





Term Five	The Great Outdoors				
VALUE OF THE TERM:	JUSTICE	PE DAY:	FRIDAY	LIBRARY & READING BOOK CHANGE:	MONDAY
PLAY PROJECTS:	CONSTRUCT/CREATE COMPOSE CALCULATE DRAW HANDWRITING				

This terms topic begins with a 'sparkling start', which will let us immerse ourselves in the topic. Our learning concludes with a 'fantastic finish' which allows us to showcase our learning.



	SPARKLING START:	OUR CLASS GARDEN
	FANTASTIC FINISH:	FLOWER & PRODUCE SHOW
	KEY EXPERIENCE:	COLESHILL WORKSHOP



FREQUENTLY ASKED QUESTIONS		
<p><u>Where can I find the tricky words my child needs to work on?</u></p> <p>These are located on a 'tricky word bookmark' located on the inside of your child's yellow reading record.</p> <p>Tricky words are grouped in phases and your child will need to be able to read these accurately before progressing to the next group.</p> <p>We suggest reading these with your child every time you read their reading book.</p>	<p><u>Where can I find my child's handwriting log-in?</u></p> <p>At school, we follow 'Letter-join' handwriting scheme. If you wish to practice letter formation or tricky words at home, you can find your child's handwriting log-in in the rear of their yellow reading record.</p> <p></p> <p>We request that you only use your child's year group log-in as this is tailored to match our learning at school.</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 the theme of 'love' and 'environment'.

We will be learning to:

- identify when and how we feel loved and how we express love to others.
- discuss different types of love such as for people, food, sport, pets or toys; for some children they may share a love for a God / Gods.
- articulate the feelings and actions that are evoked by love from and for others.
- explore the school's immediate environment; engaging in research and discussion around environmental issues in our locality e.g. plastic pollution or litter.
- identify and communicate ways to address these environmental issues e.g. reduce single use plastic in the classroom, recycle, use the food waste bins etc.

This term will focus on the following rights:



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 concepts learnt in mathematics this term. These may be altered where necessary.

Place Value (within 50)

- To count forwards and backwards within 50.
- To understand the 'tens' and 'ones' structure of numbers.
- To compare numbers.
- To order numbers.
- To count by making groups of tens.
- To partition into 'tens' and 'ones'.
- To add and subtract by partitioning into tens and ones.
- To order on a number line.
- To estimate on a number line.

Length & Height


- To compare lengths and heights.
- To measure length using non-standard units (objects).
- To measure length in centimetres.

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 two alternative names for numbers between ten and twenty; the English name and their structural name (their composition of tens and ones).

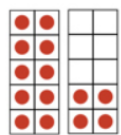
Ten and a Bit



twelve / ten-two

Then, we will use this knowledge to quickly partition numbers for adding and subtracting. For example:

fourteen / ten-four



$10 + 4 = 14$
 $4 + 10 = 14$

$14 - 4 = 10$


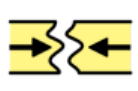






English

Across this term, we will be exploring the focus text 'The Secret Sky Garden' by Linda Sarah and Fiona Lumbers.



The tells the story of Funni, a girl who transforms an abandoned car park into a vibrant garden. We will also be writing a recount of our trip to Coleshill.

Our focuses in writing will be focussing on:


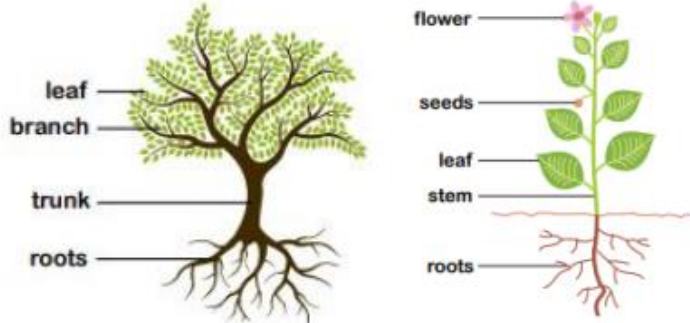


			
positioning our letters on the line.	using 'and' to join our ideas and sentences.	using adjectives.	using a sound mat.
			
using past tense.	correctly sizing our letters.	saying our words aloud to check for any missing sounds.	reading our work with a focus on editing and improving our work.

Alongside these, we will be aiming to write independently for sustained periods producing multiple sentences that consistently include capital letters, full stops and finger spaces. We will also continue to explore using alternative 'phase five' graphemes to spell with increasing accuracy.

We will also be aiming to spell the following tricky words correctly:


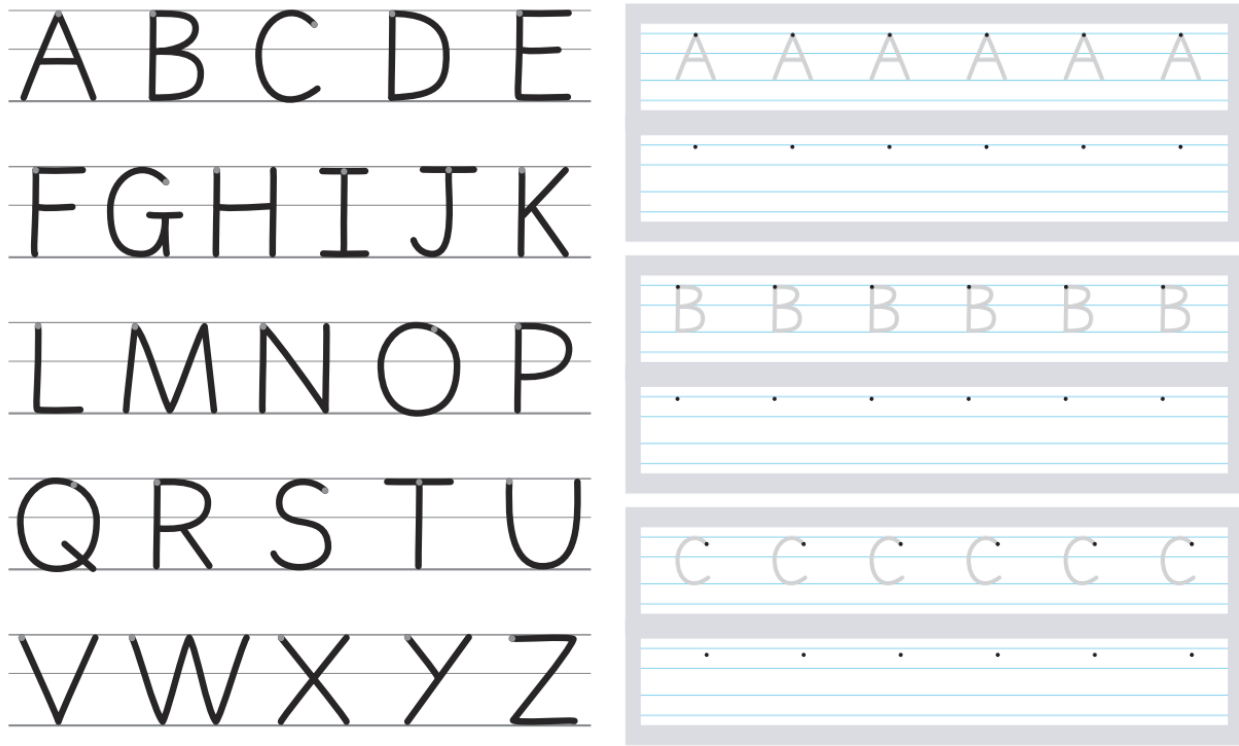

all by come could friend here into little
my one pure said says she some sure
they today two want was we were what

*please note that *tricky words* cannot be sounded out and must be remembered.

Art – Flora and Fauna	Science – Plants	Geography – Cities, Towns and the Countryside
<p>In Art, we will develop an understanding that artists can be inspired by the flora and fauna around them. We will explore how we can manipulate our drawing tools to produce varying styles of artwork.</p>  <p>Your child will be learning to;</p> <ul style="list-style-type: none"> look closely at insects and plants and make drawings using a pen to describe what I see. experiment using graphite and oil pastels to make my own insect artwork. cut out shapes in different colours, and use these shapes to make an insect or bug whilst thinking carefully about its body parts. 	<p>In Science, we will be discovering the range of wildlife that lives in our gardens, school and town (Swindon).</p>  <p>Your child will be learning to;</p> <ul style="list-style-type: none"> identify and name a variety of common wild and garden plants. identify and name deciduous (trees that drop their leaves every year) and evergreen trees (trees that keep their leaves all year round). identify and describe the basic structure of a variety of common flowering plants, including trees. 	<p>In Geography, we will be learning about the human and physical features of United Kingdom (UK).</p> <p>Your child will be learning to;</p> <ul style="list-style-type: none"> identify key physical features of the United Kingdom, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. identify key human features of the United Kingdom, including: city, town, village, factory, farm, house, office, port, harbour and shop. use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features on a map. <p>For your reference:</p> <ul style="list-style-type: none"> <i>physical features like seas, mountains and rivers are natural; they would be here even if there were no people around.</i> <i>human features like houses, roads and bridges are man-made; they are things that have been built by people and would not be here if there were no people.</i>
Computing – Digital Writing	Design Technology – Templates & Joining	Physical Education – Ball Skills
<p>In Computing, we will begin to understand the various aspects of using a computer to create and change text. We will familiarise ourselves with typing on a keyboard and begin using tools to change the look of our writing.</p>  <p>Your child will be learning to;</p> <ul style="list-style-type: none"> understand the functions of a word processor and explore the toolbar. develop keyboard skills to enable verbal ideas to be conveyed digitally. use the 'Caps Lock' key to add capital letters to their writing. experiment with a range of tools which alter the look of text; making choices according to a desired outcome. consider the similarities and differences of writing using a keyboard and computer with using a pencil and paper. 	<p>In Design Technology, we will be exploring how simple textile 3-D products are made. We will explore how templates assist in cutting out shapes and learn a range of joining techniques that can be used to create a final product.</p>  <p>Your children will be learning to;</p> <ul style="list-style-type: none"> design, make and evaluate simple 3-D textile products. use a template to create identical shapes. join fabrics using simple techniques such as glueing, stapling and stitching. thread and use a needle safely. use a range of different finishing techniques such as painting, drawing (using fabric crayons) and by stitching sequins, buttons and ribbons. use a range of technical vocabulary relevant to the project. 	<p><u>Coordination: Sending & Receiving</u></p> <p>Your child will be learning to;</p> <ul style="list-style-type: none"> roll a large ball to a partner using a single hand and both hands. throw a large ball and catch with both hands. throw a large ball and catch it after a single bounce. roll / throw a small ball and catch it after a single bounce. <p><u>Agility: Reaction / Response</u></p> <p>Your child will be learning to;</p> <ul style="list-style-type: none"> catch a large ball after my partner has dropped it. run and catch a large ball after my partner has dropped it. catch a small ball after my partner has dropped it. run and catch a small ball after my partner has dropped it.

Supporting your child at home

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

Mathematics	Phonics & Reading
<p>At school we are learning about 'Ten and a Bit'. We will be focussing on two alternative names for numbers between ten and twenty; the English name and their structural name (their composition of tens and ones). Then, we will use this knowledge to quickly partition numbers for adding and subtracting.</p> <p><u>Look and see</u></p> <ol style="list-style-type: none"> 1. Look at some tens frame activity cards (<i>these can be requested from Tom or Lorna</i>). 2. Ask your child, "Which number is represented?" If your child doesn't recognise a number yet, start by counting the dots on from 10. For example, "We have 10 here. Let's count the rest... 11,12,13,14." 3. Then say, "There are 14. 10 and 4 more is 14" 4. Repeat the process until your child recognises all the numbers from 11 to 19. 	<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><u>Phonics Play</u> Phonics Play provides free-access to three games that could be used to practise reading alien (non-sense) words and real words.</p>
Handwriting	
<p>This term we are going to focus on our capital letters.</p>  <p>You child could practice their lowercase and upper case letters using their pupil log-in to Letter-join.</p>	<p>You can visit this website by scanning this QR code or via: PhonicsPlay - Resources</p>  <p><u>Top Marks</u> Top Marks provides free-access to a range of games that could be used to practise word and sentence reading.</p> <p>You can visit this website by scanning this QR code or via: Letters and Sounds, English Games for 5-7 Years - Topmarks</p> 