

We've had a fantastic half term learning all about the United Kingdom. The children have thoroughly enjoyed exploring the topic and have shown great curiosity through their discussions and learning.

Over the half term, children have learnt about the seas surrounding the UK and the people and places beyond their immediate environment. We have explored the countries that make up the United Kingdom, including their capital cities and flags. We have also examined the human and physical features across the UK, identifying similarities and differences between each country.

We learnt about and explored these words:

- **key physical features**, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
- **key human features**, including: city, town, village, factory, farm, house, office, port, harbour and shop

In science we have been observing and documenting the growth of plants. We have identified the difference between seeds and bulbs, looked at what plants need to grow and identified the different parts of plants. We will continue to observe our plants over the next half term to see how they grow and change.



## What are we learning?





I can find and label the Equator, the North Pole, and the South Pole on a map.

I can identify seasonal and daily weather patterns in the United Kingdom

**Next half term**, we will understand and describe daily and seasonal weather patterns in the United Kingdom. We will track and record weather over a period of time using a bar chart to present our results. Throughout the weeks we will explore how to become weather reporters by observing, recording, and presenting our own weather reports. Using map skills we will identify where the hottest and coldest regions of the world are, based on their position relative to the Equator and the North and South Poles.

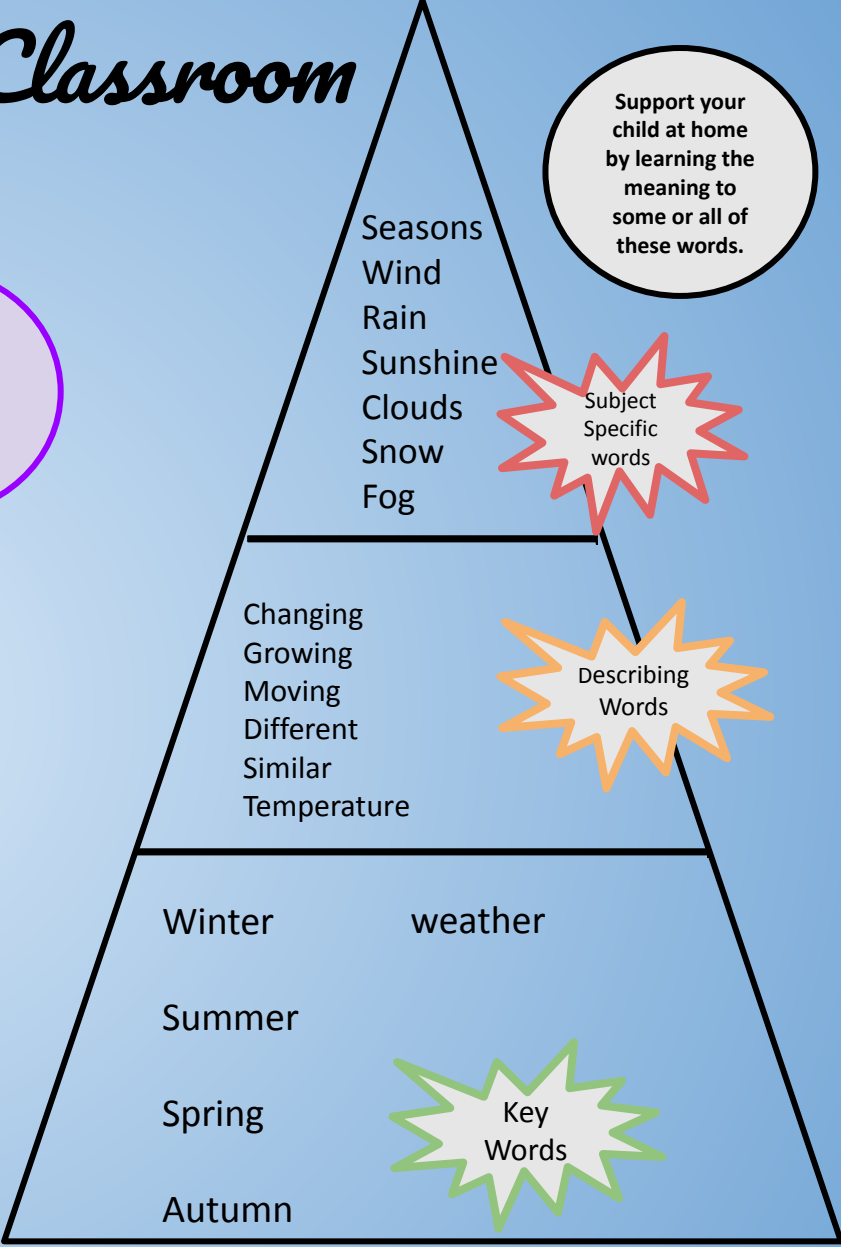
We will finish our longitudinal study by describing seasonal changes and exploring how they affect habitats within our school grounds. Using the success criteria—food, shelter, warmth, and friends—we will decide which season would be best for 'Billy the Boatman' to move to our school pond.

# Optional Learning Beyond the Classroom

<p><b>Outside</b></p>	<p>Go on a <b>wildflower</b> walk to observe the types of wildflowers growing in your immediate environment. Document your results using drawing or photographs.</p> 
<p><b>Things to do</b></p>	<p><b>Sky watch</b> Observe the sky at different times (morning, afternoon, evening). Describe what you see (cloud types, colour, brightness).</p>  
<p><b>Make and do</b></p>	<p>Create a <b>weather recording station</b>. You could use recycled materials to make a rain gauge, make a wind vane or make a windmill.</p> 

If you choose to do any of these activities we would love for you to bring in photos to share with your class.

Support your child at home by learning the meaning to some or all of these words.



*Words to help with my learning*