

Subject Skills	
English	Maths
Texts and Topics <u>Lost Happy Endings – Carol Ann Duffy</u> To use a rich description to describe and unusual setting. To draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. <u>The Wild Robot – Peter Brown</u> To empathise with a character. To explore and consider different themes and to think about the world around us. <u>Mouse, Bird, Snake, Wolf – David Almond</u> To ask questions to improve understanding of a story. To use a range of openers to start my sentences. To write a creation story in the same style as the author. <u>The Grendel</u> To create characters and settings and plan, write, edit and publish an extended narrative piece. Reading - Develop positive attitudes to reading and understanding of what is read by: - listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks - reading books that are structured in different ways and reading for a range of purposes	<u>Place Value</u> - count in multiples of 1000 - find 1000 more or less than a given number - recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones) - order and compare numbers beyond 1000 - identify, represent and estimate numbers using different representations - round any number to the nearest 10, 100 or 1000 - solve number and practical problems that involve all of the above and with increasingly large positive numbers <u>Addition and subtraction</u> - add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate - estimate and use inverse operations to check answers to a calculation - solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why <u>Area</u> - measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres - find the area of rectilinear shapes by counting squares

- using dictionaries to check the meaning of words that they have read
- identifying themes and conventions in a wide range of books
- discussing words and phrases that capture the reader's interest and imagination
- understand what they read, in books they can read independently, by:
- checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- asking questions to improve their understanding of a text
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- identifying main ideas drawn from more than one paragraph and summarising these
- identifying how language, structure, and presentation contribute to meaning
- retrieve and record information from non-fiction
- participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

Writing

Achieve creativity

- Encourage imaginative and creative writing by using a variety of different examples.

Plan their writing by:

- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- discussing and recording ideas draft and write by:

Multiplication and division

- recall multiplication and division facts for multiplication tables up to 12×12 (mainly focused on 3,4,8)
- use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers
- recognise and use factor pairs and commutativity in mental calculations
- solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling and harder correspondence problems such as n objects are connected to m objects.
- multiply two-digit and three-digit numbers by a one-digit number using formal written layout#

- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)
- organising paragraphs around a theme
- in narratives, creating settings, characters and plot
- in non-narrative material, using simple organisational devices [for example, headings and sub-headings]

Evaluate and edit by:

- assessing the effectiveness of their own and others' writing and suggesting improvements
- proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- proof-read for spelling and punctuation errors
- read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

SPaG

Develop understanding of the concepts by:

- using and punctuating direct speech
- extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although
- using the present perfect form of verbs in contrast to the past tense
- choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- using conjunctions, adverbs and prepositions to express time and cause

History	Geography
The Anglo Saxons • To study the archaeological evidence at Sutton Hoo to ask and answer questions. • To find out who the Anglo-Saxons were and where they came from. • To find out who the Picts and Scots were and where they lived. • To be able to use various historical sources to find out about Anglo-Saxon life. • To explore Anglo-Saxon culture including art, music, legends and poetry. • To explore the spread of Christianity in Britain. • To use what has been discovered at Sutton Hoo to draw conclusions about who was buried there.	The World Around Us • Locate the world's countries, using maps to focus on Europe (including the location of Russia), concentrating on their environmental regions, key physical and human characteristics, countries, and major cities • Recap the continents and oceans including Arctic and Antarctica (covered in Yr2). Identify 2 major countries within each continent. (Maps and globes) Introduce Equator, Northern hemisphere, Southern hemisphere and time zones • Distribution of natural resources across the world e.g. diamond mining in Africa; oil in the Middle East; Gold in Australia; gas in the North Sea • Focus on Europe. Identify and locate countries. Know the location of London, Paris, Berlin, Madrid, Rome and Bern. • Identify key physical characteristics: The Alps, Italian lakes, major rivers, Norwegian fjords, coastal areas of Greece, Croatia and Italy; Etna in Sicily, volcano in Iceland • Identify key human characteristics: most densely populated areas, Eiffel Tower, Channel Tunnel, • Recap Prime/Greenwich Meridian and Introduce latitude, longitude, (Do this in the early part of the sequence linked to the world.)

Computing	Art / D & T
<u>iSafe</u> • Distinguish between personal information, which is safe to share online, and private information, which is unsafe to share. • Generate solutions for dealing with cyberbullying. • Experiment with different keyword searches and compare their results. • Understand plagiarism and its consequences. • Identify the characteristics of strong passwords. • Explore strategies for safely managing unwanted messages • Analyse why private information should not be given to anyone online without the permission of a trusted adult. <u>iLearn AI</u> • Create a three-dimensional effect by using contrasting tones to show light and dark. • Combine lines and marks to represent different textures. • Use lines and marks in different ways to represent dark and light areas (tone). • Comparing the sizes of different objects to draw them in proportion. • Represent the size of one object relative to another. • Consider where to place each element thinking carefully about the space. • Show texture in the collage. • Use the impasto technique to create textured effects.	<u>Art</u> Drawing: Exploring tone, texture and proportion and Henry Matisse • Create a three-dimensional effect by using contrasting tones to show light and dark. • Combine lines and marks to represent different textures. • Use lines and marks in different ways to represent dark and light areas (tone). • Comparing the sizes of different objects to draw them in proportion. • Represent the size of one object relative to another. • Consider where to place each element thinking carefully about the space. • Show texture in the collage. • Use the impasto technique to create textured effects. <u>DT</u> Creating Torches Design • use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at individuals or groups • generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design Make • select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately

	- select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities Evaluate - investigate and analyse a range of existing products - evaluate their ideas and products against their own design criteria and consider the views of others to improve their work - understand how key events and individuals in design and technology have helped shape the world
Science	PE / Games
<u>Living Things and Their Habitats</u> - To recognise that living things can be grouped in a variety of ways - To explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment - To recognise that environments can change and that this can sometimes pose dangers to living things. <u>Electricity</u> - To identify common appliances that run on electricity	<u>Fitness</u> - To develop an awareness of what your body is capable of. - To develop speed and strength. - To complete actions to develop co-ordination. - To complete actions to develop agility. - To complete actions to develop balance. - To complete actions to develop stamina. <u>Tennis</u> - To develop hitting the ball using a forehand. - To develop returning the ball using a forehand. - To develop the backhand and understand when to use it.

- To construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers
- To identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery
- To recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit
- To recognise some common conductors and insulators, and associate metals with being good conductors.

Working Scientifically

- To ask relevant questions and using different types of scientific enquiries to answer them
- To set up simple practical enquiries, comparative and fair tests
- To make systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
- To gather, record, classify and present data in a variety of ways to help in answering questions
- To record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- To report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- To use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
- To identify differences, similarities or changes related to simple scientific ideas and processes

- To work co-operatively with a partner to keep a continuous rally going.
- To use simple tactics in a game to outwit an opponent.
- To demonstrate honesty and fair play when competing against others.

Netball

- To develop attacking skills within the rules of the game.
- To apply attacking skills to move towards a goal.
- To develop movement skills to lose a defender.
- To defend an opponent and try to win the ball.
- To develop attacking skills to score goals.
- To apply skills and knowledge to play games using netball rules.

Gymnastics

- To develop individual and partner balances.
- To develop individual and partner balances using apparatus.
- To develop control in performing and landing rotation jumps.
- To develop rotation jumps and sequence building using apparatus.
- To develop the straight, barrel, forward and straddle roll.
- To assess my straight, barrel, forward and straddle roll.
- To link actions that flow using the rolls I have learnt.
- To link actions that flow in a partner sequence using the rolls I have learnt.
- To develop strength in inverted movements.
- To develop strength in inverted movements.
- To create a 'great' partner sequence to include the skills I have learnt and apparatus.
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To use straightforward scientific evidence to answer questions or to support their findings.	<u>Basketball</u> - To develop attacking skills to move towards a goal. - To develop passing and moving and play within the rules of the game. - To develop movement skills to lose a defender and move into space. - To develop defending skills to delay an attacker and gain possession. - To use space effectively to create shooting opportunities. - To apply skills and knowledge to play games using basketball rules. <u>Swimming</u>
MFL	Music
<u>Portraits</u> - To begin to understand that adjectives change if they describe a feminine noun. - To understand a simple description of hair and eye colour. <u>Getting dressed in France</u> - To recognise and use vocabulary relating to clothing. - To apply their understanding of noun and adjective agreement in French. - To understand adjectival position and agreement for gender and number. - To express an opinion (like/dislike). - To describe an outfit using adjectives correctly.	<u>Body and Tuned Percussion (Theme: Rainforests)</u> To be able to identify structure and texture in music. To be able to use body percussion. To be able to create musical rhythms using body percussion. To be able to create simple tunes. To build and improve a composition. To know that deciding the structure of music when composing can help us create interesting music with contrasting sections. To know that combining different instruments and different rhythms when we compose can create layers of sound we call 'texture'. To know that a 'loop' in music is a repeated melody or rhythm.

	To know that changing the dynamics of a musical phrase or motif can change the texture of a piece of music. Djembe African Drumming To understand that music from different parts of the world, and different times, has different features. To begin to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to their own and others' work. To sing and play in time with peers, with some degree of accuracy and awareness of their part in the group performance. To play syncopated rhythms with accuracy, control and fluency. Harvest and Christmas Singing and Instrumental Performance To sing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique. To work as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time with others and communicating with the group. To perform by following a conductor's cues and directions. To sing songs from memory, with fluency and expression. To sing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique.
PSHE	
<u>Family & Relationships</u> Understand that manners vary in different situations.	

- Understand boundaries in friendships, including physical boundaries and expectations.
- Understand that what they do and say affects other people.
- Understand the impact of bullying and the role bystanders can take.
- Recognise male and female stereotyped characters.
- Understand that stereotypes about disabilities are usually untrue.
- Understand that families are all different and they offer each other support but sometimes they can experience problems.
- Know what bereavement is and how to support someone who has experienced a bereavement.

Health & Wellbeing

- Identify and share key facts about dental health.
- Describe a calm place that helps them to feel relaxed.
- Describe how they feel when they make a mistake and explain what can be learned from making mistakes.
- Write or describe their strengths and how they could use these in school.
- Describe what makes them happy, suggesting how they could work towards this as a goal.
- Explain that there are some things they can control and others they cannot.
- Understand the range of emotions we can experience.
- Understand what mental health is and that sometimes people might need help.