

**Values**

This term, across the school, the children will continue to build upon the values of determination, resilience, self-belief and truth. At this time of change, the children will be encouraged to display mental positivity and resilience.

**Learning for Life**

Eight essential skills of; listening, presenting, problem solving, creativity, staying positive, aiming high, leadership and teamwork are embedded into our curriculum, to enable us to become lifelong learners with the ongoing and self-motivated desire to learn and grow.

**Enrichment**

To aid deeper thinking during this Lockdown period, we will try and provide an enhancing experience for the children with a virtual tour of a Mosque and a Church. A mastery approach to the curriculum will also provide the children with opportunities to develop and deepen understanding of subjects through enrichment activities.

**Mental Health and Well Being**

We believe the children's mental health and well-being should be at the forefront of children's learning and therefore mindfulness activities take place several times a week where we reflect on our emotions, thoughts and feelings.

This term will start with us re-building our pupil's learning after the Summer Term and catching up with key areas of learning missed from the Year 2 curriculum with special emphasis in English, Maths, Science and humanities. As the term progresses, we will transition to the Year 3 Curriculum.

As **writers**, we will be focussing on becoming masters of our curriculum. We will continue to develop our use of punctuation such as ., ? ! ... : ; " ", whilst developing and applying adventurous vocabulary and sentence openers in our work. We will be writing for a range of purposes that include persuasive writing, adventure stories and poetry. When writing, we will continue to use various literary techniques that will enhance our writing, such as conjunctions, adverbs and prepositional language.

As **Historians**, we will be investigating and interpreting the past by using primary and secondary sources of evidence to find out about Ancient Egyptian society.

We will build up a chronological understanding of their civilisation by creating a timeline of events. We will learn about their beliefs and religious practices, how their society was constructed and their relevance to life today. We will also create a timeline of significant events and look at the contrast between the rich and poor.

As **artists**: We will be exploring and analysing a range of artists and their work including Van Gogh and Andy Goldsworthy.



As **Geographers** we will be using maps and atlases at a range of scales to locate and investigate places both in our local area and the geography of Egypt. Our focus will be rivers where we will be looking at physical features around these areas. We will learn about how rivers are formed and their importance to settlements surrounding them while also looking at the effects of flooding and uses of the River Nile.

In **design and technology**, we will be investigating construction techniques and suitable materials in order to design and construct our own magnetic maze. We will learn and master cutting, measuring and joining techniques to create a high-quality final product. We will also focus on the packaging and advertising of our product before exploring persuasive writing in our English lessons to persuade a target audience to buy our product.

As **Scientists** we will be learning about plants.

We will identify the functions and parts of plants and flowers, and will investigate how water is transported through the stem and xylem. We will also explore the processes of pollination, fertilisation and seeds formation and dispersal.

## Also this term:

As **musicians** we have been listening to, and developing an understanding of, the history of music, concentrating on what we can hear and how the music develops. We have been playing patterns to a pulse, and developing them into different pieces of music.

### **P.E**

#### **Passing skills within different sports**

We will be exploring a variety of sports to enable us to focus on our passing skills. We will be working on our ability to control and move a ball when passing in different sports. We will explore 'defending' and 'intercepting' in each sport to help us understand the different roles within the games.

We will also participate in the daily take 10 sessions making use of the mile track in the playground.

Within daily **Maths** lessons we will be focussing on becoming masters of our curriculum by:

- Using mental and written strategies to complete calculations using +, -, x and ÷
- Developing our ability to solve worded problems and investigating problems in real life
- Consolidating and applying the mathematical skills and knowledge we have learnt by completing meaningful and relevant tasks.
- Representing our understanding by using a variety of methods such as written addition/subtraction, number lines, bar models, part wholes and place value grids.
- Communicate our understanding by using the correct mathematical language which will help us to develop our reasoning skills.
- Continue learning multiplication tables 2, 5, 10, 3, 4, 6 and 8.

In **French** we will be learning how to greet people, ask how people are, and learn how to say our name and how old we are. We will also be learning the colours as well as counting up to 10. Throughout our topic, we will be practising our speaking, listening, reading and writing language skills through games and songs.

In **R.E** we will be learning about:

**Sikh festival of Diwali** – looking at the beliefs and practices and how they are important to the communities that celebrate them.

**Christianity and the Bible** - making connections between Jesus' teachings, the events from his life and the Christian belief that God is loving and forgiving. We will be making connections between the Bible and the decisions and actions of Christians in their daily lives.

Within daily **English** lessons we will be focussing on becoming masters of our curriculum by:

- Spelling with increasing accuracy
- Learning patterns within words, spelling rules and some exceptions to these
- The correct use of punctuation such as ., ? ! ... ; ""
- Developing and applying adventurous vocabulary and sentence openers
- Varying sentence structure with the use of conjunctions, adverbs and prepositions
- Writing for a given purpose relating to the theme: e.g. instructional writing; creative story writing; poetry
- Considering the narrative, setting, and purpose of our writing in order to engage the reader
- During the term, we will also be creating our own poems.

In **Computing** we will be exploring 'e-safety' whilst learning how to use 'Microsoft Teams' to support our blended learning approach. As well as this, we will be using a range of technology to support learning across the curriculum.

In **P.S.H.E.** we will be looking at:

Relationships with our peers and dealing with our emotions using the Disney film Inside Out to explore all the different emotions that we might experience in and out of school. We will also be exploring Racism to understand what racism is, and learn about the meaning of 'family' to understand that there are many different types of family.

**Anti-Bullying Week** - how to be a good friend and recognise what bullying is and what to do if you think it may be happening to you.

**This half term, you can help your child at home by:**

- Providing a range of books or resources from the internet that support our theme 'Tomb Raisers'
- Encouraging your child to be responsible for organising their belongings to support their learning
- Completing everyday maths activities such as telling the time, paying for items in a shop, weighing ingredients when cooking and estimating quantities
- Reading regularly at home in order to develop fluency, expression and the enthusiasm for reading
- Allowing your child to 'navigate' on journeys, giving them access to maps and encouraging the use of landmarks and directional language.
- Practice the Year 3 common exception word spellings (including using the spellings within a sentence).
- Sing songs and completed online games based on times tables.