

MOBBERLEY CHURCH OF ENGLAND PRIMARY SCHOOL

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Dear Parent/ Guardian,

Welcome to a new term at Mobberley Church of England School. This letter is designed to help you understand our curriculum for the Autumn term and so support your child in their learning.

# Our Creative Curriculum studies for this term have been plotted out as two Imaginative Learning Projects on the map below. In the first half term, our theme is ‘Wriggle and Crawl,’ the main curriculum focus of this theme is Science. After half term our theme is ‘Beat, Band, Boogie,’ the main focus of this theme is Music and Geography.

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|  | **4/9** | **11/9** | **18/9** | **25/9** | **2/10** | **9/10** | **16/10** |  | **30/10** | **6/11** | **13/11** | **20/11** | **27/11** | **4/12** | **11/12** | **18/12** |  |
|  | Land Ahoy!(History and Geography) | **Half Term** | Wriggle and Crawl(Science and D&T) | **Christmas Holiday** |
| **Science** | Chemistry – Materials – properties and changes of state. |  | Biology – Animals and Habitats |  |
| **English** | **Creative Writing**‘*Harry and the Jaggedy Daggers’* | **Non-Fiction:**‘*How to wash a woolly mammoth’* |  | **Creative Writing***‘Toys in Space’* | **Non-Fiction:***‘The Egg’* |  |
| **Enrichment** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

You can see that the curriculum focus for literacy has been linked into blocks of time over 12 weeks so as to cover all genres in depth.

If you feel that you have any expertise in any of the study areas outlined please speak to myself or a member of staff. We greatly value parental involvement in our pupils ‘Creative Studies’. Further details of whole school enrichment days/ weeks will come home closer to the date.

# ENGLISH

We will start the Autumn term developing our creative writing skills. Using the story ‘*Harry and the Jaggedy Daggers*’ as our stimulus. The children will engage with a range of writing genres within this unit including recounts, poetry, story writing, descriptive writing and letter writing.

Our non-fiction work will be instruction texts. The children will read and follow a variety of instruction texts. They will identify the features of instruction texts and understand the reasons these features are used.

The children will write their own instruction texts including the key features. We will use the book ‘*How to Wash a Woolly Mammoth*,’ as a stimulus for creative instruction writing.

After half term we will continue to develop our creative writing skills and begin to write stories using the book ‘*Toys in Space’* as our stimulus. The children will write character descriptions, short scripts and begin to use dialogue in their writing. At the end of this unit the children will write their own adventure story using the book as inspiration.

Our non-fiction work will be information texts. The children will research information using books and the internet. They will identify the features of information texts and decide how to present their own research in a clear and interesting way to engage readers. Our stimulus for this unit will be the book ‘*The Egg’*. In this unit we will make links with our Cornerstones theme ‘Wriggle and Crawl,’ the children will include research about insects and their habitats.

**In addition to this** we have weekly SPaG sessions on a Wednesday morning. In these sessions we will be undertaking a wide variety of writing tasks related to the above which will be aimed at developing the children’s writing skills in terms of sentence structure, punctuation and grammatical awareness as stated in the National Curriculum KS1 programme of study.

#### **TIME TO READ**

#### We have updated our daily timetable this year to include a 'carousel' of activities every morning from 9-9.30. The idea behind this has been to bring Guided Reading sessions into the morning and provide your child with more opportunities to read with an adult at school. In Year 2, the carousel will run on Mondays, Tuesdays, Wednesdays and Friday mornings and Thursday afternoons. Each group will complete the following activities on a rolling rota each week: Guided Reading (with me), Time to Read (independent reading/writing activity), Phonics Activity (independent activity) and Spellings & Handwriting (independent activity).

**MFL**

French – MFL will be taught on Thursday mornings by Mrs Barker. This term in French we will be talking about how many pets we have, carrying out a survey and talking about family members.

We will be counting up to 20 and continuing to sing songs and listen to stories. The main focus is language and communication.

##### MATHS

In Maths we will be learning how to use a variety of strategies to solve different mathematical problems (addition, subtraction, multiplication and division).

We will begin the term focusing on place value in two and three digit numbers as well as number bonds to ten, twenty and one hundred. The children will work on addition and subtraction methods, first using equipment and then moving on to written methods and mental strategies. The children will develop their own preferences on how to solve problems and will begin to explain their choices.

The children will also take part in ‘**Maths of the Day**’ activities every Thursday, the activities are designed to use PE and Active Learning as a vehicle to raise attainment in mathematics.

The children will consolidate their understanding of money by solving word problems that involve pounds and pence. Throughout the term we will be working on telling the time using analogue and digital clocks.

Through interactive activities and mental starters we will continue our work on doubling, halving, number bonds to 10 and 20 and telling the time to half past and quarter to.

Our work on multiplication tables will continue and will be practised and assessed on a regular basis.

Short **Mental Maths** tests will begin this term and will be done every Thursday afternoon.

##### Computing

Computing will be taught discretely on Thursday afternoons but will also be used across all areas of the curriculum. Our Computing focus areas this term will be, editing text and images, data handling and programming.

The children will work in cooperative pairs using Purple Mash software to produce a labelled diagram of an insect.

In science we will store and analyse data about animals found in habitats around the school grounds.

The children will programme a ‘Bee-Bot’ to find the quickest route for a bee to get to pollen.

We will also use laptops in literacy to publish fiction and non-fiction pieces of writing.

The children will use stop motion animation software to make their own animation of a caterpillar eating a leaf.

**Religious Education -** We follow the Cheshire agreed RE syllabus.

This term the children will be learning about Judaism. We will learn about Jewish traditions, daily life and celebrations.

Next half term the children will engage with a variety of Bible stories and learn about the Old and New Testament. The children will discuss the importance of the Bible and why it is special to Christians.

Through writing and art the children will retell key Bible stories such as ‘The Feeding of the 5000,’ and ‘Noah’s Ark’. The children will also engage with the KS1 nativity performance and learn about Advent and the importance of Christmas to Christians.

##### Scientific and technological understanding

**SCIENCE**

In Science this half term the topic is: **Materials.**

This term the children will be finding out the answers to these questions:

How are new materials made? (glass)

Why is plastic used so much nowadays? What properties does it have?

Where do different materials come from (natural and man-made)?

Which is the most absorbent material?

Which is the most waterproof material?

What are solids, liquids and gases?

What properties make solids, liquids and gases different?

What are reversible and irreversible changes?

Can solids, liquids and gases all change state?

In Science after half term the topic is: **Animals and Habitats.**

This term the children will be finding out the answers to these questions:

Why do animals live in different habitats?

What do animals need to survive in the wild?

What is a life cycle?

What are predators and prey?

What animals live in the local area?

What does endangered mean?

The children will work collaboratively to investigate the answers to these questions. They will take part in practical experiments and also work independently to research answers to these questions. They will begin to develop their own research questions and write an accurate method, prediction and conclusion for their experiments.

**Cornerstones Imaginative Learning Projects.**

**This half term our project is ‘Land Ahoy!’**

In this unit of work the children will be introduced to Captain Red Beard, a Pirate who needs our help! Over the course of the half term we will receive letters from Captain Red Beard asking us to complete tasks for him. For example, he has lost his map of the UK and needs us to draw and label a new one for him. The character of Captain Red Beard will engage the children in their learning and give meaning to the work.

The children will respond to questions about where places are using globes and atlases, they will begin to offer observations about different locations. By the end of the unit children will be able to name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas and also locate different Continents and Oceans on a World map.

The children will learn about the lives of significant individuals in the past who have contributed to national and international achievements, including Captain Cook and Christopher Columbus. The children will compare aspects of life in different periods.

The children will use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features, they will then devise a simple map and use and construct basic symbols in a key.

**After half term our Imaginative Learning Project is** **– ‘Wriggle and Crawl’.**

This term our focus will be science and D&T. The children will learn about different mini beasts and how they survive in their environment. We will look at the different ways insects protect themselves from predators.

In D&T the children will design their own insect and make it out of clay and junk modelling.

In Computing the children will be making a stop motion animation of a caterpillar eating a leaf.

**ART and D&T**

In D&T this term our focus will be linked to our Cornerstones project ‘Wriggle and Crawl’. The children will design and make their own insect using junk modelling and clay. They will give reasons for the choices they make and must explain the features they have included, i.e. the insect has large wings so it can fly.

**This half term our artist will be Claude Monet**. **Next half term our artist will be Vincent Van Gogh**.

Art will be taught discretely each week with a focus on a different artist each half term. The children will study the work of significant artists and each week they will work on a relevant skill, the final session of each half term will be used to allow the children to produce their own piece of art inspired by an artist.

**MUSIC**

Music will be taught discretely by Mrs Eadie on a Thursday morning. This term the children will develop ways to use their voices expressively and creatively by singing songs and speaking chants and rhymes. The children will have the opportunity to play different percussion instruments.

They will listen with concentration and understanding to a range of music from different genres from different time periods. In cooperative teams the children will experiment with, create, select and combine sounds creating their own piece of music.

##### PE- Athletics and Gymnastics.

This term the children will take part in Gymnastics on a Wednesday afternoon supported by myself and Athletics on a Thursday with Mrs Thomas-Wade.

In Athletics the children will experience running, jumping and throwing activities. They will accurately replicate running challenges and competitions that require speed and changes in direction. In all athletic based activities, children will engage in performing skills and measuring performance. The children will learn that different types of activities require different types of fitness and recognise the effects of each activity on the body. Pupils will prepare and recover from exercise safely and effectively by correctly warming-up and cooling-down.

In Gymnastics the children will be learning how to use the equipment in the hall safely. The children will investigate movement, stillness and using the space safely. By the end of the unit they will be able to use basic gymnastic actions on the floor and on apparatus and produce short movement phrases e.g. two rolls, two jumps. The children will then create sequences that include changes of level and speed and will focus on making different body shapes with a partner or small groups.

**Your child must have their full named PE kit each Wednesday and Thursday to participate.**

**PERSONAL WELLBEING**

**Social Emotional Aspects of Learning –** Our SEAL theme this term is ‘New Beginnings’ and ‘Getting on and Falling Out’.

In ‘New Beginnings’ the children will take part in group discussions and role play activities to understand the school and class rules and the importance of supporting one another in order to succeed.

In ‘Getting on and Falling Out’ the children will be learning about feelings, and why they lead us to behave the way we do. The children will think about friendship and what that means to them. They will think about how to react in different situations to resolve issues rather than falling out.

**Philosophy for Children** (P4C) – The class will also take part in Philosophy sessions, developing creative, critical and caring thinking as well as cooperative learning.

**Global Learning** -

#### **HOMEWORK**

This term homework will be set on **Friday.**  Maths and English homework will be set each week to consolidate the learning in the class. The homework folders must be returned the following **Wednesday**. All homework tasks reinforce and enrich work covered in school.

Spellings will be given inside homework folders on a Friday, however, t**he spelling sheet does not need to be handed in**, you may keep them in order to allow your child more time to practise during the week. Spellings will continue to be tested on a Thursday afternoon.

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|  | **Homework given out** | **Homework Due in** |
| Monday |  |  |
| Tuesday |  |  |
| Wednesday |  | Maths and English |
| Thursday |  |  |
| Friday | Maths and English |  |

I hope this gives you some guidance on the work the children will be engaging in this term. If you have any queries about the curriculum please do not hesitate to see me at the end of the day.

Thank you for your support.

Yours sincerely,

Miss Lightfoot