

Subject Skills	
English	Maths
<p>Texts and Topics</p> <p><u>The Miraculous Journey of Edward Tulane - Kate DiCamillo</u> To read and discuss a book that is set in another country, exploring themes of friendship and loyalty. To appreciate how a character changes throughout a story. Progressively build a varied and rich vocabulary.</p> <p><u>Coming To England – Floella Benjamin</u> To read and discuss a non-fiction text, inferring ideas such as emotions. To appreciate the historical significance and its impact on British society today</p> <p>Reading Guided Reading Books <i>Fiction – The Butterfly Lion, Non-Fiction – Viking Voyagers</i></p> <ul style="list-style-type: none"> • develop positive attitudes to reading and understanding of what they 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 • 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: 	<p>Multiplication and Division</p> <ul style="list-style-type: none"> • recognise and use factor pairs and commutativity in mental calculations • multiply two-digit and three-digit numbers by a one-digit number using formal written layout • solve problems involving multiplying and adding, including using the distributive law to multiply two-digit numbers by 1 digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects. <p>Length and Perimeter</p> <ul style="list-style-type: none"> • measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres • convert between different units of measure <p>Fractions</p> <ul style="list-style-type: none"> • recognise and show, using diagrams, families of common equivalent fractions • count up and down in hundredths; recognise that hundredths arise when dividing an object by a 100 and dividing tenths by 10. • solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number • add and subtract fractions with the same denominator

- 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

Plan 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:

- 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:

Decimals

- recognise and write decimal equivalents of any number of tenths or hundredths
- find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths



- 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

- indicating possession by using the possessive apostrophe with plural nouns
- using and punctuating direct speech
- using expanded noun phrases
- use and understand the grammatical terminology; determiners, pronouns, prepositions.

History	Geography
<p>The Vikings</p> <ul style="list-style-type: none"> To identify who the Vikings were and where they came from. To understand why and how the Vikings raided Britain. To discover why Vikings settled in Britain. To explore Viking daily life, including homes, jobs and roles. To learn about Viking religion and mythology. To understand the Anglo-Saxon response and know the key figures in the Viking struggle. To know what the Vikings left behind. 	<p>Fair Trade</p> <ul style="list-style-type: none"> locate the world's countries concentrating on their environmental regions, key physical and human characteristics, countries, and major cities identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle human geography, including: types of settlement and land use, economic activity including trade links, and the

	distribution of natural resources including energy, food, minerals and water
Computing	Art / D & T
iProgram <ul style="list-style-type: none"> • To understand that a program is a sequence of statements written in a programming language (TurtleArt). • To program a turtle to execute a sequence of statements. • To understand that computer programs consist of statements that perform a specific task. • To amend an algorithm to change the size of a shape. • To design a program that makes choice. • To combine repetition and conditional statements into a program. 	<p>Art</p> <p>Painting and Mixed Media – Paul Cezanne</p> <ul style="list-style-type: none"> • To investigate ways of applying paint. To mix tints and shades of a colour. • To use tints and shades to give a three-dimensional effect when painting. • To explore how paint can create very different effects. • To consider proportion and composition. • To apply knowledge of colour mixing and painting techniques to create a finished product. <p>D&T</p> <p>Textiles – Fastenings</p> <ul style="list-style-type: none"> • To be able to explain the advantages and disadvantages of different types of fastenings. • To be able to design a product to meet design criteria. • To be able to make and test a paper template. • To be able to assemble a book jacket.
Science	PE
States of Matter <ul style="list-style-type: none"> • To recognise the different states of matter (solid, liquid, gas) and their properties. • To observe and understand the changes that take place when materials change between different states. • To plan and execute a fair test. • To understand how different materials can be separated. • To recognise that chemical changes can be reversible or irreversible. 	<p>Golf</p> <ul style="list-style-type: none"> • To explore hitting technique and aiming towards a target. • To explore shot accuracy. • To explore the technique for putting. • To explore the technique for chipping. • To explore the techniques used for a short game. • To explore the technique for a long game. <p>OOA</p> <ul style="list-style-type: none"> • To develop co-operation and teamwork skills.

**Working Scientifically**

- To ask relevant questions and use 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, take accurate measurements using standard units, using a range of equipment
- 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 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 use straightforward scientific evidence to answer questions or to support findings

- To be able to orientate a map and navigate around a grid.
- To develop trust and teamwork whilst listening to others and following instructions.
- To develop trust whilst listening to others and following instructions.
- To be able to identify objects on a map, draw and follow a simple map.
- To be able to orientate and navigate around a map and draw a route using directions.

Dance

- THEME: The Spy
To copy and create actions in response to an idea and be able to adapt these using changes of space.
- To choose actions which relate to the theme.
- To develop a dance using matching and mirroring.
- THEME: Carnival
To learn and create dance moves in the theme of carnival.
- To develop a carnival dance using formations, canon and unison.
- To develop a dance phrase and perform as part of a class performance.

Handball

- To begin to throw and catch while on the move.
- To learn how to move towards goal or away from a defender.
- To develop accuracy when shooting.
- To be able to apply individual and team defending skills.
- To use a change of direction and speed to lose a defender and move into space.
- To maintain possession when in attack.

<p>MFL</p> <ul style="list-style-type: none"> • To recall and use numbers 1 to 31 in French. • To say the days of the week in French. • To say the months of the year. • To select vocabulary to discuss the date in French. • To compare similarities and differences between traditional birthday celebrations in France and England. • To learn weather phrases. • To repeat short phrases accurately. • To describe the weather using points of the compass. • To recognise the French written words for multiples of ten. • To understand the water cycle in French. 	<p>Music</p> <ul style="list-style-type: none"> • 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.
<p>PSHE</p> <p>Safety</p> <p>To understand that age restrictions are designed to protect us To understand the benefits and risks of sharing material online To understand how to help someone with asthma To develop understanding of privacy and the difference between secrets and surprises To understand that not all information on search engines is valuable To recognise that change is part of growing up To begin to understand the risks of smoking and the benefits of being a non-smoker</p>	<p>RE</p> <p>What is it like for someone to follow God?</p> <ul style="list-style-type: none"> • To make clear links between the story of Noah and the idea of covenant. • Make simple links between promises in the story of Noah and the promises that Christians make at a wedding ceremony. • Make links between the story of Noah and how we live in school and the wider world. <p>What kind of world did Jesus want?</p> <ul style="list-style-type: none"> • Identify Jesus healing the leper and Noah's Ark, that come from a Gospel, which tells a story of the life and teaching of Jesus.

**Citizenship**

To begin to understand the Human Rights convention
To understand how reusing items benefits the environment
To understand the role of groups in the wider community
To understand the contribution groups make to a community
To understand the value of diversity in a community
To develop an understanding of the role of local government

- Make links between the calling of the first disciples and how Christians today try and follow Jesus.
- Give examples of how Christians try to show love for all.
- Make links between the importance of love in the Bible stories studied and life in the world today, giving a good reason for their ideas.