Welcome back!

We hope you have had a lovely summer and you and your families are safe and well. We have enjoyed welcoming you back to Castle Hill and we are settling in well to Year 2/3.

Staff:
Mr. Childs - class teacher (will.childs@castlehill.calderdale.sch.uk)
Mrs. Burton - teaching assistant

Reminders:
Children need to bring a book bag each day (not a backpack) with their reading books, library books, reading records and healthy play time snack. They will also need a water bottle each day and a packed lunch (if they are not having a school dinner). Children do not need to bring anything else in from home. As a school we ask children not to bring toys, fidgets or anything like this from home. We appreciate your support with this.

Homework:
Homework will be set via Google Classroom each week. Please check this regularly. There will be 1 piece of homework set each Friday, based on Maths, English or Science. This will need to be brought back to school on the following Thursday, to be marked. This is in addition to the usual weekly spellings, reading (at least 3 times a week) and Times Tables Rockstars (3 minutes practice a day, 4 or 5 times a week).

PE days:
Monday (Outside) / Tuesday (Inside)
Please arrive in your PE kit on these days- plain white t-shirt, black/navy shorts or joggers, appropriate footwear and a black/navy unbranded hoodie/fleece for outdoor PE.

Below you will find an overview of the Autumn topics.

English

Through a range of quality topic-linked texts, we aim to read and write:

- Narrative
- Letters to family
- A range of poetry
- Diary entries
- Information leaflet

Our key text genres will be contemporary fiction and fantasy adventure. Our first text is Stone Age Boy.

Maths

This term we will be focussing on consolidating our understanding of number, covering the following units:

- Place Value
- Addition and Subtraction
- Shape
- Multiplication and Division.

Science

Materials (including rocks and soils):

- Name objects with the same use that are made from different materials.
- Name materials that are used to make objects with different uses.
- Recognise that stretching, twisting, bending and squashing can cause some solid objects to change shape.
- Name properties that make materials suitable for their use.
- Define the term **rock**.
- Describe the appearance of different rocks, identifying both crystals and grains.
- List the different factors that break down rocks.
- Describe fossil formation and identify fossils in rocks.
- Describe the work of a palaeontologist.
- List some of the benefits of earthworms to the soil.

Computing

Digital Art & Touch Typing:

- Painting in different styles.
- Learning about famous art styles.
- Creating a portfolio of digital art.
- Recognising keyboard locations.
- Understanding correct finger positioning.
- Improving accuracy an and speed.

P.E.

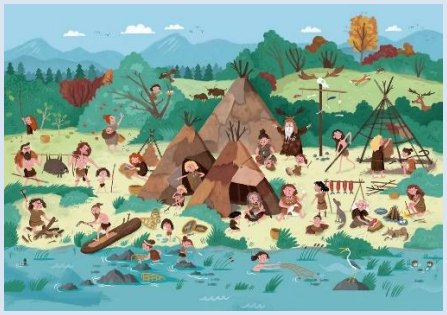
We aim to:

- Understand how to hold a hockey stick, dribble, pass, receive, tackle and shoot with accuracy.
- Develop running for speed, jumping for distance and throwing with accuracy.

Year 2/3

Autumn Term

Pre-historic Britain



- **Art / DT**

Developing drawing skill:
Use their observation skills to describe specific shapes, textures or patterns in objects.

- Shade with a reasonable degree of accuracy and skill following the four shading rules.
- Use mark marking to show texture and details.
- Use simple shapes to sketch the basis of their drawing before using lines and marks to add detail and texture.
- Apply shading skills to show areas of light and dark (tone).
- Apply line, shape and tone with digital tools.
- Save and present digital artwork.
- Use materials to create a design inspired by The Sun.

Spanish

Greetings:

			• Form short phrases to say hello and introduce themselves. • Follow a sequence of phonemes and begin to notice key phonemes in Spanish words. • Recognise and respond to different greetings. • Use actions to show their understanding of different feelings phrases. • Join in with and perform a finger rhyme. • Begin to relate written captions to the words that they hear.

RE:

We aim to:

- Learn how Jews use stories to remember
- Learn how ancient stories influence modern celebrations
- Families and friendships
- Safe relationships
- Respecting ourselves and others

PSHE:

My Healthy Self:

- Describe how our minds and bodies are connected.
- Describe physical factors that can influence how a person feels.
- Explain why sleep is important to maintain good mental and physical health.
- Explain that emotions affect actions and decisions.

Music

Ballads:

- Identify the key features of a ballad.
- Perform a ballad using actions.
- Sing in time and in tune with a song and incorporate actions.
- Retell a summary of an animation's story.
- Write a verse with rhyming words which tell part of a story.
- Perform their lyrics fluently and with actions.

History

Stone Age, Iron Age, Bronze Age:

- Understand that prehistory was a long time ago.
- Accurately place AD and BC on a timeline.
- Identify conclusions that are certainties and possibilities based on archaeological evidence.
- Explain the limitations of archaeological evidence.
- Use artefacts to make deductions about the Amesbury Archer's life.
- Identify gaps in their knowledge of the Bronze Age.
- Explain how bronze was better than stone and how it transformed farming.
- Explain how trade increased during the Iron Age and why coins were needed.
- Identify changes and continuities between the Neolithic and Iron Age periods.

Geography

Why do people live near volcanoes?

- Name all four layers of the Earth in the correct order, stating one fact about each layer.
- Explain one or more ways a mountain can be formed.
- Give a correct example of a mountain range and its continent.
- Describe a tectonic plate and know that mountains occur along plate boundaries.
- Correctly label the features of shield and composite volcanoes and explain how they form.
- Name three ways in which volcanoes can be classified.
- Describe how volcanoes form at tectonic plate boundaries.
- Explain a mix of negative and positive consequences of living near a volcano.
- State whether they would or would not want to live near a volcano.
- State that an earthquake is caused when two plate boundaries move and shake the ground.
- Explain that earthquakes happen along plate boundaries.
- List some negative effects that an earthquake can have on a community.

• Describe ways to manage difficult emotions. • Recognise signs that someone needs help. • Identify trusted adults and appropriate actions.		• Explain which period they would prefer to have lived in, providing evidence for their choice.	• Observe, digitally record and map different rocks using a symbol on a map. • Identify rock types and their origins based on collected data

Christmas dates

KS2 carol concert – Wednesday 16th December

Christmas dinner and Christmas jumper day – Thursday 17th December