



Brindle St James' CE Primary School

What are we learning this term?



Class	Term	Staff
Class 2 Years: 2, 3 & 4	Autumn 1 2025	Class teacher: Mrs Culshaw Teaching Assistants: Mrs Gardner, Mrs Eastwood and Miss Partington
English	Mathematics	Science
In English, the children will engage in a study of folktales, commencing with the reading of Helen Ward's "The Tin Forest." Subsequently, they will embark on the creative process of crafting their own folktales. Our second unit will focus on biographies, delving into the lives of remarkable individuals such as Rosa Parks and Jane Goodall. Following a period of research, the children will compose their own biographies, honing their writing skills and understanding of inspirational people.	Year 2 The children will be learning about numbers to 100. This unit focuses on children's ability to read and understand numbers to 100. They will use their growing understanding of place value to help them sort, compare and order numbers. Within this unit, children will use representations to show a number's '10s' and '1s' and use this to help them compare and order. Children will use part-whole models and place value grids to show their partitioning of numbers. Moving on from partitioning and ordering numbers, the children will begin to develop their ability to count forwards and backwards efficiently in steps of 2, 3, 5, and 10. Year 3 The children will be learning about place value within 1000. Children begin with learning how to count in 100s. They will learn that a 3-digit number is made up of some 100s, 10s and 1s and they will be able to represent this in many ways (for example, on a place value grid with counters or in a part-whole model). They will extend the number line to 1,000 and know where different numbers lie. They will compare and order 3-digit numbers as well as count in 50s. The next unit builds on the strong foundation of place value from Unit 1 to develop key concepts in addition and subtraction. Children explore additions and subtractions gradually, by considering in detail the adding of 1s, 10s and 100s separately. They then explore the need to exchange where addition or subtraction may cross the next place value column. Year 4 The children will be learning about place value (4 digit numbers). This is a pivotal unit because a solid understanding of place value using 4-digit numbers is fundamental to success in other areas of learning, particularly the four operations of addition, subtraction, multiplication and division. Children will represent these numbers in many different ways and on a number line up to 10,000. Children will use their understanding of the number line to help compare and order numbers as well as round numbers to the nearest 10, 100 and 1,000. Children will learn to confidently count on and back on number lines.	In science, the children will be learning about forces. This topic builds on the children's prior knowledge of materials and their properties, by first connecting their understanding of pushing and pulling materials with contact forces. By the end of their learning the children will understand the difference between contact and non-contact forces and identify examples of each. They will understand that there is a difference in how an object will move on different surfaces and that this is due to a contact force. Pupils will also recognise that magnetism is a non-contact force, know that all magnets have a north and a south pole and know whether two magnets will attract or repel depending on which pole is facing. They will be able to identify examples of magnetic and non-magnetic materials.
PSHE	RE	Geography
In PSHE, the children will be completing a unit of work called 'Being Kind and Helping Others' from SCARF. In this unit the children will be focusing on:	This term in RE, the children will be learning about being called by God.	The children will be learning about our local environment Brindle! Mapping



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* our ideal classroom * emotions * being a good friend * types of bullying	What does it mean to be called by God? The aim of this unit is to: • give children an opportunity to consider what it means to be called by God • give children an opportunity to consider the responses people have made in the past and still do today when they hear a call from God • give children an opportunity to ask local clergy about their call from God to be ordained • to explore the lives and roles of Faith Leaders	*Use a wider range of maps (including digital), atlases and globes. *Recognise some standard OS symbols. *Link features on maps to photos and aerial views. Fieldwork *Use the eight points of a compass. *Observe, measure and record the human and physical features in the local area using a range of methods including sketch maps, cameras and other digital devices.
Art	PE	Computing
Gestural Drawing with Charcoal Pathway for Year 3 & 4 Disciplines: Drawing, Sketchbooks Key Concepts: • That when we draw we can use gestural marks to make work. • That when we draw we can use the expressive marks we make to create a sense of drama. • That when we draw we can move around. • That when we draw we can use light to make our subject matter more dramatic, and we can use the qualities of the material (charcoal) to capture the drama. In this pathway, children discover how to make drawings that capture a sense of drama or performance using charcoal.	PE days are Wednesday and Friday, children to attend school wearing their PE kits. Wednesday: The children will be completing a dance unit of work called 'Rock and Roll' with Mrs Austin. During the unit, the children will: • Demonstrate shapes as a team using their bodies in interesting ways. • Demonstrate unique movement ideas. • Sequence movement together into a structure. • Create effective travelling movements. • Effectively use stillness in their performance. • Created a rhythmic circle dance performed in unison. Friday: The children will be working with Coach Kieran from Chorley School Sports Partnership. During our Friday PE lesson, the children will be playing and creating their own creative games. In this unit we are going to explore tag games and the different ways in which we can make a tag game up. We are also going to look at the skills we need to be successful in a tag game.	In Computing, the children will be creating an animation using Scratch Jr. The children will be creating an animation linked to our book The Tin Forest. Throughout the unit, the children will: • create algorithms for their programming projects • decompose projects (such as an animation) into steps to create an algorithm • understand abstraction is focusing on important information • design a program
	French Describing me and others Phonics: the SSC (sound-symbol correspondences) taught this term are: [a] [o] [e] [i] [u] Silent Final Consonant [SFC] -t, -s, -d Silent Final E [SFe] [an/en] open and closed [eu] [ch] [au/eau/o/ô] [on] [ou] Vocabulary: greetings, adjectives to describe mood and character, days of the week, nouns for possessions, positional prepositions in, on, under, 'I have a present for' story	



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	Grammar: être (singular) regular adjective agreement (-e) with and without pronunciation change, (-eux, -euse) and adjectives already ending in -e, avoir (singular), singular indefinite articles (un, une), intonation questions (including with quoi, où)	
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