

**17<sup>th</sup> April 2020**

Dear Parents,

**Home-learning**

Thank you so much for all your hard work before Easter. I am really missing the children and so it was lovely to hear from you all and see all the photos and videos of their work. I am currently sifting through questionnaires to try and tweak work to make it manageable and more realistic and to tie in with all your other commitments at home.

Going forward, as a staff, we have agreed that the priority is Letters and Sounds and Maths and then, **if time permits**, there will be Literacy and Topic work.

**Topic for this half term: Home Sweet Home**

This half term, we are going to do a topic that incorporates Materials, Microhabitats and Food Chains, Map Work, Local History, Recycling and Road Safety. In Maths we are doing Measure.

Attached is a more detailed outline for the term, that will also go up on the website.

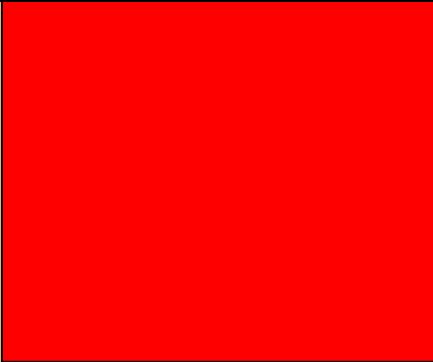
Very best of luck and stay safe!

Rebecca Divall

**Summer Term: Home Sweet Home (habitats, food chains, history, art, materials, healthy eating, junk modelling and recycling)**

<p><b>Literacy (poetry, instructions, narrative, information writing, recount, persuasive writing-poster)</b></p> <p>Full stops and capital letters</p> <p>Commas in lists, inverted commas, exclamation marks, question marks</p> <p>Coordinating conjunctives: and/but/or</p> <p>Subordinating conjunctives: when/because/that/if</p> <p>verbs and past tense suffixes adjectives and nouns</p> <p>Commands, statements, exclamations and questions</p> <p>Handwriting: capital letters, number formation (revision)</p>	<p><b>Numeracy</b></p> <p><u>Measure</u></p> <p><b>Capacity (ml/L), length (cm/m) and weight (g, Kg)</b></p> <ul style="list-style-type: none"> <li>choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels</li> <li>compare and order lengths, mass, volume/capacity and record the results using &gt;, &lt; and =</li> <li>recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value</li> <li>find different combinations of coins that equal the same amounts of money</li> <li>solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change</li> </ul> <p><b>Time-</b> reading clock to nearest 5 minutes, seasons, days of week, months of year.</p> <ul style="list-style-type: none"> <li>compare and sequence intervals of time</li> <li>tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times</li> <li>know the number of minutes in an hour and the number of hours in a day</li> </ul> <p><u>Co-ordinates</u> use mathematical vocabulary to describe position, direction and movement,</p>	<p align="center"><b>DT</b></p> <p>Understand where food comes from</p> <p>Cooking and being healthy</p> <p>design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p>select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>explore and evaluate a range of existing products</p> <p>evaluate their ideas and products against design criteria</p> <p>build structures, exploring how they can be made stronger, stiffer and more stable</p> <p>explore and use mechanisms [for example, levers, sliders, wheels and axles], in their product</p>
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	<p>including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise)</p> <p>battleships</p> <p><b><u>Bar charts (Pictograms- sorting lego, tins, recycling materials etc)</u></b></p> <ul style="list-style-type: none"> <li>• interpret and construct simple pictograms, tally charts, block diagrams and tables</li> <li>• ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity</li> <li>• ask-and-answer questions about totalling and comparing categorical data</li> </ul> <p><b><u>Shape and Space</u></b></p> <ul style="list-style-type: none"> <li>• identify and describe the properties of 2-D shapes, including the number of sides, and line symmetry in a vertical line</li> <li>• identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces</li> <li>• identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid]</li> <li>• compare and sort common 2-D and 3-D shapes and everyday objects</li> </ul>	<p><b>RSHE</b></p> <p>Road Safety</p> <p>eSafety</p>	<p><b>Spanish</b></p>
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<p><b>PE</b></p> <p><b>Gymnastics</b> Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p>	<p><b>Science (Growing things, microhabitat, Lifecycles, healthy eating, Summer)</b></p> <p><b>Working scientifically</b> asking simple questions and recognising that they can be answered in different ways</p> <p>observing closely, using simple equipment</p> <p>performing simple tests</p> <p>identifying and classifying</p>		<p><b>Music</b></p>
<p><b>Art</b></p> <p>To use drawing, painting and sculpture to develop and share ideas, experiences and imagination.</p> <p>To develop technique in colour, pattern, texture, line, shape, form and space.</p> <p>To use a range of materials creatively to design</p> <p>Sewing (revision)</p>	<p>using their observations and ideas to suggest answers to questions</p> <p>gathering and recording data to help in answering questions</p> <p><b>Habitats and Food chains</b></p> <p>identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</p> <p>identify and name a variety of plants and animals in their habitats, including microhabitats</p> <p>describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</p> <p><b>Seasons (revision)</b></p> <p>observe changes across the four seasons</p> <p>observe and describe weather associated with the seasons and how day length varies.</p>		<p><b>Geography</b></p> <p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>• use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> <li>○ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>○ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul> </li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>• 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 and routes on a map</li> <li>• use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use</li> </ul>

**Animals (revision)**

identify and name a variety of common animals that are carnivores, herbivores and omnivores

identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals

describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)

describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

notice that animals, including humans, have offspring which grow into adults

**Plants**

Pupils should be taught to:

observe and describe how seeds and bulbs grow into mature plants

find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.

and construct basic symbols in a key

- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment