

English and RWI

- Daily small group RWI sessions.
- Compose and rehearse sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentences structures.

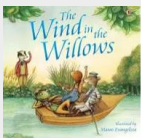
Fiction: poetic language and word play

- Explore and discuss key features of different types of poems
- Recognise and discuss poetic techniques such as alliteration in 'Water-cycle'
- Explore a poem and perform it.
- Use at least two of the special poetic techniques we have studied, e.g. rhyme, rhythm, alliteration, repetition, onomatopoeia
- Use some unusual combinations of two words to build interesting descriptions of water
- Uses punctuation and line breaks to show how my poem should be read

Non-fiction: explanation texts

- Describe a process using clear and useful diagrams, with labels and symbols
- Use continuous prose to explain a process
- Include adverbs of time and conjunctions to help the reader understand the sequence in which things happen (first, then, now) and cause and effect (so, therefore)

Text linked to topic:



Class 2

Spring Term two Overview



Science – Plants – plant growth

- Recall that seeds have all the necessary parts inside for plants to grow.
- Recall that seeds need water and warmth to germinate.
- Recognise that light is required for healthy plant growth.
- Sequence the stages of a plant's life cycle.
- Recognise the importance of healthy plant growth.
- Describe the influences humans have on plants in the environment.

Working scientifically:

- Set up comparative tests.
- Plan observations and measurements.
- Use rulers to measure and record stem height.
- Record plant growth data in a table.
- Compare plant growth in different test conditions.
- Use a magnifying glass to observe and compare plants.
- Draw diagrams to represent stages of a plant's life cycle.

Key vocabulary:

bulb, diagram, energy, flower, germinate, growth, leaf, life cycle, measure, nutrient, observe, seed, shoot, stem

Art and Design – Drawing: understanding tone & texture

- Experiment with a range of materials to create marks and tones
- Use different pressures and control to make different marks
- Describe the texture of objects
- Identify how artists use tone
- Control shading to show tone
- Sketch simple shapes lightly so that changes can be made
- Refine a drawing by building up the outline of an object
- Pose to show clear expression and head position to create a photograph

Key Vocabulary:

grip, mark making, materials, refine, Shading, sketch, texture, tone

Geography

What are rivers and how are they used?

- Identify water stores and processes in the water cycle
- Describe three courses of a river
- Name the physical features of a river
- Name some major rivers and their location
- Describe different ways a river is used
- List some of the problems around rivers
- Describe human and physical features of a river
- Identify the location of a river on an OS map
- Make a judgement on the environmental quality in a river environment
- Make suggestions on how a river environment could be improved

Key vocabulary:

condensation, estuary, flooding, groundwater, leisure, oxbow lake, precipitation, delta, evaporation, floodplain, irrigation, meander, percolation, river mouth

Maths – Year 2

Fractions

- Introduction to parts and a whole
- Equal and unequal parts
- Recognise a half
- Find a half
- Recognize a quarter
- Find a quarter
- Recognize a third
- Find a third
- Find the whole
- Unit fractions
- Non-unit fractions
- Recognise the equivalent of a half and 2 quarters
- Recognise 3 quarters
- Find 3 quarters
- Count in fractions up to a whole

Time

- O'clock and half past
- Quarter past and quarter to
- Tell time past the hour
- Tell time to 5 minutes
- Minutes in an hour
- Hours in a day

Maths – Year 3

Fractions (B)

- Add fractions
- Subtract fractions
- Partition the whole
- Unit fractions of a set of objects
- Non-unit fractions of a set of objects
- Reasoning within fractions of an amount

Measurement – money

- Pounds and pence
- Convert pounds and pence
- Add money
- Subtract money
- Find change

RE – unit 3.4

Easter – Is the cross a symbol of sadness or joy?

French

In a French classroom

Computing

Scratch

PSHE

Being my best (Y3)

PE

Yoga/Rugby

Music – musical me

- Move their eyes from left to right to read pitch patterns
- Sing high and low notes including the notes in between
- Play a pattern of high and low notes on an instrument
- Read notation from left to right
- Draw high and low sounds using dots at the top and bottom of a page, respectively
- Recognise when notes stay the same
- Recognise missing notes on a staff

Key Vocabulary:

dot, high, low, musical sentence, notation, phrase, pitch, pitch pattern, staff