

Class 2 Topic Letter - Autumn Term 1 2025

Class Teacher – Mrs Fortescue

Supported by Mrs Chisholm, Miss Forrest and Mrs Coxon

We hope that you have all had a good summer break and like us are looking forward to a new school year. This topic letter outlines our learning over the next 8 weeks.

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 and expectations.

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.

The first writing genre we will be looking at is **character descriptions**. We will use 'The Night Bus Hero' by Onjali Q. Rauf as the focus for this work. Through reading, talking about and re-reading the text we will develop an understanding of the main character's personality, his views, emotions and relationships with the other characters in the story. This book will then become our class book which we will read at the end of each day. This book also links with our PSHE lessons.

The second writing genre which we will study will be **diary entries**. We will use 'Henry's Freedom Box' as our inspiration and write a number of diary entries from the perspective of Henry 'Box' Brown, a slave who posted himself from the south of the United States of America to the North where slavery had been abolished and he could live as a free man.

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

We will also be revising fractions, shape and units of measure.

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 multiplication will also be an important part of your child's homework. (TTRS)

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Geography - Beyond the Magic Kingdom

Why is The Magic Kingdom the most popular theme park in the world?
Where is The Magic Kingdom?
Why do tourists come to the Magic Kingdom from some countries and not others?
Why is the state of Florida a peninsula?
Why is the Kennedy Space Centre in Florida?
Why are sea turtles endangered and what is the Florida Turtle Conservation Society doing to protect them?
How and why is the climate of the Sunshine State different to where I live?
How do Floridians cope with hurricanes?

Key Vocabulary

Theme park; Tourist; Florida; United States of America; North America; Atlantic Ocean; Gulf of Mexico; State; Leisure; Recreation; Plan; Location; Scale; Distance; Political map; Island; Hurricane; Evacuation; Tropical Storm; Caribbean; National Park; Everglades.

Science - Animals including humans.

The children will learn to 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 and identify that humans and some other animals have skeletons and muscles for support, protection and movement. They will also be able to describe the simple functions of the basic parts of the digestive system in humans, identify the different types of teeth in humans and their simple functions, construct and interpret a variety of food chains, identifying producers, predators and prey.

Key Vocabulary:

Digest, oesophagus, stomach, small intestine, large intestine, rectum, teeth, molar, incisor, canine, fluoride, primary, secondary, tertiary, herbivore, carnivore, omnivore, producer, predator, prey

For **R.E.**, we use the Northumberland County Council Agreed Syllabus for Religious Education and this half term we will be looking at what it is like for someone to follow God. We will consider what it means to make a pact/promise and make links with the story of Noah.

Key Vocabulary:

New/Old Testament, book, chapter, verses, Genesis, obedience, covenant, pact, belief,

P.E - Football and Tag Rugby

Our class P.E day will be on a **Monday** and in a change to timetabling the children will have 2 hours of P.E across the afternoon. This will be taught by Mrs Chisholm.
Both of these sports are invasion games and the children will learn how to attack and defend. As well as developing their ball skills. Both sports are also fabulous for developing teamwork and good sporting behaviours.
We are hoping to play football against teams from other schools at the end of the half term.

We are also making a slight change to the Daily Mile in the mornings. This follows consultation with the children through 'Pupil Voice' where they can express their opinions and preferences.

Monday	Daily Mile (personal best)
Tuesday	Throwing and catching
Wednesday	Skiping
Thursday	Sprint starts
Friday	Daily Mile (personal best)

Key Vocabulary:

accelerate, communicate, control, cushion, decision, delay, deny, invasion, opposition, option, pitch, possession, referee, tournament, track, onside, offside, dodge, try, forward pass.



In our **music** lessons we will be enjoying some R& B music and our focus will be pitch and following musical direction. We will listen to both classic and contemporary R&B music.

Key Vocabulary:

Rhythm, blues, blues scale, call and response, syncopation, backbeat, riff, vocal harmonies, bass line, tempo, dynamics, timbre, structure.

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<p>Art - <u>Sculpture and 3D: Mega materials</u></p> <ol style="list-style-type: none"> 1. From 2D to 3D 2. Soap sculptures 3. Working with wire 4. Shadow sculpture 5. Recycle and recreate <p><u>Key Vocabulary:</u> Figurative, form, found object, hollow, join, mesh, model, organic shape, pliers, quarry, sculpture, secure surface, template, texture, three-dimensional (3D), tone, two-dimensional (2D), typography, visualisation, weaving, welding</p>	<p>French - Je me presente (Presenting Myself)</p> <p>The children will learn to present themselves both orally and in written form in French including their name, age, where they live and nationality.. Previously learnt language will be integrated with newly acquired language, encouraging all pupils to use their growing bank of vocabulary. Year 4 children will help Year 3 children to learn the vocabulary needed.</p> <p><u>Key Vocabulary:</u> Bonjour, salut, ça va, Au revoir, A plus tard, Je m' appelle, quel âge as-tu? J'aians. Ou habites-tu? J'habite a ...</p>
<p>Computing - Creating media - Animation</p> <p>During this unit, the children will use a range of techniques to create a stop frame animation using iPads. Next, they will apply those skills to create a story-based animation. This unit will conclude with the children adding other types of media to their animation, such as music and text.</p> <p><u>Key Vocabulary:</u> Animation, flip book, stop-frame animation, frame, sequence, image, photograph, onion skinning, consistency, evaluation, delete, media, import, transition</p>	
<p>PSHE - Relationships</p> <p>We will begin the year by looking at relationships, this will include What is bullying? What can I do when friendships go wrong? Who are my key people? What is a healthy friendship? How can we be good role models? What is discrimination?</p> <p><u>Key Vocabulary:</u> bully(ing), victim, healthy friendship, feelings, friendship, self-worth, empathy, role model, respect, upstander, bystander</p>	<p>Class Information</p> <ul style="list-style-type: none"> • P.E day - Monday (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 and record this in their reading record. • Please see the dates letter for further information.