Autumn Term 2

Maths

Chapter 3 - Multiplication of 2, 5 and 10: This chapter investigates the multiplication of 2, 5 and 10. Pupils will also have the opportunity to understand what multiplication means and what it looks like. Patterns in multiplication and commutative law are also covered in this chapter.

Chapter 4 - Multiplication and Division of 2, 5 and 10: This chapter focuses on both the multiplication and division of 2, 5 and 10. Pupils will look at different ways of sharing, including sharing and grouping before covering division by 2, 5 and 10. Pupils will also investigate links between multiplication and division and odd and even numbers.

PE

Dance - Pupils will explore space and how their body can move to express and idea, mood, character or feeling. They will expand their knowledge of travelling actions and use them in relation to a stimulus. They will build on their understanding of dynamics and expression. They will use counts of 8 consistently to keep in time with the music and a partner. Pupils will also explore pathways, levels, shapes, directions, speeds and timing. They will be given the opportunity to work independently and with others to perform and provide feedback beginning to use key terminology.

Sending and Receiving - In this unit pupils develop their sending and receiving skills including throwing and catching, rolling, kicking, tracking and stopping a ball. They will also use equipment to send and receive a ball. Pupils will be given opportunities to work with a range of different sized balls. They will apply their skills individually, in pairs and in small groups and begin to organise and self-manage their own activities. They will build on their knowle of sending and receiving by applying their skills in different situations.

Religious Education

Who is an inspiring person? What stories inspire people? Identify at least 3 people from religions who are admired as good followers of God. Describe stories that are told by and about special people in 2 religions. Identify a belief about a religious leader. Understand why some people inspire others. Identify the characteristics in inspiring people in religions, local leaders and people who influence the pupils themselves. Give simple examples of inspiration e.g. Moses/Jesus/Muhammad inspired people to…by… Think, talk and ask good questions about leadership and inspiration. Talk about links between the work and the question: who inspires me?

Computing
Purple Mash Unit 2.1 - Coding

Key Learning

- To understand what an algorithm is.
- To create a computer program using an algorithm.
- To create a program using a given design.
- To understand the collision detection event.
- To understand that algorithms follow a sequence.
- To design an algorithm that follows a timed sequence.
- To understand that different objects have different properties.
- To understand what different events do in code.
- To understand the function of buttons in a program.
- To understand and debug simple programs.

PSHE

Myself and My Relationships (Anti - bullying): This unit will develop children's understanding of the key characteristics of bullying and enable them to develop, explore and apply definitions of bullying to a range of situations including cyberbullying. They will explore reasons why bullying happens, developing their understanding of prejudice driven bullying and begin to explore the negative role that stereotyping plays in prejudice driven bullying. They will consider the feelings of children who are bullied, those that witness bullying and those who bully others. They will also examine the long term impact that bullying often has on people's mental wellbeing. They will explore how the behaviour and response of bystanders can improve or worsen a situation. They will consider strategies for keeping themselves safe from bullying and for befriending and supporting children who have been bullied. This unit will also provide an opportunity for children to consider where bullying may occur in their school and in the local community and to develop strategies to ensure that the school is a safe place where positive relationships are fostered.

MFL

German	English
Sechs	Six
Sieben	Seven
Acht	Eight
Neun	Nine
Zehn	Ten
Bis Morgen	See you tomorrow
Auf Wiedersehen	Goodbye