



During this half term, our enquiry question is: ***Are some rivers more important than others?*** Through this topic, the children will explore the importance of rivers and understand the vital role they play in the water cycle and in sustaining life on Earth. They will learn how both people and wildlife depend on rivers and other water sources in many different ways. The enquiry will begin with the text *River Story*, which introduces the journey of a river from its source to the sea. The children will follow the course of the River Tees, using maps, photographs and plans to identify and explore the different features of a river.

As part of this learning, the children will also study some of the world's major rivers, helping to broaden their understanding of the wider world while revisiting previous learning about places in Europe and Australia. They will investigate the many ways rivers are important for wildlife, transport, power, industry and leisure. The children will also consider whether everyone has access to clean water around the world. Linking with their Science learning, they will explore the effects of pollution on pond and river wildlife and investigate how pollution can impact living things and habitats.

Read through the attached knowledge organiser with your child and check they understand the content. You could ask them to explain it to you – ‘teaching’ you helps them to reinforce their own learning. Quiz facts out of order to check children really know the fact and have not just memorised the order on the page!

Subject	Possible learning at home	
English	<p>This term in English, we will be reading ‘River Story’ by Meredith Hooper, a poetic picture book, which tells the story of the journey of a river from its source to the sea. We will unpick the descriptive language and topic vocabulary in the text, which will allow the children to develop their understanding of how rivers are formed. They will then use this to create their own information leaflets.</p> <p>Later in the term, we will explore the text ‘The Mousehole Cat’, which is a magical retelling of an ancient Cornish legend told from the cat’s perspective. It tells the story of Mowser the cat and her pet man Tom and how she saves him from drowning, and the village of Mousehole from starvation, by calming the Great Storm-Cat with her song. Through this story we will be exploring the genre of legends through discussions, retelling and story-mapping. We will also be looking at telling stories from different perspectives and be challenging ourselves to write the story through the eyes of Tom.</p>	<ul style="list-style-type: none"> <li>• Read some poetry. Can you find a favourite poem? Perhaps you could copy out a poem and try to learn it off by heart!</li> <li>• When you are reading, think about who is telling the story. Is it told in 3rd person (by a narrator) or 1<sup>st</sup> person (a character)? How might the story change if it was written by a different character in the story? You could even have a go at rewriting the story through another character’s eyes!</li> <li>• Why not visit and look for books about rivers, coasts or habitats!</li> </ul>
Maths	<p>At the beginning of this half term, children will be focusing on time. This will involve being able to read both analogue and digital clocks as well as understanding the difference between am and pm. The children will also be making links between different units of time such as how many seconds there are in a minute and how many days are in a week. Children will then move on to focus on shape, looking at the properties of 2D and 3D shapes and then we will end the half term focusing on statistics. This will involve interpreting data from different graphs and charts.</p>	<ul style="list-style-type: none"> <li>• Continue to encourage your child to practise their times tables daily and access their TTRS account regularly at home.</li> <li>• Recap addition and subtraction with 4-digit numbers – ask your child to demonstrate their method as it may be different to how you did it at school!</li> <li>• Talk about and tell the time at home and explore bus and train timetables in real life contexts. Also, children could practise the order of the months in the year and practise rhymes which help remember the number of days in different months.</li> </ul>



	The children will also continue to strengthen their knowledge and recall of the times tables up to x12 and will rehearse previously learnt written methods for calculations including column methods of addition and subtraction.	
Science	In Science, the children will explore the living things found in canal, river and coastal environments. They will learn about different habitats and the features that help plants and animals survive and adapt within them. The children will also develop their understanding of life cycles, food chains and the classification of living things using identification keys. To further develop their scientific enquiry skills, the children will investigate different types of pollution that can be found in water and explore the effects these pollutants can have on aquatic plants, wildlife and their habitats.	<ul style="list-style-type: none"> <li>Investigate different habitats and the things that live there. Create a food chain for different habitats.</li> <li>Go on a minibeast hunt. Find a classification key online to help you to identify different bugs.</li> <li>Explore different ways to make water clean at home – perhaps you could create your own water filter!</li> </ul>
Geography	In Geography, the children will learn how rivers are formed and follow the journey of a river from its source to the sea. They will create sketch maps showing the features found along a river's course and develop an understanding of how rivers flow from high ground towards the sea. The children will also learn how rivers can erode and shape the landscape over time. Throughout the topic, the children will build their geographical vocabulary linked to rivers and their features. They will use maps, atlases and digital mapping tools to trace the journey of a river and identify the places it passes through. The children will also apply their previous Science learning to understand the role rivers play within the water cycle. To broaden their understanding of the wider world, the children will learn about some significant rivers across the world, the continents they flow through and the different ways in which they are important to people, wildlife and the environment.	<ul style="list-style-type: none"> <li>Make a Model River: Using a plastic bottle, water and some soil and stones, the children can recreate a fast flowing river to see how it carries its load and then deposits it as it slows down.</li> <li>Visit a river and take a walk along it. What part of the river are you walking along? What can you see, hear, smell? Take some photos and create a collage.</li> <li>Look for rivers on a World map. Can you find the longest river on each continent?</li> <li>Produce a fact file (this could be a PowerPoint) about a world river. Include as many interesting facts as you can.</li> </ul>
Art	In Art, the children will continue to develop their drawing skills by creating a mixed media final piece inspired by trees and local birds. They will produce observational drawings using masking tape techniques, explore a range of painting methods to add colour and texture, and experiment with adding pattern and detail to their artwork based on trees and birds.	<ul style="list-style-type: none"> <li>Keep a bird watch diary of local birds to inspire your artwork. Take photographs, close-ups if possible, and explore the patterns of the bird's feathers.</li> <li>Take a walk in the local parks and notice the texture of the tree bark.</li> <li>Research the work of artist and printmaker Julia Ogden.</li> </ul>
Music	Our music unit for this half term focuses on changes in pitch, tempo and dynamics using our enquiry topic, 'Rivers', as a thematic focus. They will be developing singing skills through harmony. They will also perform, create and record on paper, a vocal ostinato.	<ul style="list-style-type: none"> <li>How many songs can you think of that are about water or rivers? How does the music/lyrics symbolise water?</li> <li>Why do you think rivers and water are the subject of so many songs, poems and compositions?</li> </ul>
French	This term in French, the children will be learning the unit <i>Quel temps fait-il?</i> ( <i>What's the Weather Like?</i> ). They will develop their speaking, listening and vocabulary skills as they learn how to describe different types of weather and present a simple weather forecast in French.	<ul style="list-style-type: none"> <li>Discuss the weather daily with your child. Can your child remember some of the French words linked to the weather?</li> <li>Watch the weather forecast and notice how the weather is presented.</li> </ul>



	This unit also links closely with Geography, as the children will use weather vocabulary alongside map work, compass points and locational knowledge.	
RE	<p><b><i>What can we learn from religions about deciding what is right and wrong?</i></b>            This investigation enables pupils to think about guidance that people follow to help them live their lives. It starts off by looking into the Golden Rule and how it is seen in Christianity, Humanism and Judaism. Pupils then look at guidance for living from all three of these worldviews, examining how Christians, Humanists and Jewish people might decide what is 'right'. The unit moves on to look at teachings about temptation in Christianity and Judaism, helping pupils to think about what religious stories show about temptation. This enquiry helps the children to appreciate and appraise varied responses as well as develop responses of their own</p>	<ul style="list-style-type: none"> <li>• Talk to friends and family to find out their views and what helps them to make decisions in their lives.</li> <li>• Research different religions' rules for living.</li> <li>• Create a fact file or story that involves the 'Golden Rule'</li> </ul>
PSHE	In PSHE, children will be exploring the enquiry question, <b><i>'How can we manage risk in different places?'</i></b> They will be looking at different situations and deciding how risky the activity is. In order to do this, they will consider a range of different factors and learn to assess risk for themselves. We will be spending time looking at the rules of water, road and sun, recapping rail safety and exploring what risks are associated with each of these. Children will learn how to minimise risk in order to stay safe. They will also learn about what peer pressure is and how this can influence the risk we take.	<ul style="list-style-type: none"> <li>• When you are out and about look at signs displayed by the river, on the railway etc and spend time looking at these. Re enforce the dangers of entering the water and playing on railway lines etc.</li> </ul>
Physical Education	PE will continue on a Monday and Friday. As the weather continues to improve, we will continue to use the outdoor areas for both of our PE lessons, therefore appropriate outdoor shoes must be in school and sun hats and cream are encouraged. This term we will be focusing on positive behaviours around team sports and preparing for Sports Day.	<ul style="list-style-type: none"> <li>• Go outside as much as you can! Go for a walk, play in the park, ride your bike! Encourage group sporting activities and discuss the importance of fair play and positive behaviours in sport.</li> </ul>