

### **Science:**

*Our science work is a mixture of investigation and securing a sound knowledge base.*

### **Living things & their Habitats:**

- recognise living things can be grouped in a variety of ways.
- explore & use classification keys to help group, identify and name a variety of living things in local and wider environment.
- recognise that environments can change and that this can sometimes pose dangers to living things.

### **Animals including Humans:**

- construct and interpret a variety of food chains, identifying producers, predators and prey.

### **Computing:**

- Internet research linked to our Humanities topic.
- "We are Musicians" - exploring musical programming.
- "We are Meteorologists" - data-logging and other explorations linking the weather with modern technology.

### **Music: Glockenspiels**

- \* To explore & improvise rhythm patterns.
- \* To identify phrases in a piece of music.
- \* To compare and contrast different pieces of music.
- \* To explore how music can convey feelings and images.
- \* To create & read different created & formal notation.

### **Physical Education:**

**Invasion Games:** Strategies & skills, learning game-rules and playing tactics for a variety of games.

- Dance:** - Creative movement, based on the Rama & Sita story, linked to our Indian Tiger topic.
- "Creative Combat" dance & "Sports Jam".

### **English:**

- \* Persuasive writing linked to our DT food.
- \* Persuasive writing linked to our "Saving the Tiger" topic, including persuasive letter-writing.
- \* Stories, based around traditional Indian tales, like Rama & Sita.
- \* Discussion and Debate.
- \* Letter-writing for different purposes and audiences, linked to a habitats picture-book involving a cheeky meerkat...!

# Eagle Owls Spring Term



### **Maths:** An in-depth focus on...

- \* Multiplication and Division
  - \* Measurement of Area
  - \* Fractions
  - \* Decimals
- ...supported by a range of reasoning & problem-solving challenges & investigations.

### **French:**

**Vocab:** Animals, Colours, Body, Dates, Clothing, Weather, Places, Pencil Case.  
**Grammar:** comprehension, genders, verbs, adjectival word-order, phonics.  
**Culture:** Monet, Renoir, Henri DèS, Ravel  
Traditional Rhymes, Songs & Stories.

### **Humanities:**

#### **Saving the Indian Tiger:**

- Map-work of the globe, India and Britain.
- Research and informative writing about tigers.
- Comparing the geography & climate of India & GB.
- Exploration of meteorology for Britain and India.
- Exploring various themes around endangered species, habitat loss and conservation.

### **Art & Design-Technology:**

#### **Famous French Artists:**

- \* Create imaginative work from varied sources.
- \* Explaining styles & techniques, choosing art methods appropriate to the task.
- \* Biographical research and evaluative opinions.

#### **Healthy Cooking:**

- Evaluating, making, improving & evaluating our own flatbreads and Fruit Salads.

### **Citizenship & Jigsaw:**

**Dreams & Goals:** Aims and aspirations for now and in the future.

Planning small steps to achieve our goals.

**Healthy Me:** The importance of healthy diet and regular exercise for a happy brain & body.

### **Religious Education:**

Through our Buddhism topic, pupils will explore these 6 key questions of Religious Education...

- How do religions and philosophies understand and develop beliefs and teachings within their traditions?
- How do people practise their faith/philosophy?
- How do people communicate their beliefs & values?
- What do people say about human nature?
- How do people tackle the big questions of life?
- How do I decide the best possible way of life for me?

# Key Stage 2 How You Can Help...!



Please make sure that all school uniform items, coats, PE kit items, sun-hats and water-bottles are named!

We try to be as active as possible. Please ensure PE kits are in school & trainers fit feet!

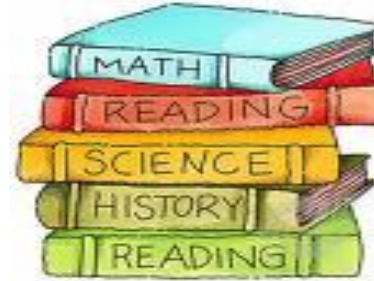
Encourage your child to use their **mathematical knowledge** in their everyday lives. There are many opportunities to practise fun maths skills at home:

- Measuring, weighing, timing and estimating whilst cooking, gardening etc.
- Calculating the total cost of shopping, working out change and calculating savings from special-offers when shopping.
- Look at maps and charts with your child and work out where you are and what the different symbols mean.
- Reading the time and using this to work out how long activities take, how long it will be until an activity starts and to read timetables and TV guides.

**Spellings home-learning this term will link to vocabulary-building.**

Please ensure that your children understand the meaning of the spelling words as well as learning how to spell them. We have been looking at nuances of difference between words that mean similar things, which you may find this fun to discuss with your child!

Your child will need a water bottle in school every day: Please ensure bottles are **clearly named**; have a sports-cap lid to avoid spillages and are regularly taken home to be cleaned.



**Please continue to read as often as possible!**

Ask questions to make them think about the text and to ensure they understand the vocabulary and context. Try: "*Why do you think...?*" and "*How can you tell that...?*" questions for maximum thinking...! 😊

Encourage your child to read a range of fiction & non-fiction books. The library is a great place to browse for new types of books to read...!

We are always looking for parents and friends to come in and support children with their reading, basic maths skills and other themes of learning in school.

If you think you would be able to spare an hour or two once a week, or even a fortnight, please do come and talk to someone on staff!

Also, if you have an area of interest that links to one of our topics, please do let us know if you feel you could talk to the children about it. They love a change of face and a new point of view!