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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?**