



# Kinney Class – Autumn 2

## Fantasy world



<p><b><u>English</u></b></p> <ul style="list-style-type: none"> <li>• Listening and answer comprehension questions linked to the book.</li> <li>• Watching films linked with the theme</li> <li>• Reading</li> <li>• Discussing and explaining related to theme</li> </ul>	<p><b><u>Computing</u></b></p> <ul style="list-style-type: none"> <li>• This unit introduces learners to the creation of websites for a chosen purpose. Learners identify what makes a good web page and use this information to design and evaluate their own website using Google Sites.</li> </ul>	<p><b><u>Theme - Music</u></b></p> <ul style="list-style-type: none"> <li>-Rhythm music notation. Exploring of music elements and form.</li> <li>-Improve the rhythm music notation through variety of music tasks.</li> <li>-Explore some jobs in the music industry.</li> <li>-Play tune and untuned music instruments.</li> </ul>
<p><b><u>History</u></b></p> <p>Bronze Age Britain</p> <ul style="list-style-type: none"> <li>• Draw a picture of a Hillfort- what was it used for</li> <li>• Outline how bronze is made</li> <li>• Investigate the kind of round houses that people lived in</li> <li>• Describe the structure of bronze age society</li> <li>• Draw a labelled picture of a bronze age warrior</li> </ul>	<p><b><u>Science</u></b></p> <p>Earth and space:</p> <ul style="list-style-type: none"> <li>•Spherical bodies</li> <li>•The planets</li> <li>•Famous Scientists- The Solar System: Neil DeGrasse Tyson</li> <li>•Geocentric vs Heliocentric</li> <li>•Night and day (international)</li> <li>•Movement of the moon</li> <li>•Famous Scientists – Mission to the Moon: Margaret Hamilton and Stephen Hawking</li> </ul>	<p><b><u>PE</u></b></p> <p>Invasion games:</p> <p>Developing our skills in hockey; Developing knowledge and understanding the rules of hockey and will begin to apply tactics to game situations in order to overcome an opponent.</p>
<p><b><u>Design &amp; Technology</u></b></p> <p>After they have finished their polymorph project, students will begin to make products aimed at the Winter season using everything they have learned about smart materials. This will include making working products using photochromic and thermochromic materials, as well as</p>		<p><b><u>RE</u></b></p> <ul style="list-style-type: none"> <li>• Know how Sikhs see God?</li> <li>• know how Sikhs know what is true?</li> <li>• know how Sikhs know what is right and wrong</li> <li>• know what is hukam?</li> <li>• know Why is equality important to Sikhs?</li> <li>• know how do Sikh and Christian views on truth differ?</li> </ul>

<p>using polymorph again, to create extra projects.</p>		
<p><b>Geography</b>  <b>The water cycle: why is it important?</b></p> <ul style="list-style-type: none"> <li>• Water cycle</li> <li>• Water flow around buildings</li> <li>• Water around the world</li> <li>• Water ownership</li> <li>• Water inequalities</li> </ul>	<p><b>Art</b>  <u><b>Art and Design:</b></u></p> <ul style="list-style-type: none"> <li>• We will explore artists like Carole Frances Lung, Aditi Mayer, Minga Opazo, Alicia Piller, and Sommer Roman. These artists seek to engage, educate, and enlighten visitors through works inspired by fast fashion and its implications. They also aim to educate and enlighten visitors through mixed-media work.</li> <li>• Marking "Remembrance Day", we will develop landscape drawings with poppies and use different media to enrich them with colours.</li> <li>• We will also continue our GOGO safari project for the Break charity. (Just for Lewis, Kinney, and Lawrence's class).</li> <li>• In December, we will cover Christmas Arts and crafts by creating Christmas tree ornaments, 2D and 3D, Christmas cards, and sewing Christmas Socks.</li> </ul>	<p><u><b>Relationships and Sex Education &amp; PSHE</b></u>  Characteristics of healthier relationships, consent, relationships and change, emotions and conflict within friendships, child-on-child abuse, rights and responsibilities, being discerning, assertiveness, sexting, social media vs real life, fake news, authenticity.</p>
<p><u><b>Home Learning ideas</b></u></p> <ul style="list-style-type: none"> <li>• Helping to prepare food and cook</li> <li>• Playing turn taking games</li> <li>• Exploring their emotions, identifying how they feel and what strategies they can use to get into the green zone</li> <li>• Art and craft activities</li> <li>• Going shopping</li> </ul>	<p><u><b>Independence</b></u>  <u><b>Cooking</b></u>  Cooking pasta with tomato sauce and cheese. Students will practice this recipe until they can do it completely independently.</p> <p>Shopping trip to buy the ingredients to cook within a budget.</p> <p>Cafe trip</p>	<p><u><b>Employability</b></u>  Students will research and discuss different types of jobs:</p> <ul style="list-style-type: none"> <li>• Fun/boring</li> <li>• High/low paid</li> <li>• Strange</li> <li>• Dangerous</li> </ul>

## **Maths:**

Shape

Multiplication & Division

### **Y2 – Shape**

- identify and describe the properties of 2-D shapes, including the number of sides, and line symmetry in a vertical line
- identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces
- identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid]
- compare and sort common 2-D and 3-D shapes and everyday objects

### **Y2 – Multiplication & Division**

- recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers
- calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication ( $\times$ ), division ( $\div$ ) and equals (=) signs
- show that multiplication of 2 numbers can be done in any order (commutative) and division of 1 number by another cannot
- solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts

### **Y3 – Shape**

- draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them
- recognise angles as a property of shape or a description of a turn
- identify right angles, recognise that 2 right angles make a half-turn, 3 make three-quarters of a turn and 4 a complete turn; identify whether angles are greater than or less than a right angle
- identify horizontal and vertical lines and pairs of perpendicular and parallel lines

### **Y3 – Multiplication & Division**

- recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables
- write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods
- solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which  $n$  objects are connected to  $m$  objects

### **Y4 – Shape**

- compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes
- identify acute and obtuse angles and compare and order angles up to 2 right angles by size
- identify lines of symmetry in 2-D shapes presented in different orientations
- complete a simple symmetric figure with respect to a specific line of symmetry

### **Y4 – Multiplication & Division**

- Recall multiplication and division facts for multiplication tables up to  $12 \times 12$
- use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together 3 numbers
- recognise and use factor pairs and commutativity in mental calculations
- multiply two-digit and three-digit numbers by a one-digit number using formal written layout

- solve problems involving multiplying and adding, including using the distributive law to multiply two-digit numbers by 1 digit, integer scaling problems and harder correspondence problems such as  $n$  objects are connected to  $m$  objects