



Dear Parents,

I am enclosing an outline of the areas of work to be studied during the term, together with a list of dates. If you require further information please make an appointment with your child's class teacher.

### **Class CM**

**Autumn, Harvest, On The Move (Toys)** –Go into the local environment to observe, identify and discuss different colours and objects associated with autumn. Collect objects associated with autumn e.g. conkers, leaves etc. and use in model making. Make class books and poems about autumn and Harvest. Discuss hibernation and migration. Make observational drawings of leaves using shape templates. Create autumn pictures including leaf prints, rubbings and a class picture of a tree. Examine musical instruments, how they work and the sounds they make. Use them to make sound effects to tell an autumn story, and use movements to show autumn leaves falling. Consider Harvest as a time of saying thanks for our food. Find out about the work of the farmer. Talk about bread, what it is made from and how it is made, then make bread. Observe different kinds of moving toys and consider how they move and what makes them move/stop. Make paper windmills, observe their movement and compare to bought ones. Make paper streamers to take outside on a windy day and see how they move. Collect toy vehicles and compare them. Try making them travel, find which travels furthest and consider why. Try to 'guess which vehicle' using clues. Collect toys which make a noise and think of words to describe the sounds they make. Make a collection of old and new toys to compare how they look, the materials used etc.

### **Class LR**

**Autumn, Harvest, On The Move** - Use the school environment to observe seasonal changes and how plants have changed since the summer. Use collections of natural objects to make careful observational drawings and also for printing and making a collage. Explore mixing colours to create autumnal colours. Harvest vegetables and seeds, follow recipes to create a meal from the harvested food, consider the different types of food we eat and where it comes from. Learn about healthy food and why we need to eat and drink. Monitor the amount of wasted food at lunch time, encouraging 'waste free' lunches and see how food can be recycled to make compost. Learn about the different sources of light and how we see light. Consider the sun as a reusable source of light and energy that is good for the environment. Explore objects that light up using different sources of renewable energy. Consider why the moon looks bright and find out about space explorations, including the first man on the moon. Paint bonfires and night and day pictures, observing how shades change when mixed with black and white paint. Learn how sounds are made and how they can be changed through movement and force and that we hear with our ears. Explore how pushing or pulling things can make objects move, identify similarities and differences between the movements of different objects and make suggestions about how objects can be made to move.

### **Class LW**

**On The Move** (in the air) – Look at the ways in which human power can be used in pushes, turns and pulls. Use a model train to investigate pushes and pulls. Use an engine and rail track to explore moving carriages by pushing compared with pulling, going uphill compared to downhill. Observe and find out about how air lifts things and the effects of hot and cold air on air balloons, kites etc. Make a hot air balloon and demonstrate how they work using a hair drier. Make paintings of hot air balloons and models using Papier mache. Make model parachutes and use to explore the effects of air and gravity; experiment with using different materials and making models of different sizes, comparing the performance of each. Explain the need for energy to make an object rise and explore the flight of aeroplanes and other flying machines, making and using and comparing model aeroplanes, rockets etc. to help their understanding. Find out about the first man on the moon. Observe the action of wind blowing on different objects e.g. trees, windmills, washing on the line etc. Make a wind indicator and a wind scale. Make mini kite of different sizes and materials, test them to see if they can fly and discuss the differences in performance. Observe birds in flight and find out about how they fly. Identify appliances that use electricity in the home and school. Make and draw simple electric circuits using batteries, wires and bulbs.

### **Class TW/VC**

**On The Move** (forces) – Use pictures, toys and video clips to identify and describe different ways of moving. Experiment with the effects of pushing and pulling on the movement and shape of objects, e.g. using a range of materials to try to make a ball, sausage-shape etc. identifying what actions and forces are needed. Use toys and model vehicles to investigate how pushes and pulls can make things speed up, slow down and change direction. Investigate their movement using different surfaces including ramps. Make a ‘fair test’ of the performance of different vehicles, record the distances travelled, compare and discuss the results. Consider which factors may influence how fast or how far the vehicles go. Discuss the different vehicles used for travelling on holiday. Investigate vehicles such as cars, busses, vans etc. discussing their features. Make observational drawings of them showing the different parts, labelling them and discussing how they work. Practise joining wheels and axels for model-making, trying out different ideas. Design and make a model vehicle, considering the materials and methods to use to make sure the vehicles works. Explore the different uses of electricity around school and discuss the dangers of electrical sources. Identify different electrical appliances and their use. Find out about batteries as a power source and investigate circuits. Use this work to add a light or buzzer to the model vehicles made earlier.

Children in all classes will also be undertaking further work in different subject areas including RE (particularly the study of Harvest and Christmas), Music, Geography, Art (including mapping skills and the features of weather), and PE.

Could I please remind you to inform us (in writing or by phone) of the reason for your child’s absence should they be away from school for any reason not already discussed the school. This is a requirement for the Department for Children, Families and Schools.

Yours sincerely,

V P Craig  
Headteacher