

Sea Turtles Class



Curriculum Information

Summer Term

Inside this booklet you will find details about your child's learning this term including key vocabulary that they will come across.

Curriculum Newsletter

January 2024

As Readers the children will continue to read daily in either their Read Write Inc phonics group or the 'Reading Rangers' comprehension group. In Read Write Inc, the children will continue to read books appropriate to their reading level, while in the Reading Rangers group we will be starting with 'The Sandman and the Turtles' by Michael Morpurgo. We will continue to use the reading 'VIPERS' to explore the texts we read, looking at Vocabulary, Inference, Prediction, Explanation, Retrieval and Sequencing.



As Mathematicians we will be continuing our work on fractions. In year 2, this will include understanding halves, quarters and thirds and being able to identify these fractions in shapes and sets of objects. The children will learn to place fractions on a number line and recognise the equivalence between a half and 2 quarters. In year 3, children will learn about unit and non-unit fractions, understanding the importance of the numerator and denominator. They will use number lines and fractions walls to compare and order fractions and explore equivalence. They will also learn to add and subtract fractions. Later in the term, we will consolidate our learning on the 4 operations and applying this to solve problems before moving on to time and statistics at the end of the year.



Key vocabulary: fraction, part, whole, numerator, denominator, half, quarter, third, fifth, sixth, eighth, tenth, equivalent, divide, equal groups, hour, minute, second, hour hand, minute hand, analogue, digital, tally, tally chart, bar chart, pictogram, data.

As Writers we will be exploring the story 'The Great Kapok Tree' which is a story about character transformation, set in the rainforest. We will build on our previous work on creating interesting characters in our stories and learn how to use dialogue to help develop character. We will write our own stories based on the model text, changing the characters and location. After half term, we will move on to look at non-fiction writing, with a focus on persuasive writing linked to our geography unit on the rainforest.



Key vocabulary: character, opening, build up, problem, solution, ending, adverb, verb, adjective, noun phrase, expanded noun phrase, simple sentence, complex sentence, simile, dialogue, inverted commas.

As Scientists we will be learning about habitats. We will be finding out about habitats in the UK and around the world and exploring how different plants and animals are suited to their habitats. We will explore microhabitats in our local area and find out about the minibeasts that live there. We will learn about food chains and the impact of human actions on habitats and the creatures that live there.



Key vocabulary: habitat, microhabitat, adaptation, carnivore, herbivore, omnivore, predator, prey, producer, food chain.

As Athletes we are going to be starting with table tennis this term, and then moving onto cricket. We will also be swimming this term.



As philosophers we will be exploring why people have different views about the idea of God. We will find out about the beliefs of different religions and world views and explore how a person's behaviour might be connected to their view of God.

Key vocabulary: Agnostic, Atheist, God, Allah, Brahman, Humanist, Theist

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As artists/designers we will be beginning with a DT topic, where we will be making our own fabric book sleeves. To do so we will have to master two basic stitches! We will learn to cut materials accurately and safely by selecting appropriate tools; and measure and mark out to the nearest millimetre. Finally, we will apply appropriate cutting and shaping techniques that will help us create our own books that we designed.



Vocabulary: Criteria, fabric, fastening, fix, mock-up, stitch, template, appliqué, thread, needle.

As Historians we will be finding out about the Ancient Egyptians. We will learn about Ancient Egyptian society and what life was like during Ancient Egyptian times, including farming, travel and trade. We will learn about some of the rulers including Rameses II, Tutankhamun and Cleopatra. We will find out about Ancient Egyptian beliefs including mummification and the afterlife. We will conclude our topic with a trip to Norwich Castle Museum, where we will have the chance to explore some Ancient Egyptian artefacts.

Key vocabulary: timeline, Ancient, pharaoh, vizier, priest, scribe, artisan, craftsman, peasant, slave, trade, import, export, farming, irrigation, pyramid, tomb, afterlife, embalmed, artefact, archaeologist, canopic jar, sarcophagus, mummy.



As Geographers we will be learning about the rainforests. We will find out where the rainforests are located and what the climate is like. We will explore some of the plants and animals that can be found in the rainforests and link this to our work on habitats and food chains. We will find out about deforestation, the reasons for this and the impact it is having

Key vocabulary: rainforest, habitat, continent, country, climate, humid, emergent, canopy, understorey, forest floor, deforestation, logging, trade.

This overview is intended to give you a flavour of what we will be learning this term. If you recognise any of this 'good learning' at home, please feel free to send a message or photo on dojo so that we can celebrate it in school.

Any questions about the learning on this overview, please let us know via Class Dojo.

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Please find your home learning grid on the following page.

Remember – you should be reading, practising your spellings and practising your times tables as frequently as you can every week.

The subject based challenges are for you to have a go at as optional home learning tasks but remember, beads are available for all of those who choose to attempt the tasks. The more you do, the more beads you will have!

Bring in any learning you have completed or send it on dojo.

<p align="center"><u>Art/DT</u></p> <p>Using a piece of old fabric can you practise a running stitch to attach two things together? Look at books at home, how are they made. Perhaps you can have a go at making your own comic book?</p>	<p align="center"><u>Science</u></p> <p>Explore the habitats and microhabitats in your garden or local park. Can you find some minibeasts? What larger creatures might live here?</p>	<p align="center"><u>Maths</u></p> <p>Fractions Practise sharing things equally. e.g. If there are 4 of you, can you give each person a quarter of the pizza?</p>	<p align="center"><u>English/Geography/Science</u></p> <p>Lots of our learning this term is based on the rainforests. Choose a creature that lives in the rainforest and create a fact file about it.</p>
<p align="center"><u>English / Science</u></p> <p>Choose a habitat and draw a picture showing the plants and animals that live there. Write some descriptive sentences about the habitat – remember to use interesting adjectives.</p>	<p align="center"><u>Science</u></p> <p>Build a bug hotel and put it in your garden. Leave it for a while and then revisit to see what creatures have made it their home. You can find lots of ideas on the woodland trust website: https://www.woodlandtrust.org.uk/blog/2019/09/how-to-build-a-bug-hotel/</p>	<p align="center"><u>History</u></p> <p>Have a go at building your own pyramid, just like the Ancient Egyptians! You could make it from paper or card, modelling clay or lego bricks – whatever you choose.</p>	<p align="center"><u>DT/ cooking</u></p> <p>Make a pizza and divide it into quarters, thirds or even sixths. Research and make an easy Egyptian Yogurt Cucumber Dip (Salatet Zabadee) or an Egyptian Falafel (Ta'ameya).</p>
<p align="center"><u>History</u></p> <p>Find out about Ancient Egyptian hieroglyphics. Have a go at making up your own hieroglyphics to tell a story.</p>	<p align="center"><u>Reading</u></p> <p>Read at least 3 times a week and this should be recorded in their reading record book and signed by an adult.</p> 	<p align="center"><u>Spelling</u></p> <p>Spellings to learn each week will be added onto Spelling Frame every Thursday and they will be tested at school on the following Thursday.</p>	<p align="center"><u>Times Tables</u></p> <p>Practise Tackling Tables at least 3 times a week.</p>