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| Writing | Reading | Mathematics | Science |
| • Use the main features of a type of writing (identified in reading). • Use techniques used by authors to create characters and settings. • Compose and rehearse sentences orally. • Create characters, settings and plots. • Use organisational devices such as headings and sub headings. • Sequence paragraphs. • Join letters, deciding which letters are best left un-joined.     • Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.  • Read aloud writing to a group or whole class, using appropriate intonation. | • Read age-appropriate books with confidence and fluency (including whole novels).  • 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. • Draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence. • Participate in discussion about books, taking turns and listening and responding to what others say. | • Count in multiples of 2 to 9, 25, 50, 100 and 1000. • Count backwards through zero to include negative numbers. • Identify, represent and estimate numbers using different representations. • Read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value. • Recognise the place value of each digit in a four-digit number. (thousands, hundreds, tens, and ones) • Round any number to the nearest 10, 100 or 1000. • Add and subtract numbers mentally with increasingly large numbers. • Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables. • Solve addition and subtraction problems involving missing numbers. | • Make accurate measurements using standard units, using a range of equipment, e.g. thermometers and data loggers. • Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables. • Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. • Compare and group together different kinds of rocks on the basis of their simple, physical properties. • Relate the simple physical properties of some rocks to their formation (igneous or sedimentary). • Recognise that soils are made from rocks and organic matter. • Observe changes across the four seasons. |
| Computing | Geography | History | Physical Education |
| • Give examples of the risks posed by online communications. • Understand the term ‘copyright’. • Understand that comments made online that are hurtful or offensive are the same as bullying. • Understand how online services work. • Use a range of applications and devices in order to communicate ideas, work and messages. | • Ask and answer geographical questions about the physical and human characteristics of a location. • Explain own views about locations, giving reasons. • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. • Name and locate the world’s continents and oceans. • Describe key aspects of: physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle. | • Suggest causes and consequences of some of the main events and changes in history. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. • 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. | • Use rolling, hitting, running, jumping, catching and kicking skills in combination. • Follow the rules of the game and play fairly. • Swim between 25 and 50 metres unaided. • Use more than one stroke and coordinate breathing as appropriate for the stroke being used. • Swim at the surface and below the water. |
| Art & Design | Design and Technology | Music | Languages |
| • Adapt and refine ideas as they progress. • Select and arrange materials for a striking effect. • Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials). • Use clay and other mouldable materials. • Press, roll, rub and stamp to make prints. • Make precise repeating patterns. • Replicate some of the techniques used by notable artists, artisans and designers. | • Cut, peel or grate ingredients safely and hygienically. • Prepare ingredients hygienically using appropriate utensils. • Choose suitable techniques to construct products or to repair items. • Refine work and techniques as work progresses, continually evaluating the product design. | • Pronounce words within a song clearly. • Show control of voice. • Clap rhythms. • Create a mixture of different sounds (long and short, loud and quiet, high and low). • Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. | • Read out loud familiar words and phrases. • Write or copy everyday words correctly. • Understand a range of spoken phrases. • Understand standard language (sometimes asking for words or phrases to be repeated). • Demonstrate a growing vocabulary. |
| PHSCE | Religious Education | Forest Based Learning |  |
| • Consider good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings. • Recognise how their behaviour affects other people. • Recognise what is fair and unfair, kind and unkind, what is right and wrong. • Share opinions on things that matter to them and explain their views through discussions with one other person and the whole class  • Understand how to contribute to the life of the classroom. | • Explain how some teachings and beliefs are shared between religions. • Refer to religious figures and holy books to explain answers. • Explain some of the different ways that individuals show their beliefs. • Show an understanding that personal experiences and feelings influence attitudes and actions.  • Discuss and give opinions on stories involving moral dilemmas. | Arrive properly equipped for outdoor and adventurous activity.  Understand the need to show accomplishment in managing risks.  Show an ability to both lead and to form part of a team. |  |

**Can you make a Non-fiction book about volcanoes?**

**Can you make a 3D planet Earth showing the Continents and Oceans?**

**Can you make a real rock?**