

**Topic: Fossil hunters!**

<p><b><u>English</u></b> In English this term, we will be reading 'UG' and 'Stone Age Boy' by Satoshi Kitamura. Children will be learning to write a letter describing the Stone Age and writing a set of instructions on how to wash a mammoth. They will have opportunities to analyse texts for features and purposes. Children will then be able to write using these features in the checklist. They will also be able to edit their writings before writing their final version.</p>	<p><b><u>Maths</u></b> This term children will consolidate adding and subtracting 2-digit and 3-digit numbers with exchanges. They will both use and apply their number bonds to, and within, 10 and use this to number bonds to 100, for example: <math>3 + 2 = 5</math>, so <math>30 + 20 = 50</math>. Children use a variety of representations including base 10, place value counters, double-sided counters, number lines, part-whole models and bar models.</p>	<p><b><u>Science</u></b> This term children will compare how things move on different surfaces and will notice that, while some forces will need contact between 2 objects, magnetic forces act at a distance. They will observe how magnets attract or repel each other. Children will compare and group a variety of everyday materials to see if they are magnetic. They will predict in an experiment whether 2 magnets will be able to attract or repel each other, depending on which poles are facing.</p>
<p><b><u>Geography/History</u></b> In geography, the children are introduced to a key aspect of human geography: settlements. They will learn about hamlets, villages, towns and cities, their locations in a locally relevant part of the UK and their features. In History, we are learning about Ancient Egypt. The children will look at Ancient Egypt's hierarchal society at this time and the social pyramids.</p>	<p><b><u>Spanish</u></b> This term, the children will learn a variety of nouns and articles from topics such as 'Animals', 'Fruits' and 'Vegetables'. They will repeat and then recall a story using Talk for Writing, which will enable the children to imitate the language they need orally, with good pronunciation, before reading and analysing it and then writing their own version.</p>	<p><b><u>Physical Education (PE)</u></b> During P.E. lessons, we will be learning personal and social skills. Students will challenge themselves within PE, as well as recognizing when things become difficult and reacting to this positively. In striking and fielding lessons, students will use running, jumping, throwing and catching in isolation and in combination. During these lessons they will be able to develop flexibility, strength, technique, control and balance.</p>
<p><b><u>Computing</u></b> In computing, children will use a range of techniques to create a stop-frame animation using tablets. Next, they will apply those skills to create a story-based animation. This unit will conclude with learners adding other types of media to their animation, such as music and text.</p>	<p><b><u>Personal Social Health Education (PSHE)</u></b> In PSHE, the children will begin by discussing the concept of democracy and voting in the UK system. As well as learning about human rights and understanding why the government needs to take specific actions for equality and ensure everyone has equal human rights.</p>	<p><b><u>Music</u></b> Next term the children will be focusing on songs and learning the various rhythms of samba instruments and the special rhythmic calls from the leader to start, stop and change rhythm patterns.</p>
<p><b><u>Art/Design Technology</u></b> In art, children will use still life to explore how artists use different techniques to show the form of an object. They will be looking at the still life work of Morandi, using his work to investigate the meaning of form, and practise using different pencil techniques to and draw their own still life from observation using cross-hatching. In DT, they will be designing, making and evaluating a small-wheeled trolley.</p>	<p><b><u>Religious Education (RE)</u></b> In RE, students will have the opportunity to explore the significant role that sacred scriptures play as sources of authority within religious tradition. They will examine the status, content, function and purpose of holy texts and consider the part they play in both individual and collective religious practices.</p>	<p><b><u>Ideas for home to support</u></b> Reading tips: Read for at least 20 minutes a day. Maths tips: Practice the timetables. Seesaw: Support your child's revision of learning on Seesaw, engage and access with your child's Seesaw posts.</p>