

RE



The Eucharist is a Thanksgiving to God

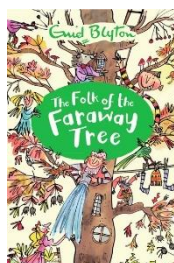
During this unit, the children will sequence the Liturgy of the Eucharist and will discuss the words and actions associated with this part of the Mass. They will understand that this is a celebration of thanksgiving for the death and resurrection of Christ who is present in the form of bread and wine. We will continue to reflect on this journey throughout the year, particularly those of us who will be preparing to make our First Holy Communion.

Advent

We will explore the stories of the Annunciation and Visitation and how the presence of Christ affected the lives of Mary and Elizabeth. We will look at how Advent is a season to prepare and welcome Christ and we will look at how his presence can be recognised today.



English

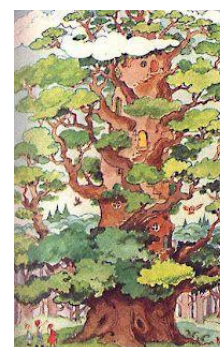


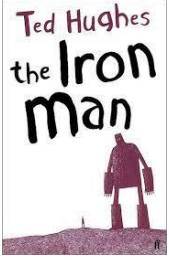





Book focus: The Folk of the Faraway Tree by Enid Blyton







When family friend, Connie, comes to stay, neither Joe, Beth nor Frannie are very impressed. Not only is Connie quite bossy but she also refuses to believe in the Magic Faraway Tree - until she meets Moon-Face, Saucepan Man and Silky the fairy! But when the Faraway Tree starts to fade, nobody knows what's wrong and even Connie is worried. What can they do to save it?

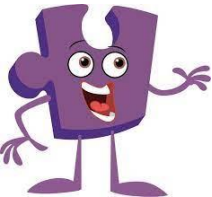
We will continue on our journey through the Magic Faraway Tree - we have loved the adventures so far! We will be using the text as inspiration for our own adventure story writing and will learn how to write clear instructions on how to find places in the tree.

- **Grammar focus:** Apostrophes for possession and contraction, time conjunctions, direct speech, adverbs.



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| <p>Reading</p> | <p><u>Book focus: The Iron Man</u> by Ted Hughes</p> <p><i>The Iron Man</i> tells the story of a gigantic metal robot who appears out of nowhere, crashing onto the beach and shattering into many parts. He is discovered by a young boy called Hogarth, who becomes his friend. We will read the text during our Guided Reading sessions and use it to practise our skills of:</p> <ul style="list-style-type: none"> • Inference and Deduction • Vocabulary building • Predicting • Summarising |  |
| <p>Maths</p>  | <p><u>Multiplication and Division</u></p> <ul style="list-style-type: none"> • Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables • Write and calculate mathematical statements for multiplication and division, including for two-digit numbers times one-digit numbers; using mental and formal written methods • Solve problems, including missing number problems, involving multiplication and division <p>Please continue to practise your times tables at home to help during our Maths lessons!</p> | |
| <p>Science</p>  | <p><u>Forces and Magnets</u></p> <p>Can you feel the force?</p> <ul style="list-style-type: none"> • Compare how things move on different surfaces (friction) • Know that some forces need contact whereas magnetic forces can act at a distance • Know how magnets attract/ repel some materials (two pole +/-) and make predictions |  |
| <p>Geography</p>  | <p><u>Volcanoes and Earthquakes</u></p> <p>What makes the Earth angry?</p> <ul style="list-style-type: none"> • Identify, describe and explain the causes of earthquakes • Understand through explanation and reaching conclusions why the most powerful earthquakes in the world do not necessarily cause the most deaths and destruction |  |

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| | <ul style="list-style-type: none"> • Locate, describe and explain why so many earthquakes and volcanoes occur around the Pacific Ring of Fire | |
| DT  | <u>Designing and Sewing:</u> Creating a bag for life <ul style="list-style-type: none"> • Design a product and make sure that it looks attractive • Choose materials based on their suitability and appearance • Work accurately to measure, make cuts and holes if appropriate • Follow a step-by-step guide to ensure that a product is successful |  |
| Computing | <u>Coding</u> <ul style="list-style-type: none"> • In this unit of work, children will be reviewing vocabulary taught in Year 2 related to coding (e.g. Object, Action, Output, Control and Event). The children will be designing and writing programs that simulate a physical system. |  |
| French | <u>Je parle Francais</u> <ul style="list-style-type: none"> • Know how to say please and thank you • Learn and use number 0-20 • Follow classroom commands • Know the French words for classroom objects • Name the items in a pencil case |  |
| PE | <u>Multi-skills</u> <ul style="list-style-type: none"> • This half term, we will be practicing a range of different skills in PE including building stamina, throwing and catching and invasion games. |  |
| Music | Music will continue to be taught by Mr Balzarano each week. |  |

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| PSHE | <p><u>Celebrating difference</u></p> <ul style="list-style-type: none"> • Know that families are all different and are important to us • Know how to solve conflict and keep calm • Learn how to help those who are bullied • Recognise how some words can be hurtful • Learn to give and receive compliments |  |
| Homework | <ul style="list-style-type: none"> • Two pieces of homework (Maths and English will be handed out on a Friday and should be completed and handed in by the following Wednesday. • Spellings and Times tables are tested on a Friday • Please continue to read every night at home. Diaries will be checked daily. Children can change their reading book when a book has been completed and their diary has been signed. | |