

As mathematicians we will be... exploring the use of money, statistics, fractions and measurement of length and perimeter. Again we will be experimenting with mathematical equipment and building our confidence before representing ideas in pictures then abstractly as numbers. We will find lots of different ways of illustrating these ideas before moving onto reasoning and problem solving.

We will continue to revise our 2, 3, 5 and 10 times tables while developing our knowledge and confidence in our 4 and 8 times tables. It is vital that we have a secure understanding of the concepts of equal groups and arrays. Then we will learn how to skip count in each times table before building accuracy and eventually speed. Using our Times Tables Rockstars scheme we will test multiplication facts, then division facts before attempting both together each week.

As environmentalists and geographers we will be.... looking at the changes in use of land from the Stone Age to the Iron Age.

As information technologists we will be.... developing our programming skills using Code for Life and introducing variables. We will also begin using advanced features of word processing.

As health and well-being experts we will be.... continuing to develop our growth mind-set and grow our brains through learning from mistakes and overcoming challenges. In RE we will investigate what Christians believe about a good life. In PE we will continue to follow our real PE scheme which develops skills and attitudes in PE such as strength, balance, coordination, stamina, speed, team work and resilience alongside our swimming lessons. We will also participate in a course in rugby with a specialist teacher. In PSHE we will be learning about bullying, anti-social behaviour, discrimination and aggression. We will also examine our right and responsibilities in relation to home, school and our environment.

As writers and communicators we will be.... exploring texts about children and the Bronze Age. We will design and write an advertisement for a bronze axe and learn how to make it persuasive and appealing. Next we will write explanation texts of Bronze and the life cycle of plants. Our grammar focusses will continue to be the use of paragraphs, organisation of headings and subheadings, use of apostrophes – for possession and contracts and the correct use of a and an. We will continue to develop the quality of our vocabulary through the use of vivid adjectives, powerful verbs and a wide range of prepositions, conjunctions and adverbs. In spelling we will continue to revise the year 1/2 spelling strategies while learning how to use homophones. Finally in reading we will focus on inference, vocabulary and explaining for comprehension work.

Chestnuts Spring Term



Would I rather be a Bronze or Iron Age child?

As scientists we will be.... investigating plants. We will begin by exploring the parts of plants and drawing and labelling them. Then we will look at the needs of plants in order to develop well. Finally we will examine the life cycle of flowering plants.

As artists and design technologists we will be... exploring Bronze Age beakers and producing our own version using clay. We will also learn to sketch Bronze Age artefacts.

As historians we will be.... learning about the Bronze and Iron Age. We will begin with setting the context of both in terms of time. Then move on to explore what 'Bronze Age' and 'Iron Age' mean. Here we will learn how Bronze and Iron were made and what they were used for. We will also investigate housing, clothing, food and farming so that we can compare and contrast life from Stone to Iron Age and so identify developments and changes of land, society and technology.

As musicians we will be.... learning to play the ukulele with a peripatetic teacher from the Calderdale Music Service. We will learn to play and sing pieces from different genres in preparation for our musical soiree.