



<p style="text-align: center;"><u>English</u></p> <p>Initially, we will complete some reading and writing assessments. We will read Flat Stanley and produce some writing from this.  <i>Our first narrative unit is 'Fables'. We will enjoy reading lots of fables and discussing their features and themes. We will look at the use of the determiners - a and an; vowels and consonants; and adverbs. We will write our own fable.</i>  <i>Our next unit will be a poetry unit. Here we will focus on the use of similes and write our own colour poems. Finally, we will cover a non-fiction unit on persuasion. Here we will create an advert/leaflet to persuade younger children to clean their teeth!</i>  <i>We will catch up on Phase 6 Phonics from Year 2 and assess the children on reading and writing Year 2 statutory words. We will follow the No Nonsense Spelling scheme and learn to read and write year 3 statutory words. We will have regular handwriting practise and work hard on our cursive script.</i></p>	<p style="text-align: center;"><u>Maths</u></p> <p><i>We follow the scheme 'Maths - No problem' which uses the Concrete - Pictorial - Abstract (C-P-A) approach. Initially we will complete some assessments from the Year 2 curriculum and for the first 2 weeks we will focus on 'Essential Year 2 skills for Catch Up'. We will then move onto Year 3 Maths. First we look at numbers to 1000: counting in hundreds, tens and ones; place value; comparing and ordering numbers; counting in 50s; number patterns and counting in 4s and 8s. We will then move onto addition and subtraction.</i></p>	<p style="text-align: center;"><u>Science</u></p> <p><i>Our unit is 'Eating and Digestion'. The children will identify and classify carnivores, herbivores and omnivores; construct and interpret a variety of food chains; identify the different types of teeth in humans and identify their functions; explore different ways of keeping teeth healthy; investigate how the digestive system works; be able to describe the functions of the basic parts of the digestive system.</i></p>
<p style="text-align: center;"><u>Computing</u></p> <p><i>Our unit is 'We are presenters'. The children will look at what makes a good presenter; edit videos in movie maker; create a script to present the video; add a narration to the video and finally evaluate and present their video.</i></p>	<p style="text-align: center;"><u>Geography or History</u></p> <p><i>This half term we will follow the Geography unit 'Where does food come from?' The children will understand that the food we eat comes from many different places around the world; know how land in temperate climate zones is used to produce food; know how land in tropical climate zones is used to produce food; describe the way in which land in tropical biomes is being changed to enable more food to be produced; explore how food is produced in Mediterranean climate zones; explain how land is used to produce food in the United Kingdom; understand and describe the trade links that enable food from around the world to be sold in the United Kingdom.</i></p>	<p style="text-align: center;"><u>RE</u></p> <p><i>Our unit is Harvest in which we will explore further the meaning and purpose of Harvest Festival celebrations building on knowledge from KS1. The children will learn that harvest has been celebrated for thousands of years and it is celebrated by people of all faiths and none. We will know that harvest is mentioned throughout the Old Testament and that there is a connection between Christian belief/behaviour in relation to celebrating the harvest. The children will be able to describe the traditional content of Christian Harvest Festival services and explain why Christians celebrate harvest. Finally, the children will be able to describe and explain the Jewish festival of Sukkot.</i></p>
<p style="text-align: center;"><u>French (Mrs Feeney)</u></p> <ul style="list-style-type: none"> <li>• Greet someone in French- say hello and goodbye</li> <li>• Say name in French</li> <li>• Ask what someone is called</li> <li>• Ask how someone is in French and respond</li> <li>• Numbers 1-10</li> </ul>	<p style="text-align: center;"><u>PE</u></p> <p><b>Games - Invasion Games (Mrs Feeney)</b>  <b>Gymnastics (Mrs Dewhurst)</b>  <i>Travelling on hands and feet          Balance on small body parts          Create a sequence of gymnastic actions          Develop ways of rolling          Jumping and landing          Evaluate and recognise their own success</i></p>	<p style="text-align: center;"><u>DT or Art</u></p> <p><i>This half term is the DT unit food. We will be designing a healthy sandwich for a teacher's lunchbox. We will look at a selection of empty lunchtime packaging and design a questionnaire for what they would like. Look at the eat well plate for guidance. Evaluate tastes/textures of different breads and sandwich spreads and vegetables. Develop skills of cutting, spreading and grating. Evaluate product and ask teacher's to taste.</i></p>
<p style="text-align: center;"><u>PSHE</u> (Mrs Feeney)</p> <p><i>We will follow the Jigsaw scheme. Our first unit is 'Being me in My World'.</i></p>	<p style="text-align: center;"><u>Music</u> (Mrs Feeney)</p> <p><i>Our unit is 'Let your spirit fly'.</i></p>	<p style="text-align: center;"><u>Anything else?</u></p> <ul style="list-style-type: none"> <li>• PE days: Monday and Thursday</li> <li>• Reading - due to COVID restrictions books only changed once a week</li> <li>• Homework - see online logins in the reading records.</li> </ul>

