

| Deeneet   | Health  | Creativity                  | Resilience   | Tudonondonoo  | Community                        |  |
|---|---|-----------------------------|--|---|----------------------------------|--|
| Respect<br>Children will  | Children will   | Creativity<br>Children will | Children will be   | Independence<br>Children will be                          | Community<br>Children will be    |  |
|   | learn how to  |                             |  |   |                                  |  |
| show respect for<br>each other and  |   | express their               | encouraged to  | encouraged to   | taking part in                   |  |
| people with   | keep themselves<br>healthy.                                 | creativity<br>through       | keep going when<br>they find their   | be independent<br>learners and                            | The Duchy Mile<br>to raise money |  |
| different   | neurry.   | sculpture and               | learning   | thinkers.   | for local                        |  |
| beliefs.  |   | through dance.              | challenging.   | chimkers.   | charities.                       |  |
|   | l<br>dhan will be focusing                                  | 5                           |  | leanning nowang T   |                                  |  |
| This term the children will be focusing on the <i>Curious Cat</i> and <i>Creative Unicorn</i> learning powers. They will be engaging in activities to support them in asking questions and working imaginatively, to support their learning in the classroom as |   |                             |  |   |                                  |  |
| well as outside of the curriculum.  |   |                             |  |   |                                  |  |
| As geographers, the children will be building on their As gymnasts, children will be building on their prior  |   |                             |  |   |                                  |  |
| prior geographical knowledge and skills by comparing the  |   |                             | knowledge and skills by learning to spin, twist and turn.  |   |                                  |  |
| UK with Kampong Ayer, Brunei. They will be identifying  |   |                             | As dancers, the children will be learning the skills to  |   |                                  |  |
|   | around the world in i                                       |                             | perform a 'Countries' dance as their outcome.  |   |                                  |  |
| Equator and the North and South Poles. They will also   |   |                             | As athletes, the children will be learning the skills of   |   |                                  |  |
| learn to name and locate the seven continents and five  |   |                             | dribbling, hitting, kicking and throwing.  |   |                                  |  |
| oceans.   |   |                             |  |   |                                  |  |
| As technologists, the children will be building on their  |   |                             | As artists, the children will be building on their prior   |   |                                  |  |
| prior knowledge and skills by learning about mechanisms   |   |                             | knowledge and skills in the medium of sculpture. They will   |   |                                  |  |
| and mechanical systems by creating vehicles. They will be   |   |                             | be exploring texture and pattern by making clay tiles.   |   |                                  |  |
| creating these using wheels and axels.  |   |                             | They will also be doing an architect study on  |   |                                  |  |
|   |   |                             | Hundertwasser.   |   |                                  |  |
| As computer scientists, the children will be building on  |   |                             | As musicians, the children will be building on   |   |                                  |  |
| their prior skills and knowledge by developing their  |   |                             | their prior knowledge and skills by exploring  |   |                                  |  |
| programming skills as well as using the computer to create  |   |                             | and expressing their feelings through music.   |   |                                  |  |
| digital art.  |   |                             | They will also be learning to play the Djembe  |   |                                  |  |
|   |   |                             | drums.   |   |                                  |  |
|   | ), the children will be                                     | -                           | As theologians (RE), the children will be building on their prior knowledge and skills relating to the Islamic faith |   |                                  |  |
| prior knowledge and skills of relationships by learning<br>about bullying as well as learning to be responsible by  |   |                             |  | -   |                                  |  |
| helping someone in need.  |   |                             | from the autumn term as well as learning why Easter is important to Christians.                                      |   |                                  |  |
| As scientists, the children will be building on their prior knowledge and skills by learning about 'animals including   |   |                             |  |   |                                  |  |
| humans'. They will learn that animals, including humans, have offspring which grow into adults, find out about and  |   |                             |  |   |                                  |  |
| describe the basic need of animals, including humans, for survival, and describe the importance for humans of   |   |                             |  |   |                                  |  |
| exercise, eating the right amounts of different types of food, and hygiene. We will work scientifically by planning fair  |   |                             |  |   |                                  |  |
| -   | ording what we see a  | ••                          | • =  |   |                                  |  |
| As readers and writers, the children will continue to   |   |                             | As mathematicians, the children will be building on their  |   |                                  |  |
| develop their phonics knowledge by reading with an adult  |   |                             | understanding of place value by counting in steps of 2, 5  |   |                                  |  |
| each day. They will look at different versions of a   |   |                             | 5,   | ,   | e multiplication and             |  |
| , ,   | traditional tale, and use these to write letters, character |                             |  | division problems and recall and use multiplication facts |                                  |  |
| descriptions and narrative stories.   |   |                             | from the 2, 5 and 10 times tables.   |   |                                  |  |
| • Please ensure that your child has their reading book and diary in school every day. Try to hear your child read   |   |                             |  |   |                                  |  |
| daily and discuss the text with them. Please write in your child's reading diary each time you hear them read.  |   |                             |  |   |                                  |  |
| • Please help your child with other homework tasks which can all be found in the Assignments section of Teams.  |   |                             |  |   |                                  |  |
| <ul> <li>Please ensure that your child has their PE Kit in school every day.</li> </ul>   |   |                             |  |   |                                  |  |

Thank you for your continued support.

