

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
- Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.
- Types of sentence
- 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
- Use of paragraphs
- Word families based on common words, showing how words are related
- When to use a or an correctly
- Using present perfect form of verbs instead of the simple past
- Use of inverted commas for direct speech- practice

Spelling Skills

- Proof-reading and editing skills
- Learning and securing y2 and y3 spelling rules.
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.

Writing

Texts that we aim to explore:

The First Drawing by Mordicai Gerstein

Outcomes: writing character descriptions, diary entries, recounts and our **own historical narrative**.

The Bear Under the Stairs by Helen Cooper

Outcomes: writing letters, retellings, own version narratives and **information texts**.

The Heart and the Bottle by Oliver Jeffers

Outcomes: Character descriptions, narrative retellings and **own version 'dilemma' narratives**

The Polar Express by Chris Van Allsberg

Outcomes: Writing in role, letters and **poetry**

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

Place Value: Representing and partitioning numbers to 100 and 1000, finding 1, 10, and 100 more or less, exploring and estimating on a number line, comparing objects and numbers to 1000, ordering numbers and counting in 50s.

Adding and Subtracting: Applying number bonds within 10, Adding and subtracting 1s,10s and 100s across a 10 and 100, Adding and subtracting 2 and 3 digit numbers, estimating answers, using inverse operations to check and making

Multiplying and Dividing: multiplication as equal groups, using arrays, multiples, consolidating number facts for 2,5 and 10 times-table and related division facts, division as equal groups and sharing, multiplying and dividing by 4 and 8 and learning these times-tables.

Y2

Place value: Representing, recognising, counting and writing numbers to 100 in numerals, words and expanded form, recognising 10s and 1s, using place value charts, exploring and estimating on a number line, comparing objects and numbers to 100, ordering numbers and counting in 2s, 3s, 5s and 10ss.

Adding and Subtracting: Number bonds to 10, fact families, Adding and subtracting 1s and 10s, adding across and from a 10, Adding and subtracting 1 and 2 digit numbers, comparing number sentences and solving missing number problems

Shape: recognising and sorting 2D and 3D Shapes according to their properties and making patterns with them.

History

Key Question: How did the lives of Britons change during the Stone Age?

We will learn about:

- The Stone Age and its different periods (Paleolithic, Mesolithic, Neolithic) and develop a chronologically secure knowledge of prehistory Britain.
- Why it is called the Stone Age.
- How archaeologists use artefacts, including monuments, to understand how Ancient Britons lived during the Stone Age.
- We will visit Stonehenge.
- The important ways life changed during the Stone Age
- The difference between historical facts and historical suppositions

Geography

Key Questions: Why are jungles so dry and deserts so wet?

We will learn about:

- The difference between weather and climate
- Revisit polar, temperate and tropical climates
- Compare climate in different parts of the UK and in different parts of the world
- Understand climate graphs
- Know how climate affects the plants and animals living in a place
- Understand the term biome
- Know about the climate in Brazil and Atacama Desert, Chile. Begin to understand why they are so different

Science - Chemistry: Rocks and Fossils

We will develop our understanding of

- Rocks and their properties
- What fossils are and how they are formed
- Soils and what they are made of

Physics: Amazing magnets

We will explore forces and magnets and learn:

- That some forces need contact between two objects, but magnetic forces can act at a distance.
- How magnets attract or repel each other and attract some materials and not others.
- To compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet and identify some magnetic materials.

Music

Charanga Scheme (Rock focus)

- Listening to & appraising

Musical Activities:

- Games- exploring pulse, rhythm, and pitch.
- Singing solo and as part of a group.
- Playing-learning simple parts and beginning to improvise on the Glockenspiels, building up to a class performance.

French- Getting to Know You

We will revise previous knowledge.

We will learn to:

- Say hello and goodbye.
- Introduce ourselves.
- Say if they are feeling good/bad/so-so.
- Count to 10.
- Say how old they are.
- Asking and answering simple questions.

We are beginning to understand and recognise informal and formal language.

We will sing: Un, deux, trois

RE

Key Questions:

What do Christians learn from the Creation story?

- Creating a timeline of Creation
- Exploring what Christians believe about God and Creation.
- Describing what Christians do because they believe in God the creator.
- Asking and answering questions linked to the Creation story for Christians and Non - Christians living today.

Why did God give Jesus to the world?

Computing

Digital Citizenship: Online Safety

Touch Typing

PE

- Daily Mile
- Striking and fielding including team games
- Athletics

PHSCRSE - VIPS LKS2

In this unit the aim is to help children explore the importance of recognising and connecting with the special people in their lives. Developing children's understanding of their special connections, challenges within close relationships and ways to move forward which are all beneficial when laying the foundations for healthy wellbeing in children.

We will focus on:

- Who our VIPs (the important people in their life) are;
- Our relationships with family and friends;
- Ways to recognise a good and healthy friendship;
- How to cope with falling-out;
- Recognising bullying in different forms;
- Knowing strategies for standing up to bullying.

Art

- Quentin Blake – figure drawing
- Cave paintings – charcoal and mixed media
- Iron Age Round houses

DT

- The Great Bread Bake Off
- Making Stone Age Bread. Designing and making our own bread product.

Gathering foods like early humans from our local area. Identifying fruits and berries.

We will learn that:

Food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world.

Visits/Visitors	School Values	Environmental issues	Big Questions
Farm visit Visit to Stonehenge	Courage – Discussing the courage shown by people in the past in difficult situations. Compassion – Learning about people around the world and their lives. Joy – Sharing our learning and performances.	What part do we have to play in protecting the future of our planet? Should we build on our heritage? (A303 Stonehenge Tunnel bypass project)	These will be explored through our class assemblies and discussion of current events in Picture News.