



## Class 3: Spring 2 (What is it like in the Polar Regions?)



Dear Parents,

Here are some of the activities we will be covering this half-term. This overview does not include everything that we will be doing, but hopefully it will give you an insight into some of the learning which will be taking place in our classroom.

<b><u>English</u></b>		<b><u>Mathematics</u></b>	
<p>In English, we will use The Stinky Cheese Man to retell and create our own fairy tale stories. We will use Picture Postcard to write a postcard to a friend, and we will explore the work of the poet Allan Ahlberg. We will continue to practise the following skills:</p> <ul style="list-style-type: none"> <li>• Use subordinating conjunctions to join two sentences, e.g. because, when, if, as.</li> <li>• Identify nouns, verbs, adjectives and adverbs in sentences.</li> <li>• Include adverbs in sentences.</li> <li>• Recognise and write statements, questions, exclamations and commands.</li> <li>• Identify and write expanded noun phrases within sentences.</li> <li>• Begin to identify pronouns in sentences.</li> <li>• Match verbs and pronouns correctly, e.g. I am, he is, we are, etc.</li> </ul> <p>We will also be looking closely at developing our handwriting and continuing to learn to join using diagonal/horizontal lines to connect letters.</p>		<p><b>Fractions</b></p> <ul style="list-style-type: none"> <li>• recognise, find, name and write fractions <math>1/3</math>, <math>1/4</math>, <math>2/4</math> and <math>3/4</math> of a length, shape, set of objects or quantity</li> <li>• write simple fractions for example, <math>1/2</math> of <math>6 = 3</math> and recognise the equivalence of <math>2/4</math> and <math>1/2</math>.</li> </ul> <p><b>Statistics</b></p> <ul style="list-style-type: none"> <li>• interpret and construct simple pictograms, tally charts, block diagrams and simple 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>Our investigation work in Maths will all be focused around working backwards which will involve looking at numerous different problem-solving activities.</p>	
<b><u>PHSE</u></b>	<b><u>Science</u></b>	<b><u>Computing</u></b>	
In PHSE we will be focusing on relationships. We will also continue to look at and discuss relationships and feelings and emotions. Thinking about what makes a healthy relationship and valuing differences between ourselves and others.	In Science we will start our new topic of living things. We will be focusing on looking at what a plant needs in order to survive including completing an investigation on plants.	In Computing we will be focusing on programming toys. This will give us the opportunity to use the BeeBots and Probots in school and use a range of apps on the I pads.	
<b><u>Geography</u></b>	<b><u>RE</u></b>	<b><u>Art</u></b>	
Our Geography lessons will focus on the North and South Pole. We will look at the types of weather at the poles and why this is different to the weather in continents nearer to the equator. We will be investigating what life is like at the poles and looking at who and what lives there as well as finding out about explorers who have successfully travelled there.	In RE we will be listening to and discussing the Easter story and its importance to Christians.	In Art we will be focusing on painting. We will look at the artist LS Lowry. We will begin to describe a range of colours and mix a range of secondary colours. Children will be encouraged to talk about why they have selected colours for their artwork.	
<b><u>Music</u></b>	<b><u>PE</u></b>		
In Music we will learn to mark the pulse of a song with our feet and clapping or tapping the rhythm with our hands at the same time. We will be learning about short duration instruments that play on every pulse (1,2,3,4), as well as the long duration instruments that play on the first beat only; their sounds lasting for four full beats.	In P.E we will focus on dance and tennis. In Dance, we continue to look at rhythm alongside expressive and dynamic qualities to show different moods, ideas and feelings. We will use our knowledge of both of these to compose a class dance routine that will then split into group routines. In tennis, we will be learning how to hold a bat to then strike the ball with a suitable technique. We will also practice moving into different positions to catch the ball.		