

## PE

### Athletics

We will be practicing our running, jumping and skipping, helping us to get ready for Sports Day, which is coming up in a couple of weeks. There will be lots of sports going on, so we will need PE kit every day.

## Computing

We will continue to develop our ability to use the school laptops, logging in, opening apps and saving files. Learning where all the keys are will be a key task, and we'll use *Dance Mat Typing* to help us.

This half-term, we'll be learning about...



## English

Our next writing unit is based around the story *Little Red and the Very Hungry Lion*, by Alex T Smith. We will be using this text to explore the idea of 'twists', adding new ingredients to traditional stories, while also developing our use of question marks and exclamation marks. We will then use these skills to write our own 'tales with a twist'.

After that, we will be switching to non-fiction, this time using *The Big Book of Bugs* by Yuval Zommer as our core text. We will work on our use of adjectives and verbs to describe bugs in detail, as well as investigating the way the book is organised. We will then work together to create entries for a brand new class book, explaining the life-cycle of imaginary creatures.

## Science

### Materials

We will continue to investigate the properties of different materials, sorting them in a variety of ways and designing our own tests to find out how suitable they are for different jobs. We will think about the reasons why certain materials are used for specific purposes and suggest suitable alternatives that could be used for everyday tasks.

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TO BE BESIDE  
THE SEASIDE!  
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## The Arts

We will be combining our history and science topics to help us to construct model beach huts. We will investigate the traditional shape and design of these huts, and will then learn to measure, saw and join wood carefully to construct our own. Finally, we will decorate our huts, turning them into the perfect place to spend a day at the beach!

## Maths

Multiplication and division will be our main focus for the next few weeks. We will explore multiplication, using grouping, repeated addition and arrays to properly understand what this 'means' - for instance, understanding that  $4 \times 5$  means four groups of 5, or 5 lots of 4, or  $5 + 5 + 5 + 5$ . We will use these skills to solve multiplication problems, and will then use the same approach to get to grips with division, exploring sharing and equal grouping practically. After all that, we will switch our attention to time, looking at analogue clocks, understanding what each hand shows and using the language of *o'clock* and *half-past* to tell the time to the nearest 30 minutes.

## Humanities

In our geography lessons, we will be learning about seaside environments. We will discuss what people do when they go on seaside holidays and learn about natural and man-made features that we find in these places. We will then choose a specific seaside resort to investigate further (selected based on our own experiences) and compare this town with life in Stevenage.

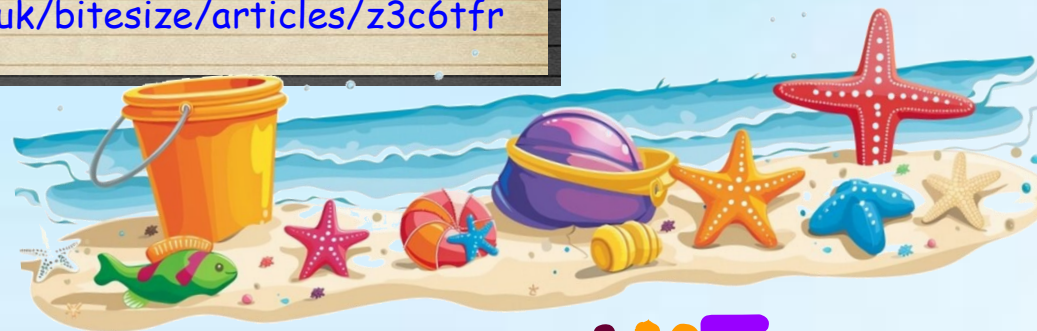
In history, meanwhile, we will explore seaside holidays from the past and discover how they have changed over the years. We will use photos, video clips and first-hand accounts to support our learning, and will use all of this to discuss how seaside environments have changed.

## PE

Keeping fit, happy and healthy is always important. There are links to lots of great resources and workouts to help everyone in the family get active at [www.sportengland.org/jointhemovement](http://www.sportengland.org/jointhemovement)

## Computing

- Starting to learn where all the keys live on a keyboard is really useful - we'll be using the BBC's *Dance Mat Typing* in school, and you can practice at home at [www.bbc.co.uk/bitesize/articles/z3c6tfr](http://www.bbc.co.uk/bitesize/articles/z3c6tfr)



Ideas for supporting learning at home:

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## English

- Constant practice of reading - and discussion of what's been read - is just about the most valuable thing you can do at home. Our aim is to turn all our children into fluent readers, so they should be able to read the books they're bringing home with speed, accuracy and confidence.
- We continue to use the Read Write Inc scheme for our daily phonics sessions, and there's guidance on supporting at home available at: [www.ruthmiskin.com/en/find-out-more/parents/](http://www.ruthmiskin.com/en/find-out-more/parents/)
- You can also find advice on supporting spelling at: [www.bedwell.herts.sch.uk/learning/spelling\\_strategies.pdf](http://www.bedwell.herts.sch.uk/learning/spelling_strategies.pdf)

## Science

- We will be learning about the properties of materials and the reasons why different things are made from different materials, so try going on a materials hunt when you're out and about - how many things can we spot that are made from plastic? Why do you think they chose to use that material? What other material could be used instead?

## The Arts

Have a go at creating your own seaside-inspired artwork at home. The following sites have lots of ideas to get you started:

[www.tate.org.uk/kids/make/](http://www.tate.org.uk/kids/make/)

[www.accessart.org.uk/visual-arts-planning-the-seaside/](http://www.accessart.org.uk/visual-arts-planning-the-seaside/)

[www.nurturestore.co.uk/seaside-crafts-kids/](http://www.nurturestore.co.uk/seaside-crafts-kids/)

## Maths

- Look out for opportunities to practice maths while you're out shopping: each packet of sweets costs 32p - so how much will it cost to buy 3 packs? How much change will we get from £1? When do we need to add and when do we need to take away?
- Look for problems to solve when cooking - how many cakes can we make from this mixture? Have we got enough flour to make both these recipes?
- Practice counting in 2s, 5s and 10s. When you reach a number (eg. 20) ask how many 2s there are in that number? How many 5s? Encourage your child to use drawings, fingers or number lines to work it out.

## Humanities

- Share stories, pictures, postcards and mementos from seaside trips in the past. What things did you do at the seaside? Why did you go to that particular place? If you've been to the seaside in different countries, think about what is similar and different about all these places.
- It would be great if older members of the family could share their memories of the seaside from when they were younger - how is it similar or different today to how it was fifty years ago? And, if the chance comes up, a family day out at the seaside would definitely help us to learn more about this topic - we'd love to see any photos or goodies that you bring back!