



<u>Owls – Years 2 & 3</u>	<u>MTP Autumn Term 2018</u>	Topic: Stone Age to Iron Age	Visits: York Museums (Aut 1) - Prehistory workshop - Iron Age Animal Art
<p><u>English</u></p> <p><u>Fiction & non-fiction</u></p> <p><u>Y2</u></p> <ul style="list-style-type: none"> • Write stories that mimic significant authors. • Write narrative diaries. • Write non-chronological reports. • Present information <p><u>Y3</u></p> <ul style="list-style-type: none"> • Write letters. • Write plays. • Write stories, letters, scripts and fictional biographies inspired by reading across the curriculum. • Write non-chronological reports. • Write persuasively. <p>Children will study stories by the same author in Spring 1. As part of this unit they will explore and compare familiar and fantasy settings, taking inspiration from the texts studied. The Year three children will write a short section of a play to retell a story they have read. In Spring 2 the children will study information texts written in non-chronological order. The Y2s will then present their own information leaflet about a mountain region in the UK. The Year 3 will write a persuasive leaflet about visiting a mountain region in the UK. A short unit looking at stories from another culture</p>	<p><u>Mathematics</u></p> <p>Money (3 weeks) Fractions (2 weeks) Telling the time (daily)</p> <p><u>Y2</u></p> <ul style="list-style-type: none"> • Recognise, find and name a half as one of two equal parts of an object, shape or quantity. • Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity. • Recognise, find, name and write fractions 1/2, 1/4, 2/4 and 3/4 of a length, shape, set of objects or quantity. -Recognise the equivalence of 2/4 and 1/2. -Write simple fractions for example, 1/2 of 6 = 3. -Recognise and know the value of different denominations of coins and notes. • Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value. • Find different combinations of coins that equal the same amounts of money. • Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change. 	<p><u>Science</u></p> <ul style="list-style-type: none"> • Notice and describe how things move, using simple comparisons such as faster and slower (Y2) • Compare how different things move (Y2) • Compare how things move on different surfaces. • Notice that some forces need contact between two objects, but magnetic forces can act at a distance. • Observe how magnets attract or repel each other and attract some materials and not others. • Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials. • Describe magnets as having two poles. • Predict whether two magnets will attract or repel each other, depending on which poles are facing. <p><u>Working Scientifically</u></p> <ul style="list-style-type: none"> - Ask relevant questions and use different 	<p><u>Religious Education</u></p> <p>What do religions teach about caring for our world?</p> <ul style="list-style-type: none"> -Describe and show understanding of links between stories, beliefs and practices of faith communities -Present their own and others' views to challenging questions about belonging, meaning, purpose and truth -Articulate the responses of different religions to ethical questions, including ideas about what is right and wrong and what is just and fair <p><u>Language - French</u></p> <p><i>In the chosen modern language:</i></p> <ul style="list-style-type: none"> - Speak - Read - Write <ul style="list-style-type: none"> - Look at the culture of the countries where the language is spoken.

(encompassing Mountainous regions) will follow.

Reading

Y2

- Listen to traditional tales.
- Listen to a range of texts.
- Learn some poems by heart.
- Become familiar with a wide range of texts of different lengths.
- Discuss books.
- Build up a repertoire of poems to recite.
- Use the class and school libraries.
- Listen to short novels over time.

Y3

Read and listen to a wide range of styles of text, including fairy stories, myths and legends.

- Listen to and discuss a wide range of texts.
- Learn poetry by heart.
- Increase familiarity with a wide range of books, including myths and legends, traditional stories, modern fiction, classic British fiction and books from other cultures.
- Take part in conversations about books.
- Learn a wide range of poetry by heart.
- Use the school and community libraries.
- Look at classification systems.
- Look at books with a different alphabet to English.
- Read and listen to whole books.

Communication

- Engage in meaningful discussions in all areas of the curriculum.
- Listen to and learn a wide range of subject specific vocabulary.
- Through reading identify vocabulary that enriches and enlivens stories.

- Recognise and use language relating to dates, including days of the week, weeks, months and years.
- Tell the time to the hour and half past the hour
- Tell the time to five minutes, including quarter past/to the hour

Y3

- Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators.
- Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators.
- Compare and order unit fractions and fractions with the same denominators.
- Recognise and show families of common equivalent fractions.
- Add and subtract fractions with the same denominator within one whole.
- Solve problems involving increasingly harder fractions.
- Add and subtract fractions with the same denominator.
- Solve simple measure and money problems involving fractions and decimals to two decimal places.
- Add and subtract amounts of money to give change. (£ and p)
- Estimate, compare and calculate different measures, including money in pounds and pence.
- Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use appropriate vocabulary.

types of scientific enquiries to answer them.

- Set up simple practical enquiries, compare results and use fair tests.
- Making systematic and careful observations and take accurate measurements using standard units.
- Gather, record, classify and present data in a variety of ways to help when answering questions.
- When recording findings, use simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.
- Report on findings orally and in writing written explanations and conclusions.
- Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions

	<p><u>Design & Technology - Mountain pods</u> Use George Clarke's Amazing spaces 'mountain pods' as a stimulus. Children explore (through diagrams and photographs), design from a brief and make a small model of their own mountain pod. Evaluate the model's success and make suggestions for improvements.</p> <ul style="list-style-type: none"> - To master practical skills - To design, make, evaluate and improve - To take inspiration from design throughout history 	<p><u>Geography – mountains</u></p> <ul style="list-style-type: none"> • Compare and contrast a small area of the United Kingdom with that of a non-European country. • Use basic geographical vocabulary to refer to and describe key physical and human features of locations. • Use world maps, atlases and globes. <p><i>Describe and understand key aspects of mountains and human geography, including: settlements, land use, economic activity including trade, links and the distribution of natural resources including energy, food, minerals and water supplies.</i></p>	<p><u>Physical Education</u> Indoor – gymnastics Outdoor – orienteering and netball</p> <ul style="list-style-type: none"> • Participate in team games, developing simple tactics for attacking and defending. • 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. • Take part in gymnastics activities.
	<p><u>Art & Design – Artist study</u> Use experiences, other subjects across the curriculum and ideas as inspiration for artwork (Georges Seurat and Pointillism)</p> <ul style="list-style-type: none"> • Develop and share ideas in a sketchbook and in finished products. • Improve mastery of techniques. • Learn about the great artists, architects and designers in history. 	<p><u>Computing – Programming</u></p> <ul style="list-style-type: none"> • Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following a sequence of instructions (Yr2) • Use sequence, selections and repetition in programs; work with variables and various forms of input and output; generate appropriate inputs and predicted outputs to test programs (Yr3) 	<p><u>Music – The Selfish Giant (Easter Musical suggestion)</u></p> <ul style="list-style-type: none"> • Play and perform in solo and ensemble contexts, using voice and playing instruments with increasing accuracy, control and expression.

Music - <http://www.redheadmusic.co.uk/musical.php?musical=SG>