

Chestnut, Autumn Year A

School Rocks	
Subject	Overview of skills, knowledge and activity
Literacy	<p>Reading and writing examples of:</p> <ul style="list-style-type: none"> • Fiction: Stories by the same author (Michael Foreman) • Non – Fiction: Non – chronological reports (rocks) • Poetry : Shape poems (Volcano erupting) • Fiction: Stories about imaginary worlds (Fantastic Mr Fox) • Non- Fiction: Explanation text (about volcanoes/earthquakes) • Poetry – Creating Images (wind)
Maths	<ul style="list-style-type: none"> • Use multiple of 5 and 10 bonds to 100 to solve additions and subtractions; add and subtract 1-digit numbers to and from 2-digit numbers • Compare and order 2- and 3- digit numbers; count on and back in 10s and 1s; add and subtract 2-digit numbers • Know multiplication and division facts for the 5, 10, 2, 4 and 3 times-tables; doubling and halving • Know and understand the calendar, including days, weeks, months, years; tell the time to the nearest 5 minutes on analogue and digital clocks; know the properties of 3D shapes • Comparing, ordering and understanding place value of 2- and 3-digit numbers; subtracting from 2- and 3-digit numbers; using prediction to estimate calculations • Doubling and halving numbers up to 100 using partitioning; understanding fractions and fractions of numbers • Use money to add and subtract and record using the correct notation and place value; add and subtract 2-digit numbers using partitioning; add three 2-digit numbers by partitioning and recombining. • Choose an appropriate instrument to measure a length and use a ruler to estimate, measure and draw to the nearest centimetre; know 1 litre = 1000 ml; estimate and measure capacity in millilitres • Place 2- and 3-digit numbers on a number line; round 3-digit numbers to nearest 100; use counting up to do mental subtractions with answers between 10 and 20, 10 and 30, and either side of 100 • Revise times-tables learned and derive division facts; perform division with remainders; choose a mental strategy to solve additions and subtractions; solve word problems
Science	<p>What do rocks tell us about the way the Earth was formed?</p> <ul style="list-style-type: none"> • compare and group together different kinds of rocks on the basis of their appearance and simple physical properties • describe in simple terms how fossils are formed when things that have lived are trapped within rock • recognise that soils are made from rocks and organic matter.
Computing	<p>Espresso Coding and Scratch</p> <ul style="list-style-type: none"> • Programming – drag and drop blocks together to build an application. <p>Online Safety</p> <ul style="list-style-type: none"> • Understanding how to stay safe online and what to do if we are unsure about something we see.
Humanities	<p>Natural Disasters (Volcanoes / Earthquakes)</p> <ul style="list-style-type: none"> • Describe and understand key aspects of physical geography including volcanoes. • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. • Improve mastery of art and design techniques. • Produce creative work, exploring their ideas and recording their experiences. • Appreciate and understand a wide range of high-quality live and recorded music. • Be able to improvise and compose music for a range of purposes. • Identify the audience for and purpose of the writing, selecting the appropriate form and

	<p>using similar writing as models for their own.</p> <ul style="list-style-type: none"> • Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
Art & DT	<p>D&T: Stable structures (withstand an Earthquake) Art: paper mache / modroc volcanoes</p>
R.E.	<p>Hinduism</p> <ul style="list-style-type: none"> • Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child? • Does participating in worship help people to feel closer to God or their faith community? <p>Christianity</p> <ul style="list-style-type: none"> • Has Christmas lost its true meaning? • Do sacred texts have to be 'true' to help people understand their religion? • Is religion the most important influence and inspiration in everyone's life?
P.E.	<p>Invasion Games:</p> <ul style="list-style-type: none"> • Tag Rugby <p>Skills – floor movement</p> <ul style="list-style-type: none"> • One leg balance • Hopscotch • Gallop • Front Pivot / Reverse Pivot • Skip/ Skip with high knees <p>- Dynamic balance to agility</p> <ul style="list-style-type: none"> • Static Balance – Seated <ul style="list-style-type: none"> • Tuck, pike, long, wide, asymmetrical. • Two feet jump with quarter/ half turn
Music	<ul style="list-style-type: none"> • African drumming • Singing • Times Tables Songs
P.S.H.C.E	<p>This unit focuses on creating a happy and collaborative learning environment. New ground rules are established building on principles introduced in KS1. We will also begin with a focus on enabling the children to become better communicators before tackling various aspects of personal safety.</p>