

As **Scientists**, we are learning about:

Wonderful Creatures

Children will:

Identify and name a variety of common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates.

Identify and name a variety of common animals that are carnivores, herbivores & omnivores.

Describe and compare the structure of a variety of common animals (birds, fish, amphibians, reptiles, iv. mammals and invertebrates, and including pets.

As **Designers**, we are:

Designing a sandwich for Mr Grinling

Children will:

Research, disassemble, evaluate a variety of breads and fillings.

Identify, taste and describe a variety of breads.

Identify, taste and describe a variety of sandwich fillings (fruit and vegetables)

Identify, taste and describe a variety of sandwich fillings (meat, cheeses, alternatives)

Design their own sandwich for the Lighthouse Keeper

Use a balanced plate to check how healthy their sandwiches are and if they can be improved at all.

Use a range of tools and methods when making their sandwiches including chopping, slicing, spreading and cutting

In **R.E** we are learning about:

Special Places

Children will:

Talk about a place that is special to them

Understand what worship is

Name some places of worship

Know that a place of worship is a special place for religious believers

Know at least one important thing that different religions believe.

In **PSHCE**, we are learning about:

Safety First

Children will:

Identify ways to stay safe in the home. •

Identify a range of dangers outside.

Explain the basics of the Green Cross Code.

Explain why we shouldn't take anyone else's medicine.

Explain what to do if they feel unsafe online.

Explain the difference between safe secrets, unsafe secrets and surprises.

Identify their personal 'trusted adults'.

Pixie Class Curriculum Letter

Sun, Sea and Sand!

In **Computing**, we are learning about:

Programming a sequence of movements in the form of a code.

Learning how to debug using a range of methods.

Understand what an algorithm is.

As **Historians**, we will be:

Thinking about different holidays they have during the year.

Exploring the features of seaside holidays using photographs as a prompt.

Identifying key vocabulary associated with the seaside and discuss activities that people might do during a seaside holiday.

Using photographs and paintings to look for clues about what seaside holidays were like in the past.

Understanding how seaside holidays were different to how they are today.

Find out why seaside holidays were initially only enjoyed by the rich.

Homework

Homework is to be set on a **Wednesday** and completed by the following **Tuesday**. Due to recent circumstances, homework will be set on Tapestry and feedback given via Tapestry on the following Tuesday. This will include a piece of English/Phonics and Maths. A half termly spelling letter will be given with a weekly list of spellings and the date they will be tested.

Reading

Please read daily with children and record a comment in their diary. These will be checked every morning and new books will return to being changed regularly.

As **Geographers**, we are:

Discussing what an island is and think about what being an island means for the UK.

Using a compass rose to locate the seas around the UK, before finding out about some of the human activities that take place in them.

Looking closely at a place, asking questions to find out more about it.

Creating tourist information documents for a beach of their choice.

Comparing British and non-British beaches.

Identifying and discussing the different human and physical features of each beach.