

Forest Class - Term 2



Number and place value

Explore the structure of numbers to at least 50.
Represent & estimate numbers on the numberline
Find one more/less than a number to at least 50.

Multiplication and Division

Build 3 & 4x table

Recall and use multiplication facts for the 3 & 4x table.

Recall and use division facts for 3 & 4x table.

Addition and Subtraction

Find and represent all addition and subtraction facts to 7 & 8.

Add ones to three-digit numbers using number facts where the 10s do not change.

Add ones to three-digit number using bridging.

Add ones to three-digit numbers by rounding up and then compensating.

Add 10-to-three-digit numbers where the hundreds do not change.

Add tens to three-digit number using bridging.

Add 100s to a number using number facts.

Add 99 to a number by adding 100 and compensating.

Add three-digit numbers using facts we already know.

Geometry: Properties of Shapes

Recognise and name pyramids.

Recognise and name cuboids.

Consolidate - cube, cuboid, cylinder, cone, sphere and pyramid

Compare 3D shapes and explain how they are

similar/different using the language previously taught.



Recount real life events.

Explore the story - Don't let Pigeon Drive the Bus.

Explore persuasion. How can I be persuasive?
What language can I use?

Explore arguments from different point of views.

Explore and learn a persuasive text,

Write my own persuasive text based on one I know well.

Understand and use adjectives, adverbs and verbs.

Use finger spaces when writing a sentence,

Use capital letter correctly focusing on names of places and people

Explore compound words and expanded noun phrases.

Daily handwriting

Learn new sounds in phonics.

Develop reading and spelling of CEWs.

Language for thinking.

Read every day at school.



I understand that everybody's family is different and important to them. I appreciate my family/the people who care for me.

I understand that differences and conflicts sometimes happen among family members.

I know how to calm myself down and can use the 'Solve it together' technique.

I know what it means to be a witness to Bullying.

I know some ways of helping to make someone who is bullied feel better.

I know that witnesses can make the situation better or worse by what they do

I can problem-solve a bullying situation with others

I recognise that some words are used in hurtful ways.

I try hard not to use hurtful words.

I can tell you about a time when my words affected someone's feelings and what the consequences were

I know how to give and receive compliments.

To feel proud of my achievement.

To feel proud of the achievement of others.

Continue to learn emotions through 'feel it'.

Continue to develop and explore ways of getting back to feeling 'okay'.