



### **Welcome back!**

I hope that you all have had a safe and relaxing summer holiday.

In the first few weeks of the autumn term we will be focusing on mental wellbeing in our afternoon sessions. We will have a focus on understanding what has stayed the same within our school and community and what has changed in our lives, school, families and in the world. We will be using the book 'While we can't hug' by Eoin McLaughlin, a lovely, inspiring picture book about Hedgehog and Tortoise who are best friends that make social distancing fun. We will learn and understand how to keep ourselves and others safe around the school including new rules. We will look at what makes good friends, supporting children in having fun with others and understanding how we can show we care without physical contact.

Throughout the first weeks back in school we will also be completing assessments that were missed in the summer term to assess where pupils are and as always adapting the curriculum.

### **English**

This term in English we will be writing for a range of purposes and reading a range of beautiful books. In English every unit will be based on a book. Throughout the term we will write poetry, information texts and stories about exciting discoveries. We will make links with our topic of 'Iron age to Stone age Prehistoric Britain' where possible. Throughout all English lessons there will be a key focus on grammatical awareness, sentence construction and punctuation.

There will be a big focus on spellings with spellings being taught not only in English lessons but in guided reading, spellings and afternoon lessons such as topic. Spellings will be sent home as part of the weekly homework linking to the statutory spelling rules and word lists outlined in 'The 2014 National Curriculum'. They will be set online using Spelling Shed as well as a paper copy to support with handwriting. Throughout all lessons cursive handwriting will also continue to be taught; information on supporting cursive handwriting can be found on the school website.

Phonics: Children in Year 2 will be having catch up sessions for phonics to allow them to catch up with missed learning in Phase 5 in both reading and spelling.

### **Maths**

In daily maths lessons we will develop number recognition skills by counting and working with numbers. We will have a key focus on number and place value with year 2 focusing on numbers to 100 whilst year 3 work to 1,000. We will continue to use a range of concrete and pictorial representations to support understanding. Year 2 focus on numbers bonds to 20 and 100, year 3 will also recap this learning, as it will support their mental addition and subtraction throughout the rest of the term. We will then use our knowledge of place value and solve addition and subtraction problems including money. Year 2 will apply their addition and subtraction skills by comparing number sentences, whilst year 3 move onto estimating and checking answers to improve their accuracy in calculating. We will end the term on multiplication. We will explore multiplication through counting in multiples counting in 2s, 5s, 10s and 3s. Year 2 will focus on representing multiplication and clearly seeing the link with repeated addition. They will look at the 2, 5 and 10 times-tables.

## Science

Throughout this autumn term we will focus on the science topic 'materials':

We will be looking at why the properties of materials make them suitable or unsuitable for particular purposes. We will investigate the best material to make an object from, through completing simple tests and classifying activities. We will look at if a material can be suitable for different purposes and explain why a material is suitable or unsuitable for a particular purpose. We will identify, with reasons, possible uses for a given material as well as learning to recognise that a material may come in different forms which have different properties.

Throughout our science unit we will be using and discussing the meanings of our key science vocabulary:

Names of materials: wood, plastic, glass, metal, water, rock, brick, paper, fabric, card, rubber; suitable/unsuitable, use/useful, hard/soft, stretchy/stiff, rigid/flexible, waterproof/absorbent, strong/weak, rough/smooth, transparent/opaque, shape, push/pushing, pull/pulling, twist/twisting, squash/squashing, bend/bending, stretch/stretching.

Towards the end of our unit on materials we will look at the uses of rocks. How are they made and why they are important materials by looking at their different properties.

## Topic

Our topic this will be travelling back in time to Prehistoric Britain. We will travel all the way back to the Stone Age, the earliest period of human culture. We will then move to the Bronze Age and finish in the Iron Age, developing a chronologically secure knowledge and understanding of British history. We will compare how our lives are different and why. We will look at houses people had, tools that they may have used and food that might have eaten.

## Art

In art this term will be linking with our topic of 'Prehistoric Britain'. We will be creating our own cave paintings. We will first carry out research into cave paintings (also known as 'parietal art') that are painted drawings on cave walls or ceilings, mainly of prehistoric origin, to some 40,000 years ago in both Asia and Europe. The exact purpose of the Palaeolithic cave paintings is not known. After studying a range of cave paintings, we will practise with pastels and paints before creating our own paintings.

## D & T

As part of design and technology this term, we will be about the following key questions: Why are certain foods in season at different times of the year? Why is it good to eat seasonal food? How can we include seasonal food in a healthy, varied diet? By the end of the unit, we are hoping that we will be able to develop our skills and cooking using a recipe (depending on our risk assessment for Covid-19 at that time).

## P.E.

We will start off our P.E. sessions by focusing on key skills. We will be looking at mastering basic movements such as running, jumping, throwing, catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. P.E. will be on a Tuesday and Thursday afternoon with myself. Please could you ensure that your child comes into school dressed in their P.E Kit on Tuesdays and Thursdays. Information on P.E. kit is on the school website. We will be working outside for P.E as much as possible so please ensure suitable footwear is worn.

## **R.E.**

We will be considering the questions 'Where do I belong?'. We will identify what is involved for a person to belong to a religion and recognise the importance of the Christian baptism. R.E. this half term will be taught by Mrs Rauch.

## **French**

Year 3 will begin to learn basic phrases in the French language. In French, year 3 will be developing their knowledge of words and building on basic greetings, numbers and other vocabulary to develop a conversation. Year 3 will also develop an understanding of where France is in relation to our country and be able to name some of the popular monuments we know and love.

## **Music**

Children will have music with myself; in the autumn term we will be focusing on loud and quiet sounds and learning dynamic markings for loud and quiet. Pupils will be provided with the opportunity to listen and understand live and recorded music.

## **ICT**

In ICT we will start of the term by using the iPads as well as the desktop computers, to learn how to use the internet. We will focus on how to find answers to questions and learning how to use safe search engines such as 'Kidrex'. In the second half term we will start to learn some programming. We will explore the software 'Scratch' and programme a sprite. Using the two different devices of iPads and desktop computers will enable us to develop our keypad and mouse skills.

## **Homework**

Weekly spellings will be set via Spelling Shed.

Throughout the autumn term children will be set number fluency challenges on Maths Shed. If you have any questions please do not hesitate to email or phone the school.