Class	Wrekin	
Year	2	
Teacher	Ms Jinks and Miss Wilson	
English	**The Pied Piper of Hamelin – Michael Morpurgo** • Analysing the features of character descriptions and writing our own descriptions of the characters of the boy and the mayor • Analysing the features of setting descriptions and writing our own descriptions of the shanty town and the town of Hamelin • Writing our own/ alternative versions of the Pied Piper of Hamelin changing events, or setting or characters • Writing a letter of complaint from the pied piper to the mayor • Writing a newspaper report reporting on the events in Hamelin **The Twits – Roald Dahl** • Writing a description of one of the characters from the story including Mr Twit, Mrs Twit, The Roly Poly bird or Muggle Wump • Writing a description of the Twits house, inside and out using details found in our reading work • Using the ideas of wormy spaghetti, the shrinks or the stretches in our own alternative stories, changing the events, setting and/ or characters • Children to write a letter of apology from Mr Twit to Muggle-Wump • Writing a non-chronological report about Roly Poly birds	
	Grammar: Years 2 and 3 • Using expanded noun phrases selecting effective adjectives to add detail to descriptions • Using commas to separate adjectives in expanded noun phrases • Using apostrophes to show possession • Using adverbs and to show where, when and how • Using subordinating conjunctions including **when, if that** and **because** • Using question marks and exclamation marks correctly in our own writing • Using the present and past tense correctly in our writing Year 3 • Selecting adjectives and verbs for precision • Using fronted adverbials to show where, when and how • Use a range of subordinating conjunctions to join clauses and extend sentences • Begin to use paragraphing to organise linked ideas together • Using a range of tenses correctly in our writing	
Maths	**Place Value/position**	
	Yr2	Recognise the place value of each digit in a two-digit number (tens, ones); -Compare and order numbers from 0 up to 100; use <, > and = signs; -Use place value and number facts to solve problems; - Order and arrange combinations of mathematical objects in patterns and sequences.
	Yr3	-Revisit number and place value to solve number problems and practical problems.
	Calculation	
	Yr2	-Recognise and use the inverse relationship between addition & subtraction & use this to check calculations & missing number problems;

		-Add and subtract numbers using concrete objects, pictorial representations and mentally including: * a two-digit number and ones; * a two-digit number and tens; * two, two-digit numbers; * adding three one-digit numbers; -Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs; -Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.
	Yr3	-Add and subtract numbers mentally, including: *A three-digit number and 1s *A three-digit number and 10s *A three-digit number and 100s; -Add and subtract numbers with up to 3 digits using formal written methods of columnar addition and subtraction; -Estimate the answer to a calculation and use the inverse operations to check answers; -Solve problems, including missing number problems, using number facts, place value and more complex addition and subtraction; -Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods; -Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects.
	Statistics	
	Yr2	-Interpret and construct simple pictograms, tally charts, block diagrams and simple tables; -Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity. -Ask and answer questions about totalling and comparing categorical data.
	Yr3	-Interpret and present data using bar charts, pictograms and tables; Solve one-step and two-step questions using information presented in scaled bar charts and pictograms and tables
	Fractions	
	Yr2	-Recognise, find, name and write fractions ⅓, ¼, ²⁄₄ and ¾ of a length, shape, set of objects or quantity; -Write simple fractions e.g. ½ of 6 = 3 -Recognise the equivalence of two quarters and one half.
	Yr3	-Compare and order unit fractions and fractions with the same denominators; Recognise and show, using diagrams, equivalent fractions with small denominators; -Add and subtract fractions with the same denominator within one whole. -Solve problems that involve all of the above
	Measure	
	Yr2	-Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels; -Compare and order lengths, mass, volume/capacity and record the results using >, < and =; -Solve problems with addition & subtraction applying use of concrete and pictorial representations and mental and written methods.

	Yr3	-Measure, compare, add and subtract lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml); -Measure the perimeter of simple 2D shapes
	Geometry	
	Yr2	-Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line; -Identify 2-D shapes on the surface of 3-D shapes. -Compare and sort common 2-D and 3-D shapes and everyday objects. -Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces;
	Yr3	Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them.
Science		**Forces and Magnets** We will be identifying examples of pushes, pulls and twists and explaining what a force is, including describing, naming and classifying contact and non-contact forces.We will explore the relationship between friction and the roughness of a surface, identifying examples of when friction is and is not useful. We will identify examples of magnetic and non-magnetic materials, name some examples of types of magnets, compare their strengths and describe some examples of the uses of magnets. **Light and Shadows** We will identify examples of light sources and objects that do not give out light. We will be investigating what happens when light reflects, give examples of reflective surfaces or materials and describe factors that may affect the quality of a reflected image. We will be able to describe how shadows form and identify factors that affect the way a shadow appears, including what causes shadows to change throughout the day and factors that change the size of a shadow by describing the pattern of changing shadows throughout the day. We will investigating how the light source's distance affects the shadow's size.
Computing		**Computing Systems and Networks- A Journey inside a Computer** We will investigate inputs and outputs and that a computer can send and receive information. We will identify and explore the purpose of parts of a laptop. We will explore algorithm and memory as well as make comparisons between different types of computer. **Video Trailers** We will discuss the purpose of trailers and create a storyboard for a book trailer. We will consider camera angles when taking photos or videos and learn to import and edit and create transitions between images.
Geography		**Are all settlements the same?** We will locate some cities in the UK and describe the difference between villages, towns and cities and explore different uses of land. We will identify, explore and follow routes using an OS map. We will discuss reasons for the location of human and physician features and locate some geographical regions in the UK and explore changes to features in our local area. We will also explore a non-european country- New Delhi. We will explore the location of New Delhi and identify human and physical features. We will recognise similarities and differences between land use and features in New Delhi and in our local area.
History		**What is a Monarch?** We will identify what a monarch is, explore the roles of a monarch and what a coronation ceremony is. We will identify how the power of monarchs has changed over time and make comparisons between past and present monarchies. We will also explore how castles have changed over time. We will discuss how William the Conqueror became King of England and how he kept order and conquered England.

RE	**What is the Trinity and why is it important for Christians?** We will find out about the baptism of Jesus and where this is found in the Bible. We will study the text and find out about what it means for Christians today. We will investigate how Christians show their beliefs about God and the Trinity and how these impacts upon their lives. We will also explore the meaning of the ritual of baptism. **What does it mean to be a follower of the Hindu Dharma in Britain today?** We will build on our understanding of Brahman and look at lived reality through examining Puja at home, worship in the mandir, and the festival of Diwali. We will reflect on the idea of dharma through stories.
PSHE	**Continuing Health and Well Being** We will discuss what makes a healthy, balanced diet and the importance of dental hygiene. We will also identify personal goals and develop our understanding of perseverance, empathy and self-respect. **Safety and The Changing Body** We will remind ourselves how to stay safe online. We will discuss surprises and how these can make use feel. We will explore rules for road safety and use of medicines. We will also know the name of parts of our body including private parts for gender and explore the PANTS rule to keep ourselves safe. **Citizenship** We will explore the importance of rules and responsibilities in different situations including school and our wider community. We will identify jobs that people do in the local areas to take care of our environment. We will explore and respect differences. We will also discuss ways to share opinions and have our voices heard, including our school council.
Art	**Drawing and Making inspired by illustrator (Quentin Blake)** We will explore illustrations by Quentin Blake to create artist reference drawings. We will explore ink line drawing and use of water colour to mix, blend and create texture. We will use modelling clay to create sculptures of characters from stories by Roald Dahl.
PE	**Spring 1- Dance & Invasion Games** **Spring 2- OAA Problem Solving & Net and Wall Games (Yr3 Swimming)**
Music	**Glockenspiel Skills** We will be learning about the language of music through playing the glockenspiel or recorder. The learning is focused around exploring and developing playing skills, becoming familiar with different notations of music.
MFL	**Carnival and Numbers** We will learn about French traditions and take part in a carnival celebration. In particular we will explore French vocabulary linked to Easter. We will practise saying and writing numbers to 20 in French. We will learn how to ask 'How old are you?' and practice responding in French. We will also practise simple dialogue using familiar questions and answers.
D & T	**Mechanical systems Pneumatic toys** We will explore how mechanisms are systems of parts working together to create movement. A pneumatic system forces air over a distance to create movement. We will identify pneumatics in a range of everyday objects.

	We will design our own toys using pneumatics. We will establish criteria and work to a design brief. We will then evaluate our finished designs.