LKS2 Autumn 1

Maths—Year 3 and 4 objectives:

-Counting in 25s, 50s, 100s and 1000s.

-Place value of numbers up to 10,000.

-Roman Numerals to 100

-Finding 1, 10, 100 and 1000 more or less than a given number

-Compare and order numbers

-Rounding to the nearest 10, 100 and 1000

-Negative numbers

Times table and Fact Families for:

2 times tables

3 times tables

4 times tables

5 times tables

PE Autumn 1-
Athletics & OAA

Music 1-
Salford Singing Programme

English -

Text focus: The Queen's Handbag, Story of Gelert, Finn MacCool and the Giant's Causeway, The Story of the Titanic

Writing focus: Narrative, letter of apology and descriptive writing, information text.

Reading: guided reading 30 minutes per day, class read book daily.

Spelling, Punctuation and Grammar: a range of grammar and punctuation embedded daily, spelling taught as regular sessions.

Religious Education – Domestic Church: Family

Children will be able to **ask and respond** to questions about their own and others' experiences and feelings about tracking back family trees.

Children will be able to **ask questions** about what they and others wonder about family trees.

Children will be able to **retell** some of the stories from scripture about Jesus' family.

Children will be able to **describe** some ways in which characters in the Bible lived out their lives.

Some children will be able to **compare** their own and others' ideas about the questions that family trees raise and are difficult to answer.

Some children will be able to **make links** between these stories and what people believe about God and Jesus.

Some children will be able to **give reasons** for certain actions by believers such as Ruth.

Some children will be able to **describe and show understanding** of the roots of Jesus' human family.

Some children will be able to **describe and show understanding** of what Christians believe about how God leads and guides people.

RHE—Created to Love Others

Unit 1 Religious Understanding: Through story and discussion, children will learn that they are designed for a purpose and how they should live in light of this.

Unit 2 Me, My Body, My Health: Children will learn to celebrate similarities and differences, and to appreciate and look after their bodies as gifts from God.

Topic – Are all settlements the same? (Geography Focus)

- Locate some cities in the UK.
- Describe the difference between villages, towns and cities.
- Identify features on an OS map using the legend.
- Describe the different types of land use.
- Follow a route on an OS map.
- Discuss reasons for the location of human and physical features.
- Locate some geographical regions in the UK.
- Identify and begin to offer explanations about changes to features in the local area.
- Describe the location of New Delhi.
- Identify some human and physical features in New Delhi.

Computing
- Focusing on how to send an email using attachments. Understanding the importance of using positive language, recognize unkind behavior online and how to report it. Learning to recognise when an email may be fake.

French—
we will focus on a range of basic skills involving greetings, classroom phrases, colours and the alphabet.

Science: Skeletons & Movement

- To be able to name and identify the bones in the human body.
- To understand the functions of the skeleton.
- To name and identify bones in a range of animals.
- To understand that there are animals with and without a spine.
- To explain that not all skeletons are the same.
- To understand the different types of joints in our body.

D&T—Structures and Constructing Castles

- Draw and label a simple castle that includes the most common features.
- Recognise that a castle is made up of multiple 3D shapes.
- Design a castle with key features which satisfy a given purpose.
- Score or cut along lines on the net of a 2D shape.
- Use glue to securely assemble geometric shapes.
- Utilise skills to build a complex structure from simple geometric shapes.
- Evaluate work by answering simple questions.