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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