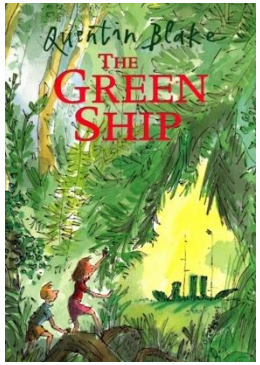
Spring 1

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Reading	**The Rhythm of the Rain** 					
Writing	**Stories About Imaginary Worlds** Introduction to classic fiction. Explore and understand the concepts of setting character and style in Fantastic Mr Fox	**Stories About Imaginary Worlds** Understanding how the story can be told and the plot advanced through dialogue: punctuating dialogue correctly and using a range of reporting clauses	**Recounts** Introduction to recounts; improvising a swapping story – using drama to stimulate the composition of a recount	**Recounts** Identifying adverbs and understanding how to use these to add information about time, place and manner; writing a 1st person account	**Traditional Poems** Explore the poems of Robert Louis Stevenson and write a class poem using rhyming couplets. Revise verb tenses and learn about prepositions.	**Traditional Poems** Explore the poem Windy Nights and learn it by heart. Produce a class book containing poems written by the children.

	Grammar focus: - Introduce the idea of tense in verbs.	Grammar focus: - Use pronouns for cohesion and to avoid repetition and ambiguity. -	Grammar focus: - Use adverbs and adverbials (prepositional phrases which act as adverbs).	Grammar focus: - Use adverbs and adverbials (prepositional phrases which act as adverbs).	Grammar focus: - Use prepositions to express time or place.	Grammar focus: - Write sentences with more than one clause using a wider range of connectives.
Maths	**Multiplication and Division B** In this step, they further develop their understanding of multiples of 10 by looking at greater multiples. Children reinforce their earlier work on place value and use a range of representations, such as ten frames, Gattegno charts and place value charts. They recognise that multiples of 10 end in a zero and use this fact to solve basic multiplication and division problems beyond the 10 times-table.	**Multiplication and Division B** Children develop their understanding of related facts from earlier in the block, with a focus on linking multiplication and division facts. In particular, children explore what happens when a number within a calculation is multiplied by 10 and how this affects the answer.	**Multiplication and Division B** This step focuses on correspondence problems. Children start by systematically listing all the possible combinations resulting from combining two groups of objects.	**Length and Perimeter** In Year 2, children used either metres or centimetres to measure the length of objects. In this step, they revise these skills, initially using a ruler to measure objects in centimetres. They then combine both units of measurement, such as 1 m and 20 cm, for example by measuring the lengths of desks or the heights of children in the class.	**Length and Perimeter** In this step, children use the fact that 1 cm is equivalent to 10 mm. They use this to convert millimetres into centimetres and centimetres into millimetres. Recapping previous knowledge of multiples of 10 from Spring Block 1	**Length and Perimeter** In this step, children measure the sides of different shapes in centimetres to find the perimeter. Children should also be encouraged to think about whether it is necessary to measure every side to find the perimeter or whether they can use the properties of 2-D shapes to help them.