



# Pine Class

## Term 3



### English

#### Phonics

**Revise:** all Phase 3 and Phase 5 sounds already covered.

**Teach:** Alternative pronunciations for ai, ar, ee, igh, oa, o, oo, y+oo, c, sh, e, ur, oo, oa+l, ee, v, i, air and ch.

#### Vocabulary, Grammar and Punctuation

- Continue to focus on speaking and listening, to develop effective speech through **sentences**; include oral retelling of a simple story.
- Use **capital letters** and **full stops** consistently in own writing.
- Join sentences with and, but, because, so
- Read own work aloud to check for sense.
- Use a capital letter for own name and personal pronoun 'I'; days of the week; names of places and people.
- Correctly use the question mark (?) for a question and the exclamation mark (!)
- Turn words into plurals using s, es
- Add suffixes to verbs - (ed and ing)
- Use noun phrases to improve the quality of the writing.

#### Reading

- Apply phonic knowledge and skills as the route to decode words.
- Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.
- Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.
- Make inferences on the basis of what is being said and done, predicting what might happen on the basis of what has been read so far.

### Maths

#### Place Value to 20 (continued) and then to 50.

- Recognise numbers to 50.
- Partition numbers into tens and ones
- Represent numbers to 50
- Find one more/one less
- Order numbers to 50

#### Calculation (addition and subtraction)

- Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.
- Represent and use number bonds and related subtraction facts within 20
- Add and subtract one-digit and two-digit numbers to 20, including zero.
- Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as  $13 = \square - 5$ .

### Science - Materials

- Distinguish between an object and the material from which it is made.
- Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock.
- Describe the simple physical properties of a variety of everyday materials.
- Compare and group together a variety of everyday materials on the basis of their simple physical properties.

### Working Scientifically

- Ask simple questions and recognising that they can be answered in different ways
- Observe closely, using simple equipment
- Perform simple tests
- Identify and classify
- Use their observations and ideas to suggest answers to questions
- Gather and record data to help in answering questions.

### Computing -Maze Explorers

#### Digital Literacy

- Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions.
- Use a Mouse to help them sort and group objects.
- Learn how to type and use the keys on a keyboard.

#### Online Safety

- Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies

### Humanities -Toys

#### History

- Children will learn about changes within living memory.
- Identify similarities and differences between ways of life in different periods. (Focus on toys)
- Ask and answer questions about the past.
- Understand some of the ways that we find out about the past.
- Order artefacts and pictures from different time periods.

#### Geography

- Learn how to draw a simple picture map labelling given features.
- Use simple locational language including in front, behind, next to, in order to describe the location of geographical features on a map and in fieldwork.
- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.
- Begin to show an awareness that objects look different from above.

#### Design and Technology

- Generate, develop, and communicate their ideas through talking and drawing.
- Join textiles using running stitch.
- Cut materials safely using tools provided.
- Explore a range of existing products.
- Begin to evaluate their ideas verbally.