|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Class 2 - Year 3 and 4**  **Autumn Term**  **Cycle B Overview** | | | | |
| **Maths**  **Place Value**  Counting in multiples, finding 1, 10, 100 and 1000 more or less, recognising place value in numbers, read and write numbers in numerals and words, rounding numbers to the nearest 10 and 100 solve problems using numbers and read Roman numerals  **Addition and Subtraction**  Add and subtract numbers mentally, estimate and check answers using the inverse, use column methods of addition and subtraction and solve problems that involve addition and subtraction  **Multiplication and Division**  Learn multiplication and division facts, use place value to multiply mentally, use formal methods to multiply two and three-digit numbers and solve problems using multiplication and division skills. | | | **English**  **Fairy Tales - The Lost Happy Endings**  Writing in role, advisory notes, non-chronological  reports, narrative and poetry  **The Lion and the Unicorn**  Writing in role, note writing, letter writing,  persuasive writing , creative Writing, story writing  **Pugs of the Frozen North**  Writing in role, note writing, messages,character profile, diary entries,recipes and instruction writing dictionary definitions, leaflets and posters, poetry,persuasive argument, short stories for grandpa, story mapping, hot seating and interview questions, eyewitness reports in role, narrative recount and newspaper writing | |
| **Science**  **Animals, including Humans**  i) Learn about the first stage of the digestive system.  ii) Describe the simple functions of the basic parts of the digestive system in humans.  iii) Construct and interpret a variety of food chains, identifying producers, predators and prey.  **Sound - Listen up!**  i)identify how sounds are made, associating some of them with something vibrating  ii) recognise that vibrations from sounds travel through a medium to the ear  iii) find patterns between the pitch of a sound and features of the object that produced it  iv) find patterns between the volume of a sound and the strength of the vibrations that produced it  v) recognise that sounds get fainter as the distance from the sound source increases  **Working Scientifically**  i) asking relevant questions and using different types of scientific enquiries to answer them  ii) setting up simple practical enquiries, comparative and fair tests  iii) making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers  iv) gathering, recording, classifying and presenting data in a variety of ways to help in answering questions  v) recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables  vi) reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions  vii) using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions  viii) identifying differences, similarities or changes related to simple scientific ideas and processes  ix) using straightforward scientific evidence to answer questions or to support their findings  **History - Anglo-Saxons and Scots**  i) explain how life in Britain changed as a result of the Anglo-Saxon and Scots invasions, recognising similarities and differences.  ii) be able to analyse historical evidence and artefacts to make claims about Anglo-Saxon life and culture.  iii) describe the work of some key individuals at the time.  **Geography**  **Settlements**  i) sort settlers' needs by importance. ii) identify reasons settlers have chosen a site. iii) identify features of a good settlement site. iv) explain that some settlements were built by invaders. v) identify who built a settlement from clues in its name.  vi)identify similarities and differences between land use in different places. | | **Computing**  **Digital Literacy -**  **Private and Personal Information**  i) learn about the benefits of sharing information online, but also about the safety and security risks of sharing certain types of information.  ii) understand what type of information can put them at risk for identity theft and other scams. iii) distinguish between personal information, which is safe to share online, and private information, which is unsafe to share.  **Computer Science**  **How do computer programmers use variables?**  i) recognise how computer programmers use variables.  ii) write a simple program that accomplishes a specific goal.  iii) write a simple program that accomplishes a specific goal.  **PE**  **Team Building Games**  i) enjoy communicating, collaborating and competing with each other  **TAG Rugby**  i) use running, jumping, throwing and catching in isolation and in combination  ii) play competitive games and apply basic principles suitable for attacking and defending  **Gymnastics**  i) develop flexibility, strength, technique, control and balance  **Swimming**  i)swim competently, confidently and proficiently  ii) use a range of strokes effectively  iii) perform safe self-rescue in different water-based situation | **French**  **Getting to know You**  i) Say hello and goodbye. ii) Introduce themselves.  iii) Say if they are feeling good/bad/so-so.  iv) Count to 10.  v) Say how old they are.  vi) Use different greetings for different situations.  vii) Ask and answer simple questions for each topic area.  **All About Me**  i) give and respond to simple classroom instructions appropriately  ii) name parts of the body from a song  iii) identify colours  iv) name items of clothing  v) use a dictionary to develop topic vocabulary further  vi) ask and answer questions using the topic vocabulary  vii) read and write simple words  viii)ay that un/une relate to masculine & feminine nouns  **Music**  **Let Your Spirit Fly**  i) listen with attention to detail  ii) appreciate and understand a wide range of recorded music  iii) To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.  **Glockenspiel 1**  i) Listen & Appraise (descriptions for all strands as above)  ii) Musical Activities:Games ● Singing ● Playing  iii) Perform/Share  **RE - Judaism Celebrations**  i) recap facts about Judaism and Jewish beliefs.  ii) find out about the Jewish festival of Passover.  iii) research the Jewish festival of Sukkot.  iv) find out about the festival of Purim.  v) learn about the festival of Hanukkah.  vi) understand the festival of Rosh Hashanah. | |
| **Design and Technology**  **Anglo-Saxon Homes**  Design  i) use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.  ii) generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.  Make  iii) elect from and use a wider range of tools and equipment to perform practical tasks accurately (for example, cutting, joining, shaping and finishing).  iv) select from and use a wider range of materials and components, including constructional materials, according to their functional properties and aesthetic properties.  Evaluate  v) investigate and analyse a range of existing products.  vi) evaluate their ideas and products against their own criteria and consider the views of others to improve their work  vii) understand how key events and individuals in design and technology have helped shape the world.  Technical Knowledge  viii) apply their understanding of how to strengthen, stiffen and reinforce more complex structures.  **Art & Design**  **Portraying Relationships**  i) be aware of relationships between family and friends by looking at a variety of pictures, photographs and reproductions.  ii) identify and talk about these relationships and why they were made  iii) reflect on their own friends and family  iv) extend the use of art vocabulary  v) develop their awareness and knowledge of selected images  vi) identify more specific detail about the work e.g. Style, content, composition, materials, processes and techniques  v) explore ideas and opinions | | |
|
| **PSHCE - New Beginnings**  i) recognise their worth as individuals by identifying positive things about themselves.  ii) face new challenges positively by collecting information, looking for help, making responsible choices and taking action.  iii) why and how rules and laws are made and enforced, why different rules are needed in different situations and how  iv) that there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other.  v) reflect on spiritual, moral, social and cultural issues, using imagination to understand other people’s experiences.  vi) that their actions affect themselves and others, to care about people's feelings and try to see things from their point of view.  vii) be aware of different types of relationships, including marriage and those between friends and families, and to develop the skills to be effective in relationships.  viii) realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help.  **Getting on and Falling Out**  i) recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals.  ii) reflect on spiritual, moral social and cultural issues, using imagination to understand other people’s experiences  iii)resolve differences by looking at alternatives, making decisions and explaining choices.  iv) that their actions affect themselves and others, to care about other people’s feelings and to try and see things from their point of view.  v) that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability. | | | | |