

Mathematics

Addition and Subtraction

Solve problems with addition and subtraction:

- applying their increasing knowledge of mental and written methods.
- recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.
- add and subtract numbers using concrete objects, pictorial representations, and mentally using two two-digit numbers.
- show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.
- recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.

WALT apply addition strategies to solve equations

WALT apply subtraction strategies to solve equations

WALT solve word problems

WALT add two 2-digit numbers using the column method

WALT subtract 2-digit numbers using the column method

Pupils should be taught to:

- calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals (=) signs
- show that multiplication of 2 numbers can be done in any order (commutative) and division of 1 number by another cannot
- solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts

WALT recall the 3 x and 4 x multiplication tables by skip counting

WALT describe and interpret arrays for the multiplication tables of three and four

WALT know division facts for the 3 and 4 times tables

WALT identify multiplication and division fact families

WALT recognise the inverse relationship between multiplication and division

WALT identify multiples of 2, 3, 4, 5 and 10

WALT solve word problems

Science

WALT compare a plant with an animal

WALT know the parts of a plant

WALT understand what plants need to grow healthily
microhabitats

WALT understand and record the lifecycle of a plant

WALT compare the lifecycle of a plant with that of an animal

WALT investigate plants in our local area and compare and contrast with plants in a different area

WALT create and carry out a fair investigation

WALT observe and record growth of different plants over a period of time

WALT to examine and record the parts of different plants

WALT look for patterns to help us classify



Reading

Word Reading

WALT continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent

WALT read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes

WALT read accurately words of two or more syllables that contain the same graphemes as above

WALT read words containing common suffixes

WALT read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word

WALT read most words quickly and accurately, without over sounding and blending, when they have been frequently encountered

WALT read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation

WALT re-read these books to build up their fluency and confidence in word reading.

Comprehension

WALT develop pleasure in reading and a motivation to read

WALT discuss the sequence of events in books and how items of information are related

WALT recognise simple recurring literary language in stories and poetry

WALT discuss and clarify the meanings of words, linking new meanings to known vocabulary

WALT discuss our favourite words and phrases

WALT continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear

WALT check that the text makes sense to them as they read and correcting inaccurate reading

WALT make inferences based on what is being said and done

WALT answer and ask questions

WALT predict what might happen on the basis of what has been read so far

Writing

Handwriting

WALT use some of the diagonal and horizontal strokes needed to join letters

WALT write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters

WALT use spacing between words that reflects the size of the letters.

Composition

WALT write narratives about personal experiences and those of others (real and fictional)

WALT write about real events –WALT writing poetry – rhyming and descriptive poems– using alliteration and onomatopoeia

WALT plan or say out loud what we are going to write about

WALT write down ideas and/or key words, including new vocabulary

WALT make simple additions, revisions and corrections to our writing by:

-evaluating writing with the teacher and other pupils

-re-reading to check that their writing makes sense

-proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]

-read aloud what they have written with appropriate intonation to make the meaning clear.

Vocabulary, Grammar and Punctuation

WALT learn how to use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)

WALT recognise and use sentences with different forms: statements, questions, exclamations and commands in our own writing

WALT expanded noun phrases to describe and specify [for example, the blue butterfly]

WALT write in the present and past tenses correctly and consistently including the progressive form

WALT join our sentences using subordinating conjunctions (when, if, that, or because) and co-ordinating conjunctions (or, and, or but)

Transcription

WALT spell common exception words – from Year 1 and Year 2 list

WALT spell more words with contracted forms - can't, didn't, hasn't, couldn't, it's, I'll

WALT write words with the possessive apostrophe (singular) [for example, the girl's book]

WALT add suffixes to spell longer words, including -ed, -ing, -er, -est, -s, -es, -ly

WALT write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

WALT spell a few common homophones – e.g. hear/here, there/their

Religious Education

WALT recognize and talk about the special places people go to worship and what they do there
understand which place is sacred for Christians
WALT understand which place is sacred for Jewish people
WALT understand which place is sacred for Muslims

Personal Social Health Education

WALT understand there are some changes that are outside my control and can recognise how I feel about this
WALT identify people I respect who are older than me
WALT think about changes I will make when I am in Year 3 and know how to go about this

P.E.

Pupils should be taught to:

- **master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities**

WALT perform basic moves required for country dancing

WALT work as a team to perform country dances

WALT master basic movements including running, jumping, throwing and catching

Art and Design

Pupils should be taught:

- **to use a range of materials creatively to design and make products**
- **to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination**
- **to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space**
- **about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.**

WALT investigate the work of the popular artist Wayne Thiebaud looking at colour, pattern, shape and texture
WALT use collage to create an artwork inspired by Wayne Thiebaud
WALT explore and choose different mediums to create seaside artworks

Computing

Pupils should be taught to:

- **use technology purposefully to create, organise, store, manipulate and retrieve digital content**
- **recognise common uses of information technology beyond school**

WALT understand how to use 2Paint a Picture

WALT look at the work of Piet Mondrian and recreate it using the Lines template

WALT look at the work of William Morris and recreate it using the Patterns template

WALT explore surrealism and eCollage

WALT explore how a story can be presented in different ways

WALT make a quiz about a story or class topic



Music

Pupils should be taught to:

- **use our voices expressively and creatively by singing songs and speaking chants and rhymes**
- **play tuned and untuned instruments musically**
- **listen with concentration and understanding to a range of high-quality live and recorded music**
- **experiment with, create, select and combine sounds using the inter-related dimensions of music.**

WALT rehearse and sing expressively songs about the seaside

WALT play tuned and untuned instruments musically to accompany songs and compose seaside tune

History/Geography

Pupils should be taught about:

- **changes within living memory – where appropriate, these should be used to reveal aspects of change in national life**

Pupils should be taught to:

Place knowledge

- **Human and physical geography**
- **use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, sea, ocean and river and key human features, including: city, town, house, port, harbour and shop**

Geographical skills and fieldwork

use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key

WALT identify seaside towns by using maps to locate and identify

WALT explore and learn how seaside towns have changed and why

WALT discuss the natural or manmade features of seaside towns

WALT create a timeline to show key changes that have impacted on development of seaside towns

Enrichment/Educational Visits

Begin to prepare for class Leavers' Assembly to be performed in front of parents.

Visit to **Littlehampton beach** to observe the human and physical features of this coastal location and experience some of the attractions enjoyed by holidaymakers in the past.

Please also refer to the

Home Learning Grid for home learning activity ideas linked to our curriculum.

Weekly Overviews are displayed in our outdoor class display boards, indicating the learning aspects planned for each week.