

WHERE THE WILD THINGS ARE



OUTDOOR LEARNING

In outdoor learning we will continue to observe features of the changing seasons, including recording the weather. We will continue to maintain our garden.

We will look at and discuss the work of artists who work outdoors and create our own environmental artwork.



As part of the Woodland Wonder Days the children will make mud woodland monsters and engage in role play linked to the focus texts.

RELIGIOUS EDUCATION

The themes for RE this term are:

- Why do Christians pray?
- How do Christians worship God?

THE BIG IDEA

Where the Wild Things Are is a book by Maurice Sendak, which is full of amazing imaginary creatures. This term we will look at this and other texts while we use our imaginations to invent and create imaginary worlds.

There will be a focus on the environment and the outside world in different contexts including literary story settings, habitats, environmental artwork and geographical locations.

In Geography we will use our class texts to talk about the different places that the characters live in and journey to. This will continue to support the children to name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding areas as well as countries in the wider world.

In history we will learn about the famous explorer Christopher Columbus.

In Computing the themes this term are Modelling and Navigating and reviewing a range of computer simulations.

The theme this term in art is Printing: Printing with objects, mono prints, stencils, press printing. We will create prints of our own wild things which we will design.

In DT the theme for this term is Textiles: Using a range of materials that can be put together to make products. We will make a variety of different trees and leaves to create a jungle scene.

Games will be taught using the Top Play materials and a unit devised by our PE advisor. The children will:

- Explore and copy running, jumping and throwing activities.
- Take part in simple challenges.
- Experiment with different ways of travelling, throwing and jumping, increasing their

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:

- Changes
- Environment

TRIPS AND EVENTS

- Island Role Play
- A letter from the King of the Wild Things

CURRICULUM RISK ASSESSMENTS

- Using garden tools
- Handling animals
- Food preparation

awareness of speed and distance.

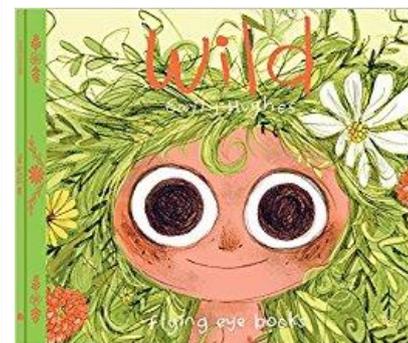
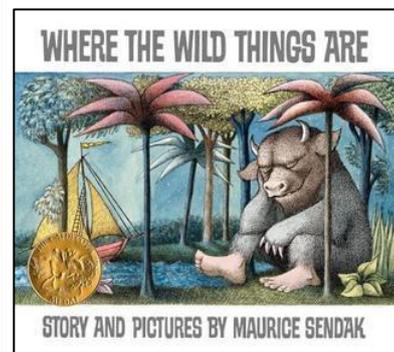
Dance will be taught using the Val Sabin Scheme of Work. The children will:

- Remember and repeat simple actions to make up a dance.
- Perform the dance actions of travelling, turning, gesture, shape, jumping and stillness.
- Vary the speed, direction and pathways used during the dance.
- Choose different movements to tell a story.
- Talk about their dance and give reasons for liking or disliking it.

Music is planned using the Music Express materials. There will be a focus on using ICT: the children will record and playback their own music and create melodies using music software. They will create their own musical symbols to match a piece of music depicting the story Where the Wild Things Are.

ENGLISH:

- In Literacy there will be the opportunity to explore a range of stimulating texts. Planning is to be supported by the ideas produced in 'Book Power', the text type papers and the progression papers.
- This term we will look at the texts 'Where the Wild Things Are' by Maurice Sendak and 'Wild' by Emily Hughes. In 'Where the Wild Things Are', we will be responding to the text through play, drawing, talk, writing, music and art. 'Wild' is about character development, emotional response to issues faced in a story and is a fantastic text to support personal, social and emotional development; understanding the careful balance between nature and nurture. Emily Hughes' wonderfully expressive illustrations engage children in the emotional journey of the characters.
- In phonics the children will read and write words with the digraphs ph and wh, the prefix un, the suffixes s and es, compound words and contractions. Year 2 will learn some homophones and near homophones, and will practise spelling months, time words and question words. This term the Year 1 and some Year 2 children will take the phonic screen, which is a statutory test that ascertains whether they can read real and pseudo words containing the letter combinations learnt at phonics phase 5.



MATHS:

- The children will: find different ways to show the same amount of money; explore place value in 3-digit numbers; understand 1/4, 1/2 and 3/4 turns; name and describe 3D shapes; estimate the answer to a problem before calculating; interpret and create bar graphs and pictograms; practise halving and doubling and we will continue to practise telling the time.
- Throughout the week the children will be focussing on applying their mathematical learning to solve problems.

SCIENCE:

Having studied a variety of animals and their adaptations in different habitats this year the children will write a fact sheet about one of the wild things. What is its habitat? How is it adapted to live there? What does it eat? Does it have any special features and abilities?

There will also be a continued focus on working scientifically: asking simple questions and recognising that they can be answered in different ways: observing closely, using simple equipment; performing simple tests; identifying and classifying; using their observations and ideas to suggest answers to questions; gathering and recording data to help in answering questions.

SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT:

This term the theme is 'Order in Court'.

This will provide an opportunity to explore the judicial system. The children will investigate a crime and the follow up of taking it to court.

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.