

<b>Term</b>	<b>Autumn 2</b>	
<b>Topic</b>	Ancient Egypt - Who were the Ancient Egyptians? Where did they live? How can we find out about this Ancient Civilisation?	
<b>English</b>	<b>Varjak Paw</b> (Power of Reading text) <ul style="list-style-type: none"> <li>• <b>Outcome 1:</b></li> <li>• Newspaper report.</li> </ul>	<b>Varjak Paw</b> <b>Outcome 2:</b> A narrative written from another character's point of view.
	<ul style="list-style-type: none"> <li>• Identify themes and conventions through reading and discussing the text.</li> <li>• Ask questions, draw inferences and justify with evidence.</li> <li>• Identify how language and structure contribute to meaning.</li> <li>• Plan writing by discussing newspaper writing styles, learning from its structure, vocabulary and grammar.</li> <li>• Use simple organisational devices when planning writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Draft and write by composing and rehearsing sentences orally.</li> <li>• In narratives, create settings, characters and plot</li> <li>• Write for different purposes including about fictional personal experiences.</li> <li>• Assess the effectiveness of own and others' writing and suggest improvements.</li> </ul>
<b>Consistent focus on grammar and including the National Curriculum Appendices for spelling, vocabulary, grammar and punctuation</b> <b>Daily guided, individual and whole class reading.</b>		
<b>Maths</b>	<b>Multiplication and division</b>	
	<ul style="list-style-type: none"> <li>• To recognise and use factor pairs in written and mental calculations.</li> <li>• To multiply with 3 numbers.</li> <li>• To recall all of the multiplication facts.</li> </ul>	<ul style="list-style-type: none"> <li>• To multiply two and three digit numbers by a one digit number using a formal method.</li> <li>• To solve problems involving multiplication and division.</li> <li>• To use the bar method to support problem solving.</li> </ul>
<b>Science</b>	<b>Living Things</b>	
	<ul style="list-style-type: none"> <li>• Recognise that living things can be grouped in a variety of ways.</li> <li>• Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise that environments can change and that this can sometimes pose dangers to living things.</li> <li>• Research into cats around the world. Understand the differences in their bodies and relate this to the climate they live in and the food chains that they are a part of.</li> </ul>
<b>Computing</b>	<b>We are Toy Designers</b>	
	<ul style="list-style-type: none"> <li>• Design and make an on screen prototype of a computer controlled toy.</li> <li>• Understand different forms of input and output.</li> <li>• Design, write and debug.</li> </ul>	<ul style="list-style-type: none"> <li>• Accomplish specific goals including controlling or simulating physical systems.</li> <li>• Use sequence selection and repartitioning programs.</li> <li>• Use logical reasoning to explain how simple algorithms work.</li> </ul>

<b>DT</b>	<b>Designing and making Nutcracker themed cakes</b>	
	<ul style="list-style-type: none"> <li>Evaluate a variety of cakes.</li> <li>Plan and design a Nutcracker themed cake for a fund-raising sale, considering user, purpose, functionality, innovation and authenticity.</li> </ul>	<ul style="list-style-type: none"> <li>Read and follow recipes that involve several processes, skills and techniques.</li> <li>Understand what makes a healthy and balanced diet.</li> </ul>
<b>Art</b>	To be taught next term	
<b>History</b>	<b>Ancient Egyptians</b>	
	<ul style="list-style-type: none"> <li>How do we know about the Ancient Egyptian civilisation?</li> <li>Note where and when the Ancient Egyptian civilisation began and how this connects to other historical time periods.</li> <li>Investigating sources to help us learn about how Egyptian society was organised and their achievements.</li> </ul>	<ul style="list-style-type: none"> <li>Learning about the Egyptian faith and their many gods.</li> <li>Considering the possible causes for the decline of the Egyptian civilisation.</li> <li>Discovering trends, making connections and contrasts between this historical time period and others.</li> </ul>
<b>Geography</b>	<ul style="list-style-type: none"> <li>Locating land of the Egyptians within Africa and surrounding countries and capitals, using maps, atlases and globes.</li> </ul>	<ul style="list-style-type: none"> <li>Identifying position using latitude, longitude, equator, northern hemisphere, southern hemisphere, Tropics of Cancer and Capricorn, time zones.</li> </ul>
<b>PE</b>	<b>Indoor</b>	<b>Outdoor</b>
	<p>Dance (all classes) – working with specialist dance teacher</p> <ul style="list-style-type: none"> <li>Exploring themes from The Nutcracker</li> <li>Understanding the historical context of dance</li> <li>Developing flexibility and strength</li> <li>Moving musically to the beat</li> <li>Working collaboratively create a sequence</li> <li>Preparing a Nutcracker themed Christmas performance</li> </ul> <p>In addition to this Hannah’s class will be swimming this term</p>	<p>Cricket</p> <ul style="list-style-type: none"> <li>To work as a team to improve fielding skills</li> <li>To develop better accuracy when throwing balls</li> <li>To apply skills learnt to playing a game of cricket</li> </ul>

<b>RSE</b>	To be taught in later terms	
<b>Music</b>	<b>The Nutcracker</b>	
	<ul style="list-style-type: none"> <li>• Exploring Tchaikovsky's The Nutcracker and related music</li> <li>• Developing an understanding of context and musical history</li> </ul>	<ul style="list-style-type: none"> <li>• Using body percussion and unpitched instruments to explore musical dimensions</li> <li>• Preparing and performing a Nutcracker themed Christmas performance</li> </ul>
<b>RE</b>	<b>Christianity 7 – Christian Celebrations</b>	
	<ul style="list-style-type: none"> <li>• Understanding the Church has its own calendar with special names for certain times of the year:</li> <li>• Times associated with Jesus' life; how Christians understand and celebrate these events – Christmas</li> <li>• Times of reflection: Advent</li> </ul>	<ul style="list-style-type: none"> <li>• How do festivals help Christians to remember Jesus and His teachings?</li> <li>• What happens in places of worship to help Christians understand the meaning behind their festivals?</li> </ul>
<b>PSHE</b>	<b>Health and Wellbeing: Keeping Healthy</b>	
	<ul style="list-style-type: none"> <li>• What a balanced diet looks like</li> <li>• How exercise positively effects the body</li> </ul>	<ul style="list-style-type: none"> <li>• Changes that we can make to our lifestyle to improve our health and wellbeing</li> </ul>
<b>MFL</b>	<b>French</b>	
	<ul style="list-style-type: none"> <li>• Zoo animals</li> <li>• Saying letters of the alphabet</li> </ul>	<ul style="list-style-type: none"> <li>• Learning the different vowel sounds</li> <li>• Reading words aloud with accurate pronunciation</li> </ul>
<b>Trips</b>	<b>The Nutcracker Ballet 14<sup>th</sup> December</b>	