

This Term's Work Class 2 Spring 2024 Values: Courage and Forgiveness

<p><b><u>English</u></b> Daily spelling, 2x weekly grammar and handwriting, 3x weekly class reading. Writing Units: Balanced argument: Screen Use Letter Writing: The Gardener Explanation: How a Robot Dog Works Diary: The Journal of Ilona - A young slave Class storytime: Escape from Pompeii by Christina Balit</p>	<p><b><u>Science</u></b> Y3/4 Light and Sound Pupils will be taught to:</p> <ul style="list-style-type: none"><li>• recognise that they need light in order to see things and that dark is the absence of light</li><li>• notice that light is reflected from surfaces</li><li>• recognise that light from the sun can be dangerous and that there are ways to protect their eyes</li><li>• recognise that shadows are formed when the light from a light source is blocked by a solid object</li><li>• find patterns in the way that the size of shadows change.</li><li>• identify how sounds are made, associating some of them with something vibrating</li><li>• recognise that vibrations from sounds travel through a medium to the ear</li><li>• find patterns between the pitch of a sound and features of the object that produced it</li><li>• find patterns between the volume of a sound and the strength of the vibrations that produced it</li></ul>	<p><b><u>RSE:</u></b> <b><u>This term's learning centres around 'Computer Safety':</u></b></p> <ul style="list-style-type: none"><li>• Online bullying</li><li>• Making friends online</li><li>• Image sharing</li></ul> <p><b><u>Keeping/Staying Safe</u></b> Water Safety</p>
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<p><b><u>Art</u></b></p> <ul style="list-style-type: none"> <li><b><u>Famous buildings</u></b></li> </ul>	<ul style="list-style-type: none"> <li>recognise that sounds get fainter as the distance from the sound source increases.</li> </ul> <p>Y5/6 Light and Earth and Space: Pupils will be taught to:</p> <ul style="list-style-type: none"> <li>describe the movement of the Earth, and other planets, relative to the Sun in the solar system</li> <li>describe the movement of the Moon relative to the Earth</li> <li>describe the Sun, Earth and Moon as approximately spherical bodies</li> <li>use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky</li> </ul>	<p><b><u>Computing</u></b></p> <p>Video Trailers</p> <ul style="list-style-type: none"> <li>Plan, create, edit and evaluate a book trailer.</li> </ul> <p>Web design</p> <ul style="list-style-type: none"> <li>Plan content and create a webpage as part of a collaborative class website</li> <li>To plan and create a website</li> </ul>
<p><b><u>Design and Technology</u></b> <b>Structures</b> - Can I reinforce complex structures?</p> <p><b><u>Music</u></b> How does music teach us about our community? Enjoying Musical Styles Singing and listening are at the heart of each lesson. Play, improvise and compose using a</p>	<p><b><u>Physical Education</u></b> Swimming on Fridays Thursdays after half term - Forest School <u>Inspirational figures: Simone Biles (gymnast), Michael Phelps and Mark Spitz (swimming).</u></p> <p><b><u>Religious Education</u></b> Christianity <u>Is anything ever Eternal?</u></p> <ul style="list-style-type: none"> <li>Children will express their feelings they have when they think about situations or things they would like to last forever</li> <li>To make links between different Christian beliefs and their views on whether anything is ever eternal</li> <li>To reflect on their own beliefs about whether anything is ever eternal.</li> </ul> <p><u>The Creation and Fall</u></p> <ul style="list-style-type: none"> <li>Children will learn that there is much debate and some controversy around the relationship between accounts of the creation in Genesis and contemporary scientific accounts.</li> </ul>	<p><b><u>French - Je peux</u></b></p> <ul style="list-style-type: none"> <li>Name up to 10 action verbs in French</li> <li>match most of these verbs to their picture easily from memory</li> <li>can say/write at least one short phrase using the verb 'je peux' (I am able) and 'je ne peux pas' (I am not able) plus an action verb in French.</li> </ul> <p><b><u>Mathematics</u></b> Children will follow the National Curriculum objectives for their year groups, covering topics of place value, additive reasoning, multiplicative reasoning and geometric reasoning.</p>

<p>selection of these notes: C, D, E, Eb, F#, F, G, Ab, A, Bb</p>		<p>Homework will be linked with the children's current objectives.</p>
<p><b><u>Geography</u></b>  <b>Why are mountains so important?</b>          Children name and locate mountain ranges and understand how fold mountains form.          Children locate mountains in Britain and investigate climate and land use.</p>	<p><b><u>History</u></b>  <b>How did the arrival of the Romans change Britain?</b>  <b>Pupils should be taught about:</b>          Julius Caesar's attempted invasion in 55-54 BC ♣ the Roman Empire by AD 42 and the power of its army ♣ successful invasion by Claudius and conquest, including Hadrian's Wall ♣ British resistance, for example, Boudica          We will look at primary and secondary (factual, positive and negative) evidence, debate together, discussing and justifying our own opinions concerning why Britain once ruled over the largest empire the world has ever seen.</p>	