

Numeracy

Place value, ordering and rounding to include:

- Ordering a set of three digit numbers.
- Recognising one more or one less than a three digit number.
- Ordering numbers using more than and less than.

Understanding + and - to include:

- Recognising all pairs of numbers with a total to 20 and pairs of multiples of 10 to 100.
- Using the = sign to represent equality and the use of a symbol to represent an unknown number.
- Recognising the concept of doubling as addition of 2 equal amounts.
- Introducing halving as the inverse of doubling.
- Recognising the link between addition and subtraction and rehearsing all known number facts.

Mental Calculation Strategies (+ and -) to include:

- Finding a small difference between 2 digit numbers by counting on from smaller to larger.

Making Decisions and Checking Results to include:

- Solving 'real life' problems using doubles facts and checking with an equivalent calculation.
- Choosing and using appropriate operations and efficient calculation strategies to solve problems.

Money and 'real life' problems to include:

- Finding totals, giving change and working out which coins to pay with.
- Finding one half, one quarter and one third of amounts of money.
- Solving 'real life' problems involving money.
- Recognising all coins, finding totals and giving change.

Measures, including problems about measures to include:

- Reviewing measuring and comparing capacities using standard and non-standard units.
- Reading a simple scale to the nearest labelled division.
- Solving 'real life' problems involving measures.

Counting and properties of number to include:

- Describing and extending number sequences, knowing numbers in order beyond 100 and counting back and on in hundreds to 900.
- Recognising 2-digit multiples of 2, 5 and 10.
- Counting in 5's, 50's and 100's from and back to 0.
- Reviewing counting on in steps of 3, 4 or 5 to at least 30, 40 or 50 and back to 0.

Understanding x and ÷ to include:

- Doubling all numbers to at least 15 and know doubles of multiples of 5 to 50.
- Consolidating the concept of multiplication and using the x sign.
- Understanding multiplication as repeated addition or an array.
- Understanding division as grouping or sharing.
- Beginning to recognise the relationship between multiplication and division.
- Understanding the concept of 'remainder'.

Mental calculation strategies x and ÷ to include:

- Rehearsing doubles of all numbers to at least 15, doubles of multiples of 5 to 50 and identify near doubles and known doubles.
- Beginning to learn the division facts corresponding to the 2 and 10 times tables.

Shape and space to include:

- Recognising lines of symmetry and creating symmetrical shapes.
- Reviewing recognising a right angle and making a right angle measure.

Reasoning about shapes to include:

- Investigating a general statement about familiar shapes by finding examples that satisfy it.

Reasoning about numbers to include:

- Investigating a general statement about familiar numbers explaining how it was solved.

Time to include:

- Using and reading vocabulary related to time.
- Recognising and ordering the months of the year and relating particular months to seasons.
- Using units of time and knowing the relationship between them.
- Using a calendar.

Fractions to include:

- Finding one half, one quarter or one third of a quantity, or a number of objects.
- Recognising that two quarters are the same as one half.
- Using fraction notation.

Handling Data to include:

- Reviewing sorting objects based on two non distinct criteria using a Carroll diagram and sorting objects and numbers using a Venn diagram.
- Constructing and interpreting a block graph.
- Sorting by listing in a table and interpreting simple tables.

Literacy

This term we will be learning ...

- ✓ To investigate and practice spelling patterns: Long vowel sounds; phoneme 'ear' (hear), 'ed' (head), same spelling patterns but different sounds; 'ea', 'ow', 'ear', final 'y'; common suffixes 'ful', 'ly'.
- ✓ To understand the need for grammatical agreement, using standard forms for reading and writing.
- ✓ To write in clear sentences using capital letters and full stops accurately.
- ✓ To turn sentences into questions and to use question marks.
- ✓ To use commas in a list.
- ✓ To understand the distinction between fact and fiction and to use the terms 'fiction' and non-fiction' correctly.
- ✓ To make use of the organisational features of non-fiction texts.
- ✓ To write non-fictional texts and non-chronological reports.
- ✓ To compare books by the same author, evaluate them and read about the author and to write their own extended stories using their knowledge of story elements.
- ✓ To notice the difference between spoken and written forms through preparing and retelling stories.
- ✓ To read and respond imaginatively, recommend and collect examples of humorous stories, extracts and poems.
- ✓ To discuss meanings of words and phrases that create humour and sound effects and to use knowledge and structures to write their own by adaptation, mimicry or substitution derived from reading.

Key texts/Authors/Poets: Jill Tomlinson

Range:

Fiction and poetry: extended stories; stories by significant children's authors; different stories by the same author; texts with language play, e.g. riddles, tongue-twisters, humorous verse and stories.

Non-Fiction: Information books including non-chronological reports.