



Newton Tony Primary School CE VC

Autumn 2 term learning journey in Squirrels

Our Key line of Enquiry: How can I make a difference

Science

English

We will be using *The Last* in our writing lessons.



We will identify and use verb openers and noun phrases.

For our fiction piece of writing we will draft, edit and present a quest narrative story.

For our non-fiction piece of writing we will write a letter.

We are reading *By Ash, Oak and Thorn* by Melissa Harrison



You are welcome to buy your child a copy of the termly class book this term. Children love to read along in class with their own copy. Please let us know if you would like the school to buy the books. We are happy to!

Maths

We will be looking at addition and subtraction.

We will be adding and subtracting 1s, 10s, 100s, 1000s across a boundary. We will add and subtract up to 4-digit numbers. We will learn to estimate answers, use efficient methods and use the inverse to check our answers.

We will be looking at multiplication and division using arrays and sharing and grouping. We will be practising our times tables daily beginning with our 5 and 3 times tables.

Children are challenged with 'mastery' problem solving activities!

Mathletics is set for home learning.

Spelling

Our spelling programme is *SCORE*, which is etymology enriched and phonic based. This term our focus sound is /i/ coded i, y, -y including curriculum words; difficult, consider, possible, continue, interest, notice, experiment, position, imagine, accident, increase, history, minute, February, library, probably, ordinary, busy, business, build, fruit.

Hip homophones; links/lynx, sink/sync,

Superb Suffix; -ly

Powerful Prefixes; il, im, in, i

Animals, including humans: Movement and nutrition

Children will:

Recall the three key functions of the skeleton (movement, support and protection).

Describe a vertebrate, invertebrate, endoskeleton and exoskeleton.

Identify and name the skull, spine, ribs and pelvis on a diagram.

Recall that muscles cause movements in the body, some of which we control by choice and that they cause a movement by shortening and pulling on a bone.

Recall that animals, including humans, need to eat food to survive.

Describe some examples of how energy is used by the body and make comparisons about the energy demands between people.

List some of the seven nutrient groups, name foods that are good sources of them and describe what they are needed for in the body.

Compare two different meals and explain which is more balanced by naming the nutrient groups and commenting on the relevant proportions.

Geography

Would you prefer to live in the Stone, Bronze or Iron Age?

We will learn:

- Describe what lines of latitude and longitude are, giving an example.
- Understand that the Northern and Southern Hemispheres experience seasons at different times.
- Define what climate zones are.
- Understand Antarctica has a polar climate made up of ice sheets, snow and mountains.
- Describe Antarctica's location in the far south of the globe.
- State that tourism and research are the two main reasons people visit Antarctica.
- Describe equipment researchers might use and clothes they wear.
- List some of the research carried out in Antarctica.
- State the outcome of Shackleton's expedition.
- Successfully plot four-figure grid references at the point where the vertical and horizontal line meet.
- Describe a similarity and difference between life in the UK and life in Antarctica.
- Confidently use the zoom function on a digital map.
- Begin to recall the eight points of a compass, following at least four of them.
- Recognise and describe features on their school grounds from an aerial map.
- Draw a map of the route they take on an expedition.

PSHE

Health and well-being.

We will learn to:

- Create a healthy diary, where energetic activities and high energy food are scheduled for the same day. Show understanding that food choices, exercise, dental hygiene, positive relationships and managing feelings are all important to keeping healthy. Describe what is meant by a healthy, balanced diet and naming the different food groups.
- Explain how to take care of your teeth. Stretch to relax their muscles. Describe how relaxation affects the body.
- Describe what they are good at and what they enjoy as well as naming groups or communities they are a part of. Identify their own strengths and that they can help other people. Describe how they feel when they make a mistake and explain what can be learned from making mistakes.
- Express their feelings; offer suggestions of what to say when setting a boundary and make note of things they like and dislike to help them create boundaries.

Art and Design Technology

DT – Textiles, fastenings.

Children will:

- Identify the features, benefits and disadvantages of a range of fastening types.
- Write design criteria and design a sleeve that satisfies the criteria.
- Make a template for their book sleeve.
- Assemble their case using any stitch they are comfortable with.

Art and Design – Growing Artists

We will learn:

- To apply observational drawing skills to create detailed studies.
- To explore composition and scale to create abstract drawings.



Music

- We will be practicing our singing for Christmas.
- Children will: Explain what ragtime music is.
- Play on the 'off beat' and sing a syncopated rhythm.
- Play a call and then improvise a response.
- Improvise or compose a scat singing performance with sounds and words.

RE

Our theme is : Incarnation

Our Key Question: What is Trinity?

Chn will: Identify the difference between a 'Gospel', which tells the story of the life and teaching of Jesus, and a letter. Offer suggestions about what texts about baptism and Trinity might mean. Give examples of what these texts mean to some Christians today. Describe how Christians show their beliefs about God the Trinity in worship (in baptism and prayer, for example).

PE

Our focus this term is gymnastics.

We will also be learning dance. We will develop our thinking of space and dynamics, share our ideas and build confidence and perseverance.

We are will also participate in any relevant cluster school sports competitions and festivals.

French

French adjectives of colour, size and shape.

We will learn to:

- Listen carefully to instructions to build correct sequences of three to four colour blocks.
- Show their understanding by correctly identifying a described shape, drawing it in the air or pointing on the board.
- Recognise cognates, finding shapes that they are asked for.
- Describe some of the shapes in their work using language of colour, size or shape.

Computing

We will be learning about on-line safety:

Who should I ask?

Programming Scratch.

We will:

- Explain what some of the blocks do in Scratch.
- Explain what a loop is and include one in their program.
- Suggest possible additions to an existing program by remixing code.
- Recognise where something on screen is controlled by code.
- Use a systematic approach to find bugs.
- Understand the definitions of decomposition and algorithm and how they are used to create accurate code.