



Dahl Class Spring A 2026

English

Texts:

Stone Age Boy – Satoshi Kitamura
Holiday Brochure – Skara Brae

Writing outcomes:

To develop skills in writing:

- Narrative
- Non-fiction – holiday brochure

Spelling:

We will be continuing to follow the Essential Spelling and Word Knowledge Scheme.

Cross-curricular writing links:

Within our learning, we will have many opportunities for cross-curricular writing. This will include writing about prehistoric Britain in history and the Jewish faith in RE.

Guided reading:

We will have the opportunity to experience daily whole class guided reading. This will term we will be focusing on a book study – ‘The Iron Man’ by Ted Hughes

Handwriting:

The children will have daily opportunities to continue developing their joined, cursive script.

Mathematics – Multiplication and Division B

In Year 2, the children learnt the 10 times-table and revisited multiples of 10 in the Autumn term of Year 3. They will further develop their understanding of multiples of 10 by looking at greater multiples. They will explore scaling facts by 10, for example using $3 \times 4 = 12$ to derive $3 \times 40 = 120$ and $30 \times 4 = 120$. A range of representations are used to expose the link between multiples of 1 and multiples of 10. In addition, they will apply their understanding of partitioning to represent and solve calculations using the expanded method. The 2-digit number is partitioned into tens and ones, both are multiplied by the 1-digit number and then the partial products are added to find the total product. They will look at calculations that may involve exchanging between the tens and ones, and that have a remainder. This will be the first-time children have encountered remainders, so they will need to be explicitly taught the notation, for example $43 \div 3 = 14$ remainder 1 or 14 r1.

RE – Is scripture central to religion?

In this unit, the children will explore some key Jewish beliefs about scripture. They will explore the differences between a scroll and a book. In addition, they will explore the similarities and differences between Jewish and Christian scripture. They will make connections between beliefs about the Qur’an and the Hadith and how they are used.

Science – Rocks and Soils (part 2)

In the second part of our rocks and soils unit, the children will be learning to describe in simple terms how fossils are formed when things that have lived are trapped within the rock. They will explore different types of soils and recognise that soils are made from rocks and organic matter.

MFL – French adjectives of colour, size and shape (part 2)

In this unit the children will listen carefully to build correct sequences of three to four blocks. They will show understanding by correctly identifying a described shape, drawing it in the air or pointing on the board. They will use please and thank you and listen carefully to instructions. They will describe some of the shapes in their work using language of colour, size or shape.

How you can help at home?

Talk about your child’s day; discuss friendships and peaceful ways to sort out problems.

Read daily together and question as your child reads to you. Please sign their reading log.

Play spelling games to support the learning of spelling patterns and rules.

Practise using maths in real-life situations, e.g., using money, telling the time, and measuring.

Practise handwriting, focussing on instrokes and joins.

Practise Year 2 and 3/4 common exception words

History – Prehistoric Britain

To start this unit, the children will be visited by an archaeologist whose specialism is the Neolithic (late Stone Age) and Bronze Age Britain. The children will be exploring a box of prehistoric tools lent to us by Oxford Archaeology alongside answering questions such as: ‘What is prehistory and what was it like?’ ‘What happened Britain in prehistory?’ ‘What are archaeologists and what do they do?’ This unit explores each of these areas: Neolithic hunter-gatherers and early farmers, e.g., Skara Brae. Bronze Age religion, technology and travel, e.g., Stonehenge, Iron Age hill forts: tribal kingdoms, farming, art and culture and much more balancing breadth and depth of study. It will take the children from the Ice Age to the discovery of metal, encompassing tens of thousands of years.

Computing – Journey inside a Computer

In this unit, the children will recognise inputs and outputs and that the computer sends and receives information. They will explain that the parts of a laptop work together and the purpose of each part alongside explaining what an algorithm is. In addition, they will suggest what memory is for inside a computer and make comparisons between different types of computers.

Personal Development – Working Together

This unit helps children to begin to develop lifelong skills in communication and working with others. They will be introduced to the idea that they will continue to learn throughout their lives. They will be able to identify our strengths and skills and those of others as well as skills we would like be able to develop. In addition, they will also develop key skills necessary to work as part of a team.

Art – Prehistoric Painting

In this unit, the children will be studying ‘Prehistoric Art’. They will be looking at images using it to influence their art work. They will be working with charcoal and making their own natural paints. They will re-create a cave wall painting using materials to make a textured background and using natural paints.