

Topic: Habitats	
<b>RE</b>	We will develop our knowledge and understanding of the story of Pentecost and of the presence of the Holy Spirit. We will explore how Pentecost is celebrated in the Church and Confirmation being the Sacrament of the Holy Spirit. We will think about Our Church and what it means to be a part of God's family. We will also explore the different parts of Mass and explain their importance.
<b>English</b>	Children will revise all the spelling and grammar skills covered in Year 2 including: the use of suffixes (-ness, -ful, -less, -ment, -ly), compound words, subordinating and co-ordinating conjunctions (when, if, that, because, or, and, but), different sentence types (statement, command, question, exclamation), correctly forming the past, present and future tense and a range of punctuation (capital letters, full stops, question marks, exclamation marks, commas in a list, apostrophes for possession and contraction). Children will continue to practise their reading skills of retrieval, inference, prediction, sequencing whilst developing their understanding of vocabulary. Children will practise answering comprehension activities. We will learn about the features of different text types including poetry and letter writing. Children will explore the importance of picture books and write a letter inspired by David Wiesner's book 'Tuesday'. Children are encouraged to use their skills to write for a range of different purposes including creative writing.
<b>Maths</b>	Children will revise their knowledge of describing the features of 3D shapes: faces, edges and vertices. We will explore fractions, recognising that these need to be equal parts and then making halves, quarters and thirds. We will learn how to name fractions of the same denominations, order fractions and count wholes and parts. Children will revise finding parts of a set or quantity. Children will explore the concepts of time, learning how to read time in 15-minute and 5-minute intervals on an analogue clock. We will find the duration of time and compare lengths of time. In our volume unit, children will measure in litres and millilitres, solve word problems and compare levels of volume.
<b>Science</b>	Our Science topic will be Living things and their Habitats. We will explore and compare the differences between things that are living, dead and things that have never been alive. We will learn about the habitats of different animals and plants. Children will begin to understand about how food chains work and how animals and plants depend on each other.
<b>PE</b>	Athletics - Children will explore running, jumping and throwing activities and take part in simple challenges and competitions. They will experiment with different ways of travelling, throwing and jumping, increasing their awareness of speed and distance.
<b>Art</b>	We will continue to develop our sketching skills and learn how to add colour and tone to pictures of different habitats. We will explore the work of 'Georges Seurat' and use the pointillism technique to create a piece of artwork.
<b>Computing</b>	Children will recap the SMART rules and why it is important to ask permission before sharing things online. Children will use simple keywords in search engines and navigate a webpage. Children will look at data from a chart and use information to create a tally table online. Children will explore what a branching database is and use them to sort data.
<b>Music</b>	Music lessons will continue to develop children's voices by singing songs, chants and rhymes. We will listen with concentration to a range of high quality music. We will write new lyrics for a song about Mars.
<b>DT</b>	We will create 3D habitats for different animals using paper plates and shoe boxes. We will develop our skills of cutting, shaping, joining and finishing. We will evaluate our products.
<b>Geography</b>	We will be comparing habitats in different countries around the world. Children will use fieldwork and observation skills to explore the geography of the school and its grounds. We will build on our knowledge of human and physical features in the area.
<b>History</b>	We will look at a case study of David Attenborough to learn about his life and the work that he does.

Spellings

W/B:  
03.06.24

castle  
listen  
could  
would  
you  
many  
people  
looked  
asked  
called

Spellings

W/B: 10.06.24

bridge  
giraffe  
knife  
wrong  
squirrel  
tonsil  
nearby  
lorries  
replied  
towel

Spellings

W/B: 17.06.24

nicest  
runny  
chalk  
money  
wonder  
wander  
world  
usual  
measure  
occasion

Spellings

W/B: 24.06.24

quite  
bare  
cheap  
knight  
laugh  
beautiful  
thumb  
people  
aunt  
every

Spellings

W/B: 01.07.24

butterfly  
basketball  
popcorn  
toothbrush  
dropping  
jobless  
enjoyment  
painful  
illness  
greatest

Spellings

W/B: 08.07.24

again  
beautiful  
because  
climb  
improve  
people  
prove  
sugar  
who  
whole