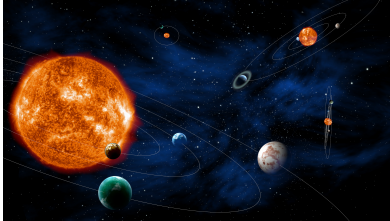


TERM	AUTUMN TERM
THEME	<p style="text-align: center;">SPACE</p> 
ENGLISH FOCUS	<p>This term our springboard for English will be through stories about Space. We will be writing chronological accounts, accounts from different points of view, letters, persuasive writing, posters etc from these stories . We will also focus on editing and improving our writing. Year 2 focus :</p> <ul style="list-style-type: none"> - use of correct graphemes - clear ascenders and descenders - writing on the line - fingers spaces - join sentences with and - use of capital letters and full stops - use questions marks - use exclamation marks - use of capital letters and full stops - use of ? ! - join sentences with 'and', 'or', 'but' - use apostrophes for simple contraction <p>Year 3 focus:</p> <ul style="list-style-type: none"> -some joined handwriting -use of capital letters and full stops - use of FANBOYS(conjunctions For, And, Nor, But, Or, yet, So) -write expanded noun phrase -some joined handwriting -use of capital letters and full stops - use of conjunctions to show time, place and cause - recognise and use direct speech and inverted commas <p>Year 4 focus</p> <ul style="list-style-type: none"> • To make sure writing is organised and purpose is clear • To write in paragraphs • To use a wide range of punctuation correctly (including direct speech) • To use a wider range of sub ordinating conjunction for cohesion of ideas • To use more complex expanded nouns phrases • To have clear and consistent handwriting , most of which is joined correctly. <p>During the term, we will also explore structured poetry</p>
Stories	<p>Man on the Moon Moon Man Baboon on the Moon One Giant leap</p>

READING

Phonics revision for phase 5 daily up till half term. Then Focus will be on spelling.

Phonics revision for phases 2-4, daily.

For those who are still following Little Wandles, there will be reading three times a week with a book linked to the phonics they know

For those no longer following Little Wandles (ie are now fluent readers) guided reading sessions once a week, with focus on comprehension skills (retrieval, inference and deduction)

Children will be given to opportunity to take book home for reading practice and should be returned on Fridays, where they will be given another book.

MATHS

Number

PLACE VALUE

Year 2:

- Representing Numbers to 100
- Partitioning numbers to 100
- Comparing and ordering numbers to 100

Year 3

- Representing numbers to 1,000
- Flexibly partitioning numbers to 1,000
- Comparing and ordering numbers to 1,000

Year 4

- Representing numbers to 10,000
- Flexibly partitioning numbers to 10,000
- Comparing and ordering to 10,000
- Finding 1, 10, 100, 1000 more

ADDITION AND SUBTRACTION

Year 2

- Fact families
- Number bonds to 100
- Adding three numbers
- Addition and subtraction crossing a ten
- Adding and subtracting 1s, 10s
- Addition and subtraction of 2 digit numbers with no exchange
- Addition and subtraction of 2 digit numbers with exchanges

Year 3

- Additional and subtraction crossing a 10
- Addition and subtraction crossing a 100
- Addition and subtraction of 3 digit numbers with no exchange
- Additional and subtraction of 3 digit numbers with exchanges

Year 4

- Addition and subtraction of 4 digit numbers , no exchanges
- Additional and subtraction of 4 digit numbers with exchanges
- Efficient methods of addition and subtraction

SHAPE

Year 2

- Recognising 2-D and 3-D shapes, counting vertices etc
- Recognising and using lines of symmetry to complete shapes

Year 3

- Recognising turns, angle, right angles and comparing angles
- Horizontal, vertical, parallel and perpendicular lines

Year 4

- Understanding, identifying, comparing and ordering angles
- Identifying triangles, quadrilaterals and polygons
- Completing symmetrical figures

MEASUREMENT

Year 2

- Measure in centimetres and metres
- Compare and order lengths and heights

Year 3

- Measure in centimetres, metres and millimetres
- Find equivalent lengths (metres and centimetres) and (centimetres and millimetres)
- Compare lengths

Year 4

- Measure and find equivalent lengths in kilometres and metres
- Recognise perimeter on a grid, of a rectangle, or rectilinear shapes, polygons and regular polygons

For YEARS TWO AND THREE

<p>SCIENCE</p>	<p>Movement and nutrition : Autumn 1 Studying the human skeleton, children will identify key bones and compare them to other animals explaining the role within the body. Children will explore how changes in muscles result in movement and the implications these discoveries have in the scientific development of prosthetic limbs. They will study how energy is used by the body, what constitutes a balanced diet in humans and how research contributes to nutritionist expertise.</p> <p>Forces and Magnets: Autumn 2 Investigating the movement of vehicles on different surfaces, children will learn about the impact of friction and compare uses and drawbacks. They will broaden their experience in writing scientific conclusions and recording data as they investigate contact and non-contact forces. The children will explore the properties of different magnets and use this to understand their uses.</p>
<p>HISTORY</p>	<p>Would you prefer to live in the Stone Age, Iron Age or Bronze Age?: Autumn 2 We will be looking at the chronology of mankind from the Stone Age to today, the children will be introduced to Britain's story. Using archaeological evidence, the children will learn about the changes from the Stone to the Bronze Age and answer historical questions. They will identify the limitations of this type of evidence and reconstructing the life of the Amesbury Archer.</p>
<p>GEOGRAPHY</p>	<p>Why do people live near volcanoes? Autumn 1 We will be learning how the Earth is constructed and about tectonic plates and their boundaries. The children will learn how mountains are formed, explain the formation and types of volcanoes and explore the cause of earthquakes. They will map the global distribution of mountains, volcanoes and earthquakes and consider the negative and positive effects of living in a volcanic environment and the ways in which humans have responded to earthquakes.</p>
<p>MUSIC</p>	<p>Rhythm, beat, pitch with non tuned percussion instruments with Mr. Sills</p>
<p>ART & DESIGN</p>	<p>Materials: Using mod-roc/ junk modelling Drawing:line/ shape Painting: Mixing primary colours for effect Artists:Matise Mondrain</p>
<p>DESIGN & TECHNOLOGY</p>	<p>To design, make & evaluate structures linked to our topic</p>
<p>COMPUTING</p>	<p>Computing systems and networks Creating media with Stop frame animation</p>
<p>RE</p>	<p>Hinduism: Learning about the origins of Hinduism Main beliefs and festivals Places of worship</p>
<p>Core Learning Skills</p>	<p>Learning Together : Autumn 1 Becoming Better learners: Autumn 2</p>

Forest School	Shelter/ Den Building Art with Nature Tree/ Leaf identification Cooking/ Fire lighting
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