



Class 2 Topic Letter

Autumn Term 1 2026

Class Teacher – Mrs Fortescue

Supported by Mrs Athey, Mrs Chisholm and Mrs Coxon

English

We will begin the school year by revisiting and practising the spelling, punctuation and grammar (SPaG) features learned so far. There will also be a focus on handwriting and presentation skills.

Then throughout the units of writing planned for this half term we will continue to strengthen our knowledge and use of the SPaG features found within the genre of writing covered.

Our first area of study will be character descriptions. We will use 'The Firework Maker's Daughter' by Philip Pullman as the focus for this work. Through reading and re-reading the text we will develop an understanding of the main character's personality, her views, emotions and relationships with the other characters in the story. We will also look at the ways in which she changes due to events in her life.

This book will then become our class book. Followed by Kensuke's Kingdom by Michael Morpurgo.

The second writing genre which we will study this half term will be diary entries. We will use everything we have learned about the 'Firework Maker's Daughter' and write two diary entries from her perspective. We will also link this work to a text called The Lion and the Unicorn by Shirley Hughes which tells the story of a young boy from London who is evacuated to a large country house during WW2 - making links with our history topic.

Maths

We will begin by looking closely at place value. This will include:

- Counting and partitioning numbers up to 10,000
- finding 1, 10, 100 or 1,000 more or less than a given number
- estimating, comparing and ordering numbers
- rounding numbers to the nearest 10, 100 or 1,000
- Roman numerals

Then we will deepen our understanding of addition and subtraction. This will include:

- Adding and subtracting up to two 4-digit numbers
- Adding and subtracting numbers with different amounts of digits
- Adding and subtracting without and then with exchange
- Estimating answers
- Using the inverse operation to check answers
- Ensure that efficient methods are being used
- Solving problems

By the end of year 4 all children are expected to know all of the times tables up to 12 x 12. We will be working on this in school and will also be part of your child's homework. Please also use Times Tables Rock Stars to help.

History This half term we will be trying to find the answer to the following question. WW2 - How did it all begin? We will begin our investigation in 1919 just after WW1 with the signing of the 'Treaty of Versailles'. From there we will follow the actions and decision making of those involved and how these eventually led to the outbreak of WW2 just twenty years later. During this topic the children will expand upon their prior knowledge and develop their thinking skills. They will learn about how and why the war started, evacuation and what it was really like. They will also learn about the blitz and how people stayed safe including finding out about war artists and how they recorded what was happening e.g. Henry Moore. The children will also learn about the importance of blackouts and the role of ARP wardens. Following this they will find out about food shortages and how the British diet changed as well as the need for women to become Land Girls and help to feed the country. Key Vocabulary Blitz, evacuate, evacuee, bomb shelters, land girls, rationing,	P.E In P.E this half term we will be running the 'daily mile' each morning which is a great way to start the day and get us ready for learning. On a Wednesday afternoon Mrs Chisholm will be taking the class for tag rugby. This is an invasion games and the children will learn how to attack and defend. As well as developing their throwing, catching skills. They will learn when to pass and when to run with the ball. This is fabulous for developing teamwork and good sporting behaviours. We are hoping to enter a competition in October. Details to follow  Key vocabulary Invasion, pass, catch, throw, w-shape, Defend, attack
How is sound created and how do we hear it? In Science we will be learning all about sound. There are lots of practical investigations planned which will help the children to learn how sounds are made, how we hear sound and understand that sound travels through a medium (a solid, a liquid or a gas) then into our ear. There will also be opportunities to work scientifically when discovering that sound gets fainter as the distance from the sound source increases, finding patterns between the pitch of a sound and the features of the object that produced it and finding patterns between the volume of a sound and the strength of the vibrations that produced it. Key vocabulary Vibrate, vibrations, sound wave, ear canal, ear drum, instruments, tuning fork	
In R.E, we use the Northumberland County Council Agreed Syllabus for Religious Education and this half term we will be looking at the Creation Story. We will be asking ourselves the following question.	In our music lessons we will be enjoying music from South Africa What does music from South Africa sound like and what is the history of the music?

L2.1: What do Christians learn from the creation story? Key vocabulary: Creation, God, Genesis, creator, Garden of Eden, Adam and Eve	Instrumental: South Africa 1. Introduction to staff notation 2. Minims 3. Semibreves 4. Crotchets and rests 5. Gumboot dance Key Vocabulary Minim, crotchet, semi-breve, rests
Our art this half term is called 'Growing Artists.' This unit focuses on teaching children the use of shapes, shading and texture in art to enhance their drawing skills. We will also be developing a sense of light and dark, using rubbings for texture and experimenting with different tools to create expressive and abstract art. 1. Can I see like an artist? 2. Can I use shading effectively? 3. Take a closer look 4. Imagination in bloom 5. Paper to pixels - using computers in art 6. Every picture tells a story Key vocabulary: Shading, texture, shape, curved lines, enhance, improve	French The children will develop the knowledge and skills to be able to introduce themselves, say how they feel and to have a wider appreciation of France and other French speaking countries. Key vocabulary: Bonjour, au revoir, comment t'appelles-tu, Je m'appelle, Ca va, merci, ca vas tre bien
Computing – Coding and debugging – Why is it important to set clear instructions? We will be looking at programs and technology that we are able to code. We will also learn how to set instructions and come to solutions if the code we make does not do what we expect. To help us we will use Scratch Jnr, Intelino, Ozobots and Bee-bots Key Vocabulary Code, coding, debug, instruction and positional language e.g., forwards, backwards, left and right	
PSHE – Relationships – Families -Why is it important for us to learn and understand that there are different types of families and we are all equally important? We will be talking about types of families and how some family members live with us and some do not, how our home should be a safe place and that we all have a trusted adult at home to talk to and within our school family to talk to. The charities, Childline and NSPCC will be discussed. Key Vocabulary Family, step family, blended family, trusted adult, brothers, sister's cousins, uncles, aunties, grandparents, caregivers	Class Information I will be reducing my teaching time this year so Mrs Athey will teach Class 2 on Wednesday mornings where I will not be working and Mrs Chisholm will cover my PPA time. I am delighted to have Mrs Coxon supporting English and Maths who is also known to the children. • P.E day - Wednesday (2 Hours) • Homework will be given out on a Friday and should be returned the following Friday. Homework should be completed in pencil and should be neatly presented. • Please read with your child regularly (5 times per week) and record this in their reading record.