



## English

This half term, for poetry, we will be writing a kenning. Kennings have been told for hundreds of years and are similar to a riddle.

We will focus on:

- Layout
- Verbs
- Alliteration

We will also be writing setting descriptions linked to our climate topic using the book 'Meerkat Mail'.

We will focus on:

- Adjectives
- Expanded noun phrases
- Prepositions
- Conjunctions
- Apostrophe for possession

## Spelling

- Revise Year 2 suffixes
- Prefixes un and dis
- Apostrophe for contractions
- Ei sound

## Grammar

- Adjectives
- Conjunctions
- Well-chosen adjectives and verbs
- Expanded noun phrases
- Paragraphs

## Topic Climate Zones



## Class Book The Wild Way Home



## Maths

In Maths, we'll be learning about place value by:

- Representing numbers to 100 and then to 1000.
- Partitioning numbers to 100 then to 1000.
- Placing numbers on a number line to 100 then 1000.
- Finding 1, 10 or 100 more or less than a number.
- Comparing and ordering numbers to 1000.
- Counting in 50s.

We will then begin our work on adding and subtracting by:

- Adding and subtracting 1s, 10s, and 100s.
- Adding and subtracting 2 numbers across 10 and 100.

<p style="text-align: center;"><b>Science</b> <b>Animals including Humans</b></p> <ul style="list-style-type: none"> <li>Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</li> <li>Identify that humans and some other animals have skeletons and muscles for support, protection and movement</li> </ul>	<p style="text-align: center;"><b>R.E</b></p> <p>Religious Education lessons will focus on the big question:</p> <p><b>What do Christians learn from the Creation story?</b></p> <p>By the end of the unit, pupils are expected to be able to:</p> <ul style="list-style-type: none"> <li>Place the concepts of God and Creation on a timeline of the Bible's 'Big Story'.</li> <li>Make clear links between Genesis 1 and what Christians believe about God and Creation.</li> <li>Describe what Christians do because they believe God is Creator. (For example, follow God, wonder at how amazing God's creation is; care for the earth in some specific ways.)</li> <li>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.</li> </ul>	<p style="text-align: center;"><b>Design and Technology</b> <b>Food</b></p> <p>In this unit, pupils will be designing, making and evaluating a recipe for a healthy and varied diet. They will:</p> <ul style="list-style-type: none"> <li>Develop a design criteria including appearance, taste, texture and aroma for an appealing product for a particular user and purpose.</li> <li>Use annotated sketches and appropriate information and communication technology, such as web-based recipes, to develop and communicate ideas.</li> <li>Plan the main stages of a recipe, listing ingredients, utensils and equipment.</li> <li>Carry out sensory evaluations of a variety of ingredients and products. Record the evaluations using e.g. tables and simple graphs.</li> <li>Evaluate the ongoing work and the final product with reference to the design criteria and the views of others.</li> </ul>
<p style="text-align: center;"><b>PHSE</b> <b>Me and My School</b></p> <p>In this unit children will be taught to:</p> <ul style="list-style-type: none"> <li>Recognise their worth as individuals.</li> <li>Face new challenges in a positive way.</li> <li>Begin to make responsible choices.</li> <li>Meet and talk to other people.</li> <li>Begin to understand democracy.</li> </ul>	<p style="text-align: center;"><b>Music</b> <b>Exploring Rhythmic Patterns</b></p> <p>This term, the children will be exploring rhythmic patterns.</p> <ul style="list-style-type: none"> <li>To recognize and define the duration of different note values while maintaining a steady beat.</li> <li>To maintain movement accurately in time to music.</li> <li>To identify the first beat of a bar in 4 4</li> <li>To copy and create simple call-and-response rhythm patterns.</li> <li>To create a rhythmic accompaniment to a song.</li> <li>To identify musical characteristics of disco music.</li> <li>To perform body-percussion rhythms at various tempos.</li> <li>To perform call-and-response songs.</li> <li>To identify the call-and-response structure of a song.</li> <li>To perform a part within an ensemble.</li> </ul>	<p style="text-align: center;"><b>Spanish</b></p> <p>In this unit the children will learn how to:</p> <ul style="list-style-type: none"> <li>Pinpoint Spain and other Spanish speaking countries on a map of the world</li> <li>Ask and answer the question 'How are you?' in Spanish</li> <li>Say 'Hello' and 'Goodbye' in Spanish</li> <li>Ask and answer the question 'What is your name?' in Spanish</li> <li>Count to ten in Spanish</li> <li>Say ten colours in Spanish</li> </ul> <p style="text-align: center;"><b>Monday 26<sup>th</sup> European Day of Languages</b></p>

<p style="text-align: center;"><b>Geography Climate Zones</b></p> <p>In this unit, pupils will be learning about different climate zones. They will be:</p> <ul style="list-style-type: none"> <li>• Identifying the different lines of latitude and learn how they are linked to climate.</li> <li>• Locating different climate zones and exploring the differences between the Northern and Southern Hemispheres.</li> <li>• Comparing temperate and tropical climates.</li> <li>• Exploring weather patterns within climate zones.</li> <li>• Writing a weather forecast for a typical day in a particular climate zone.</li> <li>• Identifying the characteristics of each climate zone.</li> </ul>	<p style="text-align: center;"><b>PE Fundamentals</b></p> <p>In this unit, pupils will develop the fundamental skills of balancing, running, jumping, hopping and skipping. Pupils will develop their ability to change direction with balance and control. They will be given the opportunity to explore how the body moves at different speeds as well as how to accelerate and decelerate.</p> <p>Pupils will be asked to observe and recognise improvements for their own and others' performances and identify areas of strength and areas for development. Pupils will be given the opportunity to work on their own and with others, taking turns and sharing ideas.</p>	<p style="text-align: center;"><b>Computing Computer Systems and Networks</b></p> <p>Learners will develop their understanding of digital devices, with an initial focus on inputs, processes, and outputs. They will also compare digital and non-digital devices. Next, learners will be introduced to computer networks, including devices that make up a network's infrastructure, such as wireless access points and switches. Finally, learners will discover the benefits of connecting devices in a network.</p>