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| **Maths**  • Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators. • Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10. • Recognise and write decimal equivalents to 1/4, 1/2, 3/4. • Add and subtract fractions with the same denominator within one whole.  • Identify horizontal and vertical lines and pairs of perpendicular and parallel lines. • Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes. • Identify acute &obtuse angles and compare and order angles up to two right angles by size. • Measure the perimeter of simple 2-D shapes. • Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks. | **Writing**  • Use the main features of a type of writing (identified in reading). • Compose and rehearse sentences orally. • Plan, write, edit and improve.  • Use similes effectively. • Use a range of descriptive phrases including some collective nouns.  • Use organisational devices such as headings and sub headings. • Organise paragraphs around a theme. • Sequence paragraphs. • Use prefixes and suffixes and understand how to add them.     • Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • Read aloud writing to a group or whole class, using appropriate intonation. |
| **History**  • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. • Suggest causes and consequences of some of the main events and changes in history. • Give a broad overview of life in Britain from ancient until medieval times. • Compare some of the times studied with those of other areas of interest around the world. • Place events, artefacts and historical figures on a time line using dates. • Understand the concept of change over time, representing this, along with evidence, on a time line. • Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology. | **Reading**  • Read further exception words, noting the spellings. • Predict from details stated and implied. • Recall and summarise main ideas. • Discuss words and phrases that capture the imagination. • Retrieve and record information from non-fiction, using titles, headings, sub-headings and indexes. • Explain and discuss understanding of reading, maintaining focus on the topic. |
| **Science**  • Ask relevant questions. • Identify common appliances that run on electricity. • Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. • 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. • Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.  • Recognise some common conductors and insulators, and associate metals with being good conductors. | **Computing**  • Use some of the advanced features of applications and devices in order to communicate ideas, work or messages professionally.  **Geography**  • Describe how the locality of the school has changed over time.  • Describe key features of: human geography, including: settlements and land use. |
| **Languages**  • Read short texts independently. • Write a few short sentences using familiar expressions. • Answer simple questions and give basic information. • Give responses to questions about everyday events. • Demonstrate a growing vocabulary. | **Art**  • Comment on artworks using visual language. • Mix colours effectively. • Replicate some of the techniques used by notable artists, artisans and designers. |
| **Religious Education**  • Present the key teachings and beliefs of a religion. • Identify religious artefacts and explain how and why they are used. • Describe how some of the values held by communities or individuals affect behaviour and actions. | **Design Technology**  • Make products by working efficiently (such as by carefully selecting materials). • Improve upon existing designs, giving reasons for choices. • Disassemble products to understand how they work |
| **Forest Skills**  • Arrive properly equipped for outdoor and adventurous activity. • Show resilience when plans do not work and initiative to try new ways of working. • Use maps, compasses and digital devices to orientate themselves. | **PHSCE**  • Recognise that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity. • Understand that everyone has human rights, all peoples and all societies and that children have their own special rights. |
| **PE – with Mrs Burroughs**  • Throw and catch with control and accuracy. • Strike a ball and field with control. • Choose appropriate tactics to cause problems for the opposition. • Follow the rules of the game and play fairly. | **Music**  • Recognise the notes EGBDF and FACE on the musical stave. • Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. • Evaluate music using musical vocabulary to identify areas of likes and dislikes. • Understand layers of sounds and discuss their effect on mood and feelings. |

Can you construct a replica of your chosen property?

***DT/Computing/History/Maths***

**Avoid Exploring with Captain Cook!**

Can you write a thank you letter, a report and a poem?

English





Can you design and make a prototype of an appliance for the future?

***History/DT/Science***

Can you represent your understanding of the Pentecost?

***Maths/History***

Can you write an advert to sell your property in the auction?

***History/Literacy***

Time to Shine