

## English

- ☼ Read most words quickly and accurately, without over sounding and blending.
- ☼ Add suffixes and prefixes to spell longer words, - full, - less, re-, sub-, inter-, we'll be continuing to practise these.
- ☼ Children will keep be looking to use the spellings they have learnt across the year in their writing.
- ☼ Write from memory simple sentences dictated by the teacher that include common words, exception words and punctuation taught so far.
- ☼ We'll continue to read fiction and non-fiction, develop understanding exploring vocabulary, developing inference skills, predicting what might happen, explaining what is happening, retrieve and summarise what has been read.
- ☼ Use conjunctions, including 'and,' 'or' and 'but.'
- ☼ Develop skills in recognising and using subordinate conjunctions - because, although, since.
- ☼ Listen carefully to people's answers and respond appropriately.
- ☼ Exciting writing will be focused on children writing their own myth or legend.
- ☼ Children will also write a set of instructions.

## Humanities. Exploring Penwith (Newlyn, Penzance, St Ives)

- ☼ Ensuring children know where Penwith is located within Cornwall and the United Kingdom.
- ☼ They'll use topographical features of Newlyn to understand land and coastal use and how some of these have changed over time.
- ☼ To know the human Geography of their local area – focus Newlyn.
- ☼ They'll understand the topographical features of Penzance.
- ☼ Children will understand the human geography including types of settlement and land use compare Penzance and Newlyn.
- ☼ They'll understand the human geography and physical geography of St Ives.
- ☼ To be able to compare with Newlyn and Penzance.

## Class 2/3 – Summer Overview

**Exploring Penwith (Newlyn, Penzance, St Ives)**  
**After half-term the impact of Railways on our local area.**

### Art

- ☼ Children will be learning about the work of the landscape Artist, Vincent Van Gogh.
- ☼ They will analyse the work of this famous artist.
- ☼ They'll use lines to create texture and movement and they will learn to create tints and shades.
- ☼ Children will sketch European landmarks beginning to use 3D and they will be able to sketch a European landscape.
- ☼ Finally, they'll create their own landscape in the style of Van Gogh.

### D&T

After half-term children can look forward to cooking/baking for a picnic!

## Humanities: After half-term children will...

- ☼ Describe how the first trains and railways were developed and compose a timeline of important events in the history of rail travel.
- ☼ Be able to explain why some steam locomotives are historically significant, say how and why steam locomotives changed over time and to describe the similarities and differences of different steam locomotives.
- ☼ Describe how and why the railway network in Britain grew and changed over time.
- ☼ They'll identify different features within a piece of artwork and explain what the artist was trying to tell us about life on the railways in the past.
- ☼ Describe the technology of different locomotives and explain how and why they have changed over time.
- ☼ Describe how the first trains and railways were developed and compose a timeline of important events in the history of rail travel.

## RE: We will be asking...

- ☼ How do festivals and worship show what matters to Muslims?
- ☼ How and why do people mark the significant events of life? Christians, Hindus, Muslims, non-religious.

## Maths

*Place Value* - we'll continue to revisit to remember the techniques we have learnt so far.

*Multiplication and Division*

- ☼ Counting in multiples and practising division of 2's, 5's, 10's and 3's.
- ☼ Counting in 50's. Progressing to the 3, 4- and 8-times tables. We'll continue to revisit these.

*Time*

☼ Children will also continue to building on their knowledge telling the time, this is important because it is so abstract and lots of practise helps develop this skill. Children are really working hard on time and we continue to revisit.

*Our new learning will be on Fractions.*

Finding halves, quarters, thirds.

Non-unit fractions

Counting in fractions

*Geometry:*

Shape, position, direction, perimeter.

## Science – How Does Your Garden Grow?

- ☼ Children will be able to identify and describe the functions of different parts of flowering plants: roots, stem / trunk, leaves and flowers.
  - ☼ They'll explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant.
  - ☼ We'll investigate the way in which water is transported within plants.
  - ☼ Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.
- After half-term we'll take part in a week of special scientific investigations to develop our working scientifically skills.

### ICT

Children will be producing a Wiki and after half-term children will be presenters, presenting against a green screen.