

Wriggle and Crawl



TRIPS AND EVENTS

- Wow Start "What's This"? Mini Beast Experience Thursday 24th February
- Investigating "Where do snails live?"
- Growing Eri Silk Moths

RELIGIOUS EDUCATION

In RE we will be exploring the question 'Why does Easter matter to Christians?' We will look closely at events leading up to Easter and will discuss their significance and relevance to our lives.

PERSONAL, SOCIAL, HEALTH & ECONOMIC EDUCATION

This term our topic is 'Healthy Me' which will include understanding how we can be healthy, relaxed and stay safe. We will look into eating healthily and living a healthy lifestyle.

PE will be on a Monday afternoon and a Wednesday morning

- The children need to have their PE kit in school every day, but it should be taken home each Friday so that it can be kept clean for lessons.
- Jewellery MUST be removed, so if your child has pierced ears they will need a small pot to put their earrings in to keep them safe.
- Long hair should be tied back for school, but MUST be tied back for P.E. Lessons so a spare hair band is useful.

THE BIG IDEA

Grab your coat and pooter – we're going out and about on a minibeast hunt! Sweep your nets in ponds and lift up logs to see who's home. Then set up a minibeast laboratory and observe their every move. Add notes and labels and ask research questions – just like a real entomologist! Learn about bees and worms and butterflies too. Can you make a food chain to show who eats who? Carry out investigations to find out more, like how far a snail travels in a day and how a spider catches its prey. Then animate to show how your favourite bug transforms (metamorphosis) from one form to another, perhaps a caterpillar to a butterfly or a maggot to a fly – urch! On your belly, legs at the ready, it's time to wriggle and crawl!

In Science we will be finding out about:

Living things and their habitats

- Describe how animals obtain their food from plants and other animals,
- Learn about simple food chains
- Identify and name different sources of food

Animals, including Humans

- Notice that animals, including humans, have offspring which grow into adults
- Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- Ask their own questions about what they notice
- Use different types of scientific enquiry to gather and record data

In Geography the children will:

- Use simple fieldwork and observational skills to study the geography of their school grounds and local environment

In Art the children will learn to:

- Sketch to make quick drawings of mini beasts
- Use drawing to record experiences and observations

In Music the children will be:

- Learning how to listen to and appraise different types of music
- Experimenting with following and making different rhythms
- Learning new songs and accompanying them with percussion

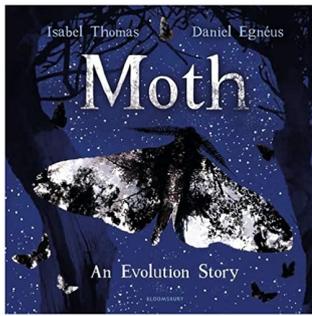
In PE we will be finding out about:

- Outdoors adventurous activities
- Dance and mindful movement

In computing we will be:

- Learning to keep ourselves safe online
- Animating bug metamorphosis

ENGLISH



This term begins with a non-fictional writing unit. We will be using the rich text *Moth* by Isabel Thomas and Daniel Egneus, with the supporting text *The Bee Who Spoke*, by Rebecca Gibbon. During this term the children will be writing non-chronological reports on *The Peppered Moth*. The children will be making a moth feeder, then writing instructions using imperative verbs. The children will then move on to reading *The Bee Who Spoke*, an enchanting story of a Parisian girl who meets a talking bee when she falls off her bike. The bee rescues Belle and shows her the amazing countryside around her. The children will be compiling a diary entry and re-telling the narrative from the perspective on another character.

MATHS

In maths the children will be learning using the Maths mastery Approach which uses lots of apparatus and visual images to support the children in learning new mathematical concepts. The children will be developing their maths skills in the following areas:

- Multiplication and Division
- Money
- Time

CALCULATION METHODS

ADDITION	SUBTRACTION	MULTIPLICATION	DIVISION
Using apparatus (counters, toy dinosaurs, tens and ones sticks, 100 squares) Drawing tens and ones sticks Drawing a blank number line Tens frames Counting on and back Bar models Part part whole models Making ten Partitioning (tens and ones)	Using apparatus (counters, toy dinosaurs, tens and ones sticks, 100 squares) Counting back Drawing tens and ones sticks Drawing a blank number line Bar models Part part whole models Partitioning (tens and ones)	Counting (skip counting) on and back in steps of 2s, 5s, and 10s through rote counting (e.g. 2 4, 6, 8, 10 etc) Related times table facts Recognising commutativity $2 \times 5 = 15$ therefore $5 \times 2 = 15$ Repeated addition and its relationship with multiplication	Making equal groups and sharing equally. Repeated subtraction in equal amounts $8 \div 2 =$ $8 - 2 - 2 - 2 - 2$ Recognising division is the inverse of Multiplication $4 \times 2 = 8$ so $8 \div 2 = 4$

CLASS ROUTINES:

HOMEWORK:

The children are expected to complete these tasks every week:

- Please hear your child read at least 4 times a week, stamps are awarded every time you hear your child read at home;
- a set of six spelling will be set and tested on a Friday;
- Spend at least 20 minutes a week on Times Tables Rock Stars or Numbots
- Maths Monkey will be allocated to one child a week and their diary entry shared with the class on a Friday

COMMUNICATION:

Please encourage your children to speak to me if they should have any concerns or worries, I would always endeavour to help sort problems and upsets at the time rather than a child go home with a worry. I will be available most days at the end of school if you wish to speak to me directly or please contact me using Tapestry or email.

In the mornings Mrs Harvey, myself or another member of the Senior Leadership Team is available on the school gate. Here, you can leave messages that you would like to have passed on. If there is a matter that you would like to discuss in more detail please make an appointment with me by emailing via the school office.