

English

Reading.

To listen and respond appropriately to adults and their peers.

Use relevant strategies to build their vocabulary by noting good vocabulary down in my reading journal or homework diary.

Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.

Writing.

Recount writing— Postcard about my summer holiday.

Setting description— Draw and then write own description of the Tin Forest from the book.

Informal letter— The old man writing to the villager to ask them to stop dropping rubbish.

Diary entry— A day in the life of the old man.

Story writing— Predict and write the resolution and ending to the Tin Forest story.

Non- Chronological report - Fact file on a European country.

Spelling.

Homophones: bury, berry, break, brake, bawl. Ball, fair, fare

Homophones: great- grate, grown- groan, plain- plane, piece-peace.

Words with the /eɪ/ sound spelt ei, eigh, or ey e.g. eight

The /ɪ/ sound spelt ou—e.g. group

The suffix -ly is added to an adjective to form an adverb. E.g. slowly

The /ɪ/ sound spelt y elsewhere than at the end of words. E.g. myth

Grammar.

To use precise vocabulary and expanded noun phrases.

Persuasive writing techniques.

Adverbial phrases to describe feelings.

Maths

Number.

Place Value- Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number.

Recognise the place value of each digit in a three-digit number (hundreds, tens, ones)

Compare and order numbers up to 1000.

More/less than- 1/10/100.

Rounding the nearest 10 & 100.

Written addition— Add and numbers with up to three digits, using formal written methods of columnar addition. Understanding the relationship between addition and subtraction.

Problem solving / investigations.

Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction. Solve problems, including missing number problems, involving multiplication and division, including integer scaling problems and correspondence problems in which n objects are connected to m objects.

**Our Theme is
Around Europe in 40 days**

Learning Web—core subjects

Science

Knowledge. Children will identify and describe the functions of different parts of flowering plants: roots, stem, leaves and flowers. Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant. Investigate the way in which water is transported within plants. Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

Working scientifically. Children will ask relevant questions and use different types of scientific enquiries to answer them. Set up simple practical enquiries, comparatives and fair tests. Make systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. Gather, record, classify and pre-

Ways You can help at home.....

- Read with your child for **20 minutes every week** and ask them questions about the text. Some where they may need to look for clues in the text to think about what they answer could be.
- Mark down any reading completed at home in the homework diary.
- Sign the homework diary every **Friday**.
- Practice times-tables for the 2,3,4,5 8 and 10 times tables.
- Practice spellings at home to support with learning in school.
- Ensure homework is completed and handed in on a **Tuesday on Teams**.

R.E.

What does it mean to be a Christian in Britain today?
Describe what Christians do to show their faith. Discuss links between the actions of Christians in helping others and ways in which people of different faiths and beliefs, including pupils themselves, help others.

P.E.

Basketball: To learn attacking and defending skills to play a small game of basketball.

Art and Design.

Drawing: To show facial expressions in their drawings. Use my sketches to produce a final piece of work. Write an explanation of my sketch in notes. Use different grades of pencil shade, to show different tones and texture. Focus on the skills and techniques of Leonardo Da Vinci.

Painting: Predict with accuracy the colours that I mix where each of the primary and sec-

P.S.H.E.

Protective behaviours. Children will continue to have opportunities to further understand their actions and skills, and how these can be interpreted by others. They will consider personal decision making and goal setting

Being me in my world: Discuss some of the school's shared values. Say why rules are needed and how these relate to choices and consequences. Understand that actions can affect others' feelings. Talk about why others may hold different views Make other people

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Learning Web— non-core subjects

Humanities.

European countries and capitals: Know the names of and locate at least eight European countries. Use maps to locate European countries and capitals. Know the names of and locate at least eight counties and at least six cities in England.

Computing

Connecting Computers:
Understand that digital devices have inputs and outputs. Identify input and output devices and describe a simple process. Recognise how digital devices change the way that we work. Explain how a computer network can be used to share information. Explore how digital devices can be connected. Recognise the physical components of a network

Music.

Children will learn music notation, songs to sing and begin playing the recorder over the year.