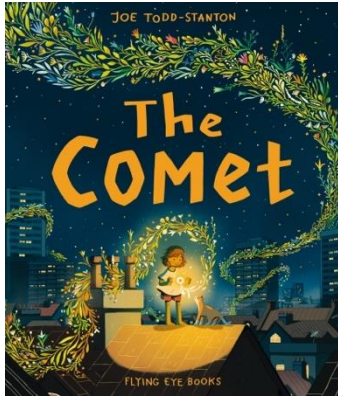


## Autumn 2

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>Reading</b>	<p><b>The comet</b></p> 					
<b>Writing</b>	<p style="text-align: center;"><b>Stories From Other Cultures</b></p> <p>Using two Indian stories as an introduction to the genre, children discuss characters of Tiger Child, map out the story and read different versions of another tale, then perform a story.</p>	<p style="text-align: center;"><b>Stories From Other Cultures</b></p> <p>Using this famous story, children read extracts and answer questions. Getting to know the story better, they discuss characters, role play a key part of the story then put the events into a linked sequence.</p>	<p style="text-align: center;"><b>Non-chronological Reports</b></p> <p>Children look at features of reports and identify these. They cut out and arrange text boxes and identify third and first person verbs and the use of different tenses. They write brief paragraphs using sub-headings.</p>	<p style="text-align: center;"><b>Non-chronological Reports</b></p> <p>Using tenpin bowling, children identify and revise word classes. They follow a PowerPoint presentation and play a game using different word classes. They include different types of word in own writing.</p>	<p style="text-align: center;"><b>Poems from Around the World</b></p> <p>Children read and perform 'Carnival'. They discuss selected poems, revising and using poetry terms. They choose poetry which reflects their own experiences, discussing the context and write an acrostic poem, using a model.</p>	<p style="text-align: center;"><b>Poems from Around the World</b></p> <p>Children read and analyse 'Moon Cakes ...' in a comprehension exercise. They extend vocabulary through dictionary work. They share some list poems and generate rhyming words on a theme. They write a rhyming poem, building strong images.</p>

	Grammar focus: - Use prepositions to express time, place and cause	Grammar focus: - Use and understand grammatical terminology	Grammar focus: - Extend the range of sentences with more than one clause	Grammar focus: - Use conjunctions to express time or cause	Grammar focus: - Using conjunctions, adverbs and prepositions to express time and cause	Grammar focus: - Use fronted adverbials appropriately
<b>Maths</b>	<b>Addition and Subtraction</b>  This step will be children's first experience of subtraction across a 100, and they will use base 10 and place value counters to represent calculations alongside the written method. At each step of the subtraction, children should be asking whether they need to make an exchange.	<b>Addition and Subtraction</b>  In this step, children explore the inverse relationship between addition and subtraction and how both relate to the part-whole structure.	<b>Multiplication and Division A</b>  In Year 2, children recognised, made and added equal groups. This small step revisits and consolidates this learning in order to prepare children for the next steps.	<b>Multiplication and Division A</b>  Children use their knowledge of counting in 3s from Year 2 to make the link between repeated addition and multiplication and begin to calculate multiples of 3 They apply their knowledge of equal groups and use a range of concrete and pictorial representations to deepen their understanding of multiplying by 3	<b>Multiplication and Division A</b>  In this step, children draw together their knowledge of multiplying and dividing by 4 in order to deepen their understanding of the 4 times-table. Children continue to use concrete manipulatives and pictorial representations within this step. They use arrays to support their understanding of partitioning	<b>Multiplication and Division A</b>  This step provides children with explicit opportunities to make connections between the 2, 4 and 8 times-tables. They link multiplying by 4 to doubling then doubling again, and multiplying by 8 to doubling three times