

**Halt-Term Overview Planner**

IPC Topic: Hooray... we are going on holiday!

Teachers: Miss Hickman

Year Group: 2 and 3

Academic Year: 2018-2019

Term: Autumn 1<sup>st</sup> Half

Subject	Week 1 <i>WB 3th September</i>	Week 2 <i>WB 10<sup>th</sup> September</i>	Week 3 <i>WB 17<sup>th</sup> September</i>	Week 4 <i>WB 24<sup>th</sup> September</i>	Week 5 <i>WB 1<sup>st</sup> October</i>	Week 6 <i>WB 8<sup>th</sup> October</i>	Week 7 <b>Wb 15<sup>th</sup> October</b>
<b>English</b>	Guided reading will be taught using a daily carousel and discrete lessons.		Descriptive writing – Meerkat Mail				
<b>Phonics and Guided Reading</b>	Poetry – holiday poems – calligrams						
	Elicitation Task & Targets	-Text style familiarisation - Basic skills - Expanded noun phrases	Expanded noun phrases - (Conjunctions) - Big Write	Elicitation Task & Targets - Text Style Familiarisation	Basic skills - Expanded noun phrases	Expanded noun phrases - Conjunctions - (Commas for lists)	Planning - Big Write
<p><b>Reading- word. Pupils will be taught to:</b></p> <ul style="list-style-type: none"> <li>continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</li> <li>read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</li> <li>read accurately words of two or more syllables that contain the same graphemes as above read words containing common suffixes</li> <li>read further common exception words, noting unusual correspondences between • spelling and sound and where these occur in the word read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</li> <li>read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</li> <li>re-read these books to build up their fluency and confidence in word reading.</li> </ul> <p><u>Year 3</u></p> <ul style="list-style-type: none"> <li>-apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words they meet</li> <li>-read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</li> </ul>							

**Reading - comprehension. Pupils will be taught to:**

Develop pleasure in reading, motivation to read, vocabulary and understanding by:

- listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
- discussing the sequence of events in books and how items of information are related
- becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
- being introduced to non-fiction books that are structured in different ways
- recognising simple recurring literary language in stories and poetry
- discussing and clarifying the meanings of words, linking new meanings to known vocabulary
- discussing their favourite words and phrases
- continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear

Understand both the books that they can already read accurately and fluently and those that they listen to by:

- drawing on what they already know or on background information and vocabulary provided by the teacher
- checking that the text makes sense to them as they read and correcting inaccurate reading
- making inferences on the basis of what is being said and done
- answering and asking questions
- predicting what might happen on the basis of what has been read so far
- Participate in discussion about books, poems & other works that are read & those that they can read for themselves, taking turns & listening to what others say
- Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

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develop positive attitudes to reading and understanding of what they read by:

- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- using dictionaries to check the meaning of words that they have read
- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally

- identifying themes and conventions in a wide range of books
- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- discussing words and phrases that capture the reader's interest and imagination
- recognising some different forms of poetry [for example, free verse, narrative poetry]
- understand what they read, in books they can read independently, by:
  - checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
  - asking questions to improve their understanding of a text
  - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
  - predicting what might happen from details stated and implied
  - identifying main ideas drawn from more than one paragraph and summarising these
  - identifying how language, structure, and presentation contribute to meaning
  - retrieve and record information from non-fiction
  - participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

**Spelling - Pupils will be taught to spell by:**

- segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
- learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones
- learning to spell common exception words
- learning to spell more words with contracted forms
- learning the possessive apostrophe (singular) [for example, the girl's book]
- distinguishing between homophones and near-homophones
- add suffixes to spell longer words including -ment, -ness, -ful, -less, -ly
- apply spelling rules and guidance, as listed in [English appendix 1](#)
- write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far

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use further prefixes and suffixes and understand how to add them (English Appendix 1)

-spell further homophones

- spell words that are often misspelt (English Appendix 1)

- place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]

-use the first two or three letters of a word to check its spelling in a dictionary

-write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

**Handwriting - Pupils will be taught to:**

- form lower-case letters of the correct size relative to one another
- start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
- use spacing between words that reflects the size of the letters

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- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined

- increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

**Writing - composition. Pupils will be taught to develop positive attitudes towards and stamina for writing by:**

- writing narratives about personal experiences and those of others (real and fictional)
- writing about real events
- writing poetry
- writing for different purposes

consider what they are going to write before beginning by:

- planning or saying out loud what they are going to write about
- writing down ideas and/or key words, including new vocabulary
- encapsulating what they want to say, sentence by sentence

make simple additions, revisions and corrections to their own writing by:

- evaluating their writing with the teacher and other pupils
- rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
- proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly)

read aloud what they have written with appropriate intonation to make the meaning clear

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plan their writing by:

-discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar

- discussing and recording ideas

-draft and write by:

- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)

-organising paragraphs around a theme

-in narratives, creating settings, characters and plot

-in non-narrative material, using simple organisational devices [for example, headings and sub-headings]

- evaluate and edit by:

-assessing the effectiveness of their own and others' writing and suggesting improvements

- proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences

-proof-read for spelling and punctuation errors

-read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

**Writing – vocabulary, grammar and punctuation. Pupils should be taught to:**

Develop their understanding of:

- develop their understanding of the concepts set out in [English appendix 2](#) by:
- learning how to use both familiar and new punctuation correctly - see [English appendix 2](#), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)

learn how to use:

- sentences with different forms: statement, question, exclamation, command
- expanded noun phrases to describe and specify [for example, the blue butterfly]
- the present and past tenses correctly and consistently, including the progressive form
- subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
- the grammar for year 2 in [English appendix 2](#)
- some features of written Standard English

use and understand the grammatical terminology in [English appendix 2](#) in discussing their writing Year 3

use further prefixes and suffixes and understand how to add them (English Appendix 1)

- spell further homophones
- spell words that are often misspelt (English Appendix 1)
- place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
- use the first two or three letters of a word to check its spelling in a dictionary
- write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

**Maths – Y2**

**Number: Place value - 3 weeks**

- Read & write numbers to at least 100 in numerals & in words.
- - Recognise the place value of each digit in a two digit number (tens, ones).
- - Identify, represent and estimate numbers using different representations including the number line.
- - Compare & order numbers from 0 up to 100; use & = signs.
- - Use place value and number facts to solve problems.
- - Count in steps of 2, 3 and 5 from 0, and in tens

**Number: Addition and subtraction - 4 weeks**

- - Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.
- - 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.
- - Show that the addition of two numbers can be done in any order (commutative) and subtraction of one number from another

	from any number, forward and backward.	cannot.	
		<ul style="list-style-type: none"> <li>- Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures; applying their increasing knowledge of mental and written methods.</li> <li>- Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.</li> </ul>	
<b>Maths – Y3</b>	<p style="text-align: center;"><b><u>Number: Place value – 3 weeks</u></b></p> <ul style="list-style-type: none"> <li>-Identify, represent and estimate numbers using different representations.</li> <li>-Find 10 or 100 more or less than a given number</li> <li>-Recognise the place value of each digit in a three-digit number (hundreds, tens, ones).</li> <li>-Compare and order numbers up to 1000</li> <li>-Read and write numbers up to 1000 in numerals and in words.</li> <li>-Solve number problems and practical problems involving these ideas.</li> <li>-Count from 0 in multiples of 4, 8, 50 and 100</li> </ul>	<p style="text-align: center;"><b><u>Number: addition and subtraction – 5 weeks</u></b></p> <ul style="list-style-type: none"> <li>-Add and subtract numbers mentally, including: a three-digit number and ones; a three-digit number and tens; a three digit number and hundreds.</li> <li>-Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction.</li> <li>-Estimate the answer to a calculation and use inverse operations to check answers.</li> <li>-Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.</li> </ul>	
<b>Computing</b>	<p><b>We are Astronauts</b>  Rising Stars - We are astronauts: To have a clear understanding that algorithms are sequences of instructions. Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>- Understand what algorithms are; how they are implemented as programs on digital devices; &amp; that programs execute by following precise instructions.</li> <li>- Create and debug simple programs.</li> <li>- Use logical reasoning to predict the behaviour of simple programs.</li> </ul>		

	<ul style="list-style-type: none"> <li>- Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</li> <li>- Recognise common uses of information technology beyond school.</li> <li>- 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.</li> </ul>		
<b>IPC</b>	<p><b>Hooray... we went on holiday!</b></p> <p>Holidays are special days when we take a rest from school and work. Our holidays in the past were very different from holidays today. Now that we can travel to all parts of the world and even space, who knows where we will go for our holidays in the future? In Geography, we'll be finding out: - About the places people go to on holiday. - How they get to their holiday destination. - Some of the things people do on holiday. - What people wear on holiday. - How tourism can spoil holiday places. In History, we'll be finding out: - About the holidays that we have had in our own past. - About the holidays that our families and other people have had in the past. - What is the same and what is different between holidays in the past and today. - About some of the wonders of the world. In Art, we'll be finding out: - How to create a sand art sculpture. - About some of the pictures that are used to record holidays. - How we can record our holidays. - About the designs of some holiday souvenirs. In Computing, we'll be finding out: - How to use mapping software. In Society, we'll be finding out: - How to stay safe on holiday. - What a pilgrimage is. In International, we'll be finding out: - What is the same and what is different between the lives and home countries of the different children in our class. - How to greet people in different languages. - About future holidays in space.</p>		
<b>Science</b>	<p><b>Discrete teaching. Children will:</b></p> <p>During year 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> <li>- Asking simple questions and recognising that they can be answered in different ways.</li> <li>- Observing closely, using simple equipment.</li> <li>- Performing simple tests.</li> <li>- Identifying and classifying.</li> <li>- Using their observations and ideas to suggest answers to questions.</li> <li>- Gathering and recording data to help in answering</li> </ul>	<p>During years 3, pupils should be taught to use the following practical scientific methods, processes and skills.</p> <ul style="list-style-type: none"> <li>-asking relevant questions and using different types of scientific enquiries to answer them</li> <li>-setting up simple practical enquiries, comparative and fair tests</li> <li>-making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</li> <li>-gathering, recording, classifying and presenting data in a variety of ways to help in answering</li> </ul>	

	<p>questions.</p>	<p>questions</p> <ul style="list-style-type: none"> <li>-recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</li> <li>-reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</li> <li>-using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</li> <li>-identifying differences, similarities or changes related to simple scientific ideas and processes</li> <li>-Using straightforward scientific evidence to answer or to support their findings.</li> </ul>	
<p><b>History</b></p>	<ul style="list-style-type: none"> <li>- Pupils should develop an awareness of the past, using words and phrases relating to the passing of time. They should know where people &amp; events they study fit within a chronological framework &amp; identify similarities &amp; differences between ways of life in different periods.</li> <li>- Pupils should be taught about:</li> <li>- Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life .</li> <li>- Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London or events commemorated through festivals or anniversaries].</li> <li>- The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell].</li> <li>- Significant historical events, people and places in their own locality.</li> </ul> <p><u>Year 3</u></p>		

	<p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p>	
<p><b>Geography</b></p>	<p>Pupils should develop knowledge about the world, the United Kingdom &amp; their locality, &amp; understand basic subject-specific vocabulary relating to human &amp; physical geography &amp; begin to use geographical skills, like first-hand observation, to enhance locational awareness. Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• Locational knowledge: - Name and locate the world's seven continents and five oceans.</li> <li>- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</li> <li>• Place knowledge: - Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.</li> <li>• Human and physical geography: - Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. - Use basic geographical vocabulary to refer to: - Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. - Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</li> <li>• Geographical skills and fieldwork: - Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. - Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map. - Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. - Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</li> </ul> <p><u>Year 3</u></p> <p>Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a</p>	

range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities - name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).
- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.

describe and understand key aspects of:

- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.

use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

**Art**

- Pupils should be taught:
- To use a range of materials creatively to design and make products.
- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.
- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
- About the work of a range of artists, craft makers and designers, describing the differences & similarities between different practices & disciplines, & making links to own work.

<b>Music</b>	<p style="text-align: center;">Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• Use their voices expressively and creatively by singing songs and speaking chants and rhymes. <ul style="list-style-type: none"> <li>• Play tuned and untuned instruments musically.</li> </ul> </li> <li>• Listen with concentration and understanding to a range of high-quality live and recorded music.</li> <li>• Experiment with, create, select and combine sounds using the inter-related dimensions of music</li> </ul>						
<b>D &amp; T</b>	<ul style="list-style-type: none"> <li>- Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment]. When designing and making, pupils should be taught to: <ul style="list-style-type: none"> <li>- Design: <ul style="list-style-type: none"> <li>- Design purposeful, functional, appealing products for themselves and other users based on design criteria.</li> <li>- Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</li> </ul> </li> <li>- Make: <ul style="list-style-type: none"> <li>- Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing].</li> <li>- Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</li> </ul> </li> <li>- Evaluate: <ul style="list-style-type: none"> <li>- Explore and evaluate a range of existing products.</li> <li>- Evaluate their ideas and products against design criteria.</li> </ul> </li> <li>- Technical knowledge: <ul style="list-style-type: none"> <li>- Build structures, exploring how they can be made stronger, stiffer and more stable.</li> <li>- Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</li> </ul> </li> </ul> </li> </ul>						
<b>PSHE/ Citizenship/ SEAL</b>	We're all stars Learning to Learn Write class rules.	We're all stars Find out about each other.	We're all stars Understand how to solve problems.	We're all stars Think about ways to look after each other	We're all stars Understand what makes a happy	We're all stars Make choices	We're all stars Make choices

					playtime		
<b>RE</b>	<p>-RE planning is taken from the Understanding Christianity Resource currently being rolled out by Exeter Diocese and the New Devon RE Syllabus 2010. Can I describe how Christians understand God?</p> <p>Children will be looking at the story of Jonah and the Whale with view to helping them understand how Christians understand God, with a view to understanding why they worship Him.</p>						
<b>PE</b>	<p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, &amp; apply these in activities.</li> <li>• Participate in team games, developing simple tactics for attacking and defending.</li> </ul>						
<b>Cultural Awareness</b>	<p>To learn about the traditions and culture within our host country: France, with links being made across the curriculum where possible.</p>						