



Dear Parents and Carers

We have come to the end of a busy but enjoyable term and it was lovely to see so many of you in the audience for our Christmas show. The children loved performing for you all!

Please note the following information regarding our curriculum for the Spring term and refer to the Google Classroom and the school website for the Curriculum Map and other important information.

### **English**

The children will start the year exploring, performing and writing poems based on seasons and weather. They will build on their work in Year 1 and revisit the different features of poetry by looking at alliteration, similes, personification and onomatopoeia. They will look at different types of poems such as shape and list poems, as well as learn about performance skills and using expression when reciting poems. The children will then develop their understanding of the features of a non-fiction text. They will learn about explanation and information writing linked to our science topic of animals. This will cover topics such as life cycles, habitats, diet, nocturnal animals and endangered species.

In Spring 2, the children will start off by exploring the classic, familiar story of 'Mary Poppins' by P. L Travers. They then explore a diverse range of stories and folktales linked to countries explored as part of the Geography topic. The children write for a range of purposes and build on their ability to plan and write a story.

Children continue to consolidate all phoneme and alternative graphemes in phase 5 using Little Wandle and explore other spelling patterns on the National Curriculum. They read and write words with common prefixes/suffixes and tricky exception words. They continue to develop reading fluency, without overt segmenting and blending, to allow them to focus on their understanding rather than on decoding individual words. They re-read books, sounding out unfamiliar words accurately, to build up fluency and confidence in word reading. They sound out most unfamiliar words accurately, without undue hesitation.

### **Maths**

In maths, the children will cover topics such as money and multiplication and division through different strategies, solving problems and consolidating their understanding of the relationship between the two operations. They will also explore length and height, mass capacity and temperature investigating non-standard and standard units of measurement and equipment used. The children will apply their maths knowledge and develop their problem solving skills.

### **Science**

#### **Spring 1 Animals including humans:**

The children will notice that animals, including humans, have offspring which grow into adults; they will find out about and describe the basic needs of animals, including humans, for survival (water, food and air) and they will describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

#### **Spring 2 Plants:**

The children will observe and describe how seeds and bulbs grow into mature plants as well as find out about and describe how plants need water, light and a suitable temperature to grow and stay healthy.

### **Computing**

**Spring 1 Programming Bee-bots:** Children will develop their understanding of instructions in sequences and the use of logical reasoning to predict outcomes. Children will use given commands in different order to investigate how the order affects the outcome. They will also learn about design in programming. They will develop artwork and test it for use in a program, design algorithms and then test those algorithms as programs and debug them.

**Spring 2 Programming – Code.org** Building upon vocabulary learnt and understanding of commands in Spring 1, children will use of Code.org to build skills in programming. CS Fundamentals (Course B – 2020). Children will be introduced to 'repeats' function in Lessons 6/7 – Harvester.

### **Humanities**

**Spring 1 and 2 London:** Children continue to explore the 4 countries that make up the UK in terms of location, traditions and weather. They will understand the location of London on a UK map and explore features of their local area (Richmond) as a London borough, as well as consolidate their understanding of human and physical features. They will develop an understanding of a 'key' to create a basic map and explore different local and London landmarks. They will explore how London differs from another major UK city and compare and contrast human, physical, social and locational elements. In the second half term, they will compare and contrast human, physical, social, seasonal and locational elements and look at other similarities and differences. They celebrate and learn about the cultural diversity of London

and of their own class. They will develop an understanding of migration and themes around diversity and equality and will look at the book, 'Coming to England' by Floella Benjamin.

**Spring 2 Local History of Richmond:** The children will use photos, maps and other evidence to look at how Richmond has changed since the Victorian times focusing on houses. They will also look at significant events and people in the local area and explore recounts by people at the time in order to learn about what life was like.

### **PE and Games**

We have two PE sessions each week. They will develop balance, strength, flexibility and coordination, as well as develop their object control by learning throwing and catching skills. They will develop locomotion and movement skills.

**The children have PE on Monday and Thursday The children do not need to keep a kit at school. They should come in their PE kits on these days. PE kit consists of the following:**

- black PE shorts, colour team t-shirt
- sensible trainers
- Children can also wear a Sheen Mount hoodie and dark tracksuit bottoms in colder weather

### **Art, Design Technology and Music**

#### **Spring 1**

**Art Collaging:** Children develop collaging skills using a variety of media and materials. They learn to fold, crumple, tear and overlap papers, as well as explore colour to create images.

**DT Mechanisms Wheels and Structures:** The children will design and make a moving structure linked to our topic of London.

**Music Exploring Duration:** Children use a variety of tuned and un-tuned instruments to explore duration. (long and short sounds)

#### **Spring 2**

**Art Sketching:** The children will continue to develop their sketching skills by looking at London landmarks and animals, creating observational drawings.

**DT Preparing a healthy vegetable salad:** The children will design and make a snack linked to our science topic of plants.

**Music Exploring music from different cultures (India):** The children will respond through movement to music from Indian culture. They will continue to use tuned and untuned instruments to compose simple rhythms from India on body percussion and untuned percussion.

### **RE**

**Spring 1 Hinduism:** As well as exploring the key traditions and beliefs of Hinduism, the children will learn about how these are applied to daily life. They will develop an understanding of how these values and ideals can influence people's behaviours and reflect on their own personal values and beliefs.

**Spring 2 Christianity:** The children will explore different parables and that Jesus told stories as a way of teaching people.

### **PSHE:**

**Responsibility/Humility:** For our living values, the children will think about their responsibilities in the context of school and home as well as part of a global community. They will then look at humility and what this is.

**Zones of Regulation:** The Zones of Regulation are a way of supporting the children's emotional literacy and understanding. It is also a great way of helping the children regulate their feelings and manage their emotional well-being-something which remains incredibly important at Sheen Mount. Children will explore different tools and strategies to build up their emotional toolkit and use this to manage their feelings and emotions.

We look forward to an exciting term ahead and thank you in advance for your support.

Kind regards,

Doves: Miss Bolton  
Owls: Mrs Chevassut  
Robins: Mr Roffey  
Miss Mundo, Miss Hillier, Miss Pascual, Miss Karadag (TAs/LSAs)