Whittingham
CofE PRIMARY SCHOOL

Class 2 Topic Letter - Autumn 2 2026
Class teacher - Mrs Fortescue

Supported by - Mrs Athey, Mrs Chisholm and Mrs Coxon

Dear Parents and Caregivers, welcome back after the Autumn half term holiday. This topic letter includes all of the information you need about our lessons over the next seven weeks. I hope that you find the questions and the key vocabulary useful when talking to your child about their learning.

## English - Instructions, poems and information writing.

We will begin by reading and writing poems. First looking at The Magic Box by Kit Wright followed by poems about the environment. Then we will read The Iron Man by Ted Hughes then we will use the book as inspiration to write a set of instructions.

We will then use books and information learned from our other subject areas to create our own information writing.
In addition to this we will continue learning spellings, grammar and punctuation, handwriting and answering comprehension questions.

**Key Vocabulary**
**Stanza** - A group of lines in a poem, separated from other groups by a space. **Imagery** - Words that help the reader imagine a sight, sound, smell, taste or feeling. **Repetition** - Using a word or phrase more than once to create an effect. **Simile -** A comparison using 'like' or 'as', such as 'as smooth as glass'. **Imperative verb -** A verb that tells someone what to do, such as 'cut', 'turn' or 'mix'. **Time adverbial -** A word or phrase that tells us when something happens, such as 'next' or 'after five minutes'. **Subheading -** A small heading that tells the reader what a section of writing is about. **Paragraph -** A group of sentences about the same topic or part of a subject. **Technical vocabulary -** Words with a particular meaning in a subject, such as 'circuit' in science. **Inference -** An idea we work out using clues in a text and what we already know.

## Maths - Addition, subtraction, multiplication, division and area

We will begin by looking at addition and subtraction, this will include:

- Formal written addition and subtraction

Then we will move on to multiplication and division looking at

- Arrays
- Sharing and grouping
- All of the times tables
- Multiply by 1 and 0
- Divide a number by 1 and itself
- Multiply 3 numbers (Year 4)

Then we will look at area which will include

- What is area
- Counting squares
- Make shapes
- Compare areas

## Geography - How and why is my local area changing?

During this unit of work we will answer the above 'Big Question' by working through the following key questions.

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**Why do places change?** (natural disasters and actions of people e.g. the building of Olympic sports arenas and villages in London)
**How has my local area changed?**
**How did my local area change as a result of WW1 and WW2 and the closing of the local railway?** As we answer this question we will visit St Bartholomew's Church to look at the memorial window, visit the War Grave in the churchyard and look at the inscription on the foundation stone at the Memorial Hall.
**How and why has the quality of my environment changed in the past?**
**How do NASA satellite images inform us of environmental change on a global scale?**

**Key Vocabulary**

**Pattern -** how objects are arranged or laid out on the earth's surface
**Pollution -** something added to the environment that is harmful to living things
**Flash flood** - sudden flooding that occurs when rivers rise quickly with no warning after heavy rain
**Deforestation** - cutting down huge areas of woodland to use the land for other purposes
**Natural disaster** - a catastrophic event caused by a natural process that affects people and property
**Residential areas** - where the majority of land is occupied by people's homes
**Commercial** - something involving making products or providing services to make money
**Recreation** - activities people choose to do that help them relax or have fun
**Leisure** - any activity someone chooses to do in their own time outside of work or school
**Public service** - something provided for the benefit of people by the government
**Hypothesis** - an idea, question or theory that can be investigated to see whether it has any validity or truth
**Accessibility** - how easily and quickly a place or location can be reached
**Correlation** - a way of finding out how closely related two sets of data are
**Redevelopment** - demolishing derelict buildings and replacing them with modern homes, businesses and amenities

## Science – How does light help us see the world around us?

During our investigation of light, we will answer the above 'Big Question' by working through the key questions below. The children will develop skills to work scientifically, observe, record what they see and set up fair tests.
**Why do we need light to see?** We will learn that darkness is the absence of light.
**Where does light come from?** We will identify different light sources and link our learning to our D.T. work on torches.
**How can we protect our eyes from the sun?** We will recognise that the sun is an important light source, but its light can be dangerous. We will learn ways to protect our eyes, including never looking directly at the sun.
**How are shadows formed?** We will investigate what happens when an opaque object blocks light.
**How do different materials affect light and shadows?** We will explore opaque, transparent and translucent materials.

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**How and why does the size of a shadow change?** We will investigate and look for patterns as we change the distance between an object and a light source.

**Key Vocabulary**

**Light source -** Something that produces its own light, such as the sun or a torch.
**Darkness -** The absence of light.
**Reflection -** When light bounces off a surface.
**Shadow -** A dark area formed when an opaque object blocks light.
**Opaque -** A material that does not let light pass through it.
**Transparent -** A material that lets light pass through so we can see clearly through it.
**Translucent -** A material that lets some light through, but we cannot see clearly through it.
**Light ray -** A line used to show the direction light travels.
**Surface -** The outside or top layer of an object, where light can fall or reflect.
**Ultraviolet (UV) -** A type of light from the sun that we cannot see and that can damage our eyes and skin.

## Design Technology – How can we design and make a torch that meets a user's needs?

This 'Big Question' can be answered by working through a step by step design process. The key questions below will help to organise this process.

**Which products use electricity and why are they useful?** We will explore electrical products and how they help us in everyday life.
**What makes a successful torch?** We will investigate how torches work and identify their main features.
**How does a switch control a torch?** We will take apart a simple switch and make our own working switches. Year 4 children will build on their knowledge of electrical circuits.
**Who is our torch for and what will they need?** We will consider our target audience and develop design and success criteria.
**How can we turn our design into a working torch?** We will choose suitable materials, use tools safely to cut and join them, and assemble a torch with a working electrical circuit and switch.
**How successful is our finished torch?** We will test our torches against our criteria, consider how well they meet the user's needs and suggest improvements.

**Key Vocabulary**

**Electrical circuit -** A complete path that electricity can flow around.
**Component -** A part of a product or circuit, such as a bulb.
**Insulator -** A material that does not allow electricity to pass through it easily, such as plastic.
**Target audience -** The people a product is designed for.
**Design criteria -** The features a product needs to have to meet its user's needs.
**Prototype -** An early model of a product, made to test ideas and find improvements.
**Switch -** A component that opens or closes a circuit to turn something off or on.
**Cell -** A source of electrical energy for a circuit. A battery contains one or more cells.

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**Bulb -** A component that produces light when electricity flows through it.
**Conductor -** A material that allows electricity to pass through it easily, such as copper

## Religious Education – What do Hindus believe that God is like?

We use the Northumberland County Council Agreed Syllabus for Religious Education.

**What is Brahman and what does the Aum symbol represent?** We will explore how many Hindus understand Brahman as the Ultimate Reality, present in everything.

**What can the story of Svetaketu teach us about Hindu beliefs?** We will use the story of salt dissolving in water to explore the idea that something can be present even when we cannot see it.

**How do Hindu deities help Hindus understand God?** We will explore what deities and their images, known as murtis, express about God, recognising that Hindu beliefs are diverse.

**What do Brahma, Vishnu and Shiva teach us about cycles in life?** We will investigate ideas about creation, preservation and transformation, making connections with cycles in nature.

**How do Hindus worship at home?** We will learn about home shrines and puja, exploring how worship reflects beliefs about God.

**What does the story of Rama and Sita teach us, and why is it celebrated at Diwali?** We will explore the victory of good over evil and learn that Rama is understood as an avatar of Vishnu.

**How might belief in atman affect the way people treat living things?** We will explore the idea of a divine 'spark' within living beings and discuss what it could teach us about respect, kindness and the value of life.

**Key Words**

**Brahman -** The Ultimate Reality or supreme spirit that many Hindus believe is present in everything.
**Atman -** The spiritual self within a living being, sometimes described as a divine 'spark'.
**Aum (Om) -** A sacred sound and symbol used by many Hindus to represent Brahman.
**Deity -** A god or goddess, such as Vishnu, Shiva or Lakshmi.
**Murti -** An image or statue of a deity that helps Hindus focus their worship.
**Trimurti -** Brahma, Vishnu and Shiva, associated with creation, preservation and transformation.
**Puja -** Hindu worship, which may include prayers, offerings, light and bells.
**Shrine -** A special place for worship, often containing a murti and offerings.
**Avatar -** A form taken by a deity on Earth, such as Rama or Krishna, who are avatars of Vishnu.
**Diwali -** A festival of lights celebrated by many Hindus, often linked with the victory of good over evil.

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## French - Les animaux (Animals) How can we name animals and say which animal we are in French?

**What are the French names for ten familiar animals?** We will listen to, recognise and recall animal names.
**How can we pronounce French animal names clearly?** We will listen carefully to sounds and practise saying the words aloud.
**When do we use 'un' and 'une'?** We will learn each animal noun with its indefinite article, which means 'a' or 'an' and shows its grammatical gender.
**How can we say 'I am' an animal in French?** We will use *je suis* with an article and animal noun to build playful sentences, such as *Je suis un lion.*
**How can we read and spell French animal names?** We will match spoken words to written words and practise spelling them with their articles.
**How is remembrance explored through the French poem 'Le Bleuet'?** We will listen to the poem and discuss its meaning with support.

**Key vocabulary:** un, une, les animaux, un cochon, un lion, un oiseau, un cheval, un lapin, un canard, un singe, un mouton, une souris, une vache, je suis

**We will also learn about a French poem for Remembrance Day - Le Bleuet**

## P.E - Hockey and multi-skills

In P.E we will continue running the 'daily mile' or PE skills each morning, weather permitting.
On Wednesday afternoons Mrs Chisholm will be teaching hockey which is another invasion game and will allow the children to practise some of the skills they learned before half term.
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Mrs Chisholm will also be teaching multi- skills and working towards a competition.

**Key vocabulary:** attacker, back line, bully, centre pass, defender, dangerous play, defend, dribble, goalkeeper, hit, midfielder, obstruction, pass, push, shoot, stick, shooting circle.

## Computing – How do networks connect devices and help information travel?

**What is a network and why do we use one?** We will learn that a network connects two or more devices so they can share information and resources.
**What makes up our school's network?** We will identify connected devices and important components, such as switches, wireless access points and servers.
**How do wired and wireless connections work?** We will explore how devices connect using cables or wireless signals.
**Where are files stored on a network?** We will discover how a server can store files so that authorised users can access them from different devices.
**What happens when we request a website?** We will learn how our device requests information from a web server, which stores and sends the website's files.
**How does a website's information reach our computer?** We will trace its journey from a web server, across the internet and through our network to our device.
**What do routers do?** We will explore how routers connect networks and help direct information towards its destination.

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**Why is data sent in packets?** We will learn how information is divided into small pieces called packets, which travel across networks and are put back together at their destination.

**Key Vocabulary**

**Network -** Two or more connected devices that can share information and resources.
**Server -** A computer that provides files, websites or other services to devices on a network.
**Router -** A device that connects networks and directs information towards its destination.
**Switch -** A device that connects devices within a network and sends information to the correct device.
**Wireless access point -** A device that allows computers and other devices to join a network wirelessly.
**Wired connection -** A connection that uses a cable to carry information between devices.
**Wireless connection -** A connection that uses signals, such as radio waves, instead of cables.
**Data packet -** A small piece of data, with information that helps it reach the right destination.
**Internet -** A worldwide network of connected networks.
**Web server -** A computer that stores website files and sends them to devices that request them.

## Music – How can we use rhythm, singing and notation to perform music inspired by South Africa?

**What can we discover about South African music?** We will listen to examples, share our ideas and discuss the rhythms, instruments and voices we hear.
**How does staff notation help us read and play music?** We will identify and label its features, including the stave, clef, bar lines, time signature and notes.
**How can we play tuned percussion patterns accurately and in time?** We will practise both parts of *Put on your gumboots!*, following the notation and keeping a steady pulse.
**How can we combine singing with a rhythmic accompaniment?** We will practise singing the tune accurately while maintaining the rhythm and listening to one another.
**What helps us perform successfully together?** We will develop our timing, start and finish together, and keep our parts coordinated.

## PSHE – The Great Debate: How can we share our views and respect different opinions?

**What is an opinion and how is it different from a fact?** We will explore the difference between something that can be checked and what someone thinks or believes.
**How can we explain our opinions clearly?** We will practise giving reasons and examples to help others understand our views.
**What makes a good listener?** We will learn to take turns, listen carefully and ask questions without interrupting.
**Can we disagree and still be friends?** We will explore how to challenge an idea respectfully without being unkind to the person sharing it.
**How can we make sure everyone has a voice?** We will consider different ways to contribute and how to include people who feel less confident speaking.
**Is it okay to change our minds?** We will discuss how listening to new information and other viewpoints can change what we think.

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**How can we create and perform our own eight-beat rhythm?** We will choose and organise sounds and rests, rehearse our patterns and perform them to others.

**We will also be learning songs in preparation for the Carol Concert which we will be leading in church along with Class 3**

**Key Vocabulary**

**Gumboot dance -** A dance from South Africa in which dancers stamp and slap their rubber boots to create rhythms.
**Bar lines** - Vertical lines that divide written music into groups of beats called bars.
**Treble clef -** A symbol at the start of a stave that shows where higher-pitched notes are written.
**Time signature** - Numbers at the start of music that show how beats are grouped in each bar.
**Crotchet -** A musical note worth one beat when counting in crotchet beats.
**Minim -** A musical note lasting as long as two crotchets.
**Semibreve** - A musical note lasting as long as four crotchets.
**Rest** - A symbol showing a silence in the music and how long it lasts.
**Ostinato** - A short musical pattern that repeats.
**Glockenspiel** - A tuned percussion instrument with metal bars that are struck with beaters

**How can we make fair decisions when people disagree?** We will explore voting, compromise and working towards agreement, while considering the needs of everyone in the group.

**Key Vocabulary**

**Debate** - A discussion where people share different views and give reasons for them.
**Opinion** - What someone thinks or believes about something.
**Fact** - Something that is true and can be checked.
**Evidence** - Information that helps us check whether a claim is true or supports a reason.
**Viewpoint** - A person's way of thinking about a subject or situation.
**Respectful disagreement** - Explaining that you think differently while treating the other person kindly.
**Compromise** - An agreement where people each accept some changes to what they wanted.
**Vote** - A way of showing your choice so it can be counted when a group makes a decision.
**Majority** - More than half of the people in a group.
**Consensus** - An agreement that everyone in a group can accept.