

# Class 2 Essential

## ▶ Knowledge

Autumn 2 2025

# English

In English we are looking at the story 'Leaf' by Sandra Dieckmann



<b>B</b>
<b>Vehicle Text</b>
<b>Leaf by Sandra Dieckmann</b>
<b>Writing Outcomes &amp; Writing Purposes</b>
<b>Narrative Outcome:</b> Outsider Narrative <b>Purpose:</b> To narrate
<b>Non-fiction Outcome:</b> Information Report <b>Purpose:</b> To inform
<b>Grammar: Word</b>
<b>Build on previous units &amp; focus on:</b> Verb inflections ('we were' instead of 'we was') Develop understanding of grammatical difference between plural and possessive -s (WO2) Indicating possession by using the possessive apostrophe with plural nouns (WO2)
<b>Grammar: Sentence</b>
<b>Build on previous units &amp; focus on:</b> Noun phrases expanded by the addition of modifying adjectives, nouns and prepositions Fronted adverbials Develop understanding by expressing time and place using prepositions e.g. <i>before, after, during, in</i> etc. (Y3 consolidation)
<b>Grammar: Text</b>
Nouns or pronouns to aid cohesion and avoid repetition Paragraphs to organise ideas around a theme
<b>Grammar: Punctuation</b>
<b>Build on previous units &amp; focus on:</b> Using commas after fronted adverbials

# Maths - Year 3 and 4

Weeks 1 & 2 - Mondays to Thursdays

**Step 10** Subtract up to two 4-digit numbers – no exchange

**Step 11** Subtract up to two 4-digit numbers (across a 10)

**Step 12** Subtract up to two 4-digit numbers (across a 100)

**Step 13** Subtract up to two 4-digit numbers (across a 1,000)

**Step 14** Subtract numbers with a different numbers of digits

**Step 15** Complements to 100 and 1,000

**Step 16** Estimate answers

**Step 17** Inverse operations

Weeks 1-7 - Fridays

**Step 1** Measure in centimetres and millimetres

**Step 2** Measure in kilometres and metres

**Step 3** Kilometres, metres, centimetres and millimetres

**Step 4** Equivalent lengths

**Step 5** Add and subtract lengths

**Step 6** What is perimeter?

**Step 7** Calculate perimeter

# Maths - Year 3 and 4

Weeks 3-7 - Mondays to Thursdays

**Step 1** Arrays

**Step 2** Sharing and grouping

**Step 3** The 2, 5 and 10 times-tables

**Step 4** The 4 times-table

**Step 5** The 8 times-table

**Step 6** The 2, 4 and 8 times-tables

**Step 7** The 3 times-table

**Step 8** The 6 times-table

**Step 9** The 9 times-table

**Step 10** The 3, 6 and 9 times-tables

**Step 11** The 7 times-table

**Step 12** The 11 times-table

**Step 13** The 12 times-table

**Step 14** Multiply by 1 and 0

**Step 15** Divide a number by 1 and itself

# Geography

## Looking at Europe

### Europe

Europe is the continent we live on.

It is split into lots of different countries.

Part of the country of Russia is in Europe, and part of it is in Asia.



### 3 Regions in Europe

• **The Peak District (UK)** – This is an area of hills in the counties of Derbyshire, Cheshire, Staffordshire, Yorkshire and Greater Manchester, located in north-central England.

• **Graian Region (The Alps)** – The Alps is a large mountain range in Europe, which stretches across lots of countries. The Graian Region is a region within the Alps. It is spread across parts of France, Italy and Switzerland.

• **Amalfi Coast (Italy)** – This is a coastal region along the southwest of Italy. It has many beaches and some mountains inland.

### Tourism

A tourist is someone who visits a place for leisure (for fun!). Whenever we go on holiday – inside or outside of the UK – we are tourists.

Tourism is the business of encouraging tourists to come to a place and helping them enjoy themselves when they arrive.

### Social, economic and environmental impacts



social

an impact on the lives of people



economic

an impact that relates to money in the area



environmental

an impact on the local environment

Tourism can have social, economic and environmental impacts on an area. For example:

- Tourists may not always behave and they might upset the local population.
- Local traditions keep going and can be shared with tourists from across the world.

- Tourism creates jobs in an area, such as with restaurants, tour companies and activity centres.
- The costs of homes or activities in the area may rise, becoming too expensive for local people.

- Tourists may bring extra traffic and pollution, and they may drop litter.
- Wildlife and the environment may be damaged by the activities of tourists.

# Music

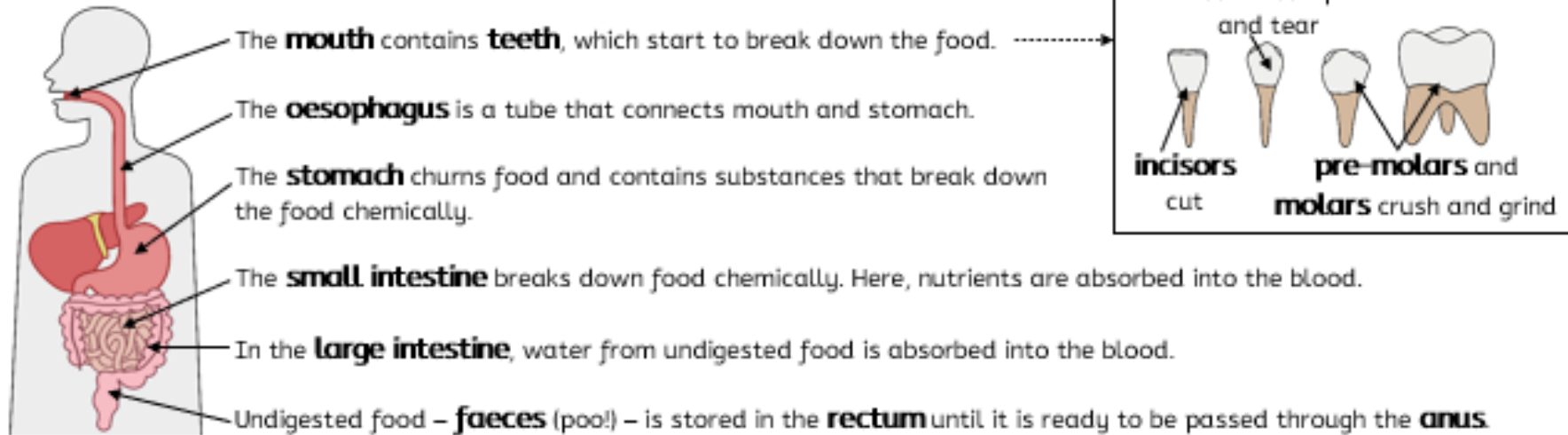
- ▶ This year the children will be learning to play the flute with The Music Partnership



## Food & Digestion

### Digestion

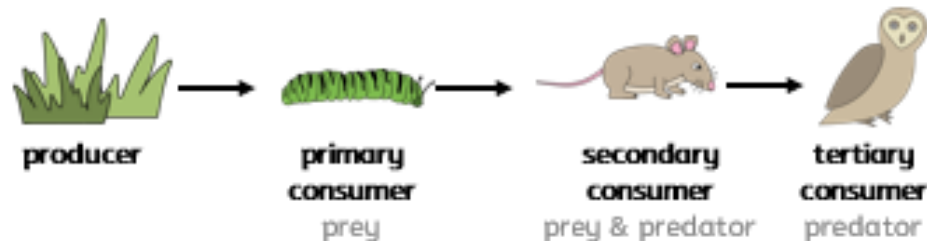
The food that animals eat needs to be broken down into very small parts, so that they can be absorbed into the blood and used around the body. The process of breaking food down is called **digestion**.



### Feeding relationships

An **ecosystem** is all the organisms living in an area and the non-living features of the environment, such as precipitation, temperature, wind, soil and sunlight.

In an ecosystem, there are many feeding relationships. These can be shown through **food chains** or food webs.



# PSHE - Relationships

In PSHE this half term we are going to be learning how to build and maintain healthy, positive relationships with friends and family. We are learning to:

- Understand what makes a good friend and how to recognise and respond to unkind or unhealthy behaviour.
- Explore different types of families and what it means to belong to one.
- Learn how to manage disagreements, deal with peer pressure, and resolve conflicts fairly.
- Recognise and respect similarities and differences between people.
- Develop confidence to talk about feelings and ask for help if they feel worried or excluded.
- Understand that kindness, respect and safety are just as important online as in person.

This topic helps children develop empathy, communication skills and emotional awareness so they can form positive, respectful relationships now and in the future.

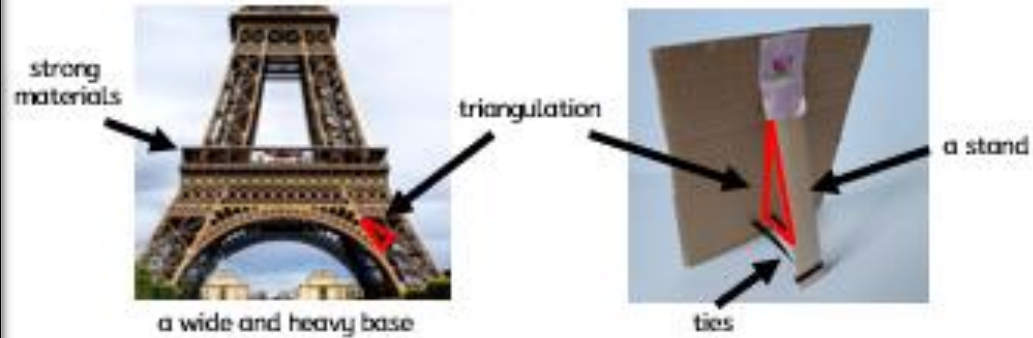


# Design & Technology

## Picture Frames

### Structures

Structures can be made strong and stable with:



### Designing

- Design criteria: a list of things on which a product can be judged.
- Sustainability is a design criteria.
- Sustainable products use sustainable materials and are easy to recycle.

Sustainable	Not sustainable
wood	glitter
cardboard	sequins and gems
paper	foams
paper tape	sellotape

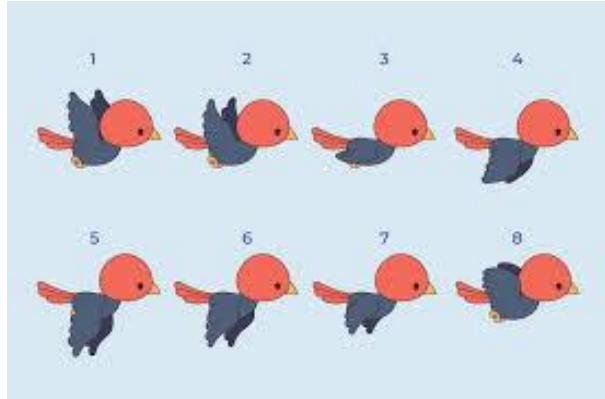
### Making

Tool	Purpose
ruler	measuring lengths
set square	marking right angles
bradawl	making small holes
clamp	holding things secure
junior hacksaw	cutting hard materials

Working safely with tools:

- Always work sensibly and responsibly.
- Stay completely focused on what you are doing.
- Follow the instructions given.
- Avoid distracting other people who are working with tools.
- Never touch the tools at other times.

# Computing - Stop-Frame Animation



We will explore different ways of building a stop-frame animation. They will then use these new skills to plan and produce an animation that tells a short story.

To finish the unit, the children will enhance their animation by adding extra elements, for example sound effects, music and simple text.

# R.E

**Our key question for this half term is:**

**‘Why are festivals important to religious communities?’**

We are going to explore how and why festivals are celebrated in different religions, such as Easter, Diwali, Eid and Passover. We will learn that festivals are more than just celebrations – they help believers remember important stories and teachings, bring communities together, and express shared values like hope, forgiveness and gratitude.

We will compare different festivals, look at the symbols and traditions involved, and reflect on why people everywhere choose to celebrate special times. This helps them appreciate the importance of belonging, memory and meaning in both religious and non-religious celebrations.



# French - On the Move

- Learn names of modes of transport
- Accurately pronounce the modes of transport
- Recognise names of modes of transport when written
- Show understanding when hearing the words
- Know the words for each mode of transport
- Label the pictures, using matching activities
- Play games co-operatively in French, practising the words
- Understand the question: “Comment vas-tu à l’école?” (How do you go to school?)
- Answer the question appropriately: "Je vais à l’école... (I’m going to school...)

