



Curriculum Newsletter - Autumn Term 2

Welcome to our curriculum newsletter!

Please find below information about what your child will be learning about this term. You will notice that each term has 3 key concepts. The learning is designed to explore these concepts in class so that children develop their life skills as well as their academic knowledge. If you have any questions about the learning this term, please feel free to speak to your child's class teacher.

Lemurs - Reception

Key concepts for our curriculum this term are: Respect, Community, Diversity

Our overall topic for Term 1 is **Home Sweet Home**.

In **Literacy** this term, our core text will be *The Three Little Pigs*. We will explore different versions of the traditional tale and practise acting out and retelling the story using props. We will also look at sequencing the story, writing speech bubbles for the characters and creating a 'wanted' poster for the wolf! We will also continue learning the Phase 2 phonemes and digraphs and reading books will begin to be sent home in the first full week.



In **Maths** we will be focusing on numbers to 5, learning to recognise the amount when represented in different ways and finding one more or one less. We will also explore and name 2D shapes including circles, triangles, squares and rectangles.

In **RE**, we will be answering the question 'What are special times?'. Children will explore different celebrations including birthdays, festivals and learn the Christian story of Christmas which ties in well with our Nativity.

In **PSHE**, our topic is 'Celebrating Differences'. Children will learn about the idea of 'similarities' and 'differences' and begin to look at how diversity can be celebrated and that we are all special in our own way.

Our **Understanding the World** focus this term will aim to answer the question 'Where do I live?'. We will use our text 'The Three Little Pigs' to explore different types of houses and we will also go on a walk of the local area to see what types of houses we have in our community. We will look at homes and housing in other countries to see similarities and differences around the world. We will also continue to look at seasonal change as Autumn turns to Winter.



In **Art**, we will be looking at natural collages using a range of materials including leaves, sticks, conkers and pinecones. We will also explore using shapes to create patterns and pictures. Towards the end of term, children will create their own salt dough Christmas decorations.

Our **Physical Development** focus for this term will be following the 'BEAM' programme to develop children's gross motor skills and coordination through movement and balances. We will do this on yoga mats in the hall and children will just need to remove their shoes and socks. We will also continue following the 'Write Dance' programme we introduced this term.

Finally in **Music**, we will be thinking about how we can respond to music through stories. We will also continue learning different nursery rhymes and will be taking part in World Nursery Rhyme Week, as well as learning songs for the Nativity.

Otters - Year 1

Key concepts for our curriculum this term are: Equality, freedom and beauty

In English, we will be reading *Where the Wild Things Are* by Maurice Sendak. Otters will be creating props for retelling the story and using freeze frames in drama. Later on in the term, Otters will use all of their senses to describe a setting in order to write a clear and interesting setting description. Finally the children will be producing a diary entry based on the story.



In geography our enquiry question is- 'What are the similarities and differences between some hot and cold places in the world and the reasons why such differences exist?' During this unit we will be exploring the importance of location in relation to the Equator and poles in determining weather and climate, which in turn have such an influence on shaping the natural geographical features of environments.



In maths, our focus will be on addition and subtraction. We will be looking at different ways of adding to 10 and the [part-whole](#) diagram to begin to lay the foundations of the inverse of addition. The children will also begin to make their own addition equation in order to support the deeper understanding of the processes of addition. Later in the term we will learn to subtract by crossing out, by using number bonds and by counting back.

In science we will initially think about what we know about materials, before learning to distinguish between an object and the material from which it is made. The children will also identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock, describing their simple physical properties.

In RE this term we will be exploring the question - 'What do some people believe God looks like?' We will be focussing on Christian, Hindu and Islamic beliefs. They will learn how to have respect for differences and similarities in how different religions represent God.

In PSHE we will be celebrating differences and thinking about how we are all the same but also all different. We will also be thinking about how to make friends and support each other.

For our PE this term we will be focussing on *Hit, Catch and Run* and *Attack, Defend and Shoot*. In these lessons children will develop sending and receiving skills to benefit fielding as a team. They will distinguish between the roles of batters and fielders and introduce the concept of simple tactics.

In computing the children will be following the unit called iModel. In this unit the children will explore how computer models work and understand they can be used to represent real or imaginary environments, situations and scenarios.

In art this term the children will be exploring and making lines. They will choose lines and shapes inspired by Brianna McCarthy's artwork.

In music, our lessons will continue to support children's knowledge of pitch, pulse and tempo. The learning is focused around exploring and playing the glockenspiel.

This term we will also be learning and performing our Christmas nativity with Reception and Year 2. We look forward to sharing our hard work with the school community in December.

Meerkats - Year 2

Key concepts for our curriculum this term are: pride, community and belonging

Our core text this term is *Meerkat Mail* by Emily Gravett. The children will be using adjectives to describe Sunny's feelings at different points in the story, acting in role as Sunny and writing their very own postcards home from imaginary, exotic places. We will continue to emphasise the basics of reading and writing - sounding out to read unfamiliar words, correct pencil grip, letter formation and sequencing sentences - as well as challenge the children through their choice of vocabulary, new grammatical knowledge (expanded noun phrases, the -ed suffix) and sentence structure. As we approach Christmas, we will also use *The Bear and the Hare* (John Lewis 2013) to inspire us to encapsulate the true magic of Christmas in writing.



In Maths we will be adding and subtracting 2-digit numbers within 100 using base 10 resources, pictorial methods and expanded written methods. In order to do this successfully, the children will have a secure understanding of the fact that ten 'ones' are the same as one 'ten'. We will continue to practise rapid recall of bonds within 5, 6, 7, 8, 9 and 10, as well as place value in 2-digit numbers. We will also focus on shape this term, recognising and comparing the properties of 2D and 3D shapes.

In Geography, our overarching question is *Where does our food come from and why does it matter?* Nearly three-quarters of the land area of the United Kingdom is classified as farmland and this enquiry aims to provide an introduction to farming and farms across the UK for younger geographers.

Our PSHE learning focuses on *Celebrating Differences*. We will discuss our similarities and differences and the importance of being proud of who we are. We will build and agree to a set of rules for including others in our work and play, no matter their differences, and we will develop strategies for helping those around us who feel excluded in any way.

In PE we will be taking part in *Hit, Catch and Run* and *Gymnastics* every week, as well as Forest School every other week. We will develop ball skills such as hitting, throwing and shooting and the children will begin to learn a simple floor sequence.

Science in Meerkats class focuses on materials. The children will learn to identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. They will explore how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

In Computing we will be learning to use the web to search for answers to all our questions. The children will learn what search terms are most effective, how to use hyperlinks, and how to judge whether information found online is accurate.



DT sees us plan and build a chair for Baby Bear in the story *Goldilocks and the Three Bears*. The children will learn how to reinforce structures and attach materials in a strong and sturdy manner.

Finally, RE explores worldwide views focusing on Christianity, Hinduism and Judaism with particular interest in the question: *What do candles mean to people?*

This term we will also be learning and performing our Christmas nativity with Reception and Year 1. We look forward to sharing our hard work with the school community in December.

Rhinos - Year 3

Key concepts for our curriculum this term are: pride, responsibility, sustainability



In **English** this term we will be reading *Arthur and the Golden Rope* by Joe Todd-Stanton. We will be focusing on fictional writing using literary language such as similes, metaphors, personification and alliteration. Our aim is to write a narrative similar to the adventure Arthur embarks on.

In the lead up to Christmas, we will dive into the world of *Edgar the Dragon*, a John Lewis advert with a very kind and warm message! The children will be putting themselves in Edgar's 'shoes' in order to write a very apologetic letter to the town's inhabitants!

In **mathematics** we will consolidate our learning of addition and subtraction. The children will be exchanging numbers as we add and subtract across tens and hundreds. We will be looking at inverse operations to help check our work. We will also be starting our multiplication and division unit, with a focus on the 3, 4 and 8 times table.



In **geography**, we will be asking the question: why are jungles so wet and deserts so dry? Children will be encouraged to reflect upon how climate has such an important influence upon landscapes, plants, animals and human activity on Earth.

Our **PSHE** learning will focus on *Celebrating Differences* which will highlight the similarities and differences within different families and how our families are important to us. In addition, we will be developing our understanding of bullying and what it means to be a witness to bullying, before learning some of the ways we can help to make someone who is bullied feel better.

In **RE** we will be answering the question Where do our morals come from? Thinking about how people decide what it means to live a good life, children reflect on their own opinions about what is right and wrong and explore the reasons behind these beliefs.

In **science**, we will be investigating nutrition and diet. The children will look at food groups and understand what a balanced diet is and why it is important. Towards the end of the term we begin our unit on rocks. The children will be given lots of opportunities to make observations, predictions, as well as taking part in their own investigations.

In **PE** we will be doing Netball, as well as learning Dance. The children will be developing the ability to portray contrasting characters through dance, using facial expression, improvisation and even props!

This term we are starting a new unit in **art** which focuses on teaching children the use of shapes, shading, and texture in art to enhance their drawing skills. It emphasises developing a sense of light and dark, using frottage for texture, and experimenting with different tools to create expressive and abstract art.



For **computing** the children will be exploring computer simulations, investigating options and testing predictions.

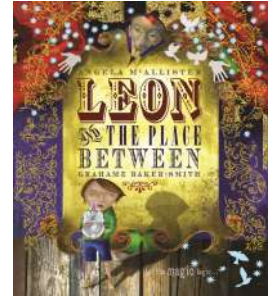
Our weekly **music** lessons will continue to be with CreateMusic and we will be consolidating our learning of the Ukulele!

The children are already extremely eager and proactive learners when it comes to **French**! They will learn the four seasons of the year, highlighting a key feature for each season in the foreign language. By the end of the unit pupils will have the skills and knowledge to say which is their favourite season.

Penguins - Year 4

Key concepts for our curriculum this term are: community, tradition, pride

This term we will be reading a mysterious book called *Leon and the Place Between* by Angela McAllister. We will compare this beautifully illustrated book with other books and use it to help us to develop effective language for setting descriptions. Our goal will be to write a setting of our own place between and then write a narrative story about Leon visiting our place between.



In our Maths lessons, we will improve our understanding of multiplication and division, including learning how to solve problems involving these number operations. Each week we will practise counting on our times tables and how to recall the multiplication and division facts. We will also spend a week learning about what area is and how to calculate the area of a shape by counting squares.

Our DT focus this term will involve developing our design and technology. Children will design a stable pavilion structure, building structures and supporting the weight.

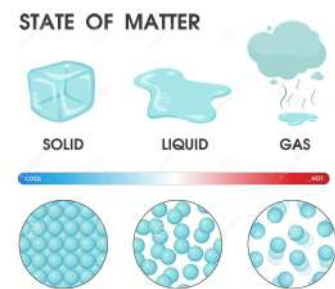
In PSHE we will be celebrating what makes us all different by considering how we are unique and how we can sometimes make assumptions about people we meet based on our life experiences. We will also develop our awareness of how to spot bullying and why it is important to be an upstander and say no to bullying.

In Geography the children will learn about earthquakes and answer the question Why do some earthquakes cause more damage than others? This enquiry introduces pupils to some key aspects of physical geography, in particular one of the major outcomes of tectonic activity in the world.

In PE we will be developing our dance skills by building up a dance routine week on week. Throughout the unit we will practise and perform a variety of different formations in dance. In netball children will focus on attacking and defending skills while learning the rules of the game.

In Computing children will develop skills on the I data topic. We will be sorting record cards using field names. Children will select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information

In Science this term we will be learning about the different states of matter. This will include comparing and grouping materials together, according to whether they are solids, liquids or gases. As well as describing the features of solids, liquids and gases, we will use our scientific language to describe water in its varying states. Finally we will learn about evaporation and condensation including the steps involved in the water cycle.



In RE we will be answering What makes some texts sacred? Children will learn how to explain the difference between evidenced or recognised information about scripture and beliefs and opinions. They will also learn how to give some reasons why different Hindu texts might be significant to people.



In French, pupils will learn how to: Recognise, recall and spell 10 action verbs in French. Use these verbs in the infinitive to form positive and negative sentence structures with 'je peux' (I am able) and 'je ne peux pas' (I am not able).

Lions - Year 5

Key concepts for our curriculum this term are: success, oppression and duty.

Our core text in English is *The Explorer* written by Katherine Rundell. The Explorer tells the story of four children who are stranded in the rainforest following a plane crash. Now lost, the children have to figure out the basics of survival: water, food and shelter. The children will be learning to write a newspaper article, a description of a setting and a narrative.



In our Maths lessons, we will be continuing our learning about multiples, common multiples, factors, prime numbers, squared and cubed numbers. We'll also look at ways of multiplying and dividing by 10, 100 and 1000. We will then begin to learn about fractions, including recognising and finding equivalent fractions; converting fractions to mixed numbers and vice versa; comparing and ordering fractions; and adding and subtracting fractions with the same denominator.

In Geography, the children will learn about mountains, including key concepts of physical geography such as plate tectonics and the formation of different rock types, as well as the impact of erosion. It looks at the interaction of people with mountains at a range of scales and locations.

In Art we will be learning about installation art, including identifying and comparing art installations and exploring space and scale in 3D art.

Our PE days this term will be Tuesdays and Thursdays and we will be learning Gymnastics and Badminton.

For our PSHE lessons, our unit is entitled *Celebrating Differences*. This means that we will be thinking lots about cultural differences, and celebrating the richness that different cultures add to our lives. We will also be learning what constitutes racism and bullying in society.



In computing this term we will be learning how digital tools can be used to create images and about vector images. We will be creating our own images and learning how to improve the detail in these using digital tools.

In RE our overarching question is Why doesn't Christianity always look the same? We will explore how Christianity developed and how being part of a Christian community can give a sense of belonging.

Our science this term focuses on Space. We will learn about the Solar System and all the planets within it, before taking a more in depth look at the planet Earth, the moon and how day and night occurs.



In French we will be learning how to say the days of the week and the months of the year. This will include numbers up to thirty-one.

Our musical spotlight this term is singing and playing in different styles. Throughout this spotlight we will be listening to and appraising music, before learning to sing these songs and perform them.

We will also have the opportunity to compose our own simple melodies. As we progress through the unit we will be learning about how music connects us to our past.

Dolphins - Year 6

Key concepts for our curriculum this term are: pride, democracy and community

In the run-up to Christmas, we will read and enjoy Charles Dickens' A Christmas Carol. It provides the perfect opportunity for some wonderful character description writing as well as some very descriptive narrative creating. The emotional journey Scrooge embarks on will give the children plenty to write about in journal entries from the main characters.

Accompanying A Christmas Carol will be Alfred Noyes' The Highwayman. It is a vocabulary rich graphic novel version of the poem which the children will love. We will investigate the new vocabulary, hone our comprehension skills in reading and write a passage of our own to match The Highwayman's dark tones.



Maths learning will be centred on consolidating last term's learning whilst challenging the children further in their ability to add, subtract, multiply and divide in a myriad of ways across multiple different contexts. In the second half of the term, the children will move onto fractions and solve problems involving fractions.

PE sees us doing gymnastics in the hall and for the second session we will be doing badminton.

In Science this term, we move on from classifying organisms and move onto Electricity - a favourite amongst most pupils. Children will be investigating complete/incomplete circuits whilst trying to solve problems with voltages and components. They will build their own circuits and learn some history of electricity.



DT will see children make a waistcoat using a combination of textiles skills such as attaching fastenings, appliqué and decorative stitches. They will design, assemble and decorate a waistcoat for a chosen purpose.

Computing is based on networks and sharing. Children will investigate how the internet works, how the cloud storage works and how computers can communicate to one another across the globe.

Music learning this term starts with a bit of Jazz. Children will learn and develop their ability to listen and appraise music. We will be doing some musical activities to learn about the interrelated dimensions of music through playing instruments and improvising.

French (Modern Foreign Languages MFL) consolidates last term learning and builds on it in the form of children learning to talk about either their own or a fictional family. They will learn to speak, read and listen/understand the language across the term in the context of 'My Family'.



RE will build on the first term's learning on why religion looks different around the world and allow children to discover the diversity within Dharmic religions.

PSHE is about celebrating differences with the children learning who they are and how to celebrate their own differences whilst celebrating others. The learning looks at disabilities, anti-bullying and how to celebrate differences and the positive reasons behind it.

Our focus moves from history to geography for this term and we will be asking: 'How do volcanoes affect the lives of people on Hiemaey? The island of Hiemaey is the largest and only inhabited island of the Westman Islands, Iceland. Our learning will focus on developing our understanding of some of the key physical processes that shape the Earth, and recognising and evaluating the interaction of people with these physical processes.