**Maths**

Chapter 9: Geometry

* Estimate and compare acute, obtuse and reflex angles.
* Draw angles and measure them in degrees.
* Identify angles at a point on a straight line and 1/2 a turn (total 180 degrees)
* Identify angles at a point and 1 whole turn (total 360 degrees)
* Identify other multiples of 90 degrees.
* Use the properties of rectangles to deduce related facts and find missing lengths and angles.
* Distinguish between regular and irregular polygons based on reasoning about equal sides and angles.

Chapter 3: Whole Numbers: Multiplication and Division

* Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.
* Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers.
* Establish whether a number up to 100 is prime and recall prime numbers up to 19.
* Recognise and use square numbers and cube numbers, and the notation for squared ² and cubed ³.
* Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000. Multiply and divide numbers mentally drawing upon known facts.
* Multiply numbers up to 4 digits by a 1- or 2-digit number using a formal written method, including long multiplication for 2-digit numbers.
* Solve problems involving multiplication.
* Multiply and divide numbers mentally drawing upon known facts.
* Divide numbers up to 4 digits by a single-digit number using the formal written method of short division and interpret remainders appropriately for the context.

**Key Texts**

English – The Wind in the Wall, The Polar Express

Guided Reading – Atlas of Adventures

Class Reader – Can you see me?

**MTP – Autumn 2**

**English**

The Wind in the Wall: Gothic Narrative

The Polar Express: Narrative Poetry

* Describe settings and characters including expanded noun phrases and adverbials
* Use prepositions to express time and place
* Use adverbs to add detail, qualification, and precision
* In narratives, describe settings, characters, and atmosphere
* Use preposition phrases to add detail, qualification and precision
* Use expanded noun phrases to add detail, qualification and precision, e.g. with one or more adjectives, with a modifying adjective, with a preposition phrase
* Use the full range of punctuation taught in KS1 and so far in KS2 mostly correctly (inverted commas for speech and other speech punctuation)
* Begin to create atmosphere, and integrate dialogue to convey character and advance the action



**Art**

**Artist study – Georgia O’Keefe, John Sargent**

**Materials – Water colours and oil pastels**

**Progression in skills:**

* Question and make thoughtful observations about starting points and select ideas and processes to use in their work.
* Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.
* Select and record from first hand observation, experience and imagination, and explore ideas for different purposes
* Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them.
* Work in a sustained and independent way from observation, experience and imagination.
* Explore the potential properties of the visual elements, line, tone, pattern, texture, colour, and shape.
* Create imaginative work from a variety of sources.
* Demonstrate a secure knowledge about primary and secondary colours.
* Overlay colours.
* Extend their work within a specified technique.

**RE**

**Topic – Christianity: Christmas**

Progression in skills:

* Start to explain how ‘true’ could mean different things to different people, and how stories can be ‘true’ in different ways.
* Start to explain the Christian belief that Jesus was the Incarnation of God.
* Start to express an opinion on whether the Christmas story is true and what this might mean to Christians.

**Computing**

**Topic – Digital Literacy**

**Progression in skills:**

* To explain that computers can be connected together to form systems
* To recognise the role of computer systems in our lives
* To identify how to use a search engine
* To describe how search engines select results
* To explain how search results are ranked
* To recognise why the order of results is important, and to whom

**PSHE**

physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some risks associated with an inactive lifestyle

H8: about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn

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

H21: to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others

R21: about discrimination; what it means and how to challenge it

R31: to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships

R33: to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own

L1: to recognise reasons for rules and laws; consequences of not adhering to rules and laws

L2: to recognise there are human rights, that are there to protect everyone

L8: about diversity: what it means; the benefits of living in a diverse community; what living in a community means

L9: about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes

L10: about prejudice; how to recognise behaviours/actions which discriminate against others

L6: about the different groups that make up their community; what living in a community means

Music

* Sing songs with increasing control of breathing, posture and sound projection.
* Sing songs in tune and with an awareness of other parts.
* Identify phrases through breathing in appropriate places.
* Identify different speeds of pulse (tempo) by clapping and moving.
* Improvise rhythm patterns.
* Perform an independent part keeping to a steady beat.
* Identify the metre of different songs through recognising the pattern of strong and weak beats.
* Subdivide the pulse while keeping to a steady beat.
* Sing with expression and rehearse with others
* Sing a round in two parts and identify the melodic phrases and how they fit together
* Sing confidently in class, in small groups and alone, and begin to begin to have an awareness of improvisation with the voice

**Spanish**

* Can say and write a simple sequence of sentences using nouns to describe a city or town
* Can say nouns for souvenirs
* Can say what a souvenir cost
* Can write a simple description using Christmas-themed vocabulary

**History**

**Topic = Ancient Maya**

**Progression in skills:**

* Use evidence to build up a picture of a past event
* Select relevant sections of information
* Use the library and internet for research with increasing confidence
* Know and sequence key events of time studied.
* Use relevant and period labels
* Make comparisons between different times in the past
* Study aspects of different people – differences between men and women.
* Compare life in early and late ‘times’ studied
* Compare an aspect of life with the same aspect in another period
* Recall, select and organise historical information
* Communicate their knowledge and understanding
* Begin to identify primary and secondary sources

**Science**

**N/C Pupils should be taught to:**

**Describe the movement of the Earth, and other planets, relative to the Sun in the solar system. Describe the movement of the Moon relative to the Earth. Describe the Sun, Earth, and Moon as approximately spherical bodies. Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.**

**Earth and Space**

* Describe the movement of the Earth, and other planets, relative to the Sun in the solar system
* Describe the movement of the Moon relative to the Earth
* Describe the Sun, Earth and Moon as approximately spherical bodies
* Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky

**Oracy**

* Ask relevant questions to extend their understanding and knowledge
* Use follow up questions linked to answers that have just been given e.g. ‘When did you ...?’, ‘What happened ... ?’, ‘Why did you ... ?’
* Ask a clarification question that requires the speaker to elaborate on what they have said e.g. ‘Could you explain again how that works?’

**PE**

**Sport – Gymnastics and Swimming**

**Progression in skills (gymnastics):**

* Can select a component for improvement and use guidance from others to do so
* Take the lead in a group
* Create longer and more complex sequences and adapt their performances
* Attempt to perform more complex skills in isolation such as round-off
* Make a dynamic sequence with contrasting shapes, actions and balances, demonstrating smooth transitions
* Remember and repeat longer sequences with more difficult movements such as cartwheels and shoulder rolls
* Work responsibly in trust exercises and when counterbalancing
* Perform symmetry and asymmetry individually, in pairs and as a group
* Compare performances and judge strength and areas for improvement

**Progression in skills (swimming):**

* Develop water confidence in shallow water
* Develop water confidence in deep water
* Develop basic strokes including alternating and simultaneous strokes, breastroke, front crawl and backstroke
* Develop endurance when swimming to swim for longer distances
* Recognise the importance of water safety in and around water
* Recognise hazards in and around water
* Explain the HELP and huddle positions
* Develop self-rescue skills