

Forest Class - Term 3



Number and place value

Count up to 100.

Explore the structure of numbers to at least 100.

Recognise patterns in the number sequence to 100.

Represent and estimate numbers on the number line.

Order 3-digit numbers with different 100s.

Within the range 0-100 count forwards from a given number to another given number.

Within the range 0-100 count backwards from a given number to another given number.

Compare numbers identifying which one is more.

Order 3-digit numbers with the same 100s

Order 3-digit numbers.

Compare and identify which one is less.

Find one more/less than a number to 100.

Find one less than a number to 100.

Recognise and represent unit fractions.

Recognise and represent non unit fractions.

Addition and Subtraction

Add ten and a single digit number.

Add 9 and a single digit number.

Subtract a single digit number from a 2-digit number.

Use column addition for 3-digit numbers when regrouping is required in the one's columns.

Use column addition for 3 digit numbers when regrouping is required in the tens columns.

Measurement - Length

Compare lengths using the language of shorter than, longer than.

Order lengths.

Measure using non-standard units.

Use a ruler to measure lengths in mm

Compare the length of two objects

Compare heights using the language of shorter/taller than.

Order heights.

Measure heights using non-standard units.

Measure heights using common standard units.

Add/subtract lengths

Find the perimeter of 2D shapes by measuring them.



Write a Thank you letter.

When do we use a question mark?

What is a list?

When do we use commas? How do we form a comma?

Explore the story of Handa's Surprise.

Use adjectives to write labels.

Write a sentence punctuating it correctly.

To be able to use the word 'because' in a sentence.

Learn a story map.

Write a plan for my story.

Innovate the story map.

Write my own story based on Handa's Surprise.

Daily handwriting.

Learn new sounds in phonics.

Develop reading and spelling of CEWs.

Language for thinking.

Read every day at school.



I can tell you about a person who has faced difficult challenges and achieved success.
I respect and admire people who overcome obstacles and achieve their dreams and goals (e.g. through disability)

I can identify a dream/ambition that is important to me.
I can imagine how I will feel when I achieve my dream/ambition.

I enjoy facing new learning challenges and working out the best ways for me to achieve them.
I can break down a goal into a number of steps and know how others could help me to achieve it.

I am motivated and enthusiastic about achieving our new challenge.
I know that I am responsible for my own learning and can use my strengths as a learner to achieve the challenge.

I can recognise obstacles which might hinder my achievement and can take steps to overcome them.
I can manage the feelings of frustration that may arise when obstacles occur.

I can evaluate my own learning process and identify how it can be better next time.
I am confident in sharing my success with others and can store my feelings in my internal treasure chest.

Continue to learn emotions through 'feel it'.

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