

Key Skills

Geography & History Skills

- Identify the characteristics of a settlement
- Name and describe the purpose of human features and landmarks
- Identify features and landmarks on an aerial photograph or plan perspective
- Use simple directional and positional language to give directions, describe the location of features and discuss where things are in relation to each other.
- Identify the similarities and differences between two places.
- Describe a significant historical event in British history.

Bright Lights, Big City The United Kingdom



Key Knowledge

The United Kingdom

The United Kingdom is in Europe. It is made up of England, Northern Ireland, Scotland and Wales. The capital city of England and the United Kingdom is London.

Landmarks

A landmark is a feature of a landscape or town that is easily seen from far away. A landmark can help you describe your location. Landmarks can be human or physical features.

Life in a city

A city is a large, busy settlement where lots of people live and work. A city usually has a cathedral, a river, important buildings and offices where people work. There are lots of things to see and do in a city. There are many shops and restaurants to visit.

London (Capital City)

London is a city. It is the largest settlement in the United Kingdom. Over eight million people live there. The River Thames is the main river that runs through the city. Tourists visit London to shop and see its famous landmarks.

Great Fire of London

Thomas Farriner was the baker of King Charles II. His bakery shop was on Pudding Lane in London. A spark from one of his ovens started a terrible fire on Sunday 2nd September 1666. The Great Fire of London burned for nearly five days. It destroyed thousands of wooden houses and many churches.

Key Vocabulary

continent	country	county	city
capital	cathedral	landmark	monument
settlement	east	west	north
south	towns	villages	map

English

In English this half term, will be reading various books relating to communities and cities, including books like **In Every House On Every Street** by Jess Hitchman & Lili La Beleine, and **Our Tower** by Joseph Coelho & Richard Johnson. These will inspire our writing, both fiction and non-fiction, as well as poetry.

We will continue to focus on using our phonics skills to write. This includes learning to spell the harder to read and spell words as part of our Phonics programme.

In Handwriting, we will be focusing on descender letters, forming these correctly and placing them correctly on the line.

Skills we will be focusing on:

- Using capital letters for places.
- Using full stops and capitals to demarcate sentences.
- Beginning to punctuate sentences correctly, including using question marks and exclamation marks where appropriate
- Joining words and sentences using 'and', 'but' and 'or', and expanding sentencing using 'when' and 'because'.
- Continuing to learn and consolidate phonic sounds and spelling of common exception words.
- Exploring the difference between fiction and nonfiction.
- Re-read their writing to check that it makes sense.
- Read writing out loud so it can be heard by their peers and adults.

Spelling-

Focus on spelling the harder to read and write words

Maths

Maths this half term will be focusing multiplication, division and fractions.

In **Multiplication and Division**, we will cover:

- Counting in 2s
- Counting in 10s
- Counting in 5s
- Recognising equal groups
- Adding equal groups
- Making arrays
- Making doubles
- Making equal groups – grouping
- Making equal groups – sharing

In **Fractions**, we will cover:

- Recognising and finding half of an object or a shape
- Recognising and finding half of a quantity
- Recognising and finding a quarter of an object or a shape
- Recognising and finding a quarter of a quantity

Throughout both of these areas of learning we will be doing lots of reasoning and problem solving to deepen our understanding.

Science

This half term, we will be learning at Everyday Materials. We will focus on the following skills:

- With support, use simple equipment to measure and make observations.
- Identify and name what an object is made from, including wood, plastic, glass, metal, water and rock.
- With support, gather and record simple data in a range of ways (data tables, diagrams, Venn diagrams).
- Observe objects, materials, living things and changes over time, sorting and grouping them based on their features.
- Compare and group materials in a variety of ways, such as based on their physical properties; being natural or human-made and being recyclable or non-recyclable.
- Investigate and describe the simple physical properties of some everyday materials, such as hard or soft; stretchy or stiff; rough or smooth; opaque or transparent; bendy or rigid and waterproof or not waterproof.

Art/DT:

This half term we will focus on **freestanding structures**, which will be done through Forest School with Mr Smart.

During this unit we will:

- Create a design to meet simple design criteria.
- Select and use a range of materials, beginning to explain their choices.
- Construct simple structures, models or other products using a range of materials.
- Follow the rules to keep safe during a practical task.
- Talk about their own and each other's work, identifying strengths or weaknesses and offering support.

PE:

Striking and Fielding - Tuesdays

Striking and fielding games are games where there are two teams, one, the batting team, try to score points and the other, the fielding team, try to stop the batting team from scoring. Examples of striking and fielding games include cricket and rounders. In this unit, pupils develop their understanding of the principles of defending (fielding) and attacking (batting) for striking and fielding games. They use and develop skills such as throwing and catching, tracking a ball and striking a ball. They learn how to score points in these types of games, how to play to the rules and use simple tactics. They show respect towards others when playing competitively and develop communication skills to manage small sided games

Athletics - Fridays

In this unit pupils will develop skills required in athletic activities such as running at different speeds, changing direction, jumping and throwing. In all athletic based activities, pupils will engage in performing skills and measuring performance, competing to improve on their own score and against others. They are given opportunities to work collaboratively as well as independently.

<p><u>PSHE</u> The topic this half term is “Relationships”</p> <p>During this theme we will look at different types of families and the feeling on belonging within those families. Then we will focus on how to make new friends and how to be a good friend. We will then move on to appropriate ways to greet each other and personal space.</p> <p>Then we will learn about people who help us. We will finish by focussing on ourselves and the qualities we are proud of and then people who are special to us.</p>	<p><u>Music- (Cambridgeshire Music)</u> Charanga - Hey You!</p> <ul style="list-style-type: none"> • Discovering American influences – Hip Hop & Rap styles • Exploring the voice using Rap & chant. • Unison singing, single-tone and two-tone pitch singing. • Discovering the pulse. • Developing aural training skills. • Responding to musical “questions”, developing initial improvisational & compositional skills. Following a call & response structure. • Seasonal /Topical songs
<p><u>Computing:</u> iCommunicate</p> <p>Pupils will learn the fundamentals of internet and digital device safety. They will be introduced to different real-life scenarios and develop different strategies to stay clear of, or to deal with potential situations that could arise when online. Pupils will be reminded each lesson about the correct procedures to follow and who they can talk to should they have any concerns regarding e-safety..</p>	<p><u>RE</u> This half term we are going to start learning about Sikhism.</p> <p>The Naam Karan is a Sikh baby naming ceremony, and many Sikh parents bring their newborns to the Gurdwara (the Sikh temple) as soon as they are able to visit. The Granthi (reader of the scriptures) opens the holy book, the Guru Granth Sahib, at random, and the first letter of the first word on the left-hand page will be the first letter of the baby's name.</p> <p>Family relationships are important in Sikhism. After the Naam Karan, many Sikh children will continue to learn about the Sikh faith at home and at the Gurdwara. Some may also attend Punjabi lessons so they can read the Guru Granth Sahib themselves.</p>