



Curriculum Newsletter Term 4



Our theme this term is:

Terrific Textiles:

Here are some key facts our children need to know:

A textile is a flexible material made from **natural** or **man-made** materials. Another term for textile is **cloth** or **fabric**.

Textiles are formed by weaving, knitting, crocheting, knotting, felting, or braiding.

Textiles in good condition can be **reused** or **recycled** into new projects if they are damaged.

Putting your own design on a textile can **modify** how it looks and make it **unique** and personal.

One way of doing this is by **printing**.

Printing on fabric involves applying colour to the fabric using paint, dyes or inks. to make a **mono print** which can be used multiple time.



When creating a new product, even when re-using or recycling textiles it is important to think about the **target audience**.

Designs should be clear and fulfil the purpose they are being design for.

When creating a design it is necessary to select the best **tools** for the job and recognise that different tools have different purposes.

Safety guidelines should be followed and equipment used to help **measure, mark out and assemble** successfully.

Evaluating a product involves exploring what works well, like and dislikes and potential improvements.

Key People, Vocabulary & Other Textile Information to research:

William Morris
Ruth Issett
Textiles
Fabric
Printing blocks

Art and DT:

In Art we will be creating a printing block to use to print onto textiles. The printed fabric will then be used to make a kite during DT lessons.



After we have created our masterpieces we will be inviting parents (grandparents, aunts or uncles) to come in and fly a kite with us. Details to follow nearer the time.





Science:

In Science we will be exploring Living, non-living and never lived.

To explore and compare the differences between things that are living, dead, and things that have never been alive.

To identify that most living things live in habitats.

To describe how different habitats provide the basic needs of different kinds of animals and plants

To identify and name a variety of plants and animals in their habitats, including micro-habitats.

To describe how animals obtain their food from plants and other animals.

To use the idea of a simple food chain, and identify and name different sources of food.

PE:

We will be learning the following as part of Gymnastics:

List objectives as appropriate:

Balance

- Keep feet shoulder width apart and knees bent
- Keep weight on the ball of your feet
- Keep your back straight and head up.

Co-ordination—Ball Skills

- Keep tummy tight and weight through your bottom.
- Use your fingers to move the ball.
- Focus on moving the ball smoothly rather than on speed.

Cognitive skills

- I can explain what I am doing well and I have begun to identify areas for improvement.
- I can begin to order instructions, movement and skills.



Maths:

Our focus will be on the following in Maths during this term.

Number

To solve one step addition and subtraction problems, involving numbers, quantities and measure.

To solve two step problems, addition and subtraction problems, involving numbers, quantities and measure.

To find and compare fractions of amounts.

To solve problems involving fractions which involve one step.

To solve missing number problems using the numbers / digits given.

To solve more complex missing number problems.

Measure

To tell and write the time to 15 minute intervals (analogue)

To tell the time for the nearest 5 minutes.

To compare intervals of time.

To be able to compare and order measure using the inequality signs.

Shape

To use mathematical vocabulary to describe position, direction and movement.

To rotate an object about, making quarter, half and three quarter turns.

To follow a short set of instructions to move / draw an object or shape on a grid.

To compare and describe the position of objects in relation to other objects.



English

In English we will be studying the following genres this term.....

Descriptive narratives

Recounts

To identify key language in a text and begin to explain why it has been used.

To generate / describe a key character using noun phrases.

To use conjunctions to join two sentences.

To up-level verbs.

To use exciting language in my writing including: conjunctions, (and, but, because, so, when if) noun phrases, adverb sentence starters, powerful verbs and alliteration.

To recall and sequence events.

To use time word and adverbial sentence starters.

To use a range of sentence types.

To use paragraphs to structure my ideas.

To use exciting language

To engage the reader

