

English

- Daily small group RWI sessions.
- Daily Literacy and Language sessions

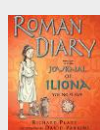
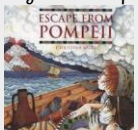
Non-fiction texts – reading and writing

- Children will consider why people need and use instructions
- Notice how instructions are organised to make them easy to follow
- Evaluate instructions against a set of criteria
- Write clear instruction about how to make a bottle band
- Use adverbs of time and manner
- Use imperative verbs

Fiction: Science fiction/fantasy – reading and writing

- Connect and explore the central themes and ideas in A Tale of Two Robots.
- Explore how Roy Appa develops the plot
- Devise questions for the main character to ask and answer in role
- Write a new episode for the story

Texts linking to the topic:



Class 2

Spring Term One Overview



Computing

Databases (Year 3)

PE

Gymnastics and circuits

RE – Unit 3.1

How did/does Jesus change lives?

PSHE

Keeping safe (Year 2)

Maths – Year 2

Money

- Count money – pence
- Count money – notes and coins
- Count money – pounds and pence
- Choose notes and coins
- Make the same amount
- Compare amounts of money
- Calculate with money
- Make a pound

Multiplication and Division

- Recognise equal groups
- Make equal groups
- Add equal groups
- Introduce the multiplication symbol
- Multiplication sentences
- Use arrays
- Make equal groups – grouping
- Make equal groups – sharing
- 2 times table
- Divide by 2
- Doubling and halving
- Odd and even numbers
- 10 times table
- Divide by 10
- 5 times table
- Divide by 5

French: Numbers and colours

Maths – Year 3

Multiplication and Division

- Multiples of 10
- Related calculations
- Reasoning about multiplication
- Multiply a 2-digit number by a 1-digit number – no exchange
- Multiply a 2-digit number by a 1-digit number – exchange
- Link multiplication and division
- Divide a 2-digit number by a 1-digit number – no exchange
- Divide a 2-digit number by a 1-digit number – flexible partitioning
- Divide a 2-digit number by a 1-digit number with remainders
- Scaling
- How many ways?

Length and perimeter

- Measure in metres and centimetres
- Measure in millimetres
- Measure in centimetres and millimetres
- Metres, centimetres and millimetres
- Equivalent lengths
- Compare lengths
- Add lengths
- Subtract lengths
- What is perimeter?
- Measure perimeter
- Calculate perimeter

Science – Forces

- Identify examples of pushes, pulls and twists.
- Define a force, including describing, naming and classifying contact and non-contact forces.
- Describe the relationship between friction and the roughness of a surface.
- Identify examples of friction being useful or not.
- Predict attraction and repulsion between like and opposite poles.
- Identify examples of magnetic and non-magnetic materials.
- Name some examples of types of magnets and compare their strengths.
- Describe some examples of the uses of magnets.

Working scientifically:

- Use arrows and scientific vocabulary to show the direction of a contact force.
- Use evidence to support conclusions.
- Identify the variables to change, measure and control.
- Write a method to explain how to use a magnet to sort and classify materials as magnetic or non-magnetic.
- Label the axes of a bar chart.
- Draw bars on a chart accurately.
- Identify key information from a source.
- Use more than one source to research a question.

Key vocabulary:

attract, bar chart, conclusion, contact force, diagram, force, friction, investigation, magnet, magnetic material, magnetism, method, non-contact force, north pole, plan, results, record, repel, south pole, variable

History

Why did the Romans invade and settle in Britain?

- Explain what was important to people in Ancient Rome.
- Explain the meaning of the words 'empire', 'invasion' and 'settlement'.
- Analyse the different reasons for the Roman invasion of Britain.
- Explain how the Celts responded to the Roman invasion.
- Explain how the Roman army's structure, discipline and equipment made it so successful.
- Use artefacts to make deductions about the lives of Roman soldiers in Britain.
- Explain the meaning of legacy, identifying how the Romans changed Britain and ordering legacies by their significance.

Key vocabulary:

Archaeology, border, chronology, civilisation, conquer, emperor, empire, expand, government, hygiene, impact, invasion, leisure, myth, primary source, secondary source, sequence, settlement

Design and Technology

Structures – constructing a school

- Draw and label a simple castle that includes the most common features.
- Recognise that a castle is made up of multiple 3D shapes.
- Design a castle with key features which satisfy a given purpose.
- Score or cut along lines on the net of a 2D shape.
- Use glue to securely assemble geometric shapes.
- Utilise skills to build a complex structure from simple geometric shapes.
- Evaluate their work by answering simple questions.

Key vocabulary:

2D, 3D, design, key features, net, scoring, shape, stable, stiff, strong, structure, tab

Music -Contrasting dynamics

- Use their voice to create a variety of sounds and dynamics to create an atmosphere.
- Collaborate with peers to contribute to a group soundscape.
- Show changes in dynamics using bodies and vocals.
- Compare two pieces of music using musical vocabulary to describe the changes in dynamics.
- Create and play a simple pitch pattern accurately.