

# Holy Trinity Church of England School, Calne



Terms 1 and 2 Autumn 2017-18

## Design and Technology –

- Children will be making paper mache insects during this Spring term to link with our minibeasts focus.
- We will be looking at adding some simple moving parts to our designs.



## Music

- Children will identify and control a variety of sounds on musical instruments with confidence
- They will repeat and create short rhythmic phrases using long and short sounds
- They will compose musical ideas based on a photo, picture, poem, or story
- Their compositions will have a beginning, middle and end
- They will begin to support their compositions with graphic notation

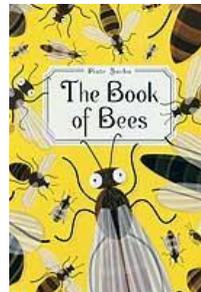
## Physical Education

- Please make sure children have PE kits on **Tuesdays** and **Thursdays**
- Tuesday sessions will be taught by a specialist coach and will focus on dance and movement. There will be a strong element of teamwork in these sessions.
- Thursday sessions will be taught by Mr Rumley. These sessions will be handball sessions aimed at improving teamwork, tactical and spatial awareness and coordination.



## Art

- Art will start with a focus on the work of Joan Danziger.
- Danziger is a little-known artist, but one who uses different media to create some great sculptures and designs.
- We will be looking at the use of shape, colour and texture as we design and make our own paper-mache bugs.



In **literacy** this term we will still have a daily phonics/spelling focus. We're now moving onto practising the Spring Set of words from the key word lists that came home. When practising at home, please look for words that have the same patterns and can be practised together (e.g. pass, grass or past, last, fast). We often play a 'chain game' which focus on using one word to build others by changing just one sound – e.g. path/bath.

The books for this term are great and offer amazing illustrations – see if you can grab them and share them at home. There are loads of fantastic bug books and websites out there. I also heartily recommend the DK Insects books and 'The Book of Bugs' (Yuval Zommer – school library).

Each child will continue to be heard on their guided reading day as a group, and individually once a week.

In **numeracy**, there will be an increased focus as we delve further into the year on problem solving. This means that the children will have to think about the skills they've acquired and apply them to solve 'real-life' problems.

## Numeracy

- We will start the term by looking at place value, positioning numbers on a number line and refreshing our knowledge of partitioning.
- We will be moving on from jumping on 10s to jumping on in 100s.
- There will be more money and coin work, figuring out how much more or less is needed to round amounts.
- There will also be quite a strong link to time at various points of this term, linking digital and analogue and counting on in set intervals.
- We will also be trying to establish rules and techniques for finding pairs to 10, 20 and 100.

## Literacy

- We will start this term by focusing on traditional stories such as Aesop's fables.
- We will then look be moving onto explanation texts, basing much of our work on Piotr Socha's brilliant 'Book of Bees' as we focus on minibeasts.
- After half term, we will look at work by Anthony Browne, who was Children's Laureate from 2009 to 2011.
- We will start by looking at his book 'The Tunnel' which is a story about two siblings who take an unexpected and slightly eerie journey in order to sort out their differences.
- We will also look at Browne's book, 'Little Beauty' – a fantastic story of friendship and loyalty.
- I heartily recommend Browne's books, not only for the text but also for the amazing illustrations.

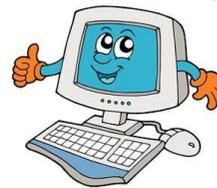
## Science

### Every day Materials – materials matter

Children will explore the useful properties of materials with a range of investigations involving absorbency and flexibility.

Discover which type of kitchen towel or cloth is most effective at mopping up spills; consider why building materials must be absorbent and which ones fit the bill; create artwork by exploring the textures of materials and learn all about wax and how to re-mould it.

Children will also explore a range of materials through investigations and explorations. Work on ways to test materials for elasticity and flexibility and find out which paper is the strongest. Work in small groups to design and make a paper bridge to hold a toy car.



## History and Geography

- We will start this term with a look at geography, trying to understand maps and naming the continents, seas and oceans of our world.
- We will then narrow the focus to look at the British Isles and Calne.
- Throughout lessons this term we will try to become familiar with compass points and directions.
- We will then start to look at a locality in Africa and compare and contrast Calne with this.
- I would really like geography to be relevant to the children so I'd like to build in aspects of comparing a child's life from the two different places – and maybe even further beyond.
- We will try to link some of our geography work to our literacy work and look at bugs and creatures on the regions we are comparing.

## Religious Education

- The first half term of Spring will focus on the Bible story of 'The Lost Son' to teach children about what Jesus taught us about God's character. We will also look at other things we can find out about God in the Bible.
- After the break, we will look at what Jews do to follow their religion in the ways that they believe most please God.

## Information Technology

- E-Safety will feature strongly throughout the year.
- Children will begin the Spring term by thinking about programming a series of commands to control a robot, guiding it to perform given tasks.

## Reading

- Class reading will start with a range of Anthony Browne's books so we can build up a bank and understand his style even before we study him later in the term. We will start with 'Voices in the Park', before looking at 'Gorilla', 'Zoo' and some of the 'Willy the Wimp' series.
- Each child is allocated a guided reading day, on which they should also change their library books if necessary.
- Each child will also read 1:1, most likely on this day too.