

Autumn Two in Class 2



English

This half term we will be **writing**:

- A character description and a persuasive text/letter

Our **Spelling** foci will be:

- Suffixes -ly (Y3)
- Suffixes -sion, -ssion, -tion, -cian (Y4)
- Words from the Y3/4 common exception list

Handwriting foci:

- Practise using the diagonal and horizontal strokes to join letters
- Understand which letters, when adjacent to one another, are best left unjoined.

We are reading...



Reading foci:

- Develop a positive attitude to reading, and an understanding of what they read.
- Apply phonic knowledge and skills as the route to decode words.
- Read accurately by blending sounds in unfamiliar words.
- Identifying how language, structure and presentation contribute to meaning.
- To deepen their understanding of texts they read through retrieval, summarising and inference.
- Expand their knowledge of words by seeing how they are used in context.

Maths

Addition and Subtraction:

- adding and subtracting numbers; exploring exchanging
- estimating and checking using the inverse operation
- Complements to 100 and 1,000

Multiplication and Division

- using arrays
- understanding sharing and grouping
- working through the times tables in this order: x2, x5, x10, x4, x8, x3, x6, x9, x7, x11, x12
- checking answers by using the inverse operation

Area

- calculating, drawing and comparing the area of a shape

Science

Forces and Magnets

By the end of the unit the pupils will be expected to:

- compare how things move on different surfaces
- notice that some forces need contact between two objects, but magnetic forces can act at a distance
- observe how magnets attract or repel each other and attract some materials and not others
- compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials
- describe magnets as having two poles and predict whether two magnets will attract or repel each other, depending on which poles are facing?

RE

What is it like to follow God?

Why do Christians call Jesus the light of the world?

By the end of this unit, pupils are expected to be able to:

- make clear links between the story of Noah and the idea of covenant.
- make links between the story of Noah and how we live in school and the wider world.
- make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony.
- make clear links between the story of Abraham and the concept of faith.
- describe what advent candles represent.
- explain why Jesus is 'The Light of the World' in the eyes of a Christian.

French

My Town Your Town

By the end of the unit the pupils will be able to:

- listen and respond accurately to a sequence of commands.
- Communicate some simple commands to another person.
- recognise and read names of places in a town, and accurately match words to pictures.
- ask where something is and respond appropriately.

The pupils will also correspond with a school in France and exchange letters throughout the year.

Geography

Drop, Cover, Hold! (Volcanoes and Earthquakes)

By the end of the unit the pupils will be able to:

- understand and describe the layers of the Earth.
- explain what an earthquake is and identify where in the world earthquakes have taken place.
- explain what a volcano is and describe its location.
- explain why people live near volcanoes and earthquakes and how they adapt to live there.
- explain why tsunamis occur and the impact they have.
- investigate and find safe places around the school to create an earthquake plan.

Music

What are the features of Rock and Roll music?

By the end of the unit the pupils will be able to:

- Perform the hand jive hand actions in sequence and in time with the music.
- Sing in tune and perform their actions in time.
- Play the notes of the walking bass in the correct sequence.

Independently play their part with some awareness of the other performers.

PSHE

How do we treat each other with respect?

By the end of the units the pupils will be able to:

- explain what kindness is and identify ways to show it.
- recognise kind and unkind behaviours.
- describe the difference between rights and responsibilities and identify some of their own.
- build confidence in identifying inappropriate physical touch and saying no.
- understand secrets and when to keep them.
- describe bullying in terms of inappropriate behaviour.

Computing

Repetition in Shapes and Online Safety

By the end of the units the pupils will be able to:

- identify that accuracy in programming is important.
- Create a program in a text-based language.
- explain what 'repeat' means.
- modify a count-controlled loop to produce a given outcome.
- decompose a task into small steps.
- Create a program that uses count-controlled loops to produce a given outcome.
- demonstrate how to use key phrases in search engines.
- explain what is meant by fake news.

DT

Textiles

Pupils will:

- design, make and evaluate an affordable textile souvenir for an art lover using Batik as a dyeing technique.
- generate, develop, model and communicate their ideas through talking, drawing, templates and mock-ups.
- select from and use a range of tools and equipment to perform practical tasks (e.g. cutting, shaping, joining and finishing).
- explore and evaluate a range of existing products.
- evaluate their ideas and products against design criteria using technical vocabulary.