



## English

This half term, for poetry, we will be writing kennings (similar to a riddle) and quatrains (a 4 line pattern poem). We will focus on:

- Layout
- Verbs
- Alliteration
- Onomatopoeia

We will also be writing setting descriptions and fact files linked to our climate topic using the book 'Meerkat Mail'. We will focus on:

- Adjectives
- Expanded noun phrases
- Conjunctions
- Apostrophe for possession
- Prepositions

### Spelling

- Revise Year 2 suffixes
- Contractions
- Prefixes un and dis
- Apostrophe for contractions

### Grammar

- Adjectives
- Main and subordinate clauses
- Well-chosen adjectives – expanded noun phrases
- Paragraphs
- Inverted commas
- Fronted adverbials

### Reading

- Retrieval – scanning for key words to find answers in the text.
- Infer and predict.

## Topic Climate Zones



## Class Book The Wild Way Home



## Maths

In Maths, we'll be learning about place value by:

- Representing numbers to 100 and then to 1000.
- Partitioning numbers to 100 then to 1000.
- Placing numbers on a number line to 100 then 1000.
- Finding 1, 10 or 100 more or less than a number.
- Comparing and ordering numbers to 1000.
- Counting in 50s.

We will then move on to adding and subtracting by:

- Adding and subtracting 1s, 10s, and 100s.
- Spot the pattern.
- Adding and subtracting 2 numbers across 10 and 100.
- Make connections.
- Add and subtract a 2-digit number to/from a 3-digit number.
- Complements to 100.
- Estimating answers.
- Inverse operations.

<p style="text-align: center;"><b>Science</b></p> <p style="text-align: center;"><b>Animals including Humans</b></p> <p>In this unit pupils will be taught to:</p> <ul style="list-style-type: none"> <li>• Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.</li> <li>• Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</li> </ul>	<p style="text-align: center;"><b>R.E</b></p> <p>Religious Education lessons will focus on the big question:</p> <p><b>What do Christians learn from the Creation story?</b></p> <p>By the end of the unit, pupils are expected to be able to:</p> <ul style="list-style-type: none"> <li>• Place the concepts of God and Creation on a timeline of the Bible's 'Big Story'.</li> <li>• Make clear links between Genesis 1 and what Christians believe about God and Creation.</li> <li>• Describe what Christians do because they believe God is Creator. (For example, follow God, wonder at how amazing God's creation is; care for the earth in some specific ways.)</li> <li>• Ask questions and suggest answers about what might be important in the creation story for Christians living today, and for people who are not Christians.</li> </ul>	<p style="text-align: center;"><b>Food</b></p> <p style="text-align: center;"><b>Eating seasonally</b></p> <p>Pupils who are <b>secure</b> will be able to:</p> <ul style="list-style-type: none"> <li>• Explain that fruits and vegetables grow in different countries based on their climates.</li> <li>• Understand that 'seasonal' fruits and vegetables are those that grow in a given season and taste best then.</li> <li>• Know that eating seasonal fruit and vegetables has a positive effect on the environment.</li> <li>• Design their own tart recipe using seasonal ingredients.</li> <li>• Understand the basic rules of food hygiene and safety.</li> <li>• Follow the instructions within a recipe.</li> </ul>
<p style="text-align: center;"><b>PHSE</b></p> <p style="text-align: center;"><b>Me and My School</b></p> <p>In this unit pupils will be taught to:</p> <ul style="list-style-type: none"> <li>• Recognise their worth as individuals.</li> <li>• Face new challenges in a positive way.</li> <li>• Begin to make responsible choices.</li> <li>• Meet and talk to other people.</li> <li>• Begin to understand democracy.</li> </ul>	<p style="text-align: center;"><b>Music</b></p> <p style="text-align: center;"><b>Exploring Rhythmic Patterns</b></p> <p>In this unit, the pupils will be identifying and playing rhythmic patterns through:</p> <ul style="list-style-type: none"> <li>• Recognising and identifying the duration of different note values while maintaining a steady beat.</li> <li>• Maintaining movement accurately in time to the music.</li> <li>• Combining simple rhythm patterns as part of a group.</li> <li>• Identifying changes in musical texture.</li> <li>• Identifying the first beat of a bar in 4/4.</li> <li>• Creating a rhythmic accompaniment to a song.</li> </ul>	<p style="text-align: center;"><b>MFL</b></p> <p style="text-align: center;"><b>Aprendo Español</b> (I'm learning Spanish)</p> <p>In this unit the pupils will learn how to:</p> <ul style="list-style-type: none"> <li>• Pinpoint Spain and other Spanish speaking countries on a map of the world.</li> <li>• Ask and answer the question 'How are you?' in Spanish.</li> <li>• Say 'Hello' and 'Goodbye' in Spanish.</li> <li>• Ask and answer the question 'What is your name?' in Spanish.</li> <li>• Count to ten in Spanish.</li> <li>• Say ten colours in Spanish.</li> </ul>

## **Geography**

### **Climate Zones**

In this unit, pupils will be learning about different climate zones. They will be:

- Identifying the different lines of latitude and learn how they are linked to climate.
- Locating different climate zones and exploring the differences between the Northern and Southern Hemispheres.
- Comparing temperate and tropical climates.
- Exploring weather patterns within climate zones.
- Writing a weather forecast for a typical day in a particular climate zone.
- Identifying the characteristics of each climate zone.

## **PE**

### **Fundamentals**

In this unit, pupils will develop the fundamental skills of balancing, running, jumping, hopping and skipping. Pupils will:

- Develop balancing and understand the importance of this skill.
- Develop their techniques when running at different speeds.
- Develop agility using a change of speed and direction.
- Develop techniques and control when jumping, hopping and landing.
- Develop skipping with a rope.
- Apply fundamental skills in a variety of challenges.

Swimming will commence this term.

## **Computing**

### **Computer Systems and Networks**

Learners will develop their understanding of digital devices, with an initial focus on inputs, processes, and outputs. They will:

- Learn how digital devices function.
- Identify input and output devices.
- Recognise how digital devices change the way 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.