

## Caru dysgu curriculum

### What will your child be learning?

This term our theme is 'Justice' Through this theme we will be exploring what is fair/unfair. What is right/wrong and the consequences for our actions. Pupils will be given different scenarios where they make choices. They will find out how their choices can affect others. Pupils will take part in debates about whether deforestation is right or wrong. But also, the need of the animals and their habitats. Through our theme we will read about and research influential people who stood up for the rights of people. These include Nelson Mandela, Mahatma Gandhi and Harriet Tubman. The pupils will be inspired by their actions, their words and how they changed the lives of others. Pupils will discover how children's' right have changed over time as part of the UN Rights of the Child.

### What can you do to help at home?

Encourage your child to ask questions and be curious about why we have rules at home, in school, in society. Explain to them what might be fair/unfair and right/wrong. To ignite their interest in the influential people we are studying use 'Kiddle' to find out key information about them. <https://www.kiddle.co.uk/>

Discuss with your child why they made such a difference to the rights of others. Play games with them to encourage them to know what is fair/unfair. Change the rules of the game and see if they realise if it is fair!

## Faculty of English, literacy and communication

### What will your child be learning?

#### Oracy

We will be participating in activities under the umbrella of our theme 'Justice' and will be expressing our opinions, giving reasons and providing appropriate answers to questions. Our questioning skills will be further developed during hot seating and interviewing opportunities. Through our theme the children will be given the opportunity to discuss 'What is justice?' Pupils will collaborate their ideas and create a web of ideas. They will then present their ideas to the rest of the class.

#### Writing

This term, we will be completing a range of written tasks. We will be writing character descriptions and predictions. We will be focussing on different chapters throughout our class story 'The Twits' and we will be including complex sentences using a range of connectives to extend our ideas and story starters to create interest. Capital letters, full stops and speech marks will be rehearsed at every opportunity and pupils will be reading back sentences to check for sense and accuracy across all areas of learning. Non-fiction texts will be used to explore and research influential people who stood up for human rights. These include Nelson Mandela, Mahatma Gandhi and Harriet Tubman.

#### Reading

We will be using the iPads to navigate Phonics Play and practise key focus sounds and use them in words and sentences for familiarity and fluency. We will be reading and spelling the tricky words and high frequency words. We will read words in our Phonics sessions linked to Phase 3,4,5 and 6 phonic sounds.

### What can you do to help at home?

Continue to ask your child a variety of questions about their day in school such as 'who, what, where, why, when' and encourage them to give as much detail as possible. These question stems can be used when sharing books too to ensure your child understands what they are reading.

When your child has finished reading a fiction book, can they retell the events in the correct order? Are they able to use key words and phrases from the story in their retelling?

## Faculty of science and technology

### What will your child be learning?

Plants will be explored and we will look closely at the growth of bean seeds whilst keeping a weekly diary as well as the growth of sunflower seeds. Children will be doing lots of planting outside and learning how to take care of our plants. We will create an animal habitat outside and the children can draw, research about what they see. They can make a habitat in a shoe box for their chosen animal. We look at the life cycle of a plant.

In ICT, we will continue to develop our typing skills by typing up our stories. We will progress in our DCF skills by using a range of tools on Seesaw and on Hwb.

### What can you do to help at home?

Encourage curiosity at home and use 'kiddle' to research or find the answers to questions the children are asking.

<https://www.youtube.com/watch?v=x7jwJ2bi9Lg>

Discover how a dandelion spreads their seeds  
<https://www.bbc.co.uk/bitesize/topics/zpxnyrd/articles/z6nx7yc>

Follow the life cycle of a plant  
<https://www.bbc.co.uk/bitesize/topics/zpxnyrd/articles/z6nx7yc>

## Faculty of language and culture

### What will your child be learning?

#### Languages

As part of our triple literacy approach the children will be re-visiting and extending their sentence patterns and vocabulary in Welsh and Spanish and our learning will focus on saying what they like/do not like to do in Welsh and Spanish, linking this to verbs. They will also be learning how to say what they are wearing in Welsh and Spanish.

Pupils will extend their oracy and writing skills by sharing information about themselves. What their name is, where they live, how old they are.

#### Expressive Arts

We will look at the artist 'Ai Weiwei' and his sculptures depicting freedom of speech. Pupils will use a range of materials to create their own sculptures and explain the message behind them. Through our novel 'The Twits' pupils will recreate their versions of Mr and Mrs Twit and use a range of materials to make the Roly Poly bird. We will use music to create a sensory story based around our novel and also to depict the effects of deforestation. We will listen to the words of the songs 'Imagine' by John Lennon and 'Change is gonna Come' by Sam Cooke and discuss what we think the lyrics mean, how they make us feel. Collaborate in teams to think of a line they would add to each song.

### What can you do to help at home?

#### Languages

Encourage pupils to repeat Welsh and Spanish phrases they have learned that week.

Encourage your child to trace, copy, draw, colour pictures using their imagination as well as images they would like to copy and re-create.

#### Expressive Arts

Provide a range of collage for cutting and glueing into place and for layering materials - buttons, ribbon, tissue paper, sequins, fabric pieces and even old magazines to cut out and arrange pictures together.

Create a sculpture using pebbles, shells, seaweed, leaves, cones, twigs anything you can find and name it!

<https://theartofeducation.edu/2019/05/how-to-inspire-your-students-with-artist-andy-goldsworthy/>

[https://www.k6art.com/wp-content/uploads/2012/08/IMG\\_0273.jpg](https://www.k6art.com/wp-content/uploads/2012/08/IMG_0273.jpg)

## Faculty of life

### What will your child be learning?

#### Humanities

Pupils will be learning about what justice is? What is fair/unfair? They will find out about the lives of influential people who fought for equal rights and for justice. They will write their own speeches and create fact files on Nelson Mandela, Mahatma Gandhi and Harriet Tubman. Pupils will understand why we have certain rules, laws at home, in school and in society. We will create posters depicting the rights of a child. We will take part in a debate about whether deforestation is right/wrong? We will give reasons for both sides. Through a range of stories from the Bible and other religions we will discuss whether the actions and consequences are fair/unfair.

#### Well-being

Within our well-being sessions, pupils will learn various, important life skills through team sports and healthy lifestyle lessons. Pupils will learn how to become a positive role model, a leader who can support others and help improve each others' skills. Through developing confidence, pupils will learn to communicate with peers to discuss healthy lifestyles (physically and mentally). Through team building games, pupils will have the chance to become the referee of a game, a coach, as well as participant whilst continuing to develop physical literacy skills.

### What can you do to help at home?

Use Kiddle to research the influential people we are learning about.

<https://www.google.com/search?q=kiddle&bih=881&biw=1768&hl=en&ei=zlk2Z0qcNNGlgAbI24m4DQ>

Encourage child to take part in as much physical activity as possible. Visit a beach and build sand castles where they are the leader and offer constructive advice. Discuss the importance of healthy meals (fruit and veg) and encourage your child to eat 5 a day. Create a food plate and discuss which foods are good to eat. Offer 5-10 mins a day to discuss feelings and how negative feelings can be resolved through communication with positive role models (parents and best friends). Play fun games with your child to develop various physical literacy skills -

<https://www.twinkl.co.uk/resource/t-s-1329-how-would-you-feel-if>

<https://www.twinkl.co.uk/resource/social-skills-scenarios-au-s-2548703>

## Faculty of mathematics and numeracy

### Mathematics and Numeracy

Pupils will learn and understand fractions in authentic contexts. For example, whole,  $\frac{1}{2}$  and  $\frac{1}{4}$  slice of pizza. Pupils will also obtain further knowledge on how time by creating a diary of their day (what time they woke up, had breakfast, went to school etc.). Linked to science activities, pupils will measure the length of Mrs Twits walking stick and the length of various objects. Later in the term, pupils will learn temperature (boiling and freezing).

We will use manipulatives to calculate money mentally, recognising notes and coins, adding coins up to £2 and giving change from £1. During our statistics lessons, we will be creating and interpreting data from pictograms, tally charts and block diagrams.

Data collection will arise in the form of voting or sorting. Pupils will be learning the difference between whole, half and quarters, through practical situations.

We will be learning how to multiply and divide using 2, 5, 10, 3 and 4 times tables.

### What can you do to help at home?

When sharing in the house, refer as much as possible to whole, half and quarters. Each day, discuss with your child what time they wake up and leave for school (o'clock, half past, quarter to and past). This will not only develop a routine, but enhance their learning to times on a clock (analogue and digital).

Count daily forwards and backwards to and from 100 as well as beyond to extend your child.

Count in 2s, 5s and 10s and learn the 2, 5 and 10 times tables off by heart. Count in 3s and 4s and start rehearsing the times tables for the 3s and 4s if your child is confident with 2, 5 and 10.

Help develop their mental maths skills.

Play 'shop' using real money so your child will become familiar with adding different amounts and recognising the value of money.

<https://www.topmarks.co.uk/maths-games/>

Use Hwb, the secure online learning platform for Wales and practise your times tables on J2Blast and compete to be the king or queen of the class. Full instructions on Seesaw.

When counting money, encourage your child to sort pounds and pence into two sets and add them up separately, beginning with the highest value.

Whilst eating fruit, split into halves and quarters to develop practical knowledge as well as finding halves and quarters of numbers using objects.