Hurricane Class MTP Autumn Term 2024-2025

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| **Subject** | **Autumn 1** | **Key focus and Outcomes** | **Autumn 2** | **Key focus and Outcomes** |
| **English: Writing Skills & Grammar Skills** | Jack and the jelly beanstalk  Cinderella  Egyptian Cinderella harvest poetry | -Retelling a story.  -Innovating a known text.  -Character descriptions  -Setting descriptions  -Write in a range of poetry styles.  -To use a range of conjunctions to extend sentences. | Non-chronological reports  Playscripts  Little red riding hood/three little pigs  Recounts  Festive poetry | -Create a non-chronological report about the ancient Egyptians.  -Organise writing into paragraphs set around a theme.  -To use the first person.  -To use a range of conjunctions.  -To spell many common exception words correctly.  -To consistently write in the same tense. |
| **Maths** | Number | -Place value (within 100) (year 2)  -Place value (within 1000) (year 3)  -Addition & subtraction (within 100) (year 2)  -Addition & subtraction (within 1000) (year 3)  -Multiplication (year 2 and year 3) | Number | -Addition & Subtraction (within 100) (Year 2)  -Addition & Subtraction (within 1000) (Year 3)  -Multiplication (Year 2 and Year 3)  -Money (Year 2 and Year 3) |
| **Science** | Living things and their habitats | -Explore and compare the differences between things that are living, dead, and things that have never been alive.  -Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs.  Of different kinds of animals and plants, and how they depend on each other.  -Identify and name a variety of plants and animals in their habitats, including microhabitats.  -Describe how animals obtain their food from plants and other animals, using the idea of a simple food. chain, and identify and name different sources of food. | Living things and their habitats | -Explore and compare the differences between things that are living, dead, and things that have never been alive.  -Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs.  Of different kinds of animals and plants, and how they depend on each other.  -Identify and name a variety of plants and animals in their habitats, including microhabitats.  -Describe how animals obtain their food from plants and other animals, using the idea of a simple food. chain, and identify and name different sources of food. |
| **History** | The Ancient Egyptians topic | -Who were the ancient Egyptians?  -What was life like in ancient Egypt?  -What are mummies?  -Who was Tutankhamun?  -What are hieroglyphics?  -Who were the Egyptian gods and goddesses? | The Ancient Egyptians topic | -Who were the ancient Egyptians?  -What was life like in ancient Egypt?  -What are mummies?  -Who was Tutankhamun?  -What are hieroglyphics?  -Who were the Egyptian gods and goddesses? |
| **Geography** | N/a | History focus | N/a | History focus |
| **Art & DT** | Still life studies (art) | -Explore the artist Paul Cezanne  -pencil tones and shadows  -Proportion and tone  -Tone and texture  -Create own Egyptian-themed still life compositions. | Canopic jars (DT) | -Design purposeful, functional, appealing products for themselves and other users based on design criteria  - Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]  - Evaluate their ideas and products against design criteria |
| **Music** | Menu song | -Create a dramatic group performance using kitchen-themed props.  -Sing a cumulative song from memory, remembering the order of the verses.  -Play classroom instruments on the beat.  -Copy a leader in a call-and-response song, show the shape of pitch moving with actions and sing using mi-re-do.  -Listen and move in time to a song. | Colonel Hathi's march  Magical musical aquarium | -Compose music to march to using percussion.  -Respond to musical characteristics through movement.  -Describe the features of a march using music vocabulary.  -Experiment with sounds to create aquarium-inspired music and draw the sounds using graphic symbols.  -Sing a unison song rhythmically and in tune.  -Play percussion instruments expressively representing the character of the composition.  -Listen to *aquarium,* reflecting the character of the music through movement. |
| **RE** | What do Christians believe God is like? | -Identify what a parable is.  -Tell the story of The LostSson and recognise the link to God as a forgiving father.  -Give at least two examples of how Christians show their believe in God as being loving and forgiving.  -Give an example of how Christians put their beliefs into practice in worship.  -What can we learn about God from hymns and the story of Jonah? | What do Christians believe about God and incarnation? | -Christians believe in God, and that they find out about God in the Bible.  -Christians believe God is loving, kind, fair, and Lord and King; and there are some stories that show this. -Christians worship God and try to live in ways that please him. |
| **Computing** | Computing systems and networks. | -How do digital devices work? -What are the parts of a digital device?  -How do digital devices help us?  -How can we stay connected?  -What does our school network look like? | Creating media | -Can a picture move?  -Can you create a moving piece of media frame-by frame? |
| **PSHE** | Me & my relationships | -What would our ideal classroom be like?  -How are you feeling today?  -How can you be a good friend?  -Types of bullying  -Bullying or teasing? | Valuing difference | -What makes us who we are?  -Special people around me  -How do we make others feel?  -What to do if someone is feeling left out  -An act of kindness  -Problem solving |
| **French** | Greetings | Hello, goodbye, how are you? | Appreciation | * Appreciate stories, songs, poems and rhymes in the French language. |