



Chestnut Class

Term 3 2022



Please find an overview of what Chestnut Class will be learning throughout Term 3 below.

English

Phonics

- 'er', 'est' and 'y' suffixes following a short vowel sound in a root word
- 'er', 'est' and 'y' suffixes following a split digraph in a root word
- s phoneme, spelt 'c' (soft c)
- l phoneme, spelt 'el'
- l phoneme, spelt 'al'
- Words ending 'il'
- y (long 'i' phoneme) at the ends of words
- adding **-es** to nouns and verbs ending in **-y**
- Homophones

Writing

- use capital letters for proper nouns e.g. Mrs Green, London, Emma
- read own work aloud, checking for sense;
- learning how to use 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).
- know that sentences have different forms: statement, question or command;
- talk about adjectives which use the suffixes 'ful' and 'less' e.g. playful, fearless;
- revisit the apostrophe for a contracted form e.g. don't, can't, haven't;
- consistently use present and past tense of verbs when speaking and writing e.g. catch caught; go went; see saw. Also use continuous forms of verbs to mark actions in progress e.g. Sarah is skipping, Mum was shopping.

Writing for different purposes.

Consider what they are going to write about before beginning by:

- planning or saying out loud what they are going to write about
- writing down ideas and/or key words

Make simple additions and corrections to their own writing by:

- evaluating their writing with others
- re-reading to check sense
- re-reading to check tense of verbs
- proof-reading to check for errors of spelling, grammar and punctuation.

Reading

- continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- read accurately words of two or more syllables that contain the same graphemes as above
- read words containing common suffixes
- read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- re-read these books to build up their fluency and confidence in word reading.
- discussing and clarifying the meanings of words, linking new meanings to known vocabulary
- discussing their favourite words and phrases
- being introduced to non-fiction books that are structured in different ways
- drawing on what they already know or on background information and vocabulary provided by the teacher
- checking that the text makes sense to them as they read and correcting inaccurate reading
- making inferences on the basis of what is being said and done
- answering and asking questions
- predicting what might happen on the basis of what has been read so far

Maths

- recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers
- 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 two numbers can be done in any order (commutative) and division of one 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.
- recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity
- write simple fractions for example, $\frac{1}{2}$ of 6 = 3
- recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$

Science - Uses of Everyday Materials

- Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses
- Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

Computing - 'Questioning'

To show that the information provided on pictograms is of limited use beyond answering simple questions.

- Children understand that the information on pictograms cannot be used to answer more complicated questions.
- To use yes/no questions to separate information.
- To construct a binary tree to separate different items.
- To use 2Question (a binary tree) to answer questions.
- To use a database to answer more complex search questions.
- To use the Search tool to find information.

Humanities - 'Ightham'

- Draw a map of Ightham School and its grounds, and plot the features on it.
- Identify buildings and landmarks from different periods of time in Ightham.
- Plot landmarks on a map of Ightham to show the route we walked.
- Add information that we found out about the landmarks on our map.
- Learn about the history of 'Ightham Primary School' and compare it with our present school.