

## Year 2 Maths

### Place Value and Number

Counting forwards and backwards within 20

Tens and ones within 20

Counting forwards and backwards within 50

Tens and ones within 50

Compare numbers within 50

Count objects to 100 and read and write numbers

Represent numbers to 100

Tens and ones with a part-whole model

Tens and ones using addition

Use a place value chart

Compare objects

Compare numbers

Order objects and numbers

### Shape

Recognise 2-D and 3-D shapes

Count sides on 2-D shapes

Count vertices on 2-D shapes

Draw 2-D shapes

## Year 3 Maths

### Place Value and Number

Represent numbers to 100

Tens and ones using addition

Hundreds

Represent numbers to 1,000

100s, 10s and 1s (1)

100s, 10s and 1s (2)

Number line to 1,000

Find 1, 10, 100 more or less than a given number

Compare objects to 1,000

Compare numbers to 1,000

Order numbers

Count in 50s

### Addition and Subtraction

Add and subtract multiples of 100

Add and subtract 1s

Add and subtract 3-digit and 1-digit numbers - not crossing 10

Add a 2-digit and 1-digit number - crossing 10

Add 3-digit and 1-digit numbers - crossing 10

Subtract a 1-digit number from 2-digits - crossing 10

Subtract a 1-digit number from a 3-digit number - crossing 10

Add and subtract 3-digit and 2-digit numbers - not crossing 100

Add 3-digit and 2-digit numbers - crossing 100

## RE

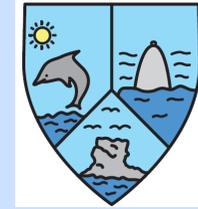
*Christianity—exploring the question:*

*What kind of world did Jesus want?*

### ***Ideas to Try at Home***

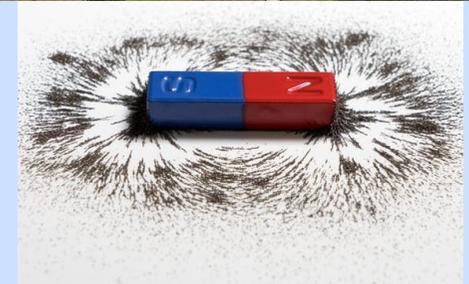
- ◇ Ask questions, research and have discussions about life in Iron Age Britain. How does it differ to our lives now?
- ◇ Keep practising your times tables—TT Rockstars is a great way to do this but also through song, writing them down or chanting them.
- ◇ Reading! Read together or to each other. Both fiction and non-fiction.

## Sycamore Class Autumn 1 2021



*In Sycamore Class we are learning about:*

*Metal (with a focus on Iron)*



Please note our curriculum is fluid and responds to the needs and interests of the children. Therefore, we use the following activities as starting points but then might change activities and focus on things that particularly interest the children. We ensure that the key knowledge and skills are covered but do not limit ourselves to these.

### Science—Forces and Magnets

- ◇ Compare how things move on different surfaces
- ◇ Understanding push and pull forces and how these are different to magnetic forces (i.e. they don't touch)
- ◇ Observe how magnets attract and repel each other
- ◇ Compare and group everyday materials based on if they are magnetic
- ◇ Predict if magnets will repel or attract, depending on the way poles are facing.

### Art—Inspired by Jackson Pollock

- ◇ Experimenting with using different tools in paint to create effects:
- ◆ Paintbrush control
- ◆ Colour mixing
- ◆ Adding water to create washed effects
- ◆ Making marks on paper in a variety of ways (splattering, scratching, dotting, blowing, smudging)



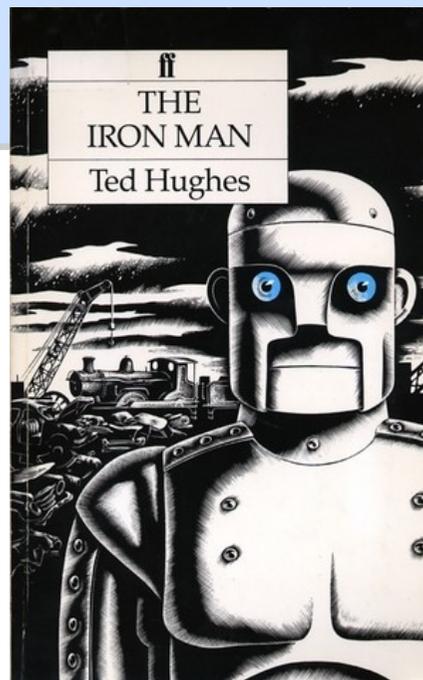
We will be using these techniques to create a final abstract piece based on Space and The Iron Man.

## History

### The Iron Age

- ⇒ Where does the evidence for the Stone Age come from?
- ⇒ Archaeology
- ⇒ What was life like for people in the Iron Age?
- ⇒ Celts
- ⇒ Why did they choose iron to make their tools?
- ⇒ Exploring the development of life: tools, settlements, culture
- ⇒ Timelines—understanding BCE and CE
- ⇒ The concept of prehistory and the no written records.

## We are reading...



## Enrichment Opportunities

- Visit to an Iron Age Hillfort
- Handling Iron Age artefacts
- Outdoor learning
- Story telling workshop

## English

We will be working hard to revisit and solidify the foundations of writing in this first half term:

- ⇒ Capital letters, finger spaces and full stops
- ⇒ Reading back our work to check for mistakes and missing punctuation/
- ⇒ Handwriting—letter formation, spacing and joining.

The children will produce two pieces of independent writing:

- ⇒ Create their own giant creature (based on The Iron Man) and write a character description based on their creation. This will include work on adjectives and similes.
- ⇒ Write a recount of a class visit to a prehistoric hillfort. For this, children will learn to write in the past tense and use time connectives.

### Reading

We will also be doing lots of work based on our class novel, *The Iron Man*. This will include whole-class guided reading sessions involving reading aloud and both written and verbal comprehension.

Spelling, grammar and punctuation will be covered within English lessons and during daily Spelling sessions.