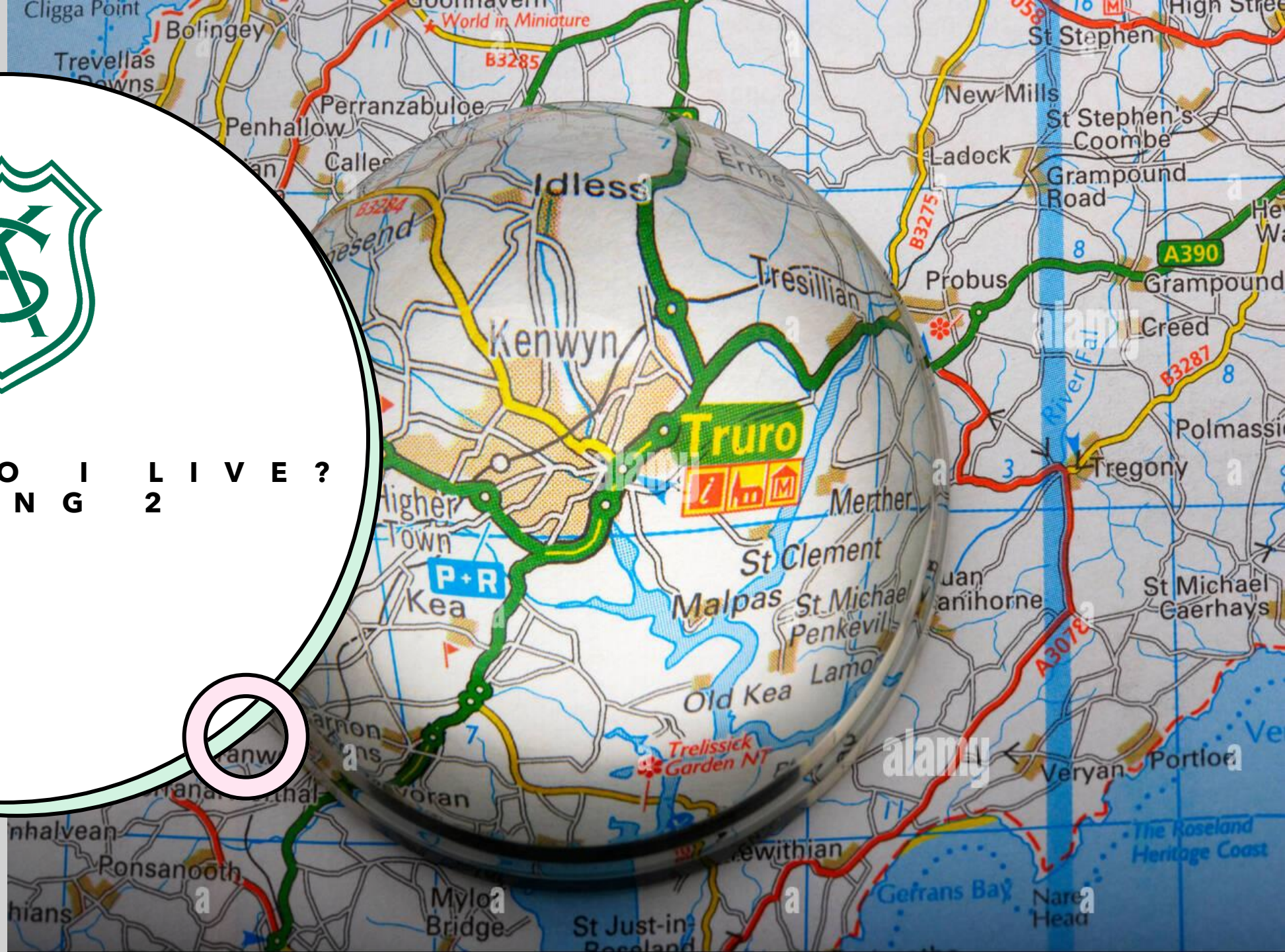




W H E R E D O I L I V E ?
S P R I N G 2



READING

In our specific RWI groups we will continue develop our word reading by :

- Applying our phonic knowledge taught so far working towards reading fluently (quickly and accurately).
- Reading words containing common suffixes
- Reading common exception words.
- Re-reading books closely matched to our phonics level

Also, we will:

- Develop our pleasure in reading through recommendation in book club

Vocabulary: phonic sounds predict

Fred talk vocabulary



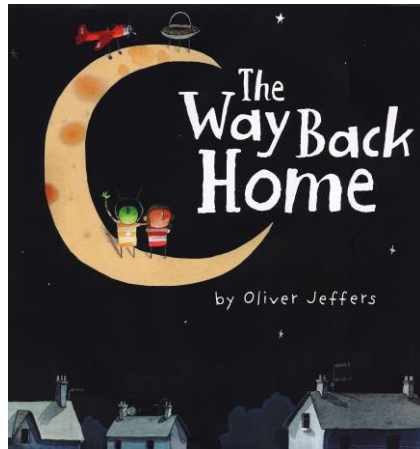
WRITING

The text types we are learning about this half term are:

The Way Back Home by Oliver Jeffers
Narrative Science fiction

Our grammar focus will be:

- Conjunctions
- Exclamations
- Capital letters



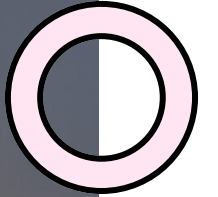
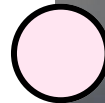
Vocabulary:

plot

adjectives

Dialogue

sentences



MATHS

We will be continuing working through our maths units, focusing on fluency skills and then developing our reasoning and problem solving.

Place Value within 50

Length and height

Mass and volume

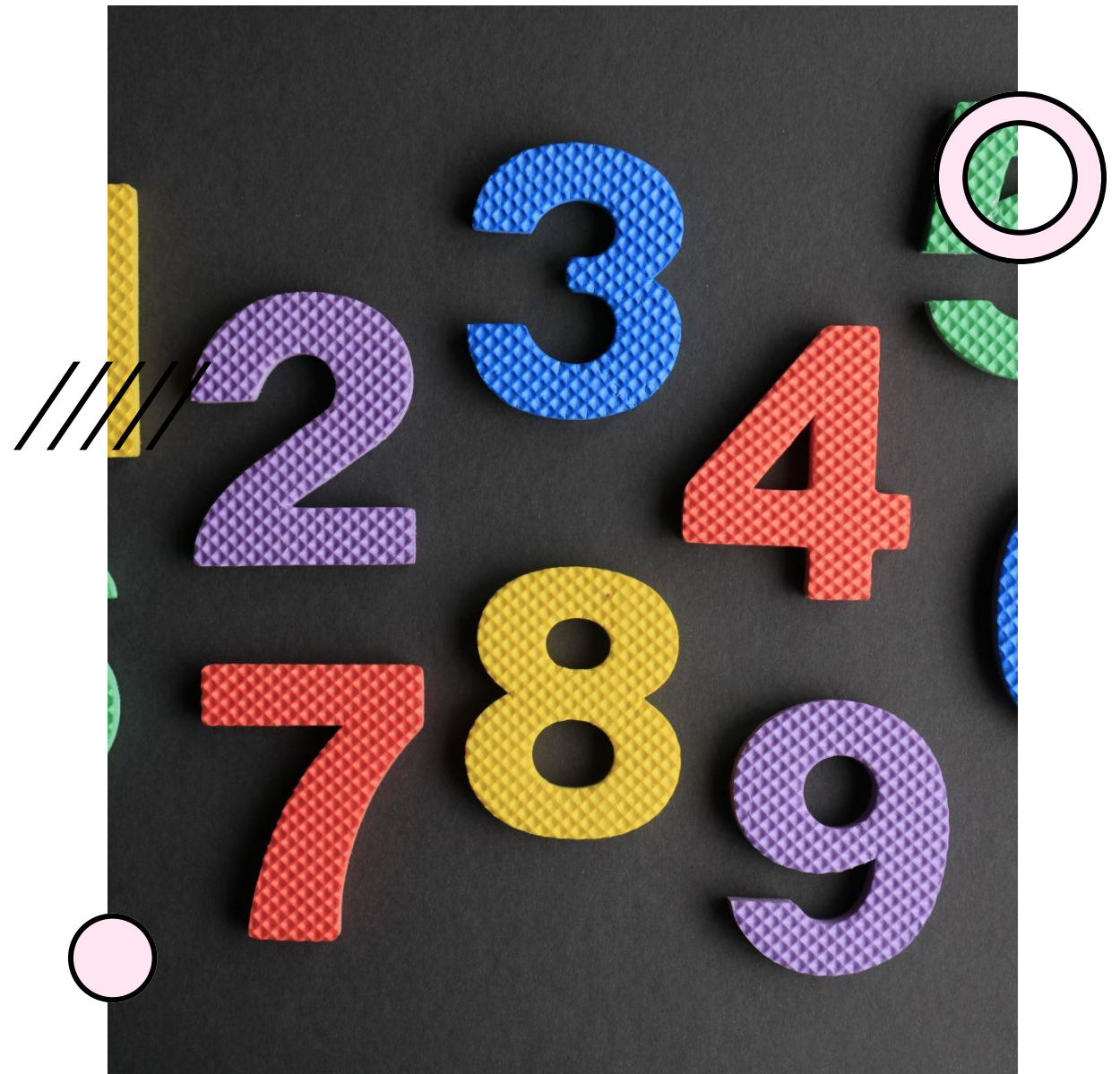
Vocabulary:

estimate

compare

groups

measure



SCIENCE

We are learning about how can we describe and group animals? The children will be learning how to:

- Ask simple questions and recognising that they can be answered in different ways
- Identify and classify
- Use their observations and ideas to suggest answers to questions
- Gather and record data to help in answering questions



A herbivore only eats plants.

A carnivore only eats meat.

An omnivore eats both plants and meat.

Vocabulary:

carnivore

Identify

herbivore

define



G E O G R A P H Y

We will be learning about the area in which we live in. The children will be learning to:

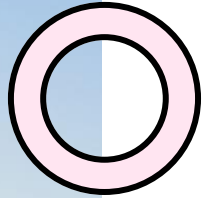
- Locate Constantine on a map of the UK.
- Ask simple geographical questions; what is it like to live in this place?
- Use simple locational and directional language (near, far, left, right) to describe position of homes in relation to local landmarks.
- Look at aerial photographs

Vocabulary:

landmarks

locate

questions



COMPUTING

In computing we will be learning about data and information: grouping data.

The children will be learning to:

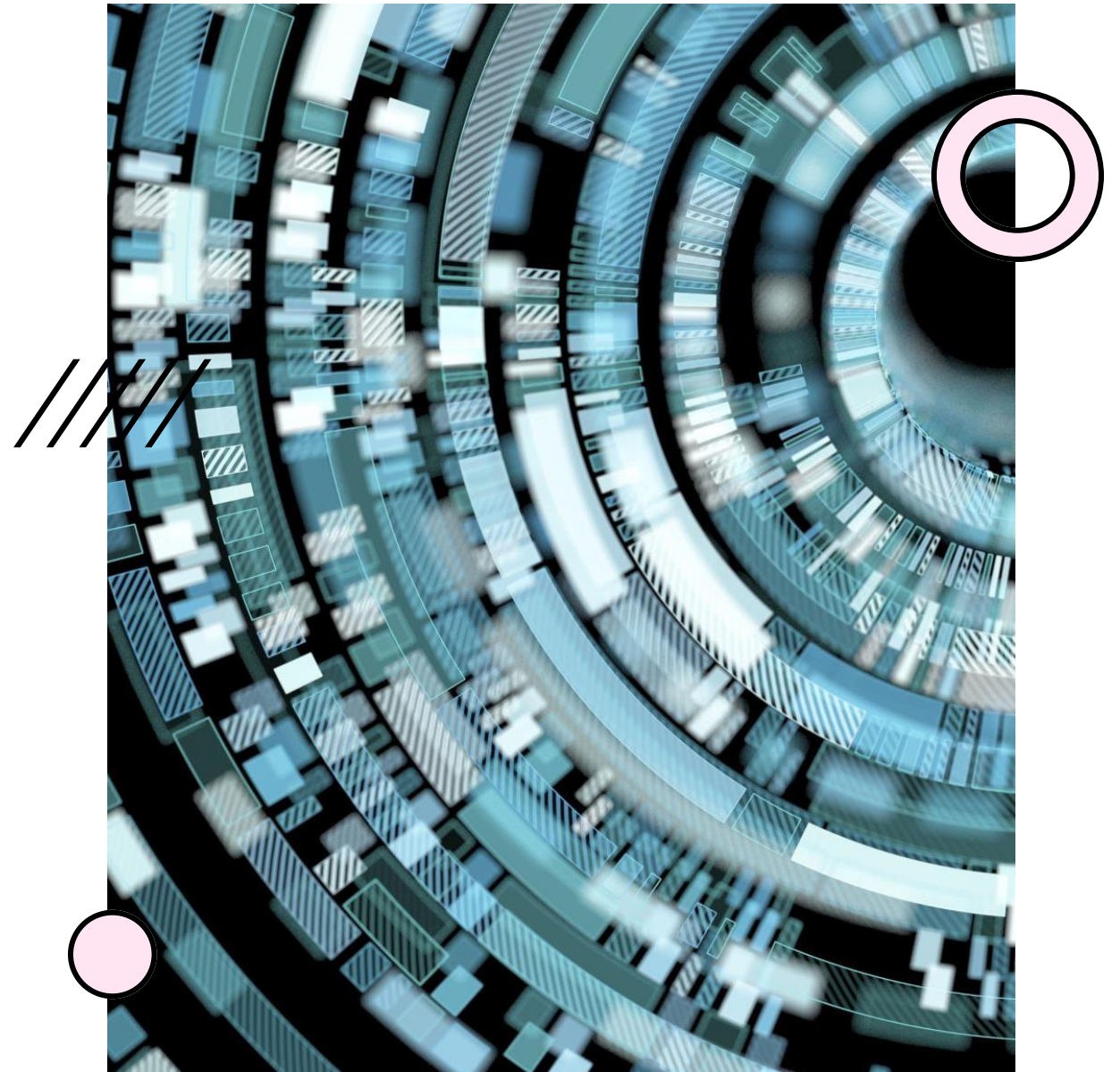
- Label and match
- Group and count
- Describe an object
- Making different groups
- Comparing groups
- Answering questions

Vocabulary:

record

gather

data



P . S . H . E

We will be learning about: Living in the wider world - Money Matters:

- discuss things they can buy in the shops.
- talk about different sources that money can come from.
- identify things they want.
- identify things they need.
- talk about ways we can keep track of what we spend.
- discuss ways they can keep money safe.
- discuss some methods of payment.



1. The first line of my address and town is ...
2. My date of birth is...

Vocabulary: money

safety

identify



D.T.

We are learning about: Cooking and nutrition: Preparing a healthy drink. The children will learn:

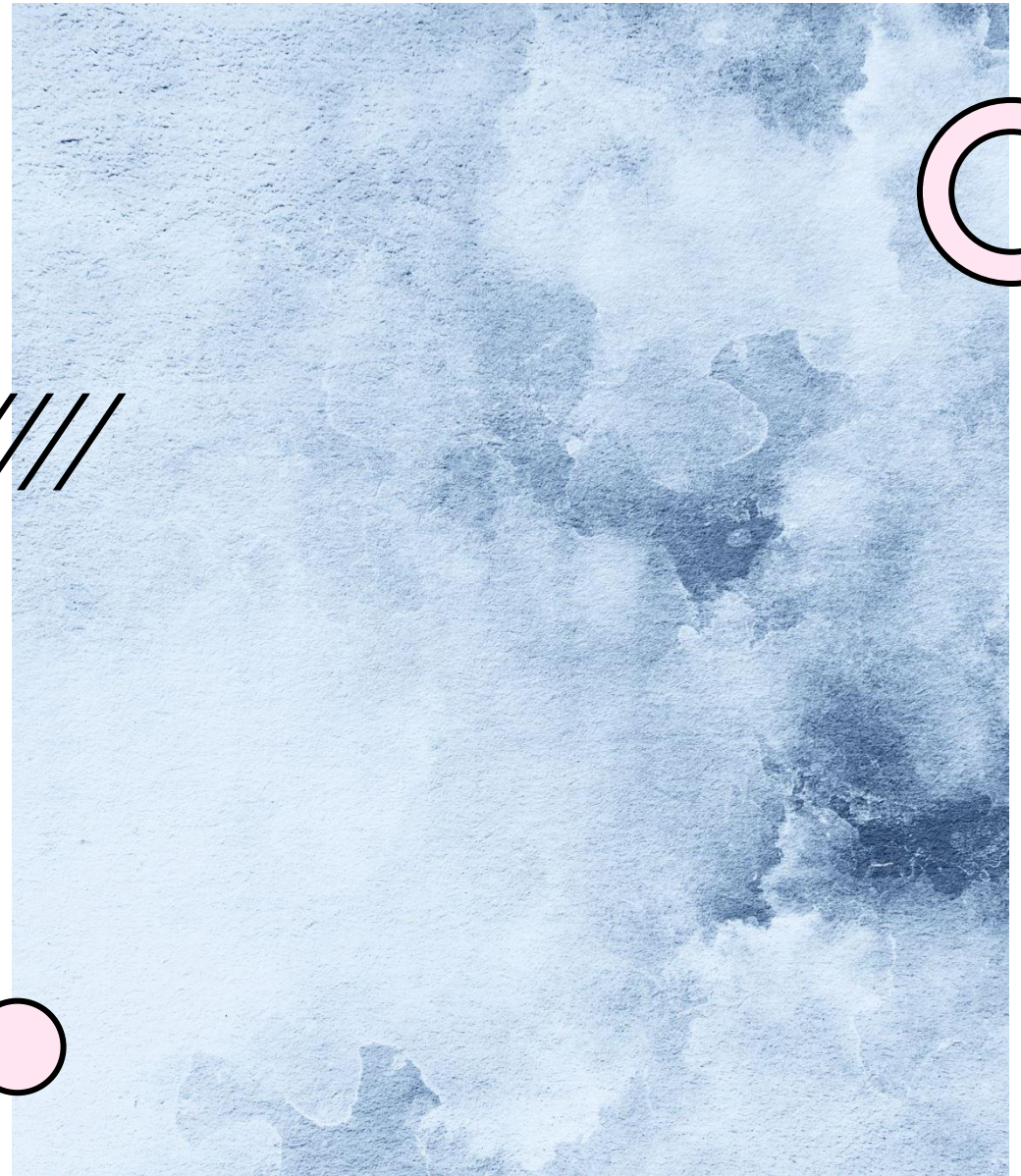
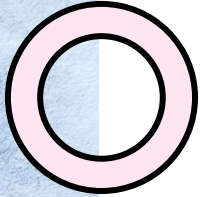
- Design, make and evaluate
- Sources of local food
- Healthy balanced diet
- Sun and rain needed for growing food
- Importance of clean tools and surfaces

Vocabulary:

diet

healthy

produce





R.E.

We will be learning about - Who is Jewish and how do they live?

Make sense of belief:

- Recognise the words of the Shema as a Jewish prayer
- Retell simply some stories used in Jewish celebrations (e.g. Chanukah)
- Give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like

Understand the impact:

- Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah)
- Make links between Jewish ideas of God found in the stories and how people live
- Give an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat)

Make connections:

- Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas
- Give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too.

Vocabulary:

faith

Jewish

belief

celebration

P . E .

We will be learning:

Orienteering:

To move in different ways.

To plan a route on a map.

To work with others.

To solve problems on my own and with others.

To use a basic map.

To participate in an orienteering event

Gymnastics:

To be able to perform 5 key shapes.

To link movements.

To move with control.

To use different pieces of equipment and apparatus.

To balance using different parts of my body.

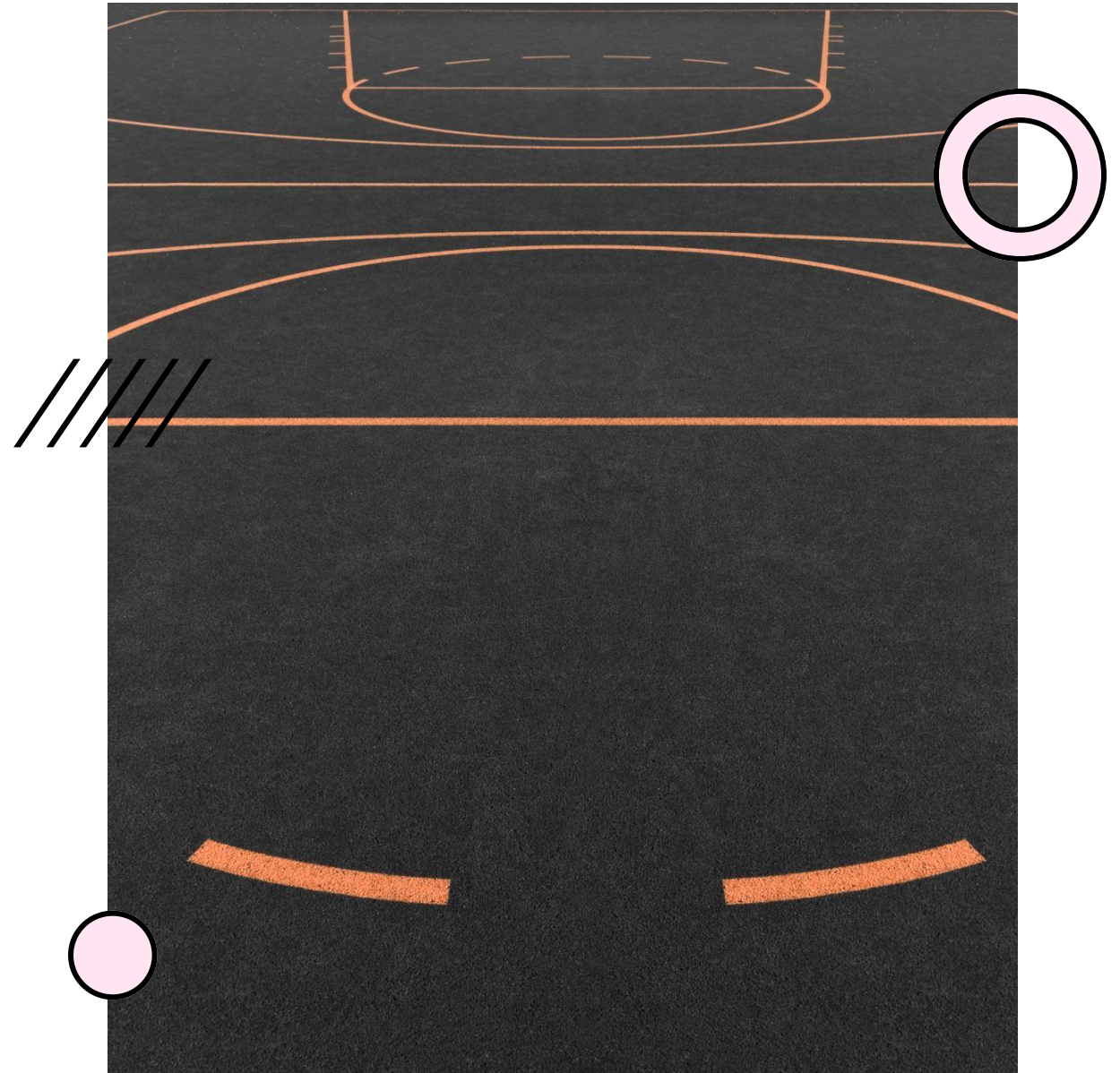
To participate in a performance

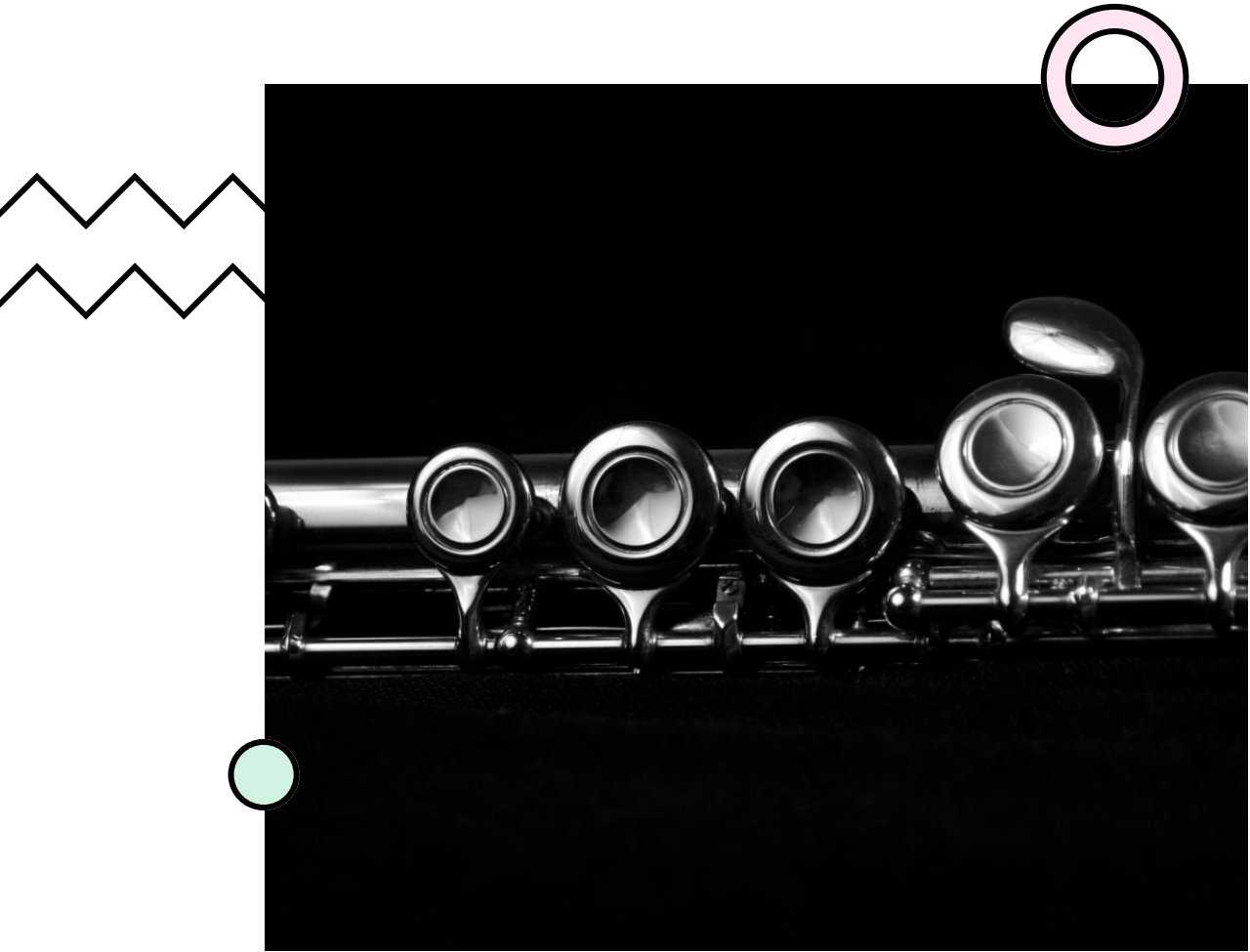
Vocabulary:

balance

route

control





1. The beat is the steady pulse in the music.



MUSIC

In our music lesson we will be learning two components:

'Dawn' from Sea interludes

- Sing a simple singing game, adding actions to show a developing sense of beat.
- Listen actively by responding to musical signals and musical themes using appropriate movement.
- Create a musical movement picture

Musical conversations

- Compose musical sound effects and short sequences of sounds in response to a stimulus.
- Improvise question-and-answer conversations using percussion instruments.
- Create, interpret, and perform from simple graphic scores.
- Recognise how graphic symbols can represent sound.

Vocabulary:

beat

symbols

movement



Our storytime book is going to be *The Way Back Home* by Oliver Jeffers



Our focus music is based on 'Dawn' from the sea interludes.



We will be learning about the wider community of diverse Britain.

