



<b><u>Owls – Years 2 &amp; 3</u></b>	<b><u>MTP Autumn Term 2018</u></b>	<b><u>Topic: Stone Age to Iron Age</u></b>	<b><u>Visits: York Museums (Aut 1)</u> - Prehistory workshop - Iron Age Animal Art</b>
<p><b><u>English</u></b></p> <p><b><u>Fiction</u></b> - Write stories set in places pupils have been.</p> <p>Year 2: Use expanded noun phrases to describe and specify. Use subordination (using when, if, that, or because) and co-ordination (using or, and, or but). Learn how to use and understand the grammar for year 2 in curriculum appendix 2 (in discussing their writing).</p> <p>Year 3: Learn how to use adverbs. Extend sentences with more than one clause using conjunctions. Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</p> <p><b><u>Non-Fiction</u></b> - Write explanations; write non-chronological reports.</p> <p>Year 2: Use familiar and new punctuation correctly: full stops, capital letters, exclamation marks and questions marks. Use sentences that have different forms: statement, question and exclamation. Use the present and past tenses correctly and consistently.</p> <p>Year 3: Indicate possession using the possessive apostrophe with plural</p>	<p><b><u>Mathematics</u></b></p> <ul style="list-style-type: none"> <li>- <b>Number and place value</b> objectives (NC KS1 and LKS2)</li> <li>- <b>Addition and subtraction</b> objectives (NC KS1 and LKS2)</li> <li>- <b>Multiplication and division</b> objectives (NC KS1 and LKS2)</li> <li>- Count and calculate in increasingly complex contexts, including those that cannot be experienced first hand.</li> <li>- Rigorously apply mathematical knowledge across the curriculum, in particular in science, technology and computing.</li> <li>- Deepen conceptual understanding of mathematics by frequent repetition and extension of key concepts in a range of engaging and purposeful contexts.</li> <li>- Explore numbers and place value so as to read and understand the value of all numbers.</li> <li>- Add and subtract using efficient mental and written methods.</li> <li>- Multiply and divide using efficient mental and written methods.</li> </ul>	<p><b><u>Science</u></b></p> <p><b><u>Autumn 1 – Animals including humans; bones and teeth</u></b></p> <ul style="list-style-type: none"> <li>- Look at nutrition, transportation of water and nutrients in the body, and the muscle and skeleton system of humans and animals.</li> <li>- Look at the digestive system in humans.</li> <li>- Look at teeth.</li> </ul> <p><b><u>Autumn 2 – Light and Shadow</u></b></p> <ul style="list-style-type: none"> <li>- Look at sources, seeing, reflections and shadows.</li> <li>- Explain how light appears to travel in straight lines and how this affects seeing and shadows.</li> </ul> <p><b><u>Working Scientifically</u></b></p> <ul style="list-style-type: none"> <li>- Ask relevant questions and use different types of scientific enquiries to answer them.</li> <li>- Set up simple practical enquiries, compare results and use fair tests.</li> <li>- Making systematic and careful observations and take accurate measurements using standard units.</li> <li>- Gather, record, classify and present data in a variety of ways to help when answering questions.</li> </ul>	<p><b><u>Religious Education</u></b></p> <p><b><u>Unit 3.1 Remembering</u></b> <i>The children will explore actions and rituals associated with festivals, celebrations and times of remembering, and how symbols and artefacts may be used to express the belief of a faith member.</i></p> <p><b><u>Understanding Christianity Unit 2a. ‘People of God’</u></b></p> <p><b><u>Key Christianity theme; ‘Generosity’</u></b></p> <hr/> <p><b><u>Language - French</u></b></p> <p><i>In the chosen modern language:</i></p> <ul style="list-style-type: none"> <li>- Speak</li> <li>- Read</li> <li>- Write</li> </ul> <p>- Look at the culture of the countries where the language is spoken.</p>

<p>nouns. Use present perfect forms of verbs.</p> <p><b>Poetry</b> – a poet study Zephaniah Year 2: Use punctuation including commas. Use subordination (using when, if, that, or because) or co-ordination (using and, but, or). Use sentences with different forms: statement, question, exclamation, command.</p>		<ul style="list-style-type: none"> <li>- When recording findings, use simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.</li> <li>- Report on findings orally and in writing written explanations and conclusions.</li> <li>- Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</li> </ul>	
<p>Year 3: Extend range of sentences using conjunctions. Learn how to use and understand the grammar for LKS2 in curriculum appendix 2 (in discussing their writing).</p> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>- Read, listen to and discuss a wide range of styles of texts.</li> <li>- Learn poetry by heart.</li> <li>- Increase familiarity with a wide range of books, including myths and legends, traditional stories, modern fiction, classic British fiction and books from other cultures.</li> <li>- Use the school and community libraries.</li> <li>- Look at classification systems.</li> <li>- Read and listen to whole books.</li> </ul> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>- Engage in meaningful discussions in all areas of the curriculum.</li> <li>- Listen to and learn a wide range of subject specific vocabulary.</li> <li>- Through reading identify vocabulary that enriches and enlivens stories.</li> </ul>	<p><b>Design &amp; Technology - Building structures linked to Neolithic homes</b></p> <p><b>Design</b></p> <ul style="list-style-type: none"> <li>- Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.</li> <li>- Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>- Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.</li> <li>- Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</li> </ul>	<p><b>History – Stone Age to Iron Age</b></p> <ul style="list-style-type: none"> <li>- Look at changes in Britain from the Stone Age to the Iron Age</li> <li>- Develop a chronologically secure knowledge and understanding of British history.</li> <li>- Establish clear narratives within and across the periods studied.</li> <li>- Make connections, contrasts and trends over time and develop the appropriate use of historical terms.</li> </ul>	<p><b>Physical Education</b></p> <p><b>Autumn 1; Tag Rugby and Athletics</b></p> <ul style="list-style-type: none"> <li>- Play competitive games, modified where appropriate, such as football, netball, rounders, cricket, hockey, basketball, badminton and tennis and apply basic principles suitable for attacking and defending.</li> </ul> <p><b>Autumn 2; Hockey and Gymnastics</b></p> <ul style="list-style-type: none"> <li>- Take part in gymnastics activities.</li> <li>- Take part in athletics activities.</li> </ul>
	<p><b>Art &amp; Design - Ice age, Neolithic, Bronze and Iron Age art</b></p> <ul style="list-style-type: none"> <li>- Use experiences, other subjects across the</li> </ul>	<p><b>Computing ‘We are Astronauts’</b></p> <ul style="list-style-type: none"> <li>- Understand what algorithms are; how they are implemented as programs on digital devices; and that programs</li> </ul>	<p><b>Music – ‘Bringing us together’</b></p> <ul style="list-style-type: none"> <li>- Play and perform in solo and ensemble contexts, using voice and playing</li> </ul>

	<p><i>curriculum and ideas as inspiration for artwork.</i></p> <ul style="list-style-type: none"><li>- <i>Develop and share ideas in a sketchbook and in finished products.</i></li><li>- <i>Improve mastery of techniques.</i></li></ul>	<p><i>execute by following precise and unambiguous instructions</i></p> <ul style="list-style-type: none"><li>- <i>Create and debug simple programs</i></li><li>- <i>Use logical reasoning to predict the behaviour of simple programs</i></li></ul>	<p><i>instruments with increasing accuracy, control and expression.</i></p> <ul style="list-style-type: none"><li>- <i>Improvise and compose music using the inter-related dimensions of music separately and in combination.</i></li><li>- <i>Listen with attention to detail and recall sounds with increasing aural memory.</i></li></ul>
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