Bitterns Spring Term 2016 will be learning . . . .

Rocks

Children will learn about the layers of the earth and different types of rocks and how they are formed.

Stone Age to Iron Age

Children will use information sources to find out about the Stone and Iron Ages and plot the periods onto a class timeline. This work will link with Geography.

French

We will learn a little about the country and it's landmarks and culture. Children will learn parts of the body, Days of the week and months of the year.

Physical Features

Children will find out about physical and manmade geographical features. They will learn how to make simple maps including a key and compass directions.

Explorers

Children will research many famous explorers, their impact on the world today and why they are remembered. They will add them to their class time line and make comparisons between them.

Music

Music – composing, transcribing and performing a piece of music to recreate a journey from a story or through topic work.

Art and technology

We will be exploring different artists from around the world as part of art week. Linked to Geography and history, children will be building landscapes and Stone age and Iron Age villages.

English

Weekly Grammar, spelling and handwriting sessions will continue. Children will also read a range of texts linked to the theme 'Explorers'.

They will focus on writing information pieces in the form of power point, posters, information book pages and newspaper reports.

Story writing will concentrate on developing use of imaginative vocabulary, punctuation and paragraphs.

For maths coverage this term please see over page

Week	Year 2	Year 3
1	Place value and ordering 2-digit numbers; place value additions and subtractions; add and begin to subtract 9, 10 and 11	Rehearse place value in 3-digit numbers, order them on a number line and find a number in between; compare number sentences; solve additions and subtractions using place value; multiply and divide by 10 (whole number answers); count in steps of 10, 50 and 100.
2	Revise number bonds to 10; begin to bridge 10; subtract from 10 and 20; use number facts to find the complement to ten; find a difference between two numbers by counting on	Add pairs of 2-digit numbers using partitioning (crossing 10s, 100 or both) and then extend to add two 3-digit numbers (not crossing 1000); recognise and sort multiples of 2, 3, 4, 5, and 10; double the 4 times-table to find the 8 times-table; derive division facts for the 8 times-table; multiply and divide by 4 by doubling or halving twice
3	Rehearse complements to multiples of 10; find differences using a number line; find change from 10p and 20p, and from £10 to £20 by counting up and using bonds to 10 and 20; add two 2-digit numbers by counting on	Identify 1/2s, 1/3s, 1/4,s 1/6s, and 1/8s; realise how many of each make a whole; find equivalent fractions; place fractions on a 0 to 1 line; find fractions of amounts
4	Recognise and identify properties (including faces and vertices) of 3D shapes; sort according to properties including number of faces; name the 2D shapes of faces of 3D shapes; tell the time to the nearest quarter on analogue and digital clocks	Recognise right angles and know they are 90°; understand angles are measured in degrees; recognise ° as the symbol for the measurement of degrees; name and list simple properties of 2D shapes; begin to understand and use the term perimeter to mean the length/distance around the edge (border) of a 2D shape; begin to calculate using a ruler; know a right angle is a quarter turn; know 360° is a full turn; begin to understand angles and identify size of angles in relation to 90°
5	Order 2-digit numbers and revise the < and > signs; locate 2-digit numbers on a landmarked line and grid; round 2-digit numbers to nearest 10; estimate a quantity <100 within a range	Place 3-digit numbers on empty 100 number lines; begin to place 3-digit numbers on 0-1000 landmarked and empty number lines; round 3-digit numbers to the nearest ten and to the nearest hundred; use counting up as a strategy to perform mental subtraction (Frog); subtract pounds and pence from five pounds; use counting up (Frog) as a strategy to perform mental subtraction of amounts of money; subtract pounds and pence from ten pounds
6	Revise doubles and corresponding halves to 15; find half of odd and even numbers to 30; Revise and recognise 1/2s, 1/4s, 1/3s and 2/3s of shapes; place 1/2s on a number line; count in 1/2s and 1/4s; understand and write mixed numbers	Understand place-value in 3-digit numbers; separate 3-digit numbers into hundreds, tens, and ones; add two 3-digit numbers using vertical written addition (expanded); add 2- and 3- digit numbers using vertical written addition (expanded)
7	Count in 2s, 5s and 10s to solve multiplication problems and find specified multiples; introduce the × sign; record the 2, 5 and 10 times-tables; investigate multiplications with the same answer; write multiplications to go with arrays, rotate arrays to show they are commutative	Add two 2-digit numbers mentally; add 2-digit to 3-digit numbers mentally using place value and rounding; add two 3-digit numbers using expanded written method (answers under 1000); begin to move tens and hundreds moving towards formal written addition; add two 3-digit numbers using expanded column addition; investigate patterns in numbers when adding them; choose to solve addition using a mental method or expanded column addition (written method)
8	Tell the time to the nearest quarter of an hour using analogue and digital clocks; understand the relationship between seconds, minutes and hours and use a tally chart; interpret and complete a pictogram or block graph where one block or symbol represents one or two things	Tell the time to the nearest minute on analogue and digital clocks (minutes past and minutes to); time events in minutes and seconds; find a time after a given interval (not crossing the hour); calculate time intervals; solve word problems involving time
9	Revise 2, 5 and 10 times-tables; revise arrays and hops on the number line; multiply by 2, 3, 4, 5 and 10; arrange objects into arrays and write the corresponding multiplications; make links between grouping and multiplication to begin to show division; write divisions as multiplications with holes in and use the ÷ sign	Order 3-digit numbers and find numbers between; solve subtractions of 3-digit - 3-digit numbers using counting up (Frog); use counting up and counting back as strategies to perform mental subtractions; choose to solve a given subtraction by counting up or counting back
10	Recognise all coins, know their value, and use them to make amounts; recognise £5, £10, £20 notes; make amounts using coins and £10 note; write amounts using £.p notation; order coins 1p – £2 and notes £5 – £20; add several coins writing totals in £.p notation (no zeros in 10p place); add two amounts of pence, using counting on in 10s and 1s; add two amounts of money, beginning to cross into £s	Double and halve numbers up to 100 by partitioning; solve word problems involving doubling and halving; multiply numbers between 10 and 25 by 1-digit numbers using the grid method; divide multiples of 10 by 1-digit numbers using known tables facts; see the relation between multiplication and division