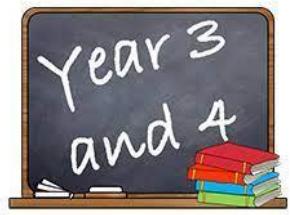




## Class 2 Topic Letter Spring Term 1 - 2024



Mrs Thomsen will be teaching all week.

Mrs Chisholm, HLTA and Mrs Lewis will cover teachers' PPA time.



### English:

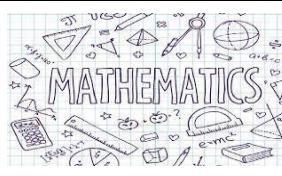
In our English lessons this half term we will be focusing on elements of SPaG for two weeks and then moving onto writing a formal report and a fantasy story.

**Reading:** We will have reading time every day, where the children will be able to quiz on their reading book and to read to Mrs Thomsen. We will choose our 'class book' and through reading this, we will maintain our positive attitudes to reading and understanding of what we have read.

**Spelling:** We will continue with our spelling homework each week. While in class we will work on spelling strategies to help us.

**Grammar: Year 3:** Formation of nouns using a range of prefixes; using the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel; creating word families based on common words to show how words are related in form and meaning. • Expressing time, place and cause using conjunctions, adverbs or prepositions. • Introduction to paragraphs as a way to group related material; headings and sub-headings to aid presentation; use of the present perfect form of verbs instead of the simple past. • Introduction to inverted commas to punctuate direct speech. **Year 4:** Grammatical difference between plural and possessive '-s'; Standard English forms for verb inflections. • Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases; fronted adverbials. • Use of paragraphs to organise ideas around a theme; appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition. • Use of inverted commas and other punctuation to indicate direct speech; apostrophes to mark plural possession; use of commas after fronted adverbials.

**Key vocabulary:** noun, verb, adjective, adverb, conjunction, time connective, paragraph, fronted adverbial, comma, full stop, brackets, exclamation mark, question mark, speech marks, heading, subheading, first and third person, past and present tense, fiction, non-fiction, subordinate clause, preposition, constant, vowel, dialogue.



### Maths:

This half term we will be finishing our multiplication and division and then moving onto measurement and then fractions.

Pupils will be taught to:

**Year 3:** count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10, recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators, recognise and show, using diagrams, equivalent fractions with small denominators, add and subtract fractions with the same denominator within one whole [for example,  $7\frac{5}{10} + 7\frac{1}{10} = 7\frac{6}{10}$  ], compare and order unit fractions, and fractions with the same denominators, solve problems that involve all of the above.

measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml), measure the perimeter of simple 2-D shapes

### Year 4:

recognise and show, using diagrams, families of common equivalent fractions, count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten. solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number , add and subtract fractions with the same denominator, recognise and write decimal equivalents of any number of tenths or hundredths , recognise and write decimal equivalents to  $4\frac{1}{10}$ ,  $2\frac{1}{10}$ ,  $4\frac{3}{10}$ , find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths, round decimals with one decimal place to the nearest whole number, compare numbers with the same number of decimal places up to two decimal places, solve simple measure and money problems involving fractions and decimals to two decimal places



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Convert between different units of measure [for example, kilometre to metre; hour to minute], measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metre.

**Key Vocabulary:** times, divide, multiplication, division, share, equal groups, groups of. Measurement, length, perimeter, area, cm, mm, km, m Fraction, denominator, numerator, unit.

#### Computing: Desk top publishing.



During this unit, learners will become familiar with the terms 'text' and 'images' and understand that they can be used to communicate messages. They will use desktop publishing software and consider careful choices of font size, colour and type to edit and improve premade documents. Learners will be introduced to the terms 'templates', 'orientation', and 'placeholders' and begin to understand how these can support them in making their own template for a magazine front cover. They will start to add text and images to create their own pieces of work using desktop publishing software. Learners will look at a range of page layouts thinking carefully about the purpose of these and evaluate how and why desktop publishing is used in the real world.

**Key vocabulary for this topic:** Desk top, publishing, image, template, Canva, Adobe, font, size, style, templates, orientation, placeholders.

#### KEY QUESTION: Can I create my own magazine cover?

In R.E: we will do our best to find out the answer to the question: **What does it mean to be a Hindu in Britain today?**

This half term we will continue to look at Hinduism and the Hindu faith. The deities, the Dharma, Diwali and symbols associated with the faith.

#### Key Vocabulary:

Hinduism, Hindu, Puja, Diwali, Dharma, Deities, Brahman, Vishnu, Shiva, Rama, Sita, Re-birth, life, death.



#### In French: Je Peux ( I am able..)

In this unit, pupils will learn how to: Recognise, recall and spell 10 action verbs in French. Use these verbs in the infinitive to form positive and negative sentence structures with 'je peux' (I am able) and 'je ne peux pas' (I am not able). Attempt to combine positive and negative sentence structures to form longer and more complex sentences using the conjunctions 'et' (and / 'mais' (but).

#### Key vocabulary:

#### KEY QUESTION?

Can I remember 10 French action verbs from memory?

French	English
je peux	I am able
je ne peux pas	I am not able
chanter	To dance
chanter	To sing
sauter	To jump
cuisiner	To cook
faire du vélo	To ride a bike

French	English
jouer d'un instrument	To play on instrument
patiner	To ice-skate
dessiner	To draw
nager	To swim
parler français	To speak French
et	and
mais	but



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**In Science**, we are becoming **scientists** and learning all about **States of Matter**. During this unit of work, children will learn to compare and group materials according to whether they are solids, liquids or gases. They will learn that some materials change state when they are heated or cooled and be able to identify and name these processes as melting, freezing, evaporating or condensing. They will learn about the water cycle and be able to identify the part played by evaporation and condensation in the water cycle. Children will work scientifically to plan and conduct investigations involving melting and evaporation. They will learn to associate the rate of evaporation with temperature.

**General scientific vocabulary:** Investigate, Measure, Changes, Prove, Observe, Predict, Simple Tests, Identify, Classify, Groups, Gathering/Recording Data, Equipment, Questioning, experiment.

**Key Vocabulary:**

Change, collection, condensation, evaporation, freeze, gas, heat, liquid, solid, temperature, thermometer, water cycle.

**Key Question:** Can materials change state?

**In History** this half term: We will become **Historians** and learn all about Ancient Egypt and how early civilisation started within Egypt. We shall discover how the upper and lower kingdoms joined together to create the Ancient Egypt of the Old Kingdom. The children will compare the Egyptian time period to Neolithic in Britain, to find out what was happening at the same time and how these two civilisations compared. The children will then discover all about the Egyptian gods, what Ancient Egyptians believed about the afterlife, how the pyramids were built and who the greatest pharaoh was in all of Egypt's history.

**Key Vocabulary:**

Archer, artefact, bronze, chamber, chariot, chronology, Egyptologist, empire, era, expand, hieroglyphs, invade, monarchy, navy, obelisk, polytheistic, prepare, preserve, pyramid, scribe, temple, trade.

**Key Question:**

**What were the greatest achievements of Ancient Egypt?**

**In Music** this term we will be looking at and learning all about the musical style of R&B. We will listen to and evaluate different songs, looking to identify pitch, beat, pulse, rhythm, tempo and the instruments we can hear. We will learn a song to perform.

**Key vocabulary:**

Rhythm, timing, beat, pulse, genre, style, pitch.  
R&B, Rhythm, Blues, Melisma.



**Key Questions:** What is R&B?

**In P.E:**

Our PE this year will take place every Monday and Friday afternoon.

On a **Monday**, Mrs Thomsen will be teaching Gymnastics. We will be looking at different balances and ways of movement.

On a **Friday**, Mrs Chisolm, will be teaching Dance.

**Please remember to wear your PE kit every Monday and Friday.**

**In RHSE/ PSHE** we will be looking at: **how to express ourselves and our feelings**.

<https://youngminds.org.uk/resources/school-resources/?f3=10151#listing>

H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways;

H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement

**Key vocabulary:** emotions, feelings, anger, happiness, sadness, worry, anxiety

**Key Question?** How do we show our emotions?

**In Art** we will be linking our work to our History topic of Egyptians. We will look progressing our drawing skills by drawing Egyptian faces in pencil, charcoal and then pen. We will compare and contrast each image and evaluate which material we liked the best to draw with.

**Key vocabulary:** sketch, draw, colours, tools, materials, ideas, designs, evaluate, purpose, design brief, planning.

**Key Question:** How can I improve my work?



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### Reminders:

- Please can your child continue to come into school wearing their PE kit Monday and Friday.
- Please remember to bring a warm, waterproof coat to school every day and a change of shoes for playtimes.

### Homework:

- Reading - Please hear your child read for at least 30 minutes each night and record this in their reading record.
- Spellings - Each week your child will be given a spelling pattern to research and to learn. We will be encouraging the children to research the spelling pattern and find new words with the pattern and bring them in to add to our spelling wall which will be added to throughout the week. There will be a formal spelling test every Friday but we also expect learnt spellings to be used in the children's work throughout the week.
- Maths - Our maths homework is paper based and we use the CGP Maths Books. Work will be set each Friday to be handed in the following Friday. In Year 3 and 4 we place great importance on learning x tables so there will be tables set to learn each week and this will be informally tested throughout the week during lessons and during the formal test once a week on a Friday. Logging into TT Rock Stars will also help with times table's knowledge.