition. They create still life arrangements and artwork.

Computing: Our first project is learning to digitally create art, write about and upload them. We will then follow this on with more creative work using digital methods to create music. Finally, we will finish the term learning how to create spreadsheets and use them to calculate.

Music:

The children will explore the topic Hello and Hey friends, learning how to understand what timbre means and identify percussion instruments by their sound. Then they will then concentrate on learning the songs for our nativity.

PE:

We will be learning about fundamentals for outdoor topics and dance set in the circus. Next will be invasion games and gymnastics.

RE: In our first project, we set out answer the question, 'Why is light an important symbol for Christians, Jews and Hindus?' Our second project, we will explore what the Nativity story teach us about Jesus. In our final project for the term, we explore 'Incarnation' and why Christmas matter to Christians.

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