

### Literacy

Our Power of Reading text for this topic is 'Meerkat Mail' by Emily Gravett. The children will listen to the story and take part in discussions surrounding why Sunny doesn't like living at home and why he decides to go and find other members of the mongoose family. The children will revisit their prior learning on fictional recounts and create a recount in role as Sunny. In this piece of writing, the children will add details of Sunny's adventures from home.

The children will use what they discover in their focus text to compose statement and questions sentences about Meerkats. They will look at the organisational and language features of non-chronological reports and write their own information text entitled 'Meerkat Madness'.

The children will continue to develop their information writing by producing a text about different kinds of mongoose (including the Dwarf mongoose and Marsh mongoose).

After visiting Marwell Zoo, the children will write a recount of their trip, explaining the activities they took part in.

### Mathematics

In Maths, the children will continue to work on addition and subtraction and use these skills to solve worded problems. They will start to explore multiplication and division and will solve problems involving Sunny and his family.

In preparation for our trip to Marwell Zoo, the children will start to learn about how to collect and present data. They will focus on tally charts, pictograms and bar charts and will interpret them afterwards.

### Religious Education

This term, we will learn about Catholic Social Teaching. We will focus on Jesus being the light of the world and how we can follow in his footsteps. This unit looks at the symbolism in Advent which helps us get ready to meet Jesus. The children start to understand that Advent is a time in which we prepare for Jesus' birth.

## Meerkat Madness



### Science

The children will study meerkats as living things, developing their knowledge and understanding of what animals need in order to survive. They will learn about the feeding relationships of meerkats so that they can begin to read and write simple food chains.

In the text, Sunny goes off in search of a new place to live but he learns that no-where is quite as perfect as home. The children will be finding out about how meerkats, and other animals, are suited to their habitats.

In looking at Meerkat family groups, they will learn that animals have offspring that grow into adults.

### Computing

This term's learning will focus on Algorithms. The children will create their own set of algorithms to give to Sunny (their friend) to get him back home. They will use vocabulary including forwards, backwards, turn, for the children to physically follow their instructions. Once the children have done this, they will then program the BeeBots to go on the same route. The children will also use technology to record a newspaper interview about Sunny and his adventures.

### Geography

The children will use world maps and globes to locate where Sunny the Meerkat lives. This will involve using directional language and the four-point compass to describe where places like the Kalahari Desert and Madagascar are located within Africa. The children will look in detail at the world's continents and oceans within this context.

The children will look at aerial photographs of Ghanzi to identify and describe, its key human and physical features. They will compare this to the human and physical geography of Bournemouth. The children will also keep a record of the weather and temperature in both locations.

### Enrichment

The children will enjoy a trip to Marwell Zoo to study the behavior of the Meerkats in residence there! The children will complete daily observations of Meerkats on live webcams. They will also keep track of the temperature in Bournemouth and the Kalahari Desert and compare them.

### Physical Education

In PE, the children will start with Gymnastics where they will develop their skills on the wall bars. They will be given the chance to incorporate the wall bars into longer routines that include different travels, shapes and balances. In Dance, the children will use the four seasons as inspiration. The children will describe how each season makes them feel and the activities associated with each. They will work in small groups to create a motif.

### Art and Design

Inspired by the illustrations in their focus text, the children will develop their drawing techniques this half term. They will learn to draw with a range of media, including using their fingers to create art in the sand. The children will learn about the work of De Zandvoenaar ('The Sand Magician') and watch him in action. We will explore the different shading techniques used by Emily Gravett, such as hatching and stippling. After this, the focus will turn to portraits and the children will learn about face proportions in order to draw Sunny accurately in a black and white piece of art work.

### Design Technology

The children will be set the challenge of designing and making a Christmas card that includes a pop-up, flap and/or slide feature for Sunny to send home to his family with season's greetings.

### PSHE/RHE

Children will be rooted in the teaching that we are made in the image and likeness of God. The children will learn that we are created individually by God. They will learn that we are unique, with individual gifts, talents and skills. They will explore how girls and boys have been created by God to be both similar and different - these differences are physical, emotional and spiritual.

### Music

The children will learn the song **Si Ma Ma Ka** in Swahili, with actions. The children will learn to say some basic Swahili phrases and will be able to play a simple accompanying bassline on Boomwackers. The children will spend time learning to play basic rhythmic patterns on **African djembe drums** as part of a class ensemble.

The children will also spend time learning songs and dances for our Christmas Nativity Play.