

Folly Fields: Curriculum Information Letter



TEACHER: Miss H Jeanes

LSAs: Mrs Ditta (every afternoon)

Mrs Dalton (Tuesday and Wednesday morning)

GAMES & P.E. LESSONS: Wednesday and Thursday

HOMEWORK: Is sent home on a Friday and consists of a weekly spelling list and a reading/ writing/ SPAG or Maths task. **To be completed by the following:** Wednesday

Reading: Please read with your child a minimum of **5 times per week**. Once you have heard your child read please add a comment, date and sign their reading record book. Reading and recording 6 or 7 times a week consistently will earn a space at the Readers' Tea!

Autumn Curriculum: Stone Age to Iron Age

Topic: Stone Age to Iron Age. This 'Stone Age to Bronze Age' unit will teach your children about how the Stone Age to Bronze Age period impacted on life in Britain.

We hope to take part in a dinosaur fossil session at Tring Museum.

English	In English we will start by looking at a narrative, specifically the book 'The incredible book eating boy'. We will use this book to create our own humorous story. In Autumn 2 we will look at poetry and have a go at writing our own seasonal poems based on the poem 'Autumn is here'.
Mathematics	In Maths we will be looking at place value, representing numbers to 1000. We will then move on to partitioning numbers and estimating numbers on a number line. We will also look at adding and subtracting two digit numbers from three digit numbers before moving on to multiplication and division. We will focus on the 2, 3, 4 and 8 times table.
Science	We will develop our knowledge of Rocks (and Fossils), finding out about different types of rocks – their properties and how they are formed.
ICT	Although the emphasis will be Expresso Coding, we will also use ICT to search for information and images for History, Geography, Literacy and Art.
Topic	We will learn about how early man survived in a harsh environment, why Skara Brae was important for understanding life in the Stone Age, how copper mining was crucial to the Bronze Age and why Stonehenge was built. Children will also learn why Iron Age people developed hillforts and how important Druids were in Iron Age Britain.
Religious Education	Key Question to be considered: 'Does taking bread and wine show that someone is a Christian?' The focus is on the ritual of taking communion and why Christians do this, and the concept of 'belonging'.
P.E. / Games	We will be developing key skills, with an emphasis on co-ordination skills and balancing. Through gymnastics and dance, we will create routines and learn how to jump and land safely. During our Game On sessions, children will learn how to throw and catch different objects.
Art / D/ T	Art: children will learn about Frida Kahlo, L.S. Lowry, whose techniques and subject matter will inspire and teach children to create their own stunning artworks. Children will paint self-portraits, urban landscapes and abstract works under their influence. D/T: children will look at bread production, then investigate and evaluate existing bread products; They will create design criteria which will be referred to when designing, evaluating and making their own bread products.
Music	Music Express: 'Exploring descriptive sounds' and creating music based on animals. We will be describing animals to create our own songs as well as adapting the tempo to fit the lyrics of the song.
French	Greetings, names of days and months.
PHSE	In PSHE, we will start with the topic 'Being me in my world' where we will think about our dream school, and also start to look into rewards and consequences and why they are important. We will then move on to celebrating differences, what a compliment is and how everyone's families are different.

Possible family visits/ activities which would enrich your child's learning:

- Visit to The Natural History Museum, London (fossils). Mary Anning's Ichtheosaur is there!
- Getting out in nature – going for walks, naming trees, collecting leaves and conkers.
- Reading and discussing children's fiction

Practical ways to support your child's learning:

- Weekly spellings and discuss their meanings. Use phonics. Try writing them out in two or three colours, separating the sounds.
- Reading from a wide range of books, daily.
- Please keep a look out for anything related to our topics to share with your child – e.g. TV programmes or articles, and do send in any relevant artefacts either to show the class or to leave on display.