
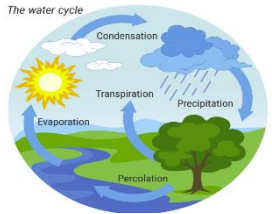


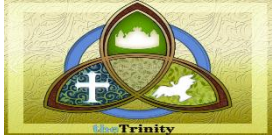



Beech Class Autumn Term Overview 2024

Through the autumn term we will be covering a wide variety of topics across the curriculum. This is a brief overview of what we are covering in school alongside some ideas of what you could do at home to help continue and support learning. The following curriculum overview information applies throughout the autumn term until the Christmas holidays.

| Subject | Focus | Home Learning |
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| <p>English</p>  | <p>We will begin the year by looking at a range of exciting fictional texts. The children will be taught to write in a range of styles including: describing the setting; retelling stories; formal letters and dialogue. The children will also have the opportunity to build on previously taught learning, making links and connections throughout.</p> <p style="text-align: center;">Varmits</p> <p>Children will be given opportunities to describe flowers, write letters and make speeches to a secret society of gardeners who plan to change the world through the power of nature.</p> <p style="text-align: center;">Tar Beach Faith Ringgold</p> <p>This will lead to a class performance with a particular focus on using repetition and rhythm. Once they have finished the story, children will receive a letter from the BBC asking them to write a script for the (hypothetical) upcoming movie.</p> <p style="text-align: center;">Iron Man</p> <p>The children will explore the devices of mystery and suspense. They will write a range of different texts-types including letters, a news bulletin and a logbook entry with the extended written outcome being a published mystery narrative.</p> <p style="text-align: center;">The Tin Forest</p> <p>The children will look at ways that the rubbish could be sifted and sorted, and even recycled into something new. Children will explore the main character and the journey he goes through in clearing up the rubbish around his little house and transforming it into a beautiful forest of tin.</p> | <p>Encourage your children to read every night from a range of texts. Ask them about the stories they are reading and about the characters, the settings and whether the author has used any adventurous or unknown vocabulary that they could use in their own writing.</p> |
| <p>Maths</p>  | <p style="text-align: center;">Place Value Addition & Subtraction</p> <p>The children will start the year by looking at place value, moving onto written methods for addition and subtraction. They will be given regular opportunities to practise arithmetic skills previously learnt, as well as having a chance to apply new skills to reasoning and problem-solving tasks.</p> <p style="text-align: center;">Times Tables Focus Year 3 2,4,8 and 3 Year 4 6,7,9,11, and 12</p> | <p>The children will be taught how to use, identify and practise the times tables they currently need to work on within the first week of the autumn term, using TT Rock Stars Heatmaps and daily recall times table slips. When possible, support your child's progress in learning these by asking daily times table questions.</p> |
| <p>Science</p>  | <p style="text-align: center;">Biology Animals including humans</p> <p>Within this unit of work, the children will explore firstly how blood and water move nutrients around the body after being broken down by our digestive system. They will then begin to develop an understanding that many living things have skeletons, vital organs, movable joints which have various roles.</p> <p style="text-align: center;">Physics Sound and hearing</p> <p>Children will develop an understanding of how sound travels from its source to our ears. We will look in detail at how sound is produced and that waves can be blocked by objects. We will also explore the size, speed and pitch of vibrations and how they can effect our interpretation of the sound.</p> | <p>There are a range of online videos and activities that your child can use to support their learning. What is the digestive system? - BBC Bitesize</p> <p>Promote an inquisitive mind, by asking your child how do we hear? They could record their ideas in the form of pictures or writing. You could also ask if animals hear in the same way which would lead to some interesting conversations. As your child's understanding of sound develops, you could recall key facts weekly. This online quiz is</p> |

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| | | a great way to support this. Sound - Quiz (wordwall.net) |
| <p>PSHE</p>  | <p>Classroom Routines Grief</p> <p>In PSHE, we will look at what makes a good learner with lessons linked to our school learning powers. In addition, we will be touching on grief and talking about how to recognise, cope and manage this emotion. Further to this, we will look at being able to know the difference between pleasant and unpleasant feelings, learn coping skills and understand that feelings can be communicated with and without words.</p> | <p>Talk to children at home about their feelings-supporting them as they settle into their new class surroundings and expectations. If they do feel a negative emotion, remind them of how important it is to share these feelings with a trusted adult. Encourage them to be open and honest with their thoughts and ideas.</p> |
| <p>Geography</p>  | <p>Rivers & Water Cycles</p> <p>The children will be studying the water cycle's physical process developing an understanding of how rivers are formed. The children will also be taught about the important stages of evaporation, condensation, precipitation, percolation and run-off through several investigations and fun songs. The children will also identify and locate the five longest rivers in the world.</p> | <p>Talk to you children about water. Ask questions to provoke curiosity in the subject; Where does it come from? How is rain formed? How could water be linked to the word cycle?</p> <p>In addition, as a class we will be learning this fun water cycle song to help the children pronounce and recall tricky key words and facts. Water Cycle Song (youtube.com)</p> |
| <p>History</p>  | <p>The Roman Empire and its impact on Britain</p> <p>Within this unit of work, the children will be taught and develop an understanding of the reasons for the Roman invasion as well as key figures that wanted to resist them. We will then consider the impact the Roman Empire had on social, cultural and infrastructure.</p> <p>Finally, the children will be taking part in a mini unit on WW1 for remembrance.</p> | <p>The BBC educational website is jam-packed with fantastic learning resources including history videos, quizzes and activities that will help students practise their Roman Empire knowledge and skills. Roman Empire - KS2 History - BBC Bitesize</p> |
| <p>R.E</p>   | <p>What do Hindus believe God is like?</p> <p>We begin by introducing Hindu Dharma to the children. They will act as philosophers considering how Hindus might see the world. They look at the concepts of Brahman to build up understanding. They use some stories, examine some Hindu texts and consider how deities exemplify qualities of Brahman.</p> <p>What is the 'Trinity' and why is it important for Christians?</p> <p>After half term, children will find out about the baptism of Jesus and where this is found in the Bible. They will study the text in detail and find out what it means for Christians today. They will investigate how Christians show their beliefs about God and the Trinity and how these impact their lives.</p> | <p>The BBC educational website is such a fantastic resource for learning together with clear and fun educational videos and activities. Both links below will support your child's learning for the up-and-coming R.E Topics.</p> <p>What is Hinduism? - BBC Bitesize</p> <p>BBC - Religions - Christianity: The Trinity</p> |
| <p>Art & Design</p>  | <p>Drawing: Growing artists</p> <p>This unit focuses on teaching children the use of shapes, shading, and texture in art to enhance their drawing skills. It emphasises developing a sense of light and dark, using frottage for texture, and experimenting with different tools to create expressive and abstract art.</p> | <p>Talk to you children about what they are creating in class and if there are any skills they could replicate at home. Look at pieces of artwork at home or in galleries, public spaces and talk about them.</p> |
| <p>D.T</p> | <p>Pneumatic mechanisms</p> <p>Within this exciting unit of work, the children will look at pneumatic powered machines and how they work. This will lead to</p> | <p>It is importing that children understand that most machines have been designed to solve a</p> |

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|  | <p>the children designing their own mechanism through design and construction.</p> | <p>problem. When you are at home or out and about, try to spot machines in the real world, asking questions like “Why have they been made?” “What problem do they solve?”</p> |
| <p>Music</p>  | <p>Children’s learning is focused around one song ‘Let Your Spirit Fly’. The material presents an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked.</p> <p>After half term we will look at ‘Bring Us Together’ by Joanna Mangona and Pete Readman. This is a Disco song about friendship, peace, hope and unity.</p> | <p>Listen to and discuss a range of different genres of music and try finding the beat in songs. This could be through clapping, or dancing. What are their favourite songs? Why?</p> |
| <p>P.E</p>  | <p>Tag Rugby</p> <p>In this unit children will develop their understanding of the attacking and defending principles of the invasion game. In all activities, children must think about how they use skills, strategies and tactics to outwit the opposition. In tag rugby pupils do this by maintaining possession and moving the ball towards the try line to score. Children develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules.</p> | <p>Ensure children have opportunities to practise key skills such as hand to eye coordination and receiving a ball.</p> |
| <p>Spanish</p>  | <p>Musical Instruments</p> <p>Children will learn 10 common instruments and will be introduced to the 1st person singular high frequency verb ‘I play’ in Spanish.</p> <p>Phonics</p> <p>Children will learn a selection of the key phonemes to facilitate accurate and authentic pronunciation as part of their language learning experience. Each of the lessons is accompanied by a song that pupils will be encouraged to actively participate in, as well as a mouth mechanics guide video.</p> | <p>At home it would be great if you could ask them about the words and phrases they have learnt. Also, a free app called 'Duolingo' could be used to further their knowledge.</p> |
| <p>Computing</p>  | <p>Computing systems and networks</p> <p>Children will develop their understanding of digital devices, with an initial focus on inputs, processes, and outputs. They will also compare digital and non-digital devices. In addition, they will discover the benefits of connecting devices in a network</p> <p>Programming – sequencing sounds</p> <p>After half term, the children will be introduced to a selection of motion, sound, and event blocks which they will use to create their own programs, featuring sequences. The final project is to make a representation of a piano.</p> | <p>Encourage your children to login at home and create their own coding projects. Children can log into their accounts at school and share their creations.</p> |