

Year 4 Term 2 Topic Web

Dear Parents/ Carers,

First and foremost, we would like to say a huge well done to the pupils of Year 4 for the efforts they have put into their learning in Term 1. 'Well-being Week' and the 'Colour Run' seem a distant memory. We have been incredibly impressed with the way in which pupils have settled into their learning and there have been numerous highlights from the term. From the study of the Viking invasion, to the beautiful watercolour artwork pupils have produced; from the in-depth study of Katherine Johnson, to the launch of our very own rockets, pupils have been engaged with our topics and produced commendable outcomes.

We look forward to what is to come in Term 2! The following Topic Web provides the details of pupil learning in Term 2 and curriculum content.

If you have any questions about the contents of this document, please do not hesitate to get in contact.

Kind Regards

Mr Colman (Jaguars)
Mr Frost (Leopards)

Parent Communication: SeeSaw

It was fantastic to see parents at Parent's Evening and hopefully now all parents will have the sign-in sheets for their SeeSaw accounts and information on how parents/ carers can access these. SeeSaw will be used as a way of communicating messages at a whole class level (i.e. reminders, sharing successes, key information).

If you would like to meet or speak with class teachers about your child, we ask that this be communicated through the school office email account or speak to teachers at collection.

Home Learning/ Supporting at Home:

Each week, pupils will have 'Home Learning Books' sent home on Wednesday.

These will contain:

- 1 x Maths home learning assignment
- 1 x English home learning assignment
- Weekly spelling lists (8 spellings)

We ask that pupils complete the assignments and hand them in for the following Tuesday. This allows teaching staff to look over the completed assignments and support pupils where needed.

Spellings will be tested each Wednesday.

Pupils will also now have their reading books and diaries based on their reading level. We encourage parents to read with pupils as much as possible, as the benefits of reading across all areas of learning are significant. Reading diaries will be checked each week and books changed on a weekly basis where necessary.

Year 4 MTC Check:

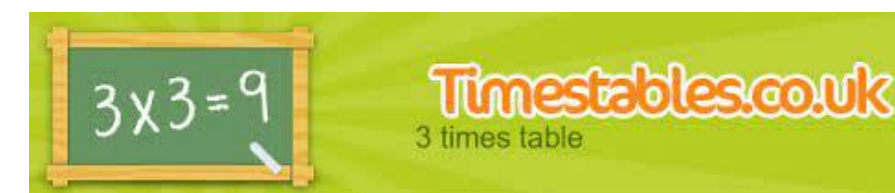
Information about the Year 4 Multiplication Tables Check can be found in the Maths section of this document. In the interim, pupils will have logins for <https://www.timestables.co.uk/> which has excellent resources and a platform which replicates the actual MTC Check.



Seesaw

Supplementary Learning:
Pupils now have logins for both Doodle Maths and Spelling Shed.

These are fantastic additional optional resources for pupils to support their learning in Maths and English.



T2 Spelling Progression

Week 2 (Test Date: 12.11.2025)

Challenge Words

strength, grammar, calendar,
women, appear, straight, interest,
opposite, increase, believe

Week 3 (Test Date: 19.11.2025)

Words ending in '-ation'

information, sensation,
preparation, vibration, decoration,
donation, duration, registration,
population, determination

Week 4 (Test Date: 26.11.2025)

Words ending in '-ation'

adoration, admiration, coronation,
detonation, observation,
location, generation, exploration,
combination, illustration

Week 5 (Test Date: 3.12.2025)

Words ending '-ly'

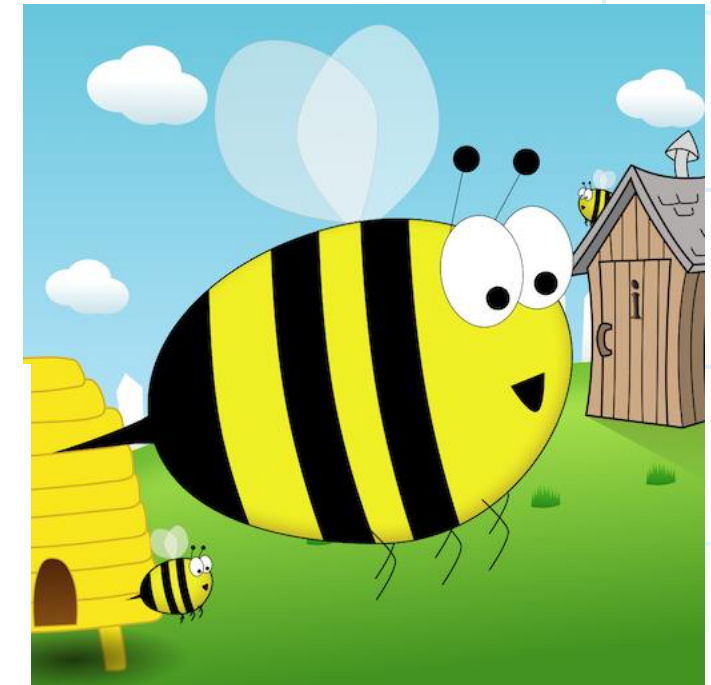
sadly, completely, wildly, bravely,
gently, foolishly, proudly, horribly,
nervously, happily

Week 6 (Test Date: 10.12.2025)

Words ending '-lly'

usually, finally, beautifully,
thoughtfully, wonderfully,
carefully, faithfully, peacefully,
cruelly, generally

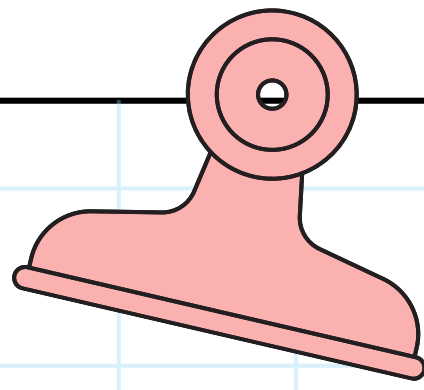
Spelling Shed 



Spelling word list for Year 3 and Year 4

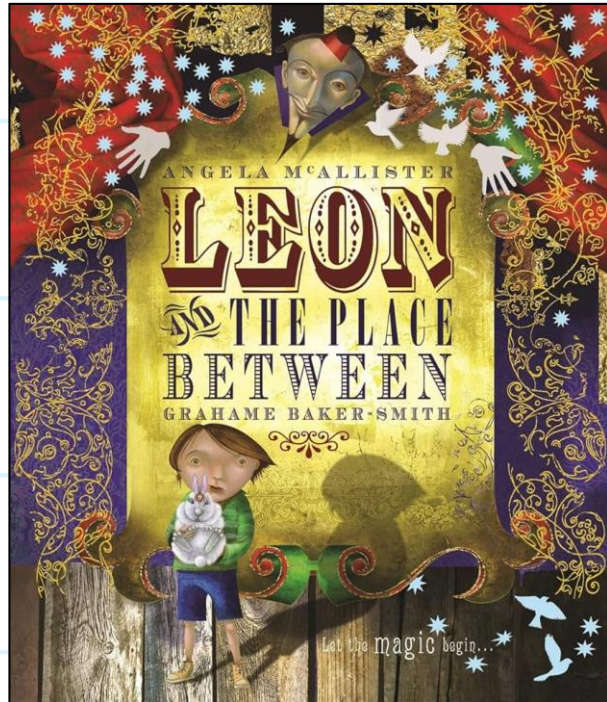
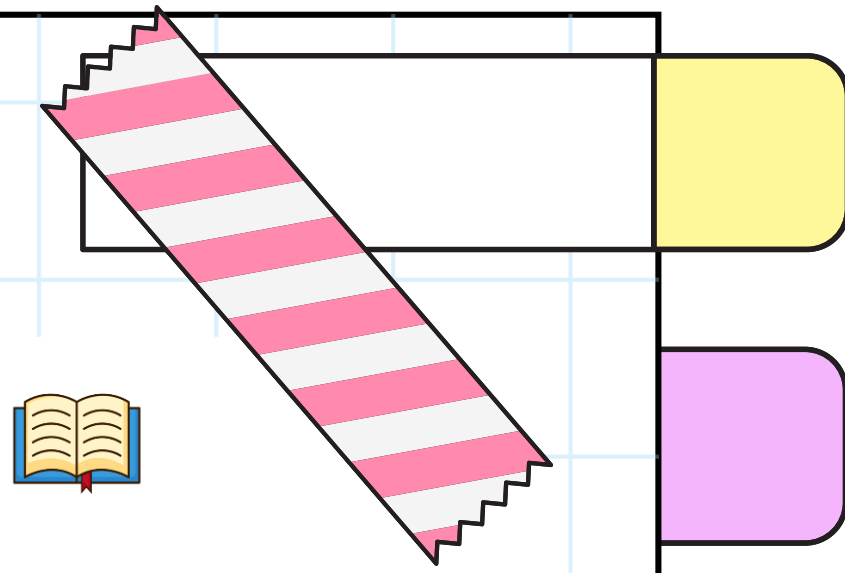
100 words that children in England are expected to be able to spell by the end of Year 4 (age 9). How many can you spell?

accident(ally)	disappear	interest	pressure
actual(ly)	early	island	probably
address	earth	knowledge	promise
answer	eight/eighth	learn	purpose
appear	enough	length	quarter
arrive	exercise	library	question
believe	experience	material	recent
bicycle	experiment	medicine	regular
breath	extreme	mention	reign
breathe	famous	minute	remember
build	favourite	natural	sentence
busy/business	February	naughty	separate
calendar	forward(s)	notice	special
caught	fruit	occasion(ally)	straight
centre	grammar	often	strange
century	group	opposite	strength
certain	guard	ordinary	suppose
circle	guide	particular	surprise
complete	heard	peculiar	therefore
consider	heart	perhaps	though/although
continue	height	popular	thought
decide	history	position	through
describe	imagine	possess(ion)	various
different	increase	possible	weight
difficult	important	potatoes	woman/women



T2 English: Leon and the Place Between

by Grahame Baker-Smith.



Writing skills within this unit:

- Use Standard English forms for verb inflections
- Extend the range of sentences with more than one clause by using a wider range of conjunctions (when, if, because, although)
- Indicate possession by using the possessive apostrophe with plural nouns
- Recognise the difference between plural and possessive 's'
- Build a varied and rich vocabulary

Reading comprehension covered:



- Read for a range of purposes
- Discuss words and phrases that capture the reader's interest
- Draw inferences and justify.
- Predict from details stated and implied
- Identify main ideas drawn from more than one paragraph and summarise
- Identify how language, structure, and presentation contribute to meaning

Writing outcome:

To write Leon's secret diary about what really happened in 'the place between', including conversation between Leon and the boy

Key Vocabulary:

Developing Vocabulary:

appear	material	impatient	big top
describe	occasion	lantern	lantern
disappear	popular	fidget	braid
famous	regular	twitch	barrel organ
favourite	sentence	swish	carousel
guide	special	lurch	mechanical
heard	although	awkward	handkerchief
heart	through	applause	pantaloons
imagine	various	astonishment	trousers
		majestic	lute



- RE- belief and wonder
- PSHE- courage, imagination and facing fear



Dear Diary,

I still can't stop thinking about the Place Between. It wasn't like anywhere I've ever been before — not dark, but not light either. The air shimmered and hummed quietly, as if it was full of invisible wings. I couldn't tell if time was moving, or if it had completely stopped.

When I first saw the boy, he was standing a few steps away, watching me with curious eyes. He looked calm, although I could sense that he knew much more about this place than I did.

"Where are we?" I asked. My voice sounded strange, as though it belonged to someone else.

He smiled faintly. "We're nowhere and everywhere," he said. "This is the space between what was and what will be."

I didn't really understand, but I nodded anyway. "Can we leave?" I asked.

"Only when it's time," he replied. "The Between keeps you until you're ready."

The boy's words echoed in my head long after he vanished into the glowing mist. I could still hear faint whispers — maybe the children's voices from my world, calling me back. It felt like the Between was alive, holding all our hopes and fears inside its silence.

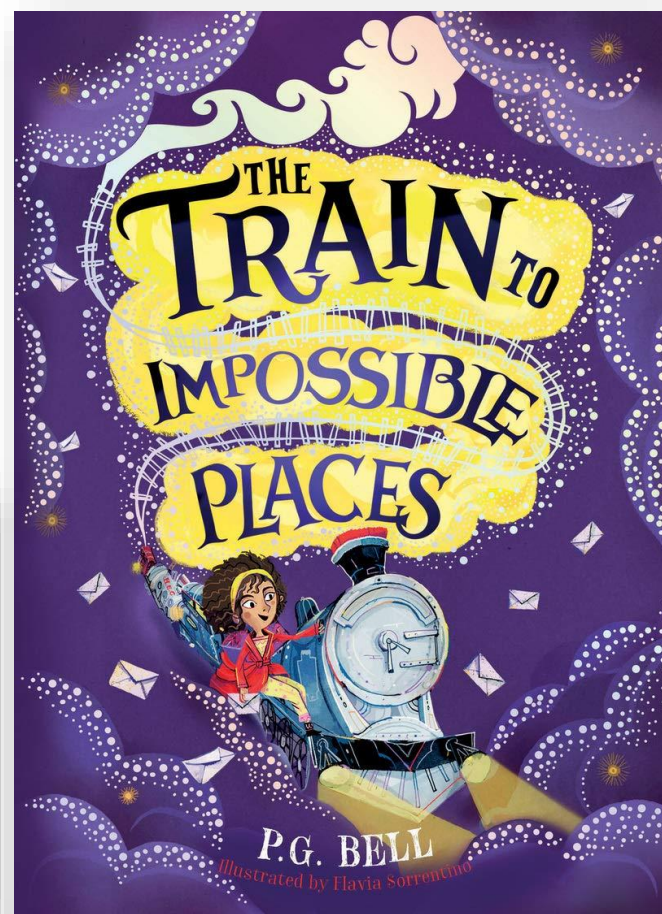
Although I'm back now, part of me still listens for that quiet hum. If I ever return, I'll try to be braver, because I think the Place Between only shows its truth when you stop running from it.

Leon

T2 Reading: The Train to Impossible Places

The Train to Impossible Places is a children's fantasy novel about a girl named Suzy who discovers a magical train, the Impossible Postal Express, running through her house. She is recruited by the troll-boy conductor to help deliver a cursed package to a powerful sorceress, which puts her in the middle of a magical adventure with high stakes for the fate of all impossible places.

When reading The Train to Impossible Places, Year 4 children will develop key reading skills such as predicting, summarising, inferring characters' thoughts and feelings, and exploring rich vocabulary and imaginative settings. They will learn about courage, curiosity, and problem-solving through the characters' adventures, as well as the importance of friendship, fairness, and standing up for what is right. The story encourages creativity, resilience, and open-mindedness, helping children understand that even the most impossible challenges can be overcome with teamwork and determination.



Through reading The Train to Impossible Places both as a class and independently, the following skills are practised:



As well as the necessary skills to read and comprehend a text, we will also have a mastery focus on:

- Retrieve and record information from non-fiction*
 - Use dictionaries to check the meaning of words that they have read
 - Ask questions to improve understanding
- Identify main ideas drawn from more than one paragraph and summarise
- Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence
 - Identify themes and conventions in a wide range texts
- Identify how language, structure and presentation contribute to meaning
- Discuss words and phrases that capture the reader's interest and imagination



T2 Mathematics:

Measurement: Area

In Term 2, Year 4 will start their mathematical study by focussing on Area. Area is the amount of space taken up by a 2D shape. 2D shapes are completely flat. To work out the area of a square or a rectangle, multiply its height by its width.

If the height and width are in centimetres (cm), the area is shown in cm^2 . If the height and width are in metres (m), the area is shown in m^2 . A square with sides of 5 m has an area of 25 m^2 , because $5 \times 5 = 25$. The following are the topics covered within the concept of area:

- What is area?
- Count squares
- Make shapes
- Compare areas

Multiplication and Division:

Our study will then move on to Multiplication and Division. We will start by covering multiplication facts and corresponding division facts to ensure these are secured by pupils, before focussing on more formal written methods:

- Factor pairs
- Use factor pairs
- Multiply by 10, 100
- Divide by 10, 100

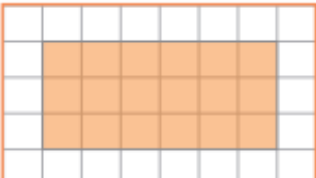
- Related facts - multiplication and division
- Informal written methods for multiplication
- Multiply a 2-digit number by a 1-digit number
- Multiply a 3-digit number by a 1-digit number
- Divide a 2-digit number by a 1-digit number
- Divide a 3-digit number by a 1-digit number
- Correspondence problems
- Efficient multiplication

Area of Rectangles


$\text{length} \times \text{width} = \text{area of a rectangle}$

Counting squares:
area = 18cm^2

Use formula:
 $6\text{cm} \times 3\text{cm}$
area = 18cm^2



4cm



8cm

$8\text{cm} \times 4\text{cm} \text{ area} = 32\text{cm}^2$

Multiple

We get multiples after multiplying a number by a whole number.

$$6 \times 1 = 6 \quad 6 \times 2 = 12 \quad 6 \times 3 = 18$$

These are multiples of 6. Can you think of any more?

Factors

A number that divides into another number without leaving a remainder.

Factor of 6 are: 1, 2, 3 and 6

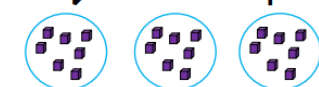
$$1 \times 6 = 6 \quad 2 \times 3 = 6 \quad 3 \times 2 = 6 \quad 6 \times 1 = 6$$

$$244 \times 4 = \underline{976}$$

		2	4	4
×				4
			1	6
+		1	6	0
+		8	0	0
		9	7	6

Problem Solving and Reasoning:
As part of our approach to Maths, we aim for pupils to be fluent with key concepts. There are also regular problem solving and reasoning challenges to develop a deeper understanding of the concepts.

Equal Groups



$$7 \times 3 = 21$$

There are 3 groups with the same amount in each group. They are equal groups.

Key Vocabulary:

Area Vocabulary:

- Area
- Surface
- Counting Squares
- 2D Shape
- Square
- Right Angles
- Perpendicular
- Rectilinear
- Systematic
- Strategy

Multiplication and Division Vocabulary:

- | | |
|-------------------|----------------|
| Equal groups | Division Facts |
| Repeated Addition | Dividend |
| Multiply | Divisor |
| Divide | Quotient |
| Array | Multiple |
| Multiplier | Factor |
| Multiplicand | Factor Pairs |
| Product | Partitioning |
| Commutative Law | Exchange |
| Distributive Law | Remainder |

Year 4 Multiplication Tables Check

Overview of the Multiplication Tables Check (MTC)

The multiplication tables check (MTC) is statutory for all year 4 pupils in England.

The purpose of the MTC is to determine whether pupils can recall their times tables fluently up to 12, through a set of 25 timed questions. This skill is essential for future success in mathematics, and the check will help schools identify pupils who have not yet mastered this and provide additional support.

In 2026, schools must administer the MTC in the 2-week period between Monday 1st June and Friday 12th June.

Information for Parents

An information document for parents from the DfE can be found by following the link below:

<https://www.gov.uk/government/publication/s/multiplication-tables-check-information-for-parents>

How can you help at home:?

Pupils will now have a [timestables.co.uk](https://www.timestables.co.uk) login sent home with them. On this website, there is a replica MTC trial run. This will help pupils to familiarise themselves with the assessment, so that it becomes second nature.

A good way to prepare is to start early and build a daily routine practising the times tables. With regular practise pupils will learn all the questions and gain confidence. We suggest practising 10 to 15 minutes a day for optimal results and the website has a variety of games and activities to support with this.

<https://www.timestables.co.uk/>

Teacher login | Login | Create free account | English (UK)

Adapted Mind | Pre-K | 1st Grade | 3rd Grade | 5th Grade | 7th Grade | Kindergarten | 2nd Grade | 4th Grade | 6th Grade | 8th Grade

Learn your times tables

At [timestables.co.uk](https://www.timestables.co.uk) you can easily practise all of your tables. The arithmetic problems are clear and simple so you can immediately get started on practicing your tables. Select one of the times tables you wish to practise from the list below and show what you can do on the speed test, Multiplication Tables Check or printout great worksheets.

Which times tables do you want to learn?

1 times table	2 times table	3 times table	4 times table
5 times table	6 times table	7 times table	8 times table
9 times table	10 times table	11 times table	12 times table

Practise the Multiplication tables check | Play against other players!

Multiplication tables check

Multiplication tables check

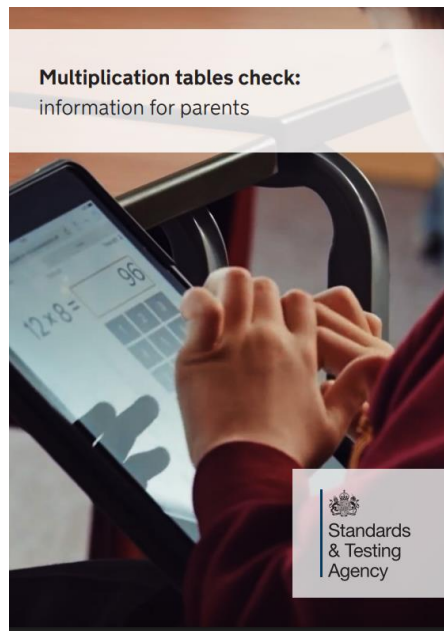
Start

Settings

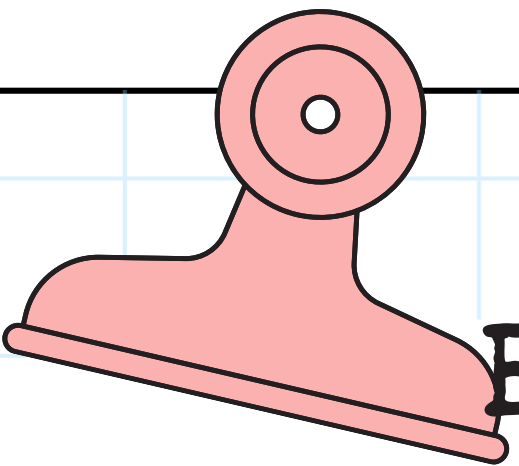
You can change the difficulty by using more time or no time limit at all per question. After the test you can print the results.

Show previous results

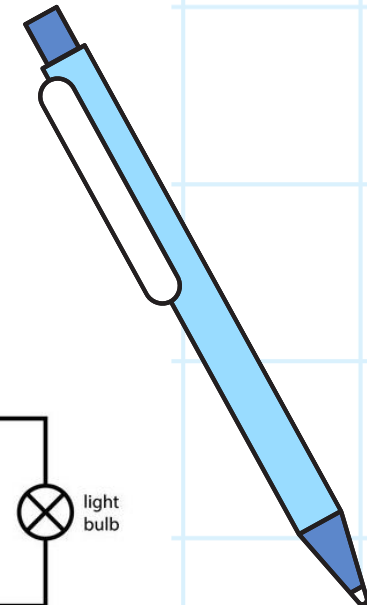
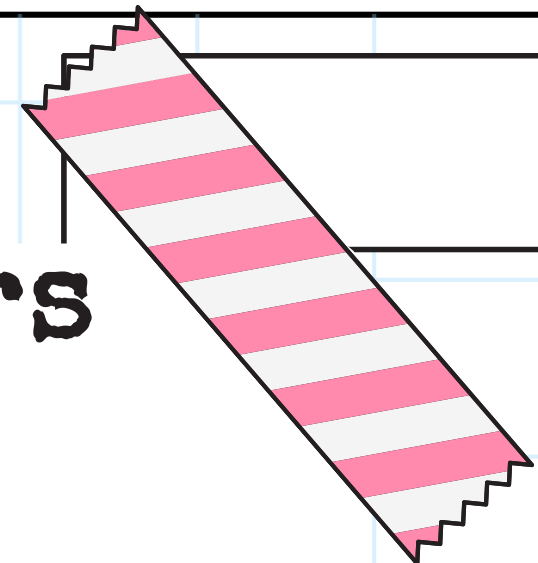
What is the Multiplication Tables Check



Standards & Testing Agency



T2 Science: Electrical Circuits and Conductors

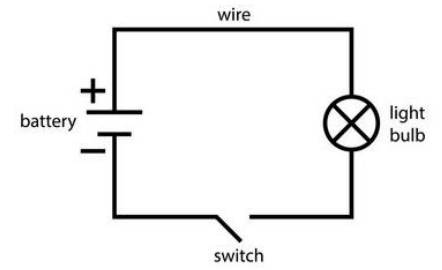


Glossary:

conduct	To allow electricity to pass through.
electric current	The flow of electric charge through a circuit.
LED	Light-emitting diode. A device that emits light when part of a complete circuit.
renewable	Something that can be used and then easily replaced.
resistance	The ability of a conductor to oppose the flow of electric current.

Within this topic, your child will explore the importance of electricity and its sources, learn about electrical safety, and investigate components such as batteries, wires, lamps, buzzers, and motors. They will construct series circuits, examine conductivity, and distinguish between conductors and insulators.

Your child will design switches, explore plugs, ask research questions about light bulbs, and create programs to control traffic lights. They will apply their learning to design, make, and evaluate a nightlight and consider the future of electricity and sustainable energy.



Core Knowledge:

<p>A component is a part of an electrical circuit.</p> <p>Symbols are often used to represent the components so they are easy to draw and recognise.</p>	<p>battery/cell</p>	<p>wire</p>	<p>bulb</p>
	<p>open switch</p>	<p>closed switch</p>	<p>buzzer</p>

A **circuit diagram** is a simple line drawing that represents how the components in an appliance join together.

Electrical conductors are materials that allow electrical charge to flow through quickly.

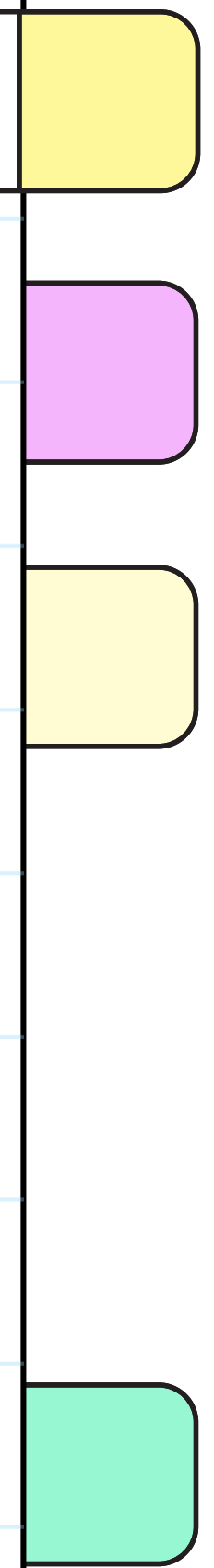
Metals are good electrical conductors.

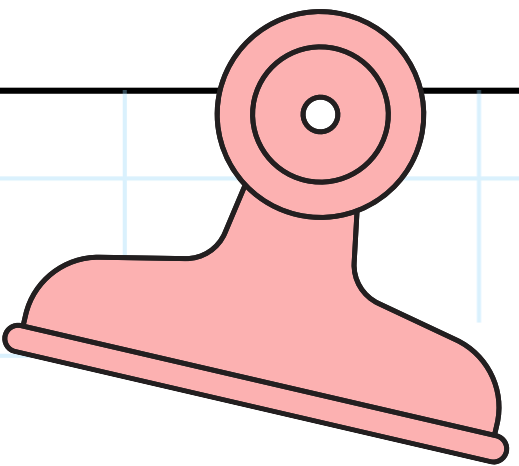
Electrical insulators are materials that do not allow electrical charge to flow easily.

Plastics are good electrical insulators.



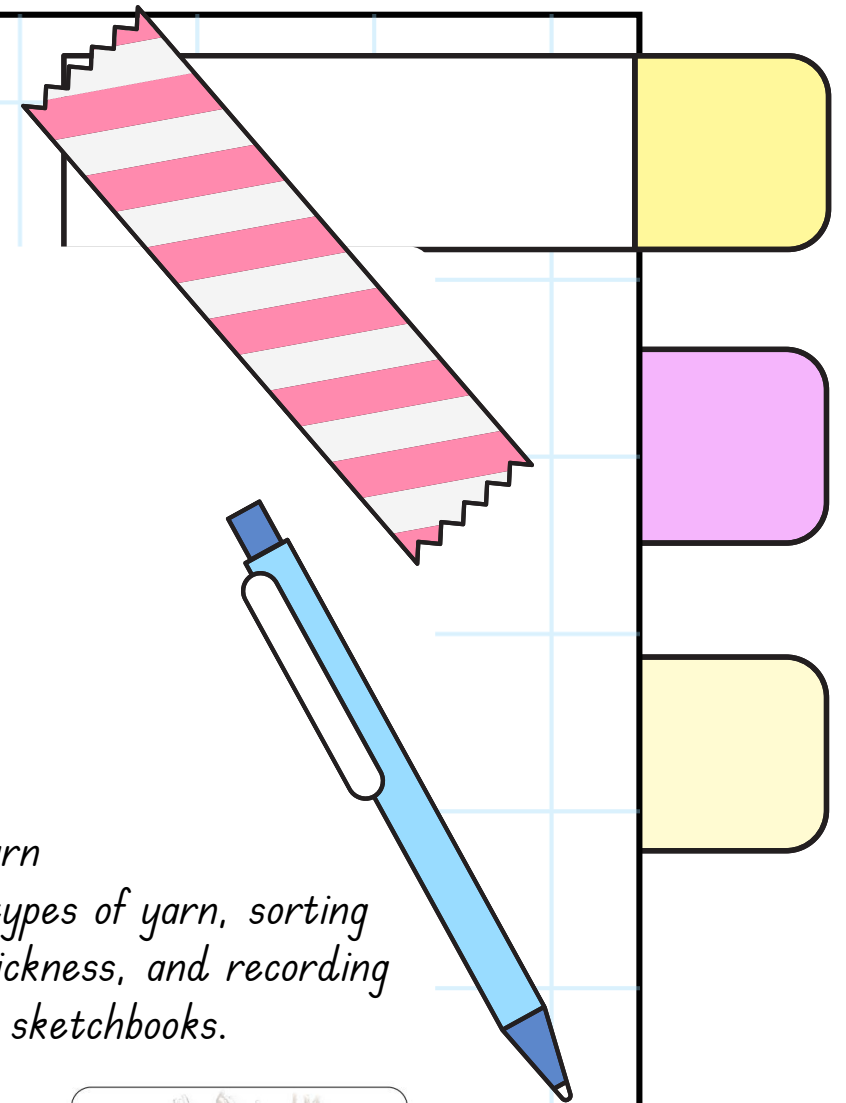
- D&T- Making switches, designing and making a nightlight
- Geography- Sustainable energy sources





T2 Art: Warp and Weft

Within this topic, your child will explore the art of weaving and how it has developed over time. They will begin by investigating different types of yarn, recording ideas and observations in sketchbooks. They will then learn about the warp and weft technique, using cardboard looms, yarns, and large plastic needles to create woven patterns. Your child will design their own patterns, experimenting with colour, texture, and technique, before applying their skills to create a decorative wall hanging using a variety of materials such as yarns, ribbons, lace, and natural elements.



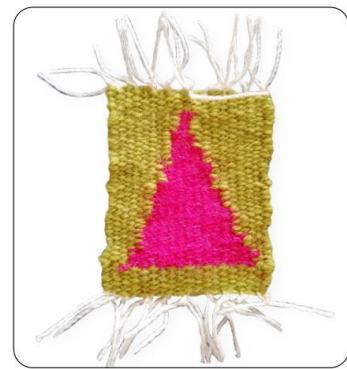
Glossary:

- Braid** - A narrow piece of patterned fabric.
- Branch weaving** - A way to make a V-shaped weave using a tree branch.
- Cup weaving** - A way to make a cup-shaped weave using a cup.
- Dye** - A natural or synthetic substance used to add colour.
- Elasticity** - The stretchiness of something.
- Fabric** - Cloth produced by weaving threads.
- Loom** - A piece of equipment used for weaving yarn into fabric.
- Straw weaving** - A way to make something using straws as a loom.
- Synthetic** - Something that is human-made.
- Texture** - The way a surface or substance feels.
- wall hanging** - A decorative weaving, often patterned and displayed on a wall.
- Warp** - A vertical thread.
- Weaving** - A way to make fabric using yarn.
- Weft** - A thread passed horizontally across warp threads.
- Yarn** - Thread used for making fabric or for knitting.

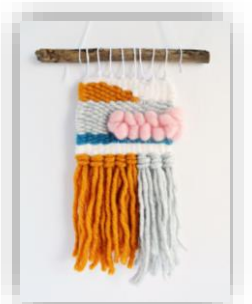
Weaving through time
 We will explore the history of weaving, ordering examples chronologically and discussing how colour, pattern, materials and technology have changed over time.



Exploring yarn
 We will investigate different types of yarn, sorting them by texture, colour and thickness, and recording our observations in our sketchbooks.

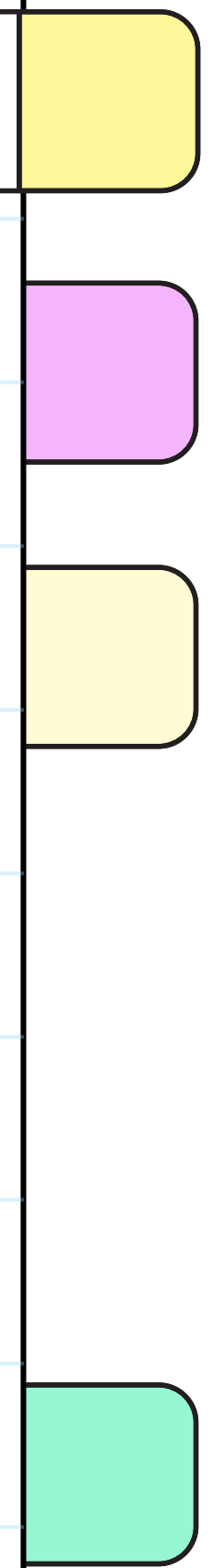


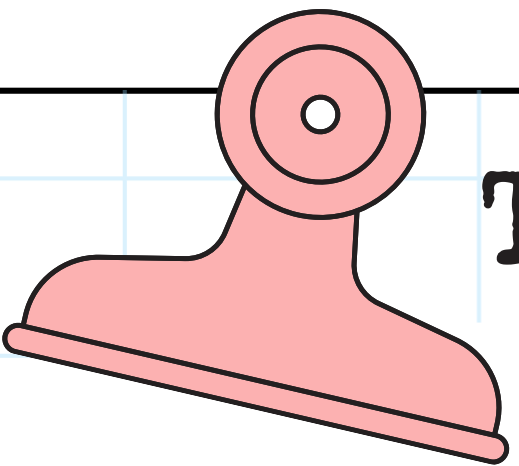
Weaving on a loom
 We will learn how to weave on a cardboard loom, choosing yarns to create our own design and evaluating what went well and what could be improved.



Weaving shapes
 We will learn how to weave shapes, plan our designs in sketchbooks, and create a patterned mini fabric sample using different yarns.

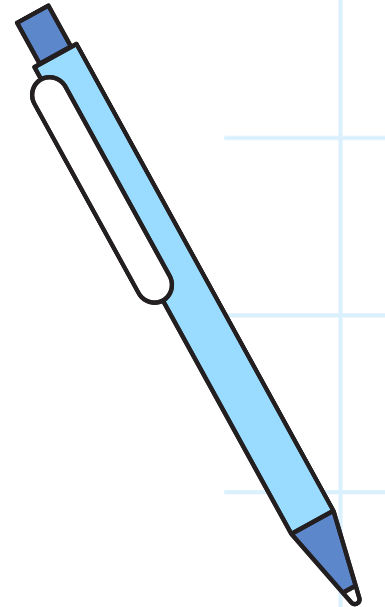
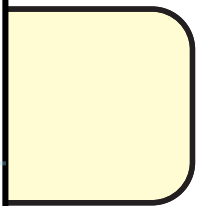
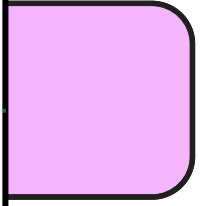
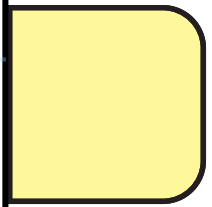
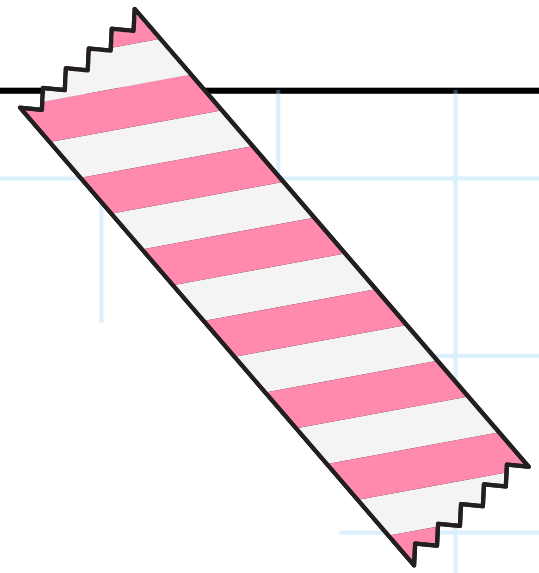
Woven wall hangings
 We will design and make our own woven wall hangings, experimenting with colours and materials, and evaluate our finished work in a class gallery.





T2 Geography: Interconnected World

Within this topic, your child will develop their map-reading skills by using compasses, grid references, and maps to locate features and explore places. They will learn about the Tropics of Cancer and Capricorn, tropical climates, and the countries and cultures of North and South America. Your child will study key physical features of the United Kingdom, investigate the National Rail and canal networks, and carry out an enquiry using maps and surveys to test a hypothesis and draw conclusions.



Glossary

colonisation	Settlers from other countries taking control of an area from indigenous people.
immigration	Coming to another country to live there permanently.
line of latitude	An imaginary, horizontal line around Earth.
mangrove forest	A large area of tropical trees that grow in saltwater.
originate	To come from a particular place.
principal	Main or most important.
terminate	The end of a journey.

Lesson Sequence:

Compass points and 4/6-figure grid references

The Tropics of Cancer and Capricorn

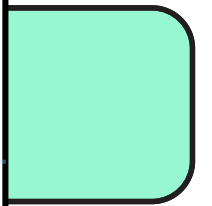
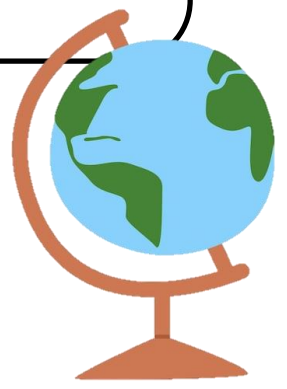
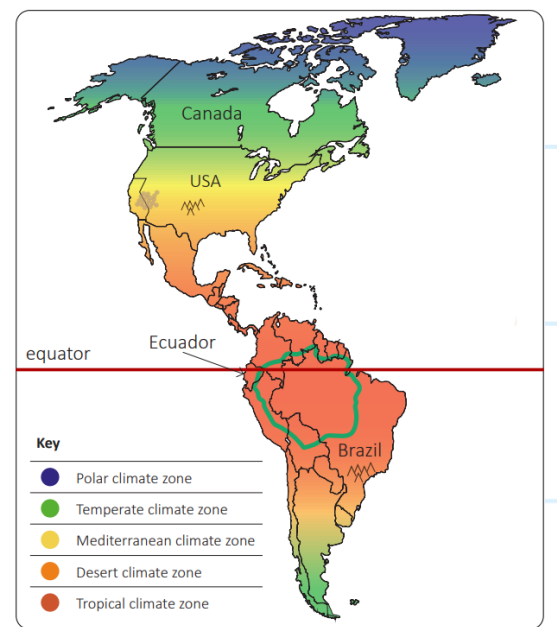
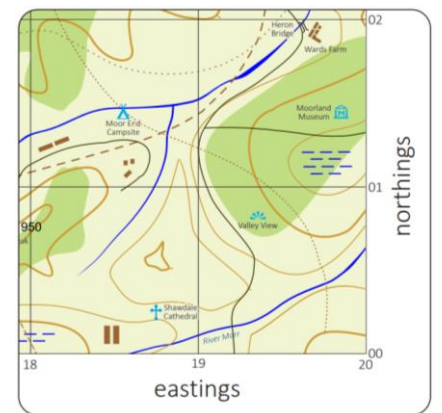
Comparing and contrasting the climates, features and lives of North and South America

Significant physical features of the United Kingdom

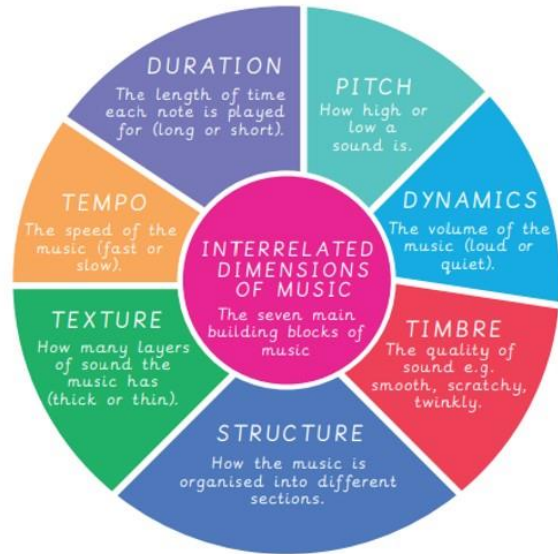
Canals, rail and local transport links enquiry



- D&T- Making switches, designing and making a nightlight
- Geography- Sustainable energy sources



T2 Music: Rock and Roll



This term, pupils will perform the hand jive hand actions in sequence and in time with the music, as well as sing in tune and perform our actions in time. They will play the notes of the walking bass in the correct sequence, and independently play their part with some awareness of the other performers.

Key Vocabulary:

Vocabulary

Bass line The lowest part of the music, played by a bass or bass guitar in rock and roll.

Walking bass A bass line that moves step by step using pitches that are next to each other.

Notation The way that music is written so that others can play it.

In time Playing or singing at the same speed as the music.

Hand jive

A rock and roll dance where you move your hands a lot!



In tune Singing or playing with the correct pitch.

Tempo The speed or pace of the music. It can change throughout a piece of music.

Dynamics The volume of the notes. This often changes throughout a piece of music.

Pitch How high or low a note sounds.

Key Skills:

- Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.
- Identifying common features between different genres, styles and traditions of music.
- Recognising, naming and explaining the effect of the interrelated dimensions of music.
- Using musical vocabulary to discuss the purpose of a piece of music.
- Using musical vocabulary when discussing improvements to their own and others' work.
- Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes.
- Singing and playing in time with peers with accuracy and awareness of their part in the group performance.
- Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique.
- Explaining their preferences for a piece of music using musical vocabulary.

Instruments



Rock and roll was created in America in the 1950s after the war and was made to depict happiness and a new life. The name comes from the phrase 'rocking and rolling' which was used by mariners to explain the movement of a ship, which influenced the dance steps.



Rock and roll stems from jazz, gospel and blues music and uses the blues structure and chords. It often has a fast tempo with strong vocals, which may use screaming and shouting. Rock and roll formed the basis of our modern day rock music.

Key Knowledge:

- To know that rock and roll music uses blues chord structures, with a fast tempo and strong vocals. It was created after the second world war and it was intended to represent happiness.
- To know that a bass line is the lowest pitch line of notes in a piece of music, and a walking bassline (where patterns of notes go up then down again) is common in rock and roll.
- To know that playing in time means all performers playing together at the same speed.
- To know that playing 'in time' requires playing the notes for the correct duration as well as at the correct speed.

T2 Design Technology: Fresh Food, Good Food (continued...)

Pupils will be learning about fresh and natural foods, and how they strongly link to our bodily health and wellbeing.

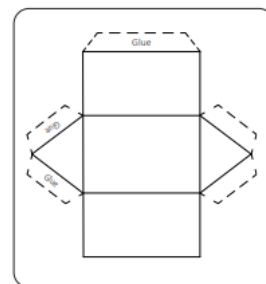
We will be learning that food spoils and we'll be learning how to slow this process, as food can be preserved by drying, salting, pickling, canning, refrigerating, freezing, pasteurising or packaging. We will also learn the difference between use by dates, and best before dates.



We will also learn that food packaging protects food, keeps it fresh, makes it easier to transport and provides information. We'll be investigating 3-D packaging nets to link with our maths. We'll also be looking at why not all packaging is currently recyclable, and what we can do to protect the environment.

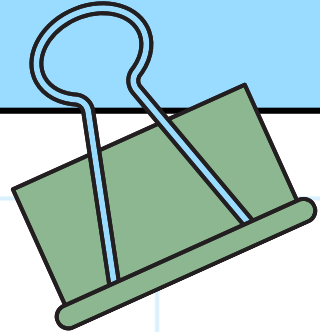


We will be learning that healthy snacks are low in fat, sugar and salt compared to many shop-bought options. We'll be learning that choosing these helps us stay healthy between meals.



Exciting Vocabulary:

best before date	net
canning	Nicholas Appert
chop	packaging
cling film	pasteurising
decay	peel
design criteria	Peter Durand
Dr Ruben Rausing	pickling
drying	preservation
Earl Tupper	Ralph Wiley
food poisoning	refrigerating
freezing	salting
grate	slice
healthy snack	tear
Henry D Thatcher	Tetra Pak
Jacob Perkins	Tupperware
Louis Pasteur	use by date
mash	William Cullen
microorganism	William Kellogg



T2 French: Clothes - Getting Dressed in France

Topic Overview:

This term, we will be recognising that some nouns are masculine and take *un*, some are feminine and take *une* and some are plural and take *des*. Later on, we will understand how to convert the indefinite article to a possessive adjective, and correctly identify items of clothing based on the written word. As well as this, we will write accurately using a support and selecting the correct form of the adjective most of the time, understanding why other forms of the adjective are wrong. Finally, we will compose a sentence using *j'aime* or *je n'aime pas*.

Key Skills:

Language comprehension

- ✓ Listening and responding to full sentences.
- ✓ Listening and noticing rhyming words when joining in with songs.
- ✓ Beginning to notice common spelling patterns.
- ✓ Following a short text or rhyme, listening and reading at the same time.
- ✓ Recognising some familiar French words when written in a short phrase.
- ✓ Identifying and discussing cognates and beginning to explore various language detective strategies.

Language production

- ✓ Beginning to form opinion phrases.
- ✓ Using a model to form a spoken sentence.
- ✓ Listening and repeating key phonemes with care.
- ✓ Recognising that sounds and spelling patterns can be different from English.
- ✓ Recognising how intonation and gesture are used to differentiate between statements and questions.
- ✓ Building confidence by repeating short phrases with increasing accuracy.
- ✓ Rehearsing and performing a short role-play or song.
- ✓ Selecting and writing short words and phrases.

French nouns are either

masculine or feminine

Difference between *un* and *une*. Both mean 'a' or 'an'.

masculine feminine

un *une*

Un is used for masculine nouns and *une* is used for feminine nouns.

Different ways to say my:

mon	my (masculine singular)
ma	my (feminine singular)
mes	my (plural)

Other phrases

il porte / elle porte	+ clothing - he is wearing / she is wearing
j'aime	I like 👍
je n'aime pas	I don't like 👎

French Vocabulary:

un t-shirt / a t-shirt
 un short / shorts
 un pantalon / trousers
 un chapeau / a hat
 un maillot de bain / a swimsuit
 une culotte / pants
 une chemise / a shirt
 une jupe / a skirt
 une robe / a dress
 une veste / a jacket
 des bottes / boots
 des baskets / trainers
 des chaussettes / socks
 des lunettes / glasses

Key Knowledge:

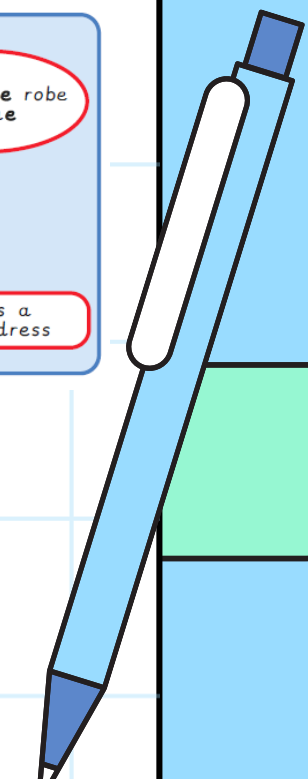
Phonics

- ✓ To identify sounds created by linking some of the key phonemes: **in, ou, on, en, eau, et, eau, eu, ez.**

Grammar

- ✓ To know the equivalents for the word 'the' in French: **le/la/l'/les** and 'a/an/some': **un, une, des.**
- ✓ To know that I can find the gender of a noun by looking it up in the dictionary where French nouns are followed by a gender indicator.
- ✓ To know that certain colour adjectives are invariable and do not change in the feminine form: **rouge**; that some do not change in feminine or plural forms: **marron, orange.**
- ✓ To know that some adjectives are irregular in the feminine and/or plural forms: **violet (masc.) - violette (fem.); blanc (masc.) - blanche (fem.); heureux - heureuse.**
- ✓ To know that the ending of an adjective changes depending on the gender and number of the noun it describes.
- ✓ To know that the endings of verbs change according to the subject.
- ✓ To know the meaning of the verb **porter** (to wear) in the third person singular form: **il/elle porte**, and **aimer** in the third person plural form: **ils aiment.**
- ✓ To know that in a bilingual dictionary abbreviations give us grammatical information about nouns and other words in French.

J'aime **ma** robe / I like my dress
 C'est de quelle couleur? / What colour is it?
 C'est **une** robe bleue / It is a blue dress



T2 PSHE: Celebrating Differences

Key Knowledge- By the end of the topic pupils will know:

- that sometimes people make assumptions about a person because of the way they look or act
- there are influences that can affect how we judge a person or situation
- that some forms of bullying are harder to identify e.g. tactical ignoring, cyber-bullying Know what to do if they think bullying is, or might be taking place
- the reasons why witnesses sometimes join in with bullying and don't tell anyone
- that first impressions can change

Key Social and Emotional Skills:

- Try to accept people for who they are
- Identify influences that have made them think or feel positively/negatively about a situation
- Identify feelings that a bystander might feel in a bullying situation
- Identify reasons why a bystander might join in with bullying
- Revisit the 'Solve it together' technique to practise conflict and bullying scenarios
- Identify their own uniqueness
- Be comfortable with the way they look
- Identify when a first impression they had was right or wrong • Be non-judgemental about others who are different

Our PSHE unit of learning for Term 2 is focussed on:

'Celebrating Differences'.

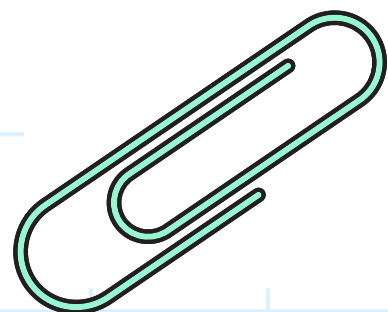
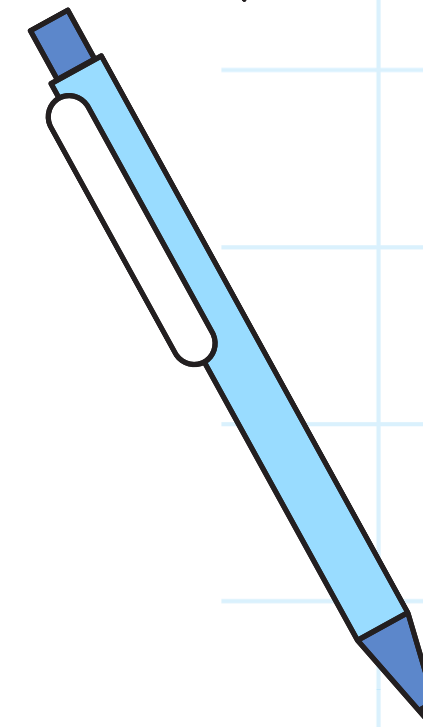
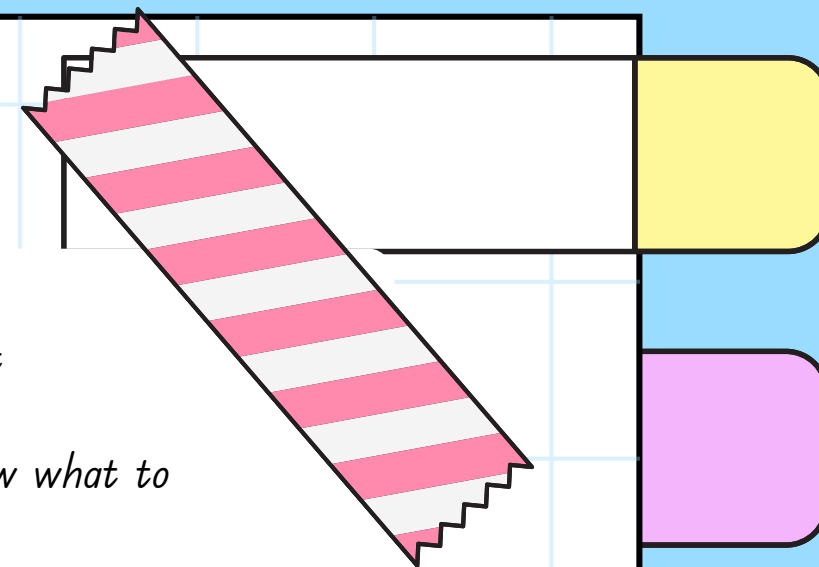
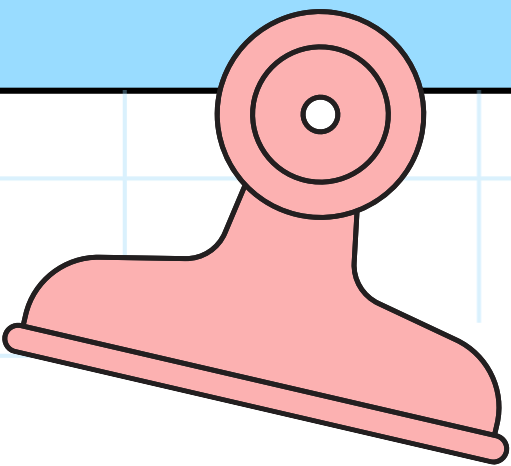
In this Puzzle the children talk about judging people by their appearance, first impressions and what influences their thinking on what is normal. They talk about bullying, including online bullying and what to do if they suspect or know that it is taking place. They discuss the pressures of being a witness and why some people choose to join in or choose to not tell anyone about what they have seen. The children talk about their own uniqueness and what is special about themselves. They talk about first impressions and when their own first impressions of someone have changed.

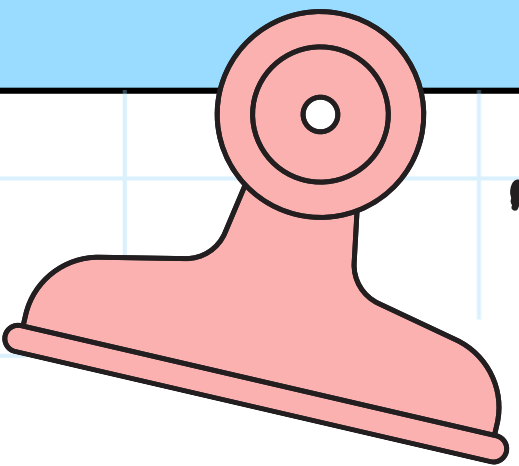
New key vocabulary that may be introduced:

Character, Assumption, Judgement, Surprised, Appearance, Accept, Influence, Opinion, Attitude, Bullying, Secret, Deliberate, Bystander, Witness, Problem solve, Cyber bullying, Text message, Website, Troll, Physical features, Impression, Changed.

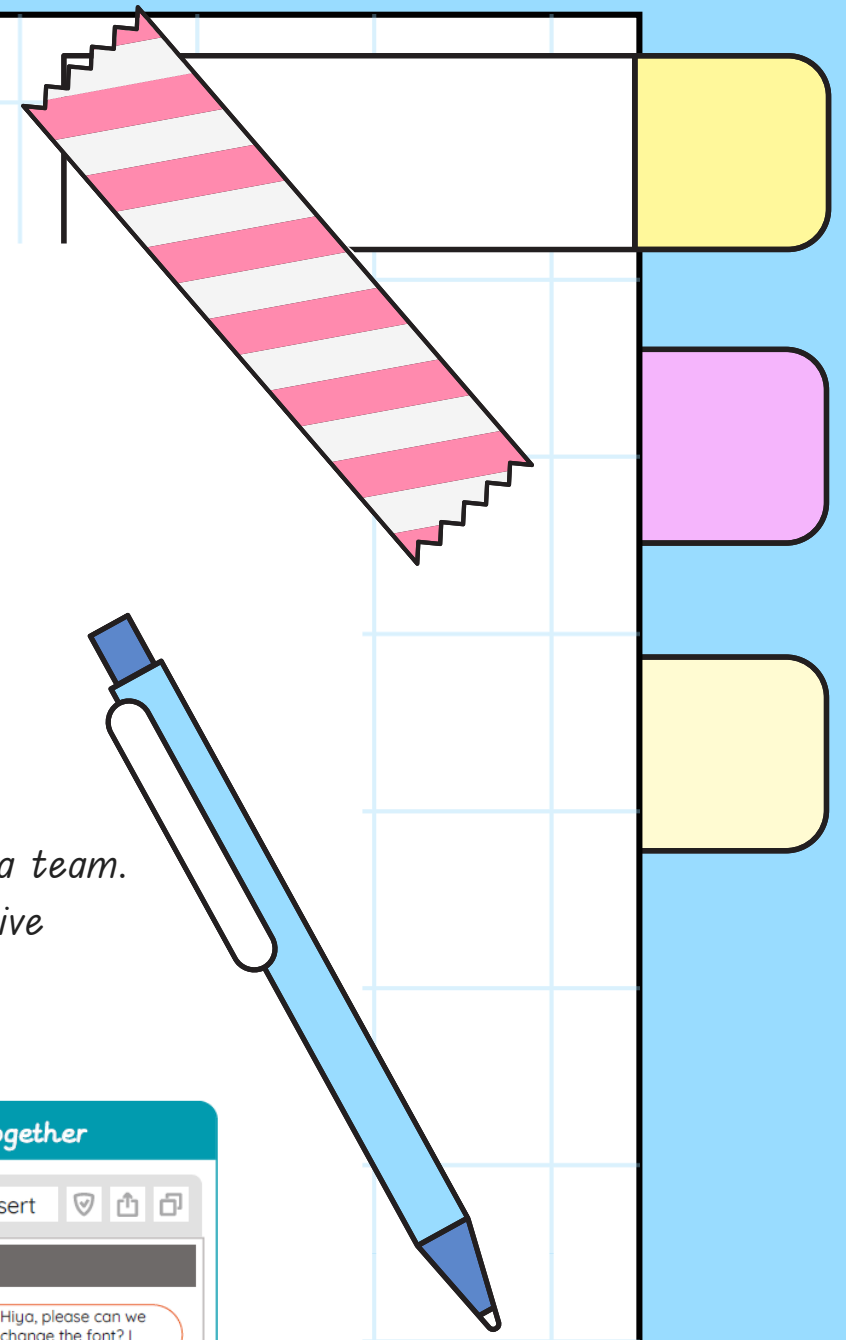
Anti-Bullying Week 2025: Power for Good

Anti-Bullying Week 2025 will take place from Monday 10th - Friday 14th November, with the theme: Power for Good. The week will kick off with Odd Socks Day on Monday 10th, with adults and children being encouraged to wear odd socks to celebrate what makes us all unique.





T2 Computing: Collaborative Learning



Unit Overview:

In this unit, pupils will learn how technology can be used to collaborate on pieces of work. The following are the key outcomes pupils will achieve by the end of the unit:

- Understand the need to be thoughtful when working on a collaborative document.
- Use comments to suggest changes to a document and understand how to resolve comments.
- Use a variety of different slide styles to convey information, including images and transitions.
- Create a Google Form with a range of different question types that will provide different types of answers, e.g. text, multiple choice or numerical values.
- Export data to a spreadsheet, highlighting data, using conditional formatting and calculating averages and sums of numbers.

Key Skills:

- Understanding that computer networks provide multiple services, such as the world wide web, and opportunities for communication and collaboration.
- Use online software for documents, presentations, forms and spreadsheets.
- Using software to work collaboratively with others.
- Understanding that software can be used collaboratively online to work as a team.
- Recognising what appropriate behaviour is when collaborating with others online.

Key Vocabulary:

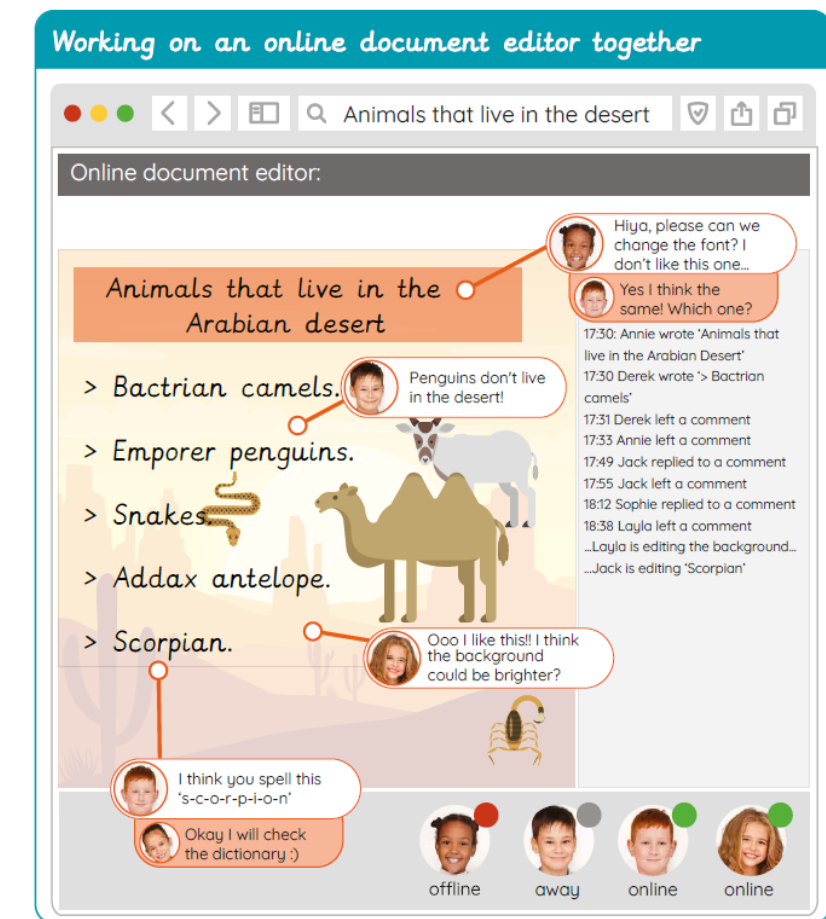
collaborate	Working with others to achieve a specific goal.
comment	Notes to express an opinion on something.
e-document	An electronic file with text, images, tables or charts.
edit	To change and amend something.
reply	To say or write a message in response to something said.
reviewing comments	Looking at comments written by others on a document to help the collaborative process.
share	To show or give a part of something to someone else.
spreadsheet	An electronic document that organises numbers and information into rows and columns.

You can work together online on presentations, documents and spreadsheets.



Key Knowledge:

- Software can be used collaboratively online to work as a team.
- What type of comments and suggestions on a collaborative document can be helpful.
- You can use images, text, transitions and animation in presentation slides.



T2 PE: Football

Unit Overview:

Football is an invasion game. In this unit pupils develop their understanding of the attacking and defending principles of invasion games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In football pupils do this by maintaining possession and moving the ball towards goal to score. Pupils develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules.

Early versions of football can be traced back over 3000 years to the Mesoamerican civilisation where the ball they played with was actually a rock! Ancient Chinese civilisations used a round ball made out of feathers or fur, the Aborigines used balls made of leaves and in Medieval Europe the ball was made out of a pig's bladder. When football as we know it grew in popularity, the ball changed too and nowadays, the ball is made out of leather.

Key Vocabulary:

- accelerate:** speed up
- communicate:** share information
- control:** being able to perform a skill with good technique
- cushion:** take the power out of an object
- decision:** select an outcome
- delay:** to slow an object or player
- deny:** to prevent an action happening
- invasion:** a game of two teams who invade each other's space to score goals
- opposition:** the other team
- option:** possible choices
- pitch:** the space used for the game
- possession:** to have
- referee:** the person who makes sure the rules are followed
- tournament:** a competition of more than two teams
- track:** to move your body to get in line with a ball that is coming towards you

Invasion Games Key Principles	
attacking	defending
score goals	stop goals
create space	deny space
maintain possession	gain possession
move the ball towards goal	

This unit will also help you to develop other important skills.

<p>Movement Skills</p> <ul style="list-style-type: none"> • run • dribble • pass • receive • track 	<p>Social co-operation, respect, communication</p> <p>Emotional determination, honesty, persevere, independence</p> <p>Thinking decision making, comprehension, select and apply, use tactics</p>
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Rules

- Physical fouls include pushing, tripping, pulling, overly aggressive play.
- You cannot touch the ball with your hands.
- If either of these rules are broken, a free kick is awarded to the other team. All players must be five big steps away from the person taking the free kick.
- If a ball goes out of play on a side line, a throw in is taken by the team who did not have last contact with the ball.
- A corner is taken if the ball goes out of play on a goal line and is kicked out by the defending team.
- A goal kick is taken if the ball goes out of play on a goal line and is kicked out by the attacking team.

Tactics

Using tactics will help your team to maintain possession and score goals or deny space, gain possession and stop goals.

Ladder Knowledge

<p>Sending & receiving:</p> <p>Cushioning the ball will help you to control it when receiving it.</p>	<p>Dribbling:</p> <p>Using changes of direction and speed when you dribble will help you to maintain possession.</p>	<p>Space:</p> <p>Moving into space will help your team keep possession and score goals.</p>	<p>Attacking:</p> <p>Shoot when close to goal or if there is a clear path. Pass when a teammate is free and in good space.</p>	<p>Defending:</p> <p>Mark a player to stop them from being an option. Try to intercept the ball as it is passed.</p>
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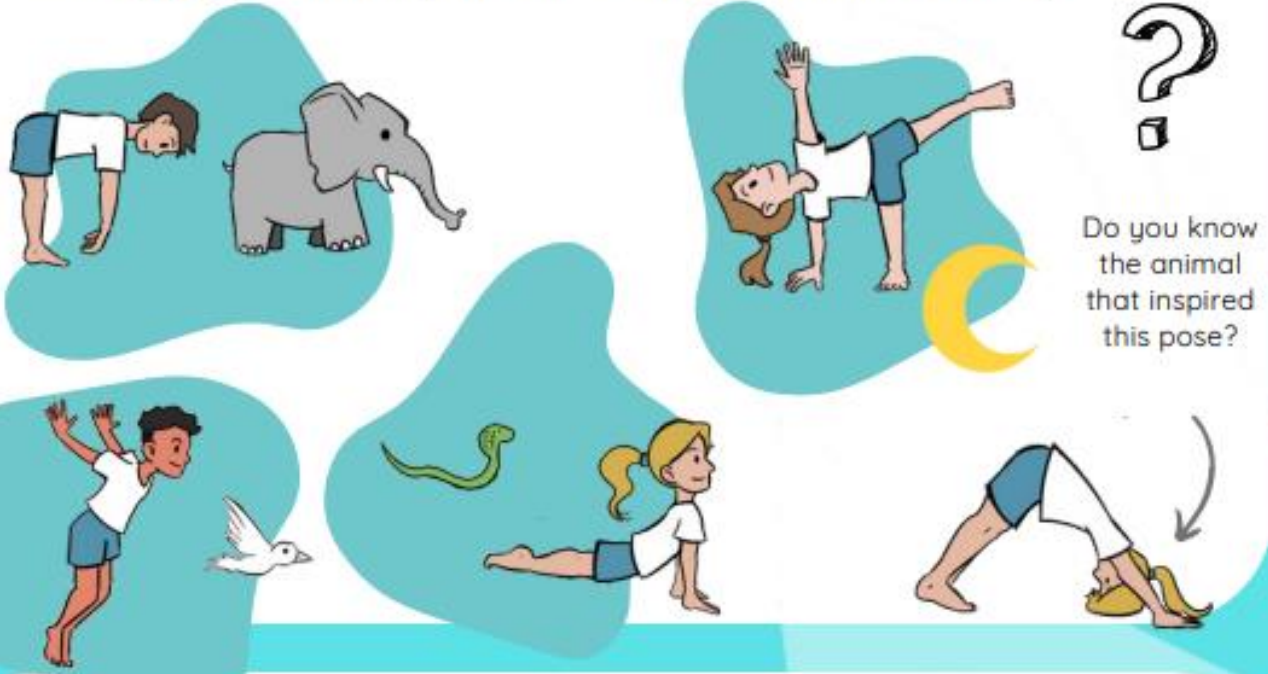
By the end of the unit pupils will be able to:

- delay an opponent and help to prevent the other team from scoring.
- dribble, pass, receive and shoot the ball with increasing control.
- move to space to help my team to keep possession and score goals.
- provide feedback using key terminology and understand what I need to do to improve.
- use simple tactics to help my team score or gain possession.
- share ideas and work with others to manage our game.
- understand the rules of the game and I can use them often and honestly.

About this Unit

Yoga is the name for a type of exercise that helps our mind and body. In yoga, we put our body into different positions these are called poses. We can link these poses together to create sequences of movement called a flow. In this unit you will learn yoga poses and techniques that will help you to connect your mind (what you are thinking and feeling) with your body.

Often yoga poses take inspiration from animals and nature like these poses...



Do you know the animal that inspired this pose?

Key Vocabulary

- breath:** moving air in and out of your body
- control:** being able to perform a skill with good technique
- extend:** to make longer
- flexibility:** the ability of muscles and joints to move through a range of motion
- flow:** a yoga sequence
- gratitude:** being thankful
- lengthen:** to make longer
- link:** to join together
- mindfulness:** to bring attention to experiences occurring in the present moment
- notice:** to pay attention to
- pose:** a position, usually still
- relax:** to become calm
- stable:** to be balanced
- strength:** the amount of force your body can use
- wellbeing:** the emotional state of someone



T2 PE: Yoga

Ladder Knowledge



Balance:

Move with your breath, it will help you to balance.

Flexibility:

Different poses will need you to extend different body parts.

Strength:

People have different levels of strength.

Movement Skills

- balance
- flexibility
- strength
- co-ordination

This unit will also help you to develop other important skills.

Social working safely, supporting others, sharing ideas, collaboration, respect

Emotional confidence, determination, integrity, focus

Thinking recall, creativity, selecting actions, providing feedback, reflection

Strategies

Use your breath to help you to focus.

When you experience a stressful event (like an unexpected dinosaur in your classroom), your heart rate increases and your breathing becomes lighter.

Deep breathing helps to get more oxygen into your body and helps you calm down, lower stress, and focus. Counting your breath is a great way to focus your attention. Breathe in for four counts and out for four counts.

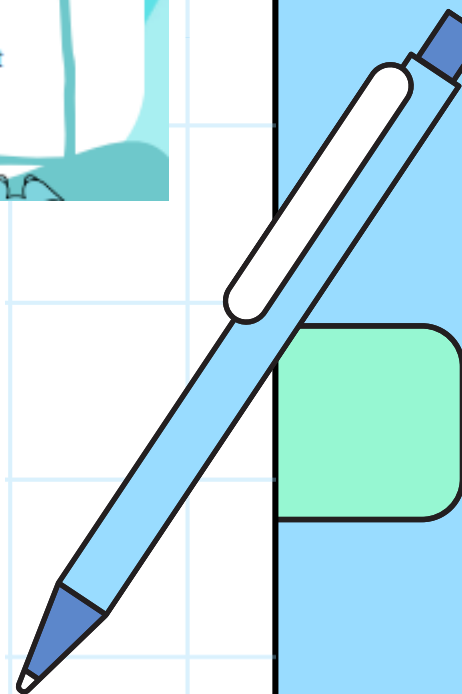
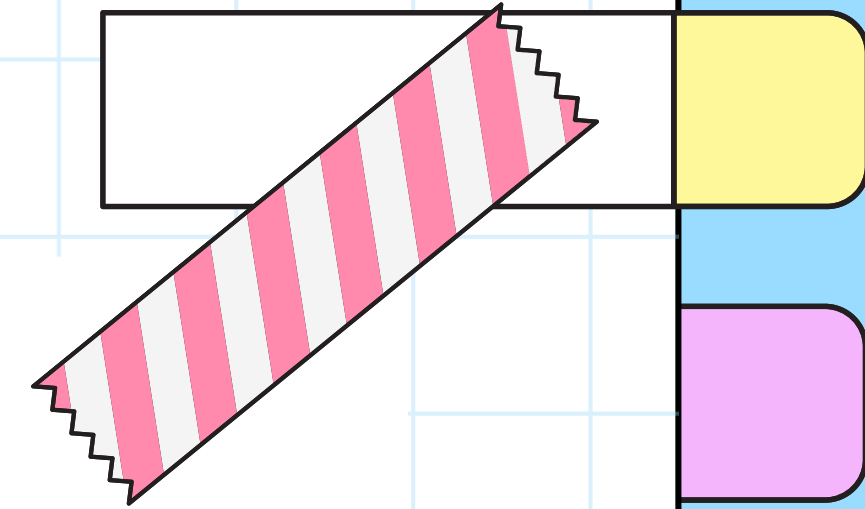
Mindfulness is a personal journey.

Mindfulness is a technique which involves noticing what's happening around you in the moment. It can help you to feel happier and calmer.

How you notice the world around you might be different to a friend and that's ok.

By the end of this unit pupils will be able to:

- describe how yoga makes me feel and can talk about the benefits of yoga.
- link poses together to create a yoga flow.
- provide feedback using key terminology and understand what I need to do to improve.
- transition from pose to pose in time with my breath.
- work collaboratively and effectively with others.
- demonstrate yoga poses which show clear shapes.
- show increasing control and balance when moving from one pose to another.



T1 RE and World Views: Kathina (Buddhism)

Vocabulary:	Definition:
almsgiving	Giving money or food to people in need.
Dalai Lama	The spiritual leader of Tibet.
Dharma	The teachings of Buddha including the Four Noble Truths and the Eightfold Path.
Eight Requisites	Eight basic things Buddhist nuns and monks are allowed to have; an outer robe, inner robe, thick robe for winter, alms bowl, razor, needle and thread, belt and water strainer.
generosity	When you give or share with someone.
Kathina	A celebration sometimes known as the Buddhist Lent involving a robe-giving ceremony
meditation	To sit still and relax which calms your mind and body.
monastery	A building where monks and nuns live and pray.
monk	A man who gives up worldly things, such as a house, job or partner to follow their religion all the time.
novice	The name given to someone who is preparing to become a Buddhist monk.
nun	A woman who gives up worldly things such as a house, job or partner to follow her religion all the time.
retreat	A place that people visit to relax, meditate or learn something new.
robe	Traditional clothing for a Buddhist monk or nun made from rags of orange or dark red.
Sangha.	A Buddhist community including monks, nuns, laymen and laywomen.
Ten Precepts	These are rules that Buddhists must follow.
spiritual	A connection to something that is bigger than ourselves
Vassa	The 'Rains Retreat' which takes place during the three-month rainy season.
vihara	A type of Buddhist monastery with an open court where monks stay during Vassa.

Kathina Festival:


Kathina is a celebration held in October or November after Vassa, the Rains Retreat, which is sometimes known as the Buddhists Lent. Buddhist monks stay in a vihara or monastery during the rainy season in Asian countries and spend time studying the Dharma (Buddha's teaching) and meditating.

During Kathina, members of the local community give a new robe to the monks who have completed the Rains Retreat. The monks then decide which of them will receive the robe. Many Buddhists believe that giving a new robe is merit-making and will earn them good karma in their next life.

The story of Kathina can be found in ancient Buddhist scriptures. The ceremony is named after the sewing frame that monks and nuns would use to create new robes.

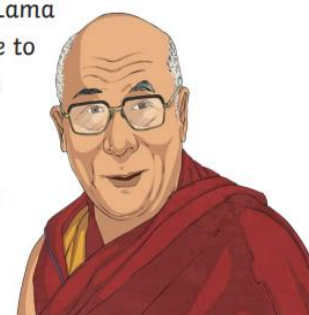
RE Outcomes:

- Knowledge and understanding Describe and make connections between different features of the religions and world views they study, discovering more about celebrations, worship, pilgrimages and the rituals, which mark important points in life, in order to reflect on their significance.
- Gaining and deploying skills Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.
- Knowledge and understanding Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.
- Expressing ideas and insights Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and world views.
- Expressing ideas and insights Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their lives.




The Dalai Lama was born in Tibet. He lived in a **monastery** and is a **Buddhist**. When the Chinese government invaded Tibet, people who protested were killed.

The Dalai Lama had to leave Tibet and move to India for his own safety. He **campaigns** for the Tibetan people to be free to rule themselves. He also spreads the **Buddhist** message.




Buddhists live by five rules:

- Never take the life of a living creature.
- Do not steal.
- Be faithful to your partner.
- Do not lie.
- Do not drink alcohol.



Buddhism originated in Northeast India and now has followers from all over the world. The **Dharmachakra** is a symbol used in Buddhism.





3:30am - wake up and shave	4am - meditation	5am - chanting	6am - almsgiving	8am - breakfast	9am - teaching
11am - last meal of the day	12pm - teaching	6pm - prayer	7pm - meditation	8pm - home study and reflection	10pm-3:30am - time for rest