

**As Language Specialists we will...** be using the range of wonderful texts below to inspire our spoken language, reading and writing learning. Discrete spelling, handwriting and reading sessions tailored to your child's stage of development will also continue. Age related grammatical concepts will be embedded throughout.

**How to Wash a Woolly Mammoth by Michelle Robinson** – After finding our own Woolly Mammoth in Forest School, we will be writing instructional texts of how to care for your own Woolly Mammoth!

**Stone Age Boy Satoshi Kitamura and Spud in the Stone Age by Penny Byrne** – Immersing ourselves in the world of these time travel stories we will be writing recounts in role as the characters.

**Lost Species by Jess French** – This vocabulary rich text will inspire our own explanation texts of our own 'lost species'



**As Geographers we will...** revise and extend our locational knowledge of the continents and oceans of the world before conducting our own field work investigation of which countries in the world our class are from, where are they and what are they like? Our geographical learning will then become embedded within our historical learning of the Stone Age. Learning how the physical geography of the world and our island has changed and why, linking this closely to the geographical concepts of settlement and land use.



**As Historians we will...** start with our own archaeological dig to begin exploring the 'Stone Age' period. Throughout, we will be developing a range of historical skills and understanding through lots of engaging activities and experiences including visitors and trips with Jersey Heritage. We will ask historical questions and develop a sense of chronology specific to Jersey's significant prehistoric story. We will use a range of sources including artefacts and digital technology to understand how we research and find out about the past, learning what life was like in the Stone Age and how it changed through his time. Could you survive the Stone Age?



**As Mathematicians we will...** continue to use the 'Maths – No Problem' approach. Based on extensive research, pupils learn new concepts initially using concrete examples, such as counters, then progress to drawing pictorial representations before finally using more abstract symbols to explore and record their work in number sentences. Lessons and activities are designed to be taught using problem-solving approaches to encourage pupils' higher-level thinking. This term, we will initially focus on beginning to explore and secure place value knowledge in numbers to 1000 before moving onto addition and subtraction in a variety of concepts, including the use of formal written methods. We will then learn how to multiply and divide by 3, 4 and 8 before beginning to learn how to multiply and divide 2 digit numbers. Children building their confidence in their timetables facts is a huge support to them progressing in maths. It would be great if you could support them with this at home as part of their Home-Learning.

**As Scientists we will...** firstly be learning about the topic *Animals including Humans*, focusing on nutrition before studying different types of skeletons. During the second half term we will focus on the topic of *Rocks and Soils*, making close links to our Stone Age topic. Scientific enquiry and investigative skills will be embedded into each topic.

**Trips and Events** – This term, we will be visiting La Hougue Bie to enrich our Stone Age topic and look forward to welcoming Jersey Heritage in to school for our Stone Age session. Jersey author, Penny Byrne will also visit to introduce her story *Spud in the Stone Age* before returning to read the children's own writing. A trip to the quarry will also inspire our science unit of work on rocks.

The UNCRC Children's Rights we will be focusing on are: **Article 27:** I have the right to a house, food and proper clothing. **Article 7:** I have the right to a name and to belong to a country. **Article 32:** I should not be made to do dangerous work. **Article 9:** I have the right to live with a family who cares about me

### Home Learning

**Next week, you will receive additional information about homework and how to support your child at home with their learning.** This will mainly focus on reading, spelling and number fact practise primarily times tables. For now, please work with your child on getting into the routine of reading daily with you ready for when we start this more officially at the end of next week.

**Seesaw** – We will be using Seesaw as a means of communication, to share learning and for children to complete some of their home-learning activities. Therefore, please could you ensure yourself and your child can access Seesaw via the parent login and the child's login. I will resend the children's QR logins this week. Any problems with this, please let me know.



### Across the curriculum

**As Physical Educationalists we will:** be with Mr Dolman for PE every Wednesday and Friday. This term the children will first be doing dance and football before doing basketball and gymnastics in the second half term.

**As Theologians we will:** firstly think about the creation story and what it means to Christians and then think about what the 'Trinity' is to Christians whilst always celebrating and respecting each other's beliefs, opinions and religions.

**As Musicians we will:** be learning to identify the difference between the pulse and rhythm of a song, understanding these concepts through listening and performing activities.

**As Artists and Design Technologists we will:** be designing, making and evaluating our own Stone Age jewellery. We will also enjoy developing ideas in our sketch books inspired by cave art before making mechanical Christmas cards ready for the festive season.

**As Computer Digital Leaders we will:** initially focus heavily on how we can effectively use the children's individual I pads to enrich learning. This will include skills in logging in, organising folders, accessing websites and using QR codes. Online safety learning will run alongside this to ensure children develop their ability to use the internet safely.

**As members of our community (PHSE) we will:** continue to use the Jigsaw scheme of work for PHSE with a core focus on the UNCRC children's rights. This term's learning is focused on 'Being Me in My World'. Within this learning the class will be establishing a happy and safe learning community. The second half term's learning will be on 'Celebrating Differences' in which we will be learning about how we are all different including different types of families.