

<b>Mathematics</b>	<b>Literacy</b>	<b>Science</b>
<p>The children will continue to develop their mathematical skills and understanding in all areas of the mathematics curriculum. They will have four maths lessons a week and one 'Big Maths' session where they are grouped from Year 2 upwards according to ability. The children will also work towards achieving their times table target for this half term.</p> <p><b>Adding and Subtracting</b></p> <ul style="list-style-type: none"> <li>To add and subtract numbers with up to three digits, using the efficient written methods to columnar addition and subtraction.</li> <li>To estimate the answer to a calculation and use inverse operations to check answers.</li> <li>To solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.</li> </ul> <p><b>Geometry</b></p> <ul style="list-style-type: none"> <li>To draw 2D shapes and make 3D shapes using modelling materials; recognise 3D shapes in different orientations and describe them with increasing accuracy.</li> <li>To identify horizontal, vertical, perpendicular and parallel lines in relation to other lines.</li> <li>To compare and classify geometric shapes, including quadrilaterals and triangles (different types), based on their own properties and sizes.</li> <li>To identify acute and obtuse angles and compare and order angles up to two right angles by size.</li> <li>Identify lines of symmetry in 2D shapes presented in different orientations.</li> <li>To complete a symmetric figure with respect to a specific line of symmetry.</li> <li>To plot specified points and draw sides to complete a given polygon.</li> <li>To describe positions on a 2D grid as co-ordinates in the first quadrant.</li> </ul> <p><b>Measuring</b></p> <ul style="list-style-type: none"> <li>To measure, compare, add and subtract: lengths</li> </ul>	<p>This half term children will be learning to develop their stamina and a love for writing narrative texts using 'Talk for Writing'. We will begin by learning Pie Corbett's fictional story Nail Soup. Children will learn to retell the story using images and actions and role play. Once they are familiar with the text they will use it as a basis to plan their own version of the story, they will adapt the story to make it unique to them. Children will plan, compose, edit and assess their writing based on the vocab, grammar and punctuation which is essential to the text.</p> <p>Children will develop their comprehension skills each day through Talk for Writing, the class novel and guided reading lessons. Children will be exposed to a range of genres over the half term. Children will continue to develop a rich vocab bank to draw upon through reading, writing and spelling lessons.</p> <p>Children will practice spellings daily and will focus on a new spelling pattern/ rule each week. Children will be encouraged to refer to the class spelling displays when planning, composing and editing their writing across the curriculum.</p> <p><b>Comprehension:</b></p> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>Reading books that are structured in different ways and reading for a range of purposes</li> <li>Using dictionaries to check the meaning of words that they have read</li> <li>Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li>Identifying themes and conventions in a wide range of books</li> <li>Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> </ul>	<p>Complete previous topic on 'Animals, including humans.' Study the human digestive system &amp; how food is transported around the body.</p> <ol style="list-style-type: none"> <li>Describe the functions of the basic parts of the digestive system in humans</li> <li>Construct and interpret food chains, identifying producers, predators and prey.</li> <li>Identify that humans and some animals have skeletons and muscles for support, protection and movement</li> </ol> <p>The children will learn about the characteristics of living things and the basic needs their habitats supply. They will learn why classification of plants and animals is important and classify minibeasts. They will read and construct food chains and webs. They will also recognise that environments can change.</p> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Group organisms according to their characteristics.</li> <li>Classify animals into specific groups according to their characteristics.</li> <li>Recognise that living things can be grouped in a variety of ways</li> <li>Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</li> <li>Recognise that environments can change and this can sometimes pose dangers to specific habitats</li> <li>Set up simple practical enquiries</li> <li>Gather data and present data in a variety of forms</li> <li>Classify data and draw simple conclusions</li> <li>Ask relevant questions</li> <li>Record findings using simple scientific language, labelled diagrams and tables</li> <li>Report of findings from enquiries</li> </ul> <p><b>Application of maths across the curriculum:</b></p>

<p>(m/cm/mm); mass (g/kg); volume/capacity (l/ml)</p> <ul style="list-style-type: none"> <li>To measure the perimeter of simple 2D shapes.</li> <li>To convert between different units of measurement.</li> <li>To measure and calculate the perimeter of rectilinear figure (including squares) in centimetres and metres.</li> <li>Solve problems involving converting hours to minutes; minutes to seconds; years to months; weeks to days.</li> </ul> <p><b>Multiplication and Division</b></p> <ul style="list-style-type: none"> <li>To recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.</li> <li>To write and calculate mathematical statements for multiplication and division using the multiplication tables they know, including for two digit numbers and one-digit numbers, using mental and progressing to written methods.</li> <li>To multiply 2 and 3 digit numbers by a one digit number using a formal written layout.</li> <li>To recognise and use factor pairs and commutativity in mental calculations.</li> <li>To solve problems, including missing number problems, involving multiplication and division, and including integer scaling problems and correspondence problem sin which n objects are connected to m objects.</li> </ul> <p><b>Fractions: representing, comparing and ordering unit fractions of shapes and numbers</b></p> <ul style="list-style-type: none"> <li>To recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators.</li> <li>To recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators.</li> <li>To compare and order unit fractions, and fractions</li> </ul>	<ul style="list-style-type: none"> <li>Discussing words and phrases that capture the reader’s interest and imagination</li> <li>Understand what they read, in books they can read independently, by</li> <li>Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>Asking questions to improve their understanding of a text</li> <li>Drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>Predicting what might happen from details stated and implied</li> <li>Identifying main ideas drawn from more than 1 paragraph and summarising these</li> <li>Identifying how language, structure, and presentation contribute to meaning</li> <li>retrieve and record information from non-fiction</li> <li>participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</li> </ul> <p><b>Word reading:</b></p> <p><u>Skills</u></p> <ul style="list-style-type: none"> <li>Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet</li> <li>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</li> </ul> <p><b>Vocab, grammar and punctuation:</b></p> <p><u>Skills</u></p> <ul style="list-style-type: none"> <li>Using the present perfect form of verbs in contrast to the past tense</li> <li>Choosing nouns or pronouns appropriately for clarity</li> </ul>	<p>keys/classification, money</p> <p>Application of literacy across the curriculum: descriptions of habitats, leaflets, posters, formal letters of complaint.</p>
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with the same denominators.

- To solve problems that involve all of the above.
- Count up and down in hundredths; recognise that hundredths arise when dividing an object by a hundred and dividing tenths by ten.
- Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number.
- Recognise and show, using diagrams, families of common equivalent fractions.

#### **Read and write time to 5 minute intervals**

- To tell and write the time from an analogue clock, including using Roman Numerals from 1 to X11, and 12 hour and 24 hour clocks.
- To read, write and convert time between analogue and digital 12 hour and 24 hour clocks.
- To estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes, hours and o'clock; use vocabulary such as am/pm, morning, afternoon, noon and midnight.
- To know the number of seconds in a minute and the number of days in each month, year and leap year.
- To compare the duration of events, for example to calculate the time taken by particular events or tasks.
- To solve problems converting from hours to minutes; minutes to seconds; years to months; weeks to days.

and cohesion and to avoid repetition

- Using conjunctions, adverbs and prepositions to express time and cause
- Using fronted adverbials
- Using commas after fronted adverbials
- Using and punctuating direct speech
- To use and understand age related grammar and terminology

#### **Composition:**

##### Skills

- Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- Discussing and recording ideas
- Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures
- Organising paragraphs around a theme
- Creating settings, characters and plot
- assess the effectiveness of their own and others' writing and suggesting improvements
- Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- Read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear

#### **Spelling:**

##### Skills

- Use further prefixes and suffixes and understand how to add them
- Spell further homophones
- Spell words that are often misspelt

	<ul style="list-style-type: none"><li>• Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals</li><li>• Use the first 2 or 3 letters of a word to check its spelling in a dictionary</li><li>• Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</li></ul> <p><b>Handwriting:</b></p> <p><u>Skills:</u></p> <p>The children will use the PenPals scheme to:</p> <ul style="list-style-type: none"><li>• Begin to join letters, deciding which letters are best un-joined in line with what they have been taught</li><li>• Make handwriting legible by ensuring downstrokes or letters are parallel and letters are spaced appropriately.</li></ul>	
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