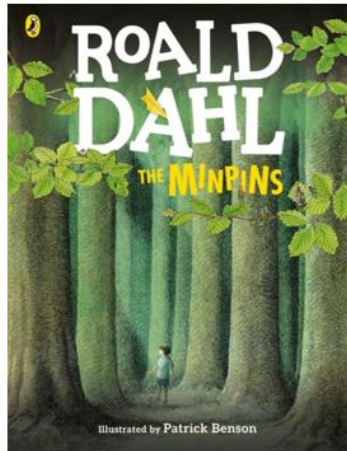


The topic this half term is continuing with 'The Ancient Egyptians'. We will look at this time period, how they lived and what it was like compared to now. We will even go on a trip to Manchester Museum!

PE will be every Tuesday (handball) and Friday (dance/gymnastics).

Our writing text this half term is 'The Minpins' by Roald Dahl'. The children will be using this text to write a range of descriptions and an innovated narrative.



**Mystery to discovery (2/3)**

**Writing Root text - The Minpins by  
Roald Dahl**

### Writing Outcomes

- Danger posters
- Setting descriptions
- Character descriptions
- Information reports
- Postcards
- Main outcome: Own version adventure narrative



# CENTURY

**Literary Theme:** Bravery vs. fear  
**Mixed Age Theme(s):** Beasts & monsters (1/2); Mystery to discovery (2/3)

**Recommended Age:** Y2

**Text(s):** The Minpins by Roald Dahl

**Duration:** 3 weeks, 15 sessions

**Outcomes:** Danger posters, setting descriptions, character descriptions, information reports, postcards  
**Main outcome:** Own version adventure narrative

**Overview and outcomes:** This is a three week Writing Root for The Minpins by Roald Dahl in which children begin by engaging in the themes of the story by talking about danger and what they are allowed and not allowed to do, imagining gruesome consequences if they don't follow instructions! They then go on to read and explore The Minpins and create character descriptions (for their own monsters and The Minpins themselves), retellings of key events, reports about The Minpins and eventually writing a new chapter.

**Coverage from National Curriculum 2014:** Reading and Writing coverage from Curriculum 2014. Spoken language is covered throughout.

#### **Word Reading**

- Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- Read words containing common suffixes

#### **Reading Comprehension**

**Develop pleasure in reading, motivation to read, vocabulary and understanding by:**

- Discussing the sequence of events in books and how items of information are related

**Understand both the books they can already read accurately and fluently and those they listen to by:**

- Making inferences on the basis of what is being said and done
- Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say

#### **Writing Transcription (Spelling and Handwriting)**

- Learning the possessive apostrophe (singular) [for example, the girl's book]
- Add suffixes to spell longer words: including -ment -ness -ful -less -ly

#### **Vocabulary, Grammar & Punctuation**

- Joining words and joining clauses using and and or
- Use of the suffixes -er, -est in adjectives and the use of -ly in Standard English to turn adjectives into adverbs
- Subordination (using when, if, that, because) and co-ordination (using or, and, but)
- Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]
- How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command
- Correct choice and consistent use of present tense and past tense throughout writing
- Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]
- Commas to separate items in a list

#### **Writing (Composition)**

**Develop positive attitudes towards and stamina for writing by:**



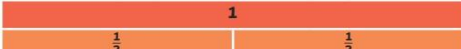
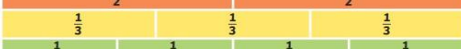
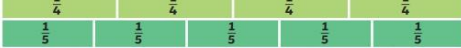
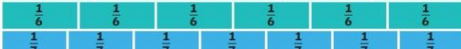
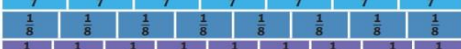

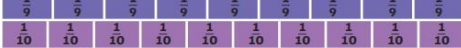
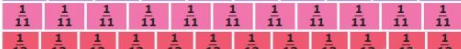
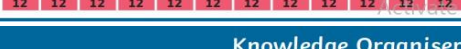

- Writing narratives about personal experiences and those of others (real and fictional)
- Writing for different purposes


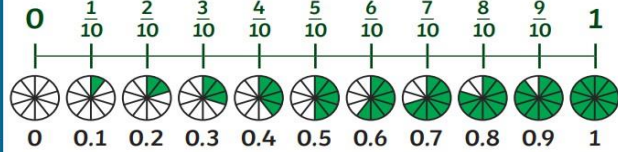






**Consider what they are going to write before beginning by:**

















- Planning or saying out loud what they are going to write about
- Writing down ideas and/or key words, including new vocabulary






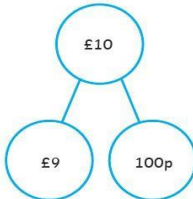

**Make simple additions, revisions and corrections to their own writing by:**

- Evaluating their writing with the teacher and other pupils
- Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous/progressive form

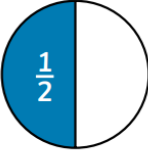
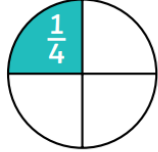

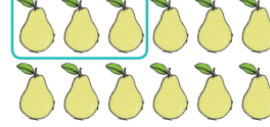
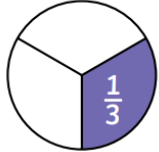



Fractions		Knowledge Organiser	
<b>Key Vocabulary</b>	<b>Recognising Fractions</b>	<b>Comparing Fractions</b>	
<b>numerator</b>	 $\frac{3}{8}$ <p><b>Numerator</b> How many equal parts of the whole are needed?</p> <p><b>Denominator</b> How many equal parts are in the whole?</p>	$\frac{1}{3}$ <b>Less than</b> $\frac{2}{3}$	
<b>denominator</b>		$\frac{4}{5}$ <b>Greater than</b> $\frac{3}{5}$	
<b>unit fraction</b>			
<b>non-unit fraction</b>			
<b>equivalent</b>	<b>Equivalent Fractions</b>		
<b>halves</b>	 $\frac{1}{2}$ is equal to...		
<b>thirds</b>	$\frac{1}{2} = \frac{2}{4} = \frac{3}{6} = \frac{4}{8} = \frac{5}{10} = \frac{6}{12}$		
<b>quarters</b>			
<b>fifths</b>			
<b>sixths</b>			
<b>eighths</b>	 $\frac{1}{4}$ is equal to...		
<b>tenths</b>			
<b>decimal tenths</b>	$\frac{1}{4} = \frac{2}{8} = \frac{3}{12} = \frac{4}{16} = \frac{5}{20}$		
			























Fractions		Knowledge Organiser	
<b>Add and Subtract Fractions</b>	<b>Tenths</b>		
$\frac{2}{5} + \frac{1}{5} = \frac{3}{5}$ 			
$\frac{3}{7} + \frac{2}{7} = \frac{5}{7}$ 	<b>Fractions of Amounts</b>		
$\frac{5}{6} - \frac{2}{6} = \frac{3}{6}$ 	$\frac{1}{4}$ of 24 = 6 		
	$\frac{1}{3}$ of 72 = 24 		
	$\frac{2}{5}$ of 40 = 16 		
			

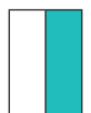
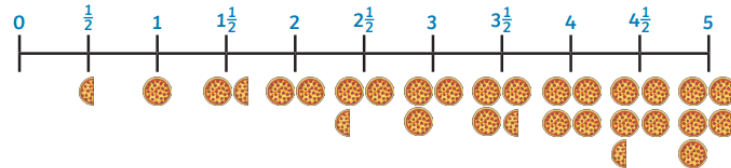
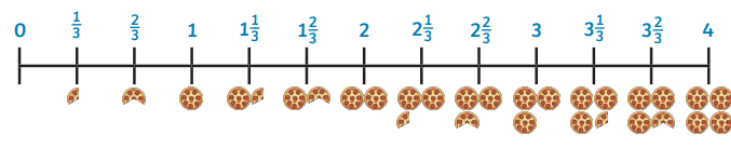
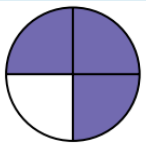
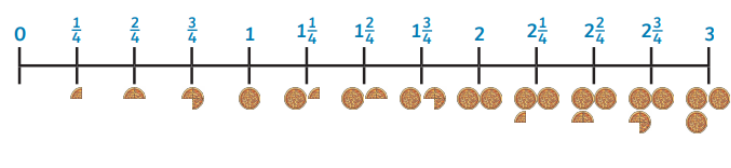
Money		Knowledge Organiser	
<b>Key Vocabulary</b>	<b>UK Coins</b>		
<b>amount</b>	       		
<b>change</b>	<b>1p</b> <b>2p</b> <b>5p</b> <b>10p</b> <b>20p</b> <b>50p</b> <b>£1</b> <b>£2</b> one penny coin two pence coin five pence coin ten pence coin twenty pence coin fifty pence coin one pound coin two pound coin		
<b>coin</b>			
<b>combinations</b>	<b>UK Notes</b>		
<b>convert</b>	   		
<b>note</b>	<b>£5</b> <b>£10</b> <b>£20</b> <b>£50</b> five pound note ten pound note twenty pound note fifty pound note		
<b>pence</b>			
<b>penny</b>			
<b>pounds</b>	<b>Pounds and Pence</b>	<b>Convert Pounds and Pence</b>	
<b>value</b>	 	 <p>120 pence 100 pence is £1 120 pence is £1 and 20 pence.</p>	
			

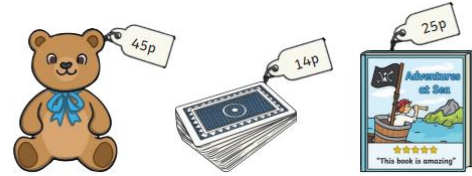













Money		Knowledge Organiser	
<b>Adding Amounts</b>			
 		$\text{£1 and 60p} + \text{£1 and 52p}$ There is £2 and 112p. 112p is £1 and 12p. Altogether there is £3 and 12p.	
<b>Subtracting Amounts</b>		<b>Giving Change</b>	
$\text{£2 and 35p} - \text{£1 and 80p}$ 		  <p> <math>\text{£9} - \text{£5} = \text{£4}</math>  <math>100\text{p} - 67\text{p} = 33\text{p}</math>  <math>\text{£4 and 33p change}</math> </p>	
			



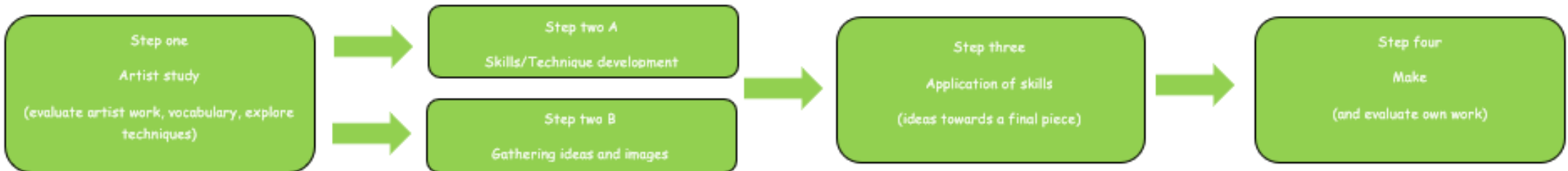
Fractions		Knowledge Organiser	
Key Vocabulary		Recognising Unit Fractions	
fraction	Half	Quarter	
part	A whole split into two equal parts.	A whole split into four equal parts.	
whole			
equal			
share	$\frac{1}{2}$ of 8 = 4	$\frac{1}{4}$ of 12 = 3	
half			
quarter	Third	Non-unit Fractions	
third	A whole split into three equal parts.	$\frac{2}{3}$	
equivalent			
numerator		$\frac{3}{4}$	
denominator	$\frac{1}{3}$ of 6 = 2		
twinkl visit twinkl.com			

Money		Knowledge Organiser	
Key Vocabulary		Pence	Pounds
pence		 1p	 £1
pound		 2p	 £2
coin		 5p	 £5
note		 10p	 £10
total		 20p	 £20
amount		 50p	 £50
change		10 pence 20 pence 50 pence	10 pounds 20 pounds 50 pounds
difference		Equal Amounts	Compare Amounts
price		 =  = 	 > 
cost		20p = 20p = 20p	75p > 74p
pay		 =  = 	 < 
owe		£1 = £1 = £1	£9 and 50p < £10

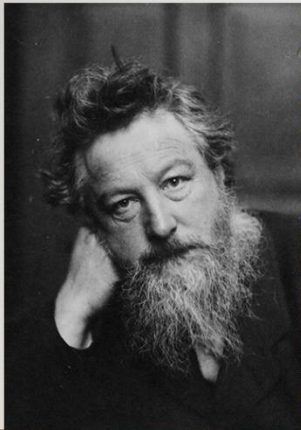
Fractions		Knowledge Organiser	
Equivalent Fractions		Counting in Fractions	
$\frac{1}{2} = \frac{2}{4}$		Halves	
Numerator and Denominator		Thirds	
		Quarters	
Numerator How many equal parts of the whole are needed?	Denominator How many equal parts are in the whole?		
twinkl visit twinkl.com			

Money		Knowledge Organiser	
Find the Total		Find the Change	
			
Lucy bought a teddy bear and some playing cards.		Lucy bought a jigsaw with a 50p coin. How much change did she get?	
 +  = 		 -  = 	
45p + 14p = 59p		50p - 40p = 10p	
Timek bought two books.		Timek bought a plant and a toy car. He paid with a £1 coin. How much change did he get?	
 +  = 		 -  = 	
25p + 25p = 50p		£1 - 80p = 20p	

## Multi block print Morris



**THIS HALF TERM WE ARE GOING TO BE FOCUSING ON AN ARTIST NAMED WILLIAM MORRIS**



## William Morris



William Morris (1834 -1896) was a British textile designer, poet, artist and manufacturer. He was the son of a wealthy business man. He helped make British Arts popular.

William Morris was famous for designing patterns that are repeated over and over along horizontal and vertical lines often on wallpapers or textiles. He created some beautiful designs, as shown in the examples. In fact, wallpaper before him was quite plain.

Many of these patterns were inspired by flowers, plants and nature.

Antiqua Wille



### History Task 1:

- What have you already learnt about Ancient Egyptians? Create a poster!
- Create a reflection/review of our trip to Manchester Museum.
- Learn how to write in hieroglyphics and create a secret message to share with the class.
- Create a piece of Egyptian art work.

### PSHE:

What strategies can you use to manage change?

Find and record different things that can change over time e.g. growing up/moving house. Draw a picture /show us pictures!

## Year 2/3 Summer 1 HWK Mat



### Weekly Homework

Tasks for English, Maths and Spellings will be set weekly on Century Tech and Spelling Shed.

### Reading

Find an author that you like and read a book written by them. If you're not sure, choose from our class books!



### Art

Produce a piece of art in the style of William Morris.

1. Block printing
2. Pattern making.
3. Your own style...

Where are these used around the house? Can you create your own?



### Task 4

This half term we will be continuing to focus on 'Rocks' in science.

- Go on a rock hunt and compare their features.
- Research fossils, types of rocks and famous geologists.

