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| **Maths**  • Count in multiples of 2 to 9, 25, 50, 100 and 1000. • Solve problems involving multiplying and dividing, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems 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. • Recall multiplication and division facts for multiplication tables from 2x, 5x, 10x, 3x and 4x. | **Writing**  • Use the main features of a type of writing (identified in reading). • Use organisational devices such as headings and sub headings. • Sequence paragraphs. • Use a mixture of simple, compound and complex sentences. • Write sentences that include:       • conjunctions       • adverbial phrases.    • Using fronted adverbials.    • Using commas after fronted adverbials.    • word family, conjunction, adverb, preposition, direct speech, inverted commas (or ‘speech marks’), prefix, consonant, vowel, clause, subordinate clause. |
| **Geography**  • Ask and answer geographical questions about the physical and human characteristics of a location. • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. • Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas. • Describe geographical similarities and differences between countries. | **Reading**  • Read further exception words, noting the spellings. • Retrieve and record information from non-fiction, using titles, headings, sub-headings and indexes. |
| **Religious Education**  • Identify religious artefacts and explain how and why they are used. • Describe religious buildings and explain how they are used. • Explain how beliefs about right and wrong affect people’s behaviour.  • Discuss and give opinions on stories involving moral dilemmas. | **History**  • Use evidence to ask questions and find answers to questions about the past. • Suggest suitable sources of evidence for historical enquiries. • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. • Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. • Use dates and terms to describe events. • Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.  Can you become a history detective and uncover clues about the past?  ***History/Reading*** |
| **Languages**  • Write one or two short sentences. • Write short phrases used in everyday conversations correctly. • Understand a range of spoken phrases. • Answer simple questions and give basic information. | **Art**  • Comment on artworks using visual language. • Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. • Create original pieces that are influenced by studies of others. |
| **Science**  • Gather, record, classify and present data in a variety of ways to help in answering questions. • Identify differences, similarities or changes related to simple, scientific ideas and processes. • Explore and use classification keys. • Describe the movement of the Earth relative to the Sun in the solar system. • Describe the movement of the Moon relative to the Earth. | **Design Technology**  • Use materials to practise drilling, screwing, gluing and nailing materials to make and strengthen products. • Create products using levers, wheels and winding mechanisms. • Design products that have a clear purpose and an intended user. • Make products, refining the design as work progresses. |
| **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**  • Plan, perform and repeat sequences. • Move in a clear, fluent and expressive manner. • Refine movements into sequences. • Show changes of direction, speed and level during a performance. • Travel in a variety of ways, including flight, by transferring weight to generate power in movements. | **Computing**  • Devise and construct databases using applications designed for this purpose in areas across the curriculum. |
| **Music**  • Play notes on an instrument with care so that they are clear. • Perform with control and awareness of others. • Recognise the notes EGBDF and FACE on the musical stave. • Evaluate music using musical vocabulary to identify areas of likes and dislikes |

Can you explain what life was like on board Captain Cook’s ship ‘The Endeavour’?

***History/English***

**Avoid Exploring with Captain Cook!**

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

English



**Adventuring with Captain Cook!**

Can you calculate the rations needed for the voyage across the world?

***Maths/History***

Can you investigate and present your research on native Australian creatures?

***English/Computing/Science/Geography***

Time to Shine