



# Chestnut Class

## Term 4 2022



Please find an overview of what Chestnut Class will be learning throughout Term 4 below.

### English

#### Spellings

- j phoneme spelt 'g'
- 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
- common exception words
- 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**

- 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
- compare and sequence intervals of time
- tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times
- know the number of minutes in an hour and the number of hours in a day.

## Science - Living Things and their Habitats

- Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.
- Identify and name a variety of plants and animals in their habitats, including micro-habitats
- Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.

## Computing - 'Effective Searching'

### About this unit:

In this unit the children use **2 publish plus** to create a leaflet to help someone search for information on the Internet.

**Expectations:** This unit will enable the children to:

- Understand the terminology associated with searching.
- Identify the basic parts of a web search engine search page
- Read a web search results page
- Search for answers to a quiz on the Internet
- Create a leaflet to help someone search for information on the Internet

## Humanities - 'Ightham'

- Compare a typical school day at Ightham with a typical school day in a school in Beijing.
- 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.
- Create an observational sketch from a photograph.
- Paint a water colour picture of 'The George and Dragon' from a photo (Art)
- Make a 3D model of 'The George and Dragon' (DT)
- Possible class trip to Ightham Mote (research information about Ightham Mote)
- As part of our 'celebrations' topic the children will make hot cross buns (DT)