

Numeracy



- I can count up and down in tenths/hundredths
- I can recognise and write fractions of a discrete set of objects, and use fractions as numbers.
- I can recognise and show equivalent fractions.
- I can add, subtract, compare and order fractions.
- I can recognise and write decimal equivalents



RE – Sikhs in Britain

- I can describe some Sikh beliefs and practise.
- I can understand the significance of the Gurdwara
- I can understand important symbols for Sikhs.
- I can understand the teachings of Guru Nanak.

ICT

can we change the way we look online?

Art: *From a railway carriage* We are focusing on the following paintings: The Travelling Companions (Augustus Egg 1862), Rain, Steam and Speed (Camille Pissaro 1871), Arrival of the Normandy Train (Claude Monet 1877) We will also learn about perspective.

Science: Changing State (continuing from Spring 1)

- To understand that some changes are reversible and some are irreversible
- To understand that powders and granules behave like liquids.
- To understand that burning results in the formation of new materials.
- To understand and explain the process of the Water Cycle.

History: Stone Age, Bronze Age, Iron Age.
Please collect junk modelling materials for this unit.

CLS –
Developing a Sense of Self-Worth. To be able to explain why we believe in something

PSHE – Working together.

Children complete team building challenges.
Children work effectively online together.

Literacy:



Poetry:

- I can give contributions whilst listening and responding to my peers.
- I can read texts effectively and convey detailed information coherently for listeners.
- I can shape my ideas using different sources to write exciting non-narrative texts.
- I can choose and combine words, images and other features for particular effects.
- I can organise text into paragraphs to distinguish between different information and events.
- **Debate:**
 - The Great Kapok Tree (carried over from Spring 1 – cross curricular geography)
 - I can understand environmental issues and give considered opinions.

PE



- Gymnastics using sequences and floorwork.
- Multiskills

French

I can recall the names for parts of the face and body in French. I can begin to use vocabulary I know to say and write sentences and ask questions in French.

How to help at home:



Support your child with their Home Learning. Encourage them to check / edit and improve their work. Read with them every day – asking comprehension questions on the text. Allow them access to TTRS for 15 minutes each day. Email completed work back daily.