



# Chestnut Class

Term 1 2022



Please find an overview of what Chestnut Class will be learning throughout Term 1 below.

## English

### Spelling

- segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
- learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones
- learning to spell Year 2 common exception words

### Writing

Learn how to use:

- both familiar and new punctuation correctly including full stops, capital letters, question marks and commas for lists.
- sentences with different forms: statement, question, exclamation, command
- expanded noun phrases to describe and specify [for example, the blue butterfly]
- the present and past tenses correctly and consistently
- subordination (using when, if, that, or because) and co-ordination (using or, and, or but)

**Writing for different purposes.**

**develop positive attitudes towards and stamina for writing by:**

- writing narratives about personal experiences and those of others (real and fictional)
- writing about real events
- writing poetry
- writing for different purposes

**consider what they are going to write before beginning by:**

- planning or saying out loud what they are going to write about
- writing down ideas and/or key words, including new vocabulary
- encapsulating what they want to say, sentence by sentence

### Handwriting

- form lower-case letters of the correct size relative to one another
- write capital letters and digits of the correct size and orientation
- use spacing between words that reflects the size of the letters.

## **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**

- count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward
- begin to learn 10, 2 and 5 times tables
- recognise the place value of each digit in a two-digit number (tens, ones)
- identify, represent and estimate numbers using different representations, including the number line

- compare and order numbers from 0 up to 100; use <, > and = signs
- read and write numbers to at least 100 in numerals
- read and write numbers to at least 100 in words
- use place value and number facts to solve problems.

### **Science - 'Living Things and their Habitats'**

This unit will enable the children to:

- explore and compare the differences between things that are living, dead, and things that have never been alive
- 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

### **Humanities - 'The Great Fire of London'**

This term, this unit will enable the children to:

- locate London on a map of the British Isles and understand it is
- find out some of the ways in which London has changed
- find out some of the ways in which how we live now is different and similar to how people lived in 1666.
- find out about how the Great Fire started and spread across London
- understand how we know about the Great Fire of London (Samuel Pepys)
- consider what happened after 'The Great fire of London'
- create a collage of 'The Great Fire of London'

### **Computing - 'Coding'**

This unit will enable the children to:

- have a clear understanding of algorithms as sequences of instructions
- convert simple algorithms to programs
- predict what a simple program will do
- spot and fix (debug) errors in their programs