**Once upon a time**

Sycamore & Silver Birch Classes - Spring 2 2024



**English**

**Writing**

* Focus text and other themed texts around traditional tales.
* Key skills

Y1 composing and recording sentences, thinking about capital letters, full stops and finger spaces.

Y2 focussing on using a range of sentence types, as well as conjunctions (and, because, when, if, so, but), using language for impact - including the use of expanded noun phrases, and editing our work.

Y3 continuing to embed our understanding of the difference between simple and compound sentences, and a range of conjunctions (although, while, since, until), and continuing to implement fronted adverbials, speech and the use of paragraphs in our writing.

* Handwriting – continuing to focus on joined hand-writing (this will be a gradual process when children are ready).

Y2 thinking about the size of our writing and the relationship between the lower case and upper case letters.

Y3 developing a confident, quicker joined script.

* Y1/2 Twinkl Phonics – building on existing phonics knowledge and introducing alternative sounds.
* Y3 Spelling – working on key word patterns each week in conjunction with the common exception words for each specific year group (spellings will come home associated with this programme weekly).

**Reading**

* Whole class reading activities linked to our focus texts and other similar texts.
* Y1/2 – continuing to use our phonic skills to decode new words, and use word patterns to help us (linked to spelling).
* Focusing on our understanding of character motivation using our inference skills, and the author’s use of language for effect.
* Recognising different themes and convention of texts.

**Mathematics**

* Addition and subtraction

Y1 add and subtract one and two digit numbers in a range of contexts.

Y2 recall and use facts to 20 fluently.

Y3 develop a range of strategies and recordings for addition and subtraction calculations and explore which method to choose and why.

* Multiplication and division

Y1 use multiples of ten to derive multiples of five, using concrete objects, arrays and bar models to support visualisation.

Y2 calculate division problems using known multiplication facts and an array, record using ÷ sign, use an array and groups of objects to show that multiplication of two numbers is commutative but division is not.

Y3 recall and use facts for the 4x and 8x tables (x and ÷), write and calculate mathematical statements for multiplication and division including for two-digit numbers times on-digit numbers.

**PSHCE**

* How to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts.
* How to recognise and manage emotions within a range of relationships.
* How to recognise risky or negative relationships including all forms of bullying and abuse.
* How to respond to risky or negative relationships and ask for help.

**P.E.**

* Creative dance focusing on developing motor skills alongside emotional expression linked to our focus texts and topic.
* Invasion games linking a broad range of skills to make actions and sequences of movement.

**Science**

* Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.
* Observe changes across the four seasons.
* Observe and describe how seeds and bulbs grow into mature plants.
* Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.

**History**

* Compare pictures of our local area of Newbury and order them chronologically.
* Develop knowledge and understanding of key people and events in local history.
* Use a variety of sources of information to answer questions about local history.

**R.E**

* Identify the feelings of sadness and happiness in different situations, including their own experiences and in the Easter story.
* Discuss the concepts of sadness and happiness and talk about their importance to Christians when they remember the Easter story.

**Computing**

* Use 2Paint a Picture to create images replicating an established style of art.
* Use a wide range of tools in the art package.
* Save and retrieve their work.

**Art**

* Plan a 3D basket sculpture and its design.
* Use the papier maché technique to create a basket sculpture, then paint and decorate it.
* Describe their work using visual language.

**Music**

* Understand the musical elements of pitch (high and low) and duration (length of sounds).
* Work as a team to play music using our class set of boomwhackers (pitched tube instruments)!

**Role Play Corner**

* Small world with different fairy tale characters.

**Vocabulary**

**Science**: Tree, roots, leaves, fruit, deciduous, evergreen, nuts, cones, trunk, bark, branches, blossom, identify, identification, oak, horse chestnut, cedar, beech, maple, hawthorn, sycamore, holly, yew, spruce, cypress, seed, food, food store, seed coat, germination, conditions, baby plant, roots, shoot, leaves, water, air, light, water, nutrients, soil, investigate, explore, predict, observe

**History:** chronological, timeline, sources, events, past, present, then, now, period