

## English

### Reading

We will be looking at **vocabulary choices, inference, prediction, explaining, retrieval of information, sequencing and summarising**. (VIPERS) This will be done through a variety of texts in individual, small group and whole class reading contexts.

Through daily phonics sessions, we will develop our blending skills to read words containing target sounds, including poly-syllabic words.

### Punctuation and Grammar

- Forming expanded noun phrases for description
- Securing use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.
- Types of sentences
- Using conjunctions, adverbs, and prepositions to express time, place and cause.
- Appropriate choice of pronoun or noun within and across sentences to aid cohesion
- Fronted adverbials (extend this to punctuating with a commas)
- Subordination and coordination- extending our range of conjunctions.
- Use of paragraphs
- Word families based on common words, showing how words are related
- When to use **a** or **an** correctly
- Securing our use of the simple past verb forms, use of irregular verbs and using present perfect form of verbs.
- Use of inverted commas for direct speech- practice and refine speech punctuation.

### Spelling Skills

- Proof-reading and editing skills
- Learning and extending our knowledge of alternative spellings for sounds that we have already learned.  
Learning strategies for reading and spelling poly-syllabic words.
- Segmenting to spell words containing target sounds in the Extended Code.

### Mrs Plummer's Group and Miss Stirk's Group

Revising key sounds and spellings from the Initial Code:

Working through the **Extended Code**.

- Homophones: Words which have the same pronunciation but different meanings and/or spellings.
- Challenge Words- continuing to practise words from the Y2/Y3 Statutory Word List.

### Handwriting

We will refine or cursive handwriting and practice daily in our phonics sessions.

### Writing

Texts that we aim to explore:

**The Tin Forest** by Helen Ward and Wayne Anderson

Outcomes: Persuasive posters, information leaflets, postcards, diaries, wishes, setting descriptions

#### Persuasive information leaflets

**The Mysteries of Harris Burdick** by Chris Van Allsberg

Diary entries, dialogue, setting descriptions (atmospheric descriptions), captions and titles **Own**

#### version mystery narratives

**The Pied Piper of Hamelin** by Michael Morpurgo

Writing in role, information reports, adverts, formal letters **Own version myths/legends**

#### Shirt Machine (Short Film)

Outcomes: Instructions, short dialogue, **Explanation Texts**

#### Easter Story -News report

## Maths

### We will be developing our:

- Use of reasoning and confidence to talk about maths
- Fluency of mental methods for addition, subtraction, multiplication and division facts- through daily Fluent 5 Warm-ups.

### Y3

**Multiplication and division:** Multiples of 10, related calculations and reasoning about multiplication, Multiplying and dividing 2 digit numbers by 1 digit numbers with and without exchanges and remainders, making links between division and multiplication and scaling. **Length and Perimeter:** Measuring, comparing, adding and subtracting lengths in m, cm, mm. Finding equivalent measures, measuring and calculating perimeter.

**Fractions:** Exploring, understanding and comparing unit and non-unit fractions, fractions and scales, counting in fractions, fractions on a number line and as bar models.

**Mass and capacity:** Understanding, measuring, adding and subtracting masses, capacities and volumes.

### Y2

**Money:** Counting, comparing, and making amounts of money using notes and coins, finding change and solving problems.

**Multiplication and Division:** Exploring equal groups, using arrays, grouping and sharing, odd and even numbers, halving and doubling, multiplying and dividing by 2, 5 and 10.

**Length and Height:** Measuring, comparing and ordering lengths and heights in m and cm. Adding, subtracting, multiplying and dividing lengths and heights.

**Mass, capacity and Temperature:** Comparing and measuring mass (g, kg), volume and capacity (ml, l) and learning about temperature.

Topic:		Term: Spring 2023	Class: Seahorses
<p><b>History</b></p> <p><b>Key Question: What was more impressive – the Bronze Age or the Iron Age?</b></p> <p><b>We will learn about:</b></p> <ul style="list-style-type: none"> <li>• <i>The improvements made during the Bronze Age.</i></li> <li>• <i>How the Amesbury Archer helps us to understand more about the Bronze Age.</i></li> <li>• <i>The scale of achievements in the Iron Age.</i></li> <li>• <i>Home life in the Bronze Age and compare with the Iron Age.</i></li> <li>• <i>The dangers of life in Bronze and Iron Age Britain.</i></li> <li>• <i>Compare life in Bronze Age and Iron Age Britain.</i></li> </ul> <p><b>Geography</b></p> <p><b>Key Questions: How can we live more sustainably?</b></p> <p><b>We will learn about:</b></p> <ul style="list-style-type: none"> <li>• <i>The terms sustainability, finite resources and renewables and what they mean.</i></li> <li>• <i>Ways that we can make our school more sustainable (saving water and electricity)</i></li> <li>• <i>Why there are more wind and solar farms in the UK</i></li> <li>• <i>Nature conservation in the local area.</i></li> <li>• <i>Sustainability and conservation on the farm.</i></li> <li>• <i>How solar cookers are helping people live more sustainably in Nepal?</i></li> </ul> <p><b>Science - Biology - Little Master Chefs- Working Scientifically</b></p> <p><b>We will develop our understanding of</b></p> <p>The basic needs of animals, including humans, for survival (water, food and air)</p> <ul style="list-style-type: none"> <li>• The importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</li> <li>• How to keep healthy through daily exercise</li> <li>• How to prepare healthy food.</li> </ul> <p><b>Biology - Keeping Healthy</b></p> <ul style="list-style-type: none"> <li>• Know how to keep healthy through diet.</li> <li>• Learn about voluntary and involuntary muscles.</li> <li>• Introduction to the skeleton.</li> <li>• Know about the skeleton – tendons and ligaments.</li> <li>• Explore how skeletons and muscles are used for support, protection and movement.</li> </ul>		<p><b>Music</b></p> <p><b>Charanga Scheme Glockenspiel Stage 1 and Three Little Birds</b></p> <ul style="list-style-type: none"> <li>• Listening to &amp; appraising</li> </ul> <p>Musical Activities:</p> <ul style="list-style-type: none"> <li>• Games- exploring pulse, rhythm, and pitch.</li> <li>• Singing solo and as part of a group.</li> <li>• Playing-learning simple parts, recognising musical notation and beginning to improvise on the Glockenspiels, building up to a class performance.</li> </ul>	<p><b>PE</b></p> <ul style="list-style-type: none"> <li>• Daily Mile</li> <li>• Dance - Movements inspired by Extreme Earth, for example, Volcanic eruptions or Earthquakes.</li> <li>• Invasion Games with a focus on football.</li> </ul> <p><b>PHSCRSE - UNIT: Living in the wider world: Diverse Britain.</b></p> <p>In this unit the aim is to understand and appreciate difference. We will learn that Britain is a diverse, multicultural and democratic society, the importance of this and the many benefits it brings</p> <p><b>We will focus on:</b></p> <ul style="list-style-type: none"> <li>• Describing what it is like to live in Britain</li> <li>• Talking about what democracy is and what rules and laws are</li> <li>• Learning what liberty means</li> <li>• Describing a diverse society and what being British means.</li> </ul>
		<p><b>French- French</b></p> <p><b>Food Glorious Food</b></p> <ul style="list-style-type: none"> <li>• Developing vocabulary for a range of food</li> <li>• Expressing likes and dislikes.</li> <li>• Counting and use plural nouns.</li> </ul>	
		<p><b>RE</b></p> <p><b>Key Questions:</b></p> <p><b>What is the Trinity?</b></p> <ul style="list-style-type: none"> <li>• Describing how Christians show their belief about God through the Trinity.</li> <li>• Discussing what texts about baptism and Trinity might mean.</li> </ul> <p><b>Is it true that Jesus came back to life?</b></p> <ul style="list-style-type: none"> <li>• Identifying key parts of the Easter story that link with Jesus coming back to life.</li> <li>• Discussing Jesus coming back to life and stories told in the Bible.</li> </ul> <p><b>Computing</b></p> <p>Creating media - Making music</p> <p>Programming- Programming quizzes</p>	<p><b>Art</b></p> <ul style="list-style-type: none"> <li>• Quentin Blake figure drawing - using continuous lines and colour washes.</li> <li>• Using Henri Rousseau's The Surprise as inspiration for own painting.</li> </ul> <p><b>DT</b></p> <p>Mechanisms- <b>Winding Mechanisms:</b></p> <p>Use a range of materials creatively to design and make products.</p> <ul style="list-style-type: none"> <li>• Research, design and build a winding mechanism to enhance and develop their D&amp;T and teamwork skills.</li> <li>• Use tools to assemble, join and combine materials.</li> <li>• Talk about their own and others' work.</li> <li>• Suggest their own ideas for improvement and explain this in detail.</li> </ul>
Visits/Visitors	School Values	Environmental issues	Big Questions
Forest/ Farm visit to Travellers Rest Farm to support our learning in Science and Geography this term.	<b>Courage</b> – Discussing the courage shown by people in the past in difficult and challenging situations. <b>Compassion</b> – Learning about and appreciating diversity and difference. <b>Joy</b> – Sharing our learning and performances.	Consider the impact on the environment of our actions and explore ways that we can live more sustainably.	These will be explored through our class assemblies and discussion of current events in Picture News.