

Our theme this term is...

# Our City



As **scientists** we will:

- Compare the differences between things that are living, dead and have never been alive.
- Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different animals.
- Identify a variety of plants and animals in their habitats, including microhabitats.
- Use food chains to describe how animals get their food from plants and other animals.

As **geographers** we will:

- Identify our locality and key features within it.
- Observe and record features in our local environment and create simple maps.
- Identify different human and physical features on a map and describe them using appropriate vocabulary.
- Use simple compass directions.
- Understand key symbols on simple road maps and compare these to aerial photographs.

As **writers** we will:

- Continue to secure our understanding of what makes a 'golden' sentence, ensuring that we practise saying our sentences first, use appropriate punctuation and re-read our ideas to check that they make sense.
- Begin to use a wider range of conjunctions (such as 'when', 'if' and 'so that') to join ideas.

As **artists** we will:

- Investigate the work of artists such as Sonia Delaunay, Piet Mondrian and Wassily Kandinsky.
- Use first hand observation to develop patterns and ideas.
- Explore how materials can be used to replicate patterns in nature.
- Use these observations to design a printing block.

As **mathematicians** we will:

- Consolidate mental and written addition and subtraction strategies, including using a blank number-line.
- Explore when it is appropriate to use each type of addition or subtraction strategy. Apply these strategies to solve a range of problems.
- Secure the understanding that basic number facts to 10 and 20, can be used to solve more complex calculations.
- Understand that fractions describe part of a set and use this to find fractions of shapes and sets of objects.
- Identify half, thirds and quarters.

**RE:**

This term we will be investigating the question, 'Who is Jewish and how do they live?'. We will read some stories used in Jewish celebrations and identify how Jews celebrate these holy times.

**In Indoor PE we will:**

- Explore changes in size, speed, level and dynamics in dance.
- Use gestures and travelling to show meeting and greeting.
- Work individually and in groups to link together dance sequences.

**PSHE:**

This term we will be developing our sense of personal identity whilst considering the needs and views of others. We will also identify the different groups within our community. We will then move onto understanding how we can help to look after the school environment to make it a happier place.

**In Computing we will:**

- Use sequencing to move a physical device.
- Improve algorithms by removing unnecessary steps.

Dear Parents and carers,

Happy New Year! I hope that you have all had an enjoyable and restful Christmas and winter break. The children were so eager to share what they had been up to during the holiday! In addition, it was also lovely to see so many of you at KS1's '*Prickly Hay*' Nativity performances. A huge thank-you to all parents and carers for your help supporting your child to learn their lines and songs, as well as providing some fantastic costumes. The children were amazing in all performances to the school and parents, and I know that they all felt so proud of all they had achieved.

It was also great to see that despite all the holiday excitement, children had still made lots of time for reading and some had managed to fill out their reading caterpillars. This half-term, we will continue to enhance the children's love of reading with reading recommendations. Two children each week will be sharing a book with the class that they would like to recommend. Children have been given dates to bring in their book but I will remind them when it is nearing their turn. If your child does not have a week to bring in their book for this half-term, they will be their first to share their recommendation next half-term. To support this, talk with your child about why they have chosen a particular book to share with the class. For example: what was it they enjoyed; is there anyone in particular that would like it; which was the most interesting character?

As mentioned on the learning map, our topic this half term is 'Our City'. This topic will focus on the human and physical features of both Arbury and Cambridge's city centre. To support this, could you talk about some of the things you see when you are walking or driving around the city? Can they, for example, spot any shops, post offices, libraries, rivers, hills, forests...? This will really support them when they compare the geographical features of Arbury to the city centre.

Kind regards,

Miss Aurelio