

Autumn One in Class 2



English

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

- A non-chronological report

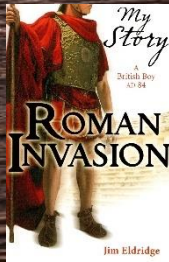
Our **Spelling** foci will be:

- Prefixes and suffixes
- Homophones
- 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

Place Value:

- Partitioning numbers to 1,000 and beyond
- Using number lines to 10,000
- Read, write, order and compare numbers to 1,000
- Rounding numbers
- Roman numerals

Addition and Subtraction:

- Adding and subtracting numbers; exploring exchanging
- Estimating and checking using the inverse operation

Science

Animal including Humans:

- Identify that animals, including humans, need the right types and amount of nutrition.
- Explore which foods make us healthy.
- Describe the simple functions of the basic parts of the digestive system in humans.
- Construct and interpret a variety of food chains, identifying producers, predators and prey.
- Explore taste.
- Explore a scientist.

RE

What do Christians learn from the Creation Story?

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

- Place the concepts of God and Creation on a timeline of the Bible's 'Big Story', making clear links between Genesis 1 and what Christians believe about God and Creation.
- Describe what Christians do because they believe God is Creator (e.g. care for the earth in some specific ways.)
- Ask questions and suggest answers about what might be important in the Creation story for Christians living today, and for people who are not Christians.



French

Welcome to School

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

- Ask and answer several questions about themselves.
- Recall and say classroom commands.
- Say and read some numbers between 0 to 20 (and beyond).
- Remember days and months in French.
- Say and write the names of rooms in school.
- Say and write nouns for classroom objects.

History

How did the Roman Empire Impact Britain?

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

- Understand life in pre-Roman Britain.
- Produce a timeline.
- Understand cause and effect.
- Use evidence from sources.
- Interpret evidence from sources.
- Discuss what life was like in the North-East during Roman times.

Music

Creating Compositions: Mountains

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

- Tell a story from a piece of music through movement.
- Create a soundscape using percussion instruments.
- Create a range of sounds to accompany a story.
- Compose and perform a rhythm to accompany a story.
- Compose and notate a short melody to accompany a story.

PSHE

What strengths, skills and interests do we have?

- Say what they are good at and what they like to do.
- Develop a growth mindset and understand that mistakes are useful.
- Identify their strengths and begin to see how they can affect others.
- Learn about the skills needed for different jobs.
- Identify what is important to them and to take responsibility for their own happiness.

Computing

Connecting Computers and Online Safety

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

- Know how a digital device works, the parts that make up a digital device and how they help us.
- Know how they are connected to others.
- Learn how computers connect.
- Explore what our school network looks like.
- Give reasons why someone should only share information with people they choose and trust (Y3).
- Describe how online services may seek consent to store information (Y4).

Art

Painting a Van Gogh inspired half and half self-portrait.

Pupils will:

- Begin to apply paint in different ways e.g. dotting, scratching, splashing etc... to imitate artists.
- Become more confident when controlling the types of marks made and able to experiment with different effects.
- Begin to choose appropriate media to work with.
- Be able to mix colour, shades and tones with increasing confidence.
- Be able to observe colours on hands and faces and experiments mixing flesh colours.
- Use colour to reflect mood.