

## Save the Date

- Return to School: 3rd January 2023
- Art Focus Days: 16 and 17th January
- Year 2 SATS Meeting: 17th January 5.45pm
- Multi Faith Day (Chinese New Year): 20th January
- NSPCC Number Day: 3rd February
- Children's Mental Health Week: 6-10th February
- Safer Internet Day: 7th February
- Parent Interviews (by appointment): 7th February 3.30-6.00pm
- Parent Interviews (by appointment): 8th February 3.30-6.00pm
- Mid-Year Reports: 13rd February
- School Council Fund Raising (Break the Rules): 16th February
- Break Up for Half Term: 16th February
- Half Term: 20-24th February
- Return to School: 27th February

## Viking Britain



## History

Were the Vikings ruthless or peaceful settlers?

As Historians, the children will learn about the key events in the Viking settlement of Britain. Understand how the Vikings traded and explored and learn how the Saxons viewed the Vikings after the raid on Lindisfarne.

**Maths** This term Children will focus on Multiplication and division. Children are introduced to factors for the first time. They learn that when they multiply two whole numbers to give a product, both the numbers that they multiplied together are factors of the product. For example,  $3 \times 5 = 15$ , so 3 and 5 are factors of 15. 3 and 5 are also referred to as a "factor pair" of 15. Children create arrays using counters to develop their understanding of factor pairs. It is important for children to work systematically when finding the factor pairs of a number to ensure that they find all the factors. For example, when finding factor pairs of 12, begin with  $1 \times 12$ , then  $2 \times 6$ ,  $3 \times 4$ . At this stage, children should recognise that they have already used 4 in the previous calculation, therefore all factor pairs have been identified. They will then move onto Length and Perimeter. Children should understand that kilometres are greater than metres and are used to measure greater distances. The focus of this step is to partition measurements into the number of kilometres and metres and make links with addition. Bar models and part-whole models can be used to explore this relationship and to support children with their understanding. The fact that  $1 \text{ km} = 1,000 \text{ m}$  can be discussed, but conversions are not explicitly covered until the next step. It is useful to make connections with real-life contexts, so that children are aware when different types of units are used.

Science / STEM

Children will continue to look at States of Matter – Solids, liquids and gases; the role of temperature in changing state, evaporation, condensation and the water cycle. After this we will move onto Animals including Humans. Digestive system in humans and teeth - children will learn about the different parts of the digestive system and their function. Children will learn to identify each part and where it is located. Children will also be looking at the different types of teeth and their functions. Children have lots of opportunities to focus on their scientific skills to research, identify, group and classify.

**PE / Games** children will continue to focus on improving the quality of their gymnastic movement and develop them to create simple sequence. They plan and perform sequences of contrasting actions and develop flow by linking actions smoothly and planning variations in speed. In gymnastics, children use skills and abilities individually, in combination and in sequence, with the aim of showing as much control and precision as possible. This unit lays the foundations for future gymnastic units, in which children will refine and combine their abilities and actions to answer set movement tasks. They will work with a partner on the floor and using apparatus. They will choose and adapt actions from their individual sequences to create sequences together.

**PSHE** Children will learn the roles of a bully, victim and bystander; how behaviour affects others and appropriate manners and bereavement. Moving onto Me and My Safety (Safety and the Changing Body) Build an awareness of online safety and benefits and risks of sharing information online; the difference between private and public; age restrictions; the physical and emotional changes in puberty; the risks associated with tobacco and how to help someone with asthma.

**British Values Focus:** Curiosity

**English** This term we will be looking at the science fiction novel The Iron Man by Ted Hughes for the first four weeks. We will look at character and setting description using figurative language such as similes, metaphors, personification, adjectives and expanded noun phrases to add detail to our writing, we will look at using inverted commas for speech and look at emotive language. Children will get the chance to read the whole story during English and class reader time. After this we will move onto finding features of biographies and writing a biography on a family member. To end the spring term we will focus on Kenning poems.

Arts, Craft and Design, Fabric of Nature

Develop skills in textile techniques. Explore the beauty of the natural world to create stunning visual art inspired by the striking colours, pattern and textures of bird and insect life.

Design Technology Textiles: Fastenings

Design and create a book sleeve; explore a variety of fastenings for a design based on strength and appropriate use.

**Music** We will Continue finishing performing our whole class piece of rock and roll, moving onto Developing Singing Techniques and Keeping in Time: The Vikings. Develop singing technique; learn to keep in time, musical notation and rhythm, culminating in a group performance of a song with actions.

**Religious Education** Commitment: Lent

Engage with a variety of people about their beliefs and values and ask questions about the way commitment affects their lives

**Computing** Spreadsheets

Use formulas to automatically make a calculation in a cell. Learn how to format cells, use the formula wizard and combine tools.