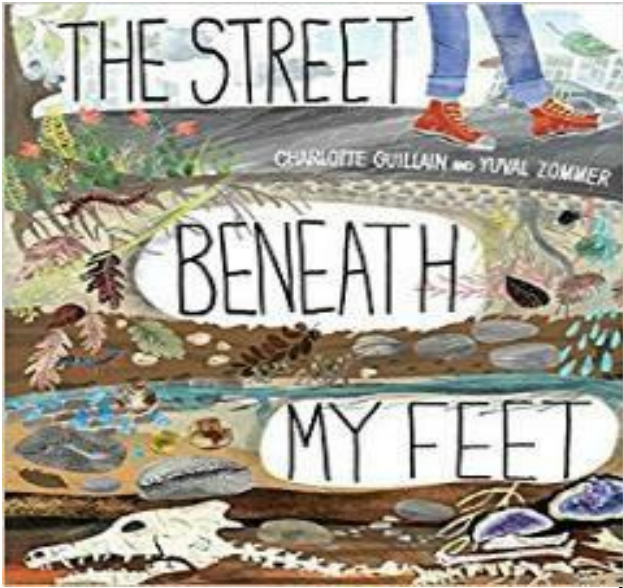


Subjects

<p>English</p> <p>Recount:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Goals for the year <input type="checkbox"/> Target setting/recount of summer holidays. <input type="checkbox"/> Review of basic sentence structure – reviewing full stops and capital letters <p>Fiction writing:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The Tunnel (Anthony Brown) <input type="checkbox"/> Story writing – portal stories <input type="checkbox"/> Review of basic sentence structure – reviewing full stops and capital letters <input type="checkbox"/> Coordinating conjunctions (compound sentences) <input type="checkbox"/> Introduction to inverted commas to punctuate direct speech <p>Poetry:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Fireworks/Autumn Performance poems <input type="checkbox"/> Description (Adjectives) <p>Spelling:</p> <p>Week 1: Revise High frequency words from KS1</p> <p>Week 2: Revise High frequency words from KS1</p> <p>Week 3: Revise suffixes from Yr 2</p> <p>Week 4: Prefixes 'un' 'dis'</p> <p>Week 6: /ei/ sound spelt 'ei', 'eigh' or 'ey'</p> <p>Week 7: homophones</p>	<p>Reading</p> <ul style="list-style-type: none"> <input type="checkbox"/> Applies their growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words they meet. <input type="checkbox"/> Listens to and discusses a wide range of fiction and poetry. <input type="checkbox"/> Checks that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. <input type="checkbox"/> Asking questions to improve their understanding of a text. <input type="checkbox"/> Is beginning to draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and (with support) justifying inferences with evidence. <input type="checkbox"/> Makes basic predictions about what might happen based on details stated and implied. <input type="checkbox"/> Participates in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. <p>Guided Reading Text: The Twits by Roald Dahl</p>	<p>Maths</p> <p>Number – Place Value</p> <ul style="list-style-type: none"> <input type="checkbox"/> Counts from 0 in multiples of 4 8 50 and 100; finds 10 or 100 more or less than a given number. <input type="checkbox"/> Recognises the place value of each digit in a three-digit number (hundreds tens ones). <input type="checkbox"/> Compares and orders numbers up to 1000. <input type="checkbox"/> Identifies represents and estimates numbers using different representations. <input type="checkbox"/> Reads and writes numbers up to 1000 in numerals and in words. <input type="checkbox"/> Solves number problems and practical problems involving these ideas. <input type="checkbox"/> Solves number and practical problems that involve all of the above and with increasingly large positive numbers. <p>Addition and Subtraction 1:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Adds and subtracts numbers mentally including a three-digit number and ones. <input type="checkbox"/> Add and subtracts numbers mentally including a three-digit number and tens. <input type="checkbox"/> Adds and subtracts numbers mentally including a three-digit number and hundreds. <input type="checkbox"/> Adds and subtracts numbers with up to three digits using formal written methods of columnar addition and subtraction. <input type="checkbox"/> Estimates the answer to a calculation and uses inverse operations to check answers. <input type="checkbox"/> Solves problems including missing number problems using number facts place value and more complex addition and subtraction. 	<p>Science</p> <ul style="list-style-type: none"> <input type="checkbox"/> Recognise that soils are made from rocks and organic matter. <input type="checkbox"/> Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. <input type="checkbox"/> Know how soil is made and fossils formed. <input type="checkbox"/> Know about and explain the difference between sedimentary, metamorphic and igneous rock. <p>Skills:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identifying differences, similarities or changes related to simple scientific ideas and processes.
<p>Music</p> <p>To know five songs from memory and who sang them or wrote them.</p> <ul style="list-style-type: none"> ● To know the style of the five songs. ● To choose one song and be able to talk about: <ul style="list-style-type: none"> ○ Its lyrics: what the song is about ○ Any musical dimensions featured in the song, and where they: ○ Name some of the instruments they heard in the song 	<p>Geography</p> <p>Geography:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Describe and understand key aspects of physical geography including: volcanoes and earthquakes. 	<p>PE</p> <ul style="list-style-type: none"> <input type="checkbox"/> Consolidate and improve the quality of their actions, body shapes and balance, and their ability to link movements together. <input type="checkbox"/> Improve their ability to select appropriate actions and use simple compositional ideas. <input type="checkbox"/> Adapt basic sequences to suit different types of apparatus. <input type="checkbox"/> Work with a partner sharing ideas and creating a simple sequence starting to introduce matching and mirroring a partner. 	

Rocks and Magnets Knowledge Mat

Subject Specific Vocabulary		Interesting Book	Sticky Knowledge about our rocks and magnets	
fossil	A fossil is the preserved remains or traces of a dead organism.		Rocks have been used by humans for millions of years, from early tools and weapons through to construction materials for modern buildings.	
soil	Soil consists of a mix of organic material (decayed plants and animals) and broken bits of rocks and minerals.		Sediment deposited over time, often as layers at the bottom of lakes and oceans, forms sedimentary rocks.	
crystals	Crystals are a special kind of solid material where the molecules fit together in a repeating pattern.		Extreme pressure and heat over time forms metamorphic rocks. Examples are marble and slate.	
sedimentary	Sedimentary rocks are made when sand, mud and pebbles get laid down in layers. Over time, these layers are squashed under more and more layers.		<p>Important facts to know by the end of the rocks and magnets topic:</p> <p>Know how fossils are formed.</p> <p>Know what soil is.</p> <p>Know that magnets attract some objects but not others.</p> <p>Know the difference between igneous, sedimentary and metamorphic rocks.</p> <p>Predict whether two magnets will attract or repel each other.</p> <p>Know that magnets have two poles.</p> <p>Group together different rocks according to different attributes.</p>	When magma cools and solidifies it forms igneous rock. Examples are granite and pumice.
metamorphic	When a rock experiences heat and pressure, it becomes a metamorphic rock. All metamorphic rocks start as another type of rock.			The Earth is a very big magnet. Its North and South poles are highly magnetic.
igneous	Igneous rock is formed when magma cools and solidifies. It may do this above or below the Earth's surface.			A magnet always has north and south poles. Cutting a magnet in half makes two magnets, each with two poles.
magnetic pole	Either of two areas on the earth's surface, one near the geographic north pole and one near the geographic south pole, where the Earth's magnetic fields are strongest.			Magnets only attract certain types of metals, other materials such as glass, plastic and wood aren't attracted.
organic matter	Organic matter is matter that has come from a recently living organism. It is capable of decaying.			
attract and repel	A magnetic field is the area around the magnet where it can attract or repel things. When you bring two magnets together they will either attract or repel.			