

As mathematicians we will be... exploring multiplication and division with 2 digit numbers where we will develop a range of strategies to apply to problems. We will also be learning how to apply all our knowledge of the four operations to solving problems related to length and perimeter before moving on to fractions. We will work on our doubles using our new Number Sense Scheme before moving on to the two times table.

As environmentalists and geographers we will be.... looking at the changes in use of land from the Stone Age to the Iron Age. We will also use maps during orienteering.

As information technologists we will be.... developing our presenting skills using Google Slides and our Purple Mash scheme.

As musicians we will be.... focussing on how music helps us learn about our community. We will also be learning how to play the glockenspiel.

KEY DATES (Spring 2)

Monday 26th: Guide Dogs assembly
Friday 1st March: Guide Dogs Day! Dress Down (donations of buns please) and cake sale (5Op)
Monday 4th: Bags to School Collection / PTFA Mother's Day Secret Shop / Safer Internet Day
Tuesday 5th: Parents' Evening
Thursday 7th: World Book Day (PJs) and bring your favourite bedtime story) & Parents' Evening
Friday 15th: Clubs Finish for Easter
Friday 15th: KS2 Celebration Assembly 2.45pm
Tuesday 19th: Maples class visit Temple Newsham
Friday 22nd: School closes for Easter

As writers and communicators we will be.... learning about the Bronze Age through our text - The Boy with the Bronze Axe. We will learn how to write a non-chronological report before turning our focus to writing an advertisement. In spelling we will continue to revise the year 1/2 spelling strategies while learning how to add the suffix 'ly' to turn nouns and adjectives into adverbs. Finally in reading we will be using VIPERS skills for comprehension work linked to The Boy with the Bronze Axe.

Chestnuts Spring Term



**Would I rather
be a Bronze or
Iron Age child?**

As scientists we will be.... working scientifically and collaboratively to investigate light. First we will define light sources before examining sun safety. Our practical activities will determine how shadows are made and analysis the properties of translucency, transparency and opaqueness.

As artists and design technologists we will be... using our knowledge of Iron Age Hillforts to help us learn how to make an early castle.

As historians we will be.... learning about the Bronze and Iron Age. We will begin with extending our timeline from the Stone Age. Then move on to explore what 'Bronze Age' and 'Iron Age' mean. Here we will learn how Bronze and Iron were made and what they were used for. We will also investigate tools, clothing, food and farming so that we can compare and contrast life from Stone to Iron Age and so identify developments and changes of land, society, culture and technology. We will pay particular attention to changes in housing where we explore Iron Age Hill forts in detail and link this to our DT topic about the features and uses of early castles.

As health and well-being experts we will be.... learning to identify our strengths and achievements as well as recognise the different emotions we experience. We will also explore how to express our thoughts and feelings respectfully, be assertive when in uncomfortable situations and learn how to make things right when we make mistakes. In RE we will investigate what Christians believe about a good life. Finally, in PE we will continue with our Real PE scheme and learn how to read maps and keys in our orienteering unit.