

# PONDS



## OUTDOOR LEARNING

In outdoor learning we will continue to observe features of the changing seasons, including recording the weather. We will investigate the animals and plants that live in and around our pond. We will find out about life cycles through the observation of tadpoles and we will be hatching butterflies. We will observe the wildlife visiting the plants in our school grounds this spring.



As part of the Woodland Wonder Days the children will have a pond dipping day. As well as pond dipping the children will go on a mini-beast hunt and will make mini-beasts homes.

## RELIGIOUS EDUCATION

The themes for Re this term are:

- What is Easter really about?
- Why did Jesus tell parables?

We will explore a range of parables, in order for children to understand how Jesus used simple stories to teach people deep truths about God. There will be opportunities to explore the reasons why Jesus told them, in order to help make connections between the parables and what Christians believe.

## THE BIG IDEA

**Water is important to all living beings – without water there would be no life on Earth. We use water every day. We depend on water to stay clean and healthy, just like the many plants and animals we share our world with.**

**In this topic we will find out about how plants grow in ponds and in soil, as well as learning about the range of animals that live in this habitat. We will also learn about ways to stay healthy.**

In Geography we will be finding out about key features of geographical locations including farms and woodlands. We will use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map. We will use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. We will devise a simple map; and use and construct basic symbols in a key.

In Computing the theme this term is Information Technology. There will be a focus on handling data through collecting and presenting data using graphs and branching databases.

In Art we will be developing our drawing skills, exploring ways to draw lines and marks, tone, shape and texture.

In DT we will be using mouldable materials, creating products from Modroc or paper maché.

Gymnastics will be taught using schemes of work developed by our PE advisor. The children will investigate and develop movement (agility), stillness (balance), and how to find and use space safely. They will explore basic gymnastic actions on the floor and using apparatus. They will copy or create, remember and repeat short movement phrases of 'like' linked actions, e.g. two jumps, or two travelling

## PERSONAL SOCIAL HEALTH & ECONOMIC EDUCATION

In PSHEe we will follow the East Sussex Scheme of Work for Year 2. This term we will be focussing on:

- Going for Goals
- Being Healthy and Staying Safe

## TRIPS AND EVENTS

- Farm visit
- Pond dipping
- Easter service

## CURRICULUM RISK ASSESSMENTS

- Using garden tools
- Handling animals
- Food preparation
- Pond safety

actions. They will also create simple sequences of 'unlike' actions on the floor e.g. a roll, jump and a balance. They then transfer what they have learnt to the apparatus. In gymnastics as a whole, children use skills and agilities individually, in combination and in sequence, with their aim of showing as much control and precision as possible – mastery of basic skills.

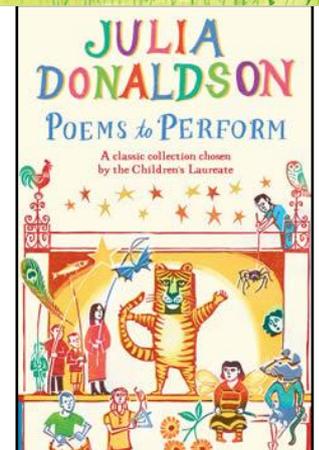
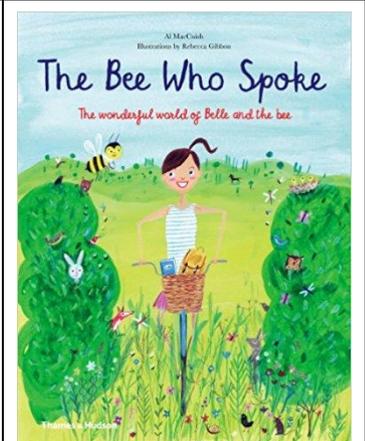
Dance will be taught using the Val Sabin Scheme of Work. The children will:

- Perform the basic actions of travelling, jumping, turning, gesture and shape.
- Choose appropriate dance actions and phrases to convey the meaning of a story.
- Vary speed, direction and pathways.
- Perform actions on different pathways and in different formations.

Music is planned using Music Express. There will be a focus on pitch through looking at simple pitch patterns.

## **ENGLISH:**

- In English there will be the opportunity to explore a range of stimulating texts. Planning is supported by the ideas produced in 'Book Power', the text type papers and the progression papers.
- Belle holidays in the countryside, which she explores on a bicycle. Following a minor accident, she feels lost as she realises that she doesn't know the countryside the way she does her home in the city. She is rescued by a talking bee. The two share a remarkable adventure discovering the plants and animals that surround them. There are a wealth of opportunities for authentic pieces of writing for a range of purposes and audiences. The content will also develop knowledge and understanding of the natural world and of environmental issues.
- Poems to Perform is a selection of poems that lend themselves to being performed in a range of collaborative ways. When reading 'Voices of Water' by Tony Mitton, we will explore the children's concept of water: Why we need it, what it is used for, where it comes from, where we find it, etc. How does the sound of the water vary from place to place? We will discuss ideas about where loud water sounds might be heard and when water can sound quiet, echoic, rhythmical etc.
- In phonics Year 1 will continue to learn how to spell different words using the correct spelling pattern for the vowel sound, including split digraphs and the alternatives for 'oo': 'ew' and 'ue'. Year 2 will also focus on alternative spelling patterns including the sound 'o' spelt 'a' following a 'w'.



## **MATHS:**

- The other children will continue to develop a range of skills within the following areas: understanding the place value of two and three digit numbers, addition and subtraction (including finding the difference), fractions (1/2, 1/4 and 1/3 of amounts), money (including finding equivalent amounts and change), measuring length and capacity, graphs and pictograms, multiplication (including through using arrays) and division.
- Throughout the week the children will be focussing on applying their mathematical learning to

solve problems.

### **SCIENCE:**

This term the focus for science will continue on the theme of Plants and Animals: Seeds, plants and conditions for growth. Activities will be planned from the Year 2 programme of study. The children will:

- Plant some seeds and observe changes over time as the young plant grows.
- Learn about life cycles through observing tadpoles and caterpillars as they grow and change.
- Research facts about pond creatures and plants.
- Look at similarities and differences between animals.

### **SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT:**

This term the whole school Big Question is: 'Should you ever break the rules?'

In class we will consider famous people such as Nelson Mandela, Rosa Parks and Malala Yousafzai who did break rules but brought about important change as a result.

### **CLASS ROUTINES:**

#### **HOMEWORK:**

- The children will have weekly homework tasks linked to learning in class. The homework will be sent home on Friday and is due back in school on Wednesday.
- Children are expected to be heard read five times a week. Please make sure that you record each time your child reads or is heard read in their homework diary.
- For some children spellings are sent home every two to three weeks for the children to practise and there will be a test the subsequent week. On other occasions the children will be given a phonic activity, or spelling investigation where they can explore a spelling pattern.

#### **P.E. LESSONS:**

- The children need to have their P.E. kit in school each day and it should be taken home each Friday so that it is kept clean for lessons.
- Jewellery must be removed so if your child has their ears pierced they will need a small pot in their bag to put their earrings in to keep them safe.
- Long hair should be tied back for school, but it must be tied back for P.E. lessons so a spare hair band is a good idea.

#### **COMMUNICATION:**

- Please encourage your children to speak to me if they should have any concerns, and of course I will always be available at the end of school if you wish to speak to me directly.
- During our PSHE sessions we are able to talk about feelings and emotions. The children can also move their feelings peg during the day, so that we can talk to them if they are 'sad', 'worried', 'lonely' or 'I want to talk'.
- I will continue to use Fresh Grade to send you photographs of the children's learning and activities at school.