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| **Maths** • Multiply two-digit and three-digit numbers by a one-digit number using formal written layout.• Recognise and use the inverse relationship between multiplication and division and use this to check calculations and solve missing number problems.• Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.• Find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths.• Solve simple measure and money problems involving fractions and decimals to two decimal places. | **Writing**• Plan, write, edit and improve. • Use connectives that signal time, shift attention, inject suspense and shift the setting.• Organise paragraphs around a theme.• Use the first two or three letters of a word to check its spelling in a dictionary. • Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. • Identify and apply knowledge of the following: preposition, prefix, consonant, vowel, clause, subordinate clause. |
| **Geography**• Explain own views about locations, giving reasons.• Use a range of resources to identify the key physical and human features of a location. • Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. • Describe geographical similarities and differences between countries.• Describe key aspects of: physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle.  | **Reading** • Apply a growing knowledge of root words, prefixes and suffixes (etymology and morphology). • Draw inferences from reading.• Retrieve and record information from non-fiction, using titles, headings, sub-headings and indexes.• Identify main ideas drawn from more than one paragraph and summarise these. |
| **Science** • Ask relevant questions.• Set up simple, practical enquiries and comparative and fair tests.• Make accurate measurements using standard units, using a range of equipment, e.g. thermometers and data loggers.• Gather, record, classify and present data in a variety of ways to help in answering questions.• Use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests.• Observe that some materials change state when they are heated or cooled, and measure the temperature at which this happens in degrees Celsius (°C), building on their teaching in mathematics.• Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. | **Computing**• Create graphs and charts using statistical data collected about the weatherCan you write and present a UK weather report?***Reading/Writing/Geography***• Use specified screen coordinates to control movement.• Set the appearance of objects and create sequences of changes.• Specify conditions to trigger events.• Use IF THEN conditions to control events or objects. |
| **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**• Shape and stitch materials.• Quilt, pad and gather fabric |
| **Religious Education**• Present the key teachings and beliefs of a religion.• Show an understanding that personal experiences and feelings influence attitudes and actions. • Ask questions that have no universally agreed answers.• Discuss and give opinions on stories involving moral dilemmas. | **Design Technology**• Select appropriate joining techniques.• Understand the need for a seam allowance.• Join textiles with appropriate stitching.• Select the most appropriate techniques to decorate textiles.• Refine work and techniques as work progresses, continually evaluating the product design. |
| **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.• Create dances and movements that convey a definite idea.• Change speed and levels within a performance. • Develop physical strength and suppleness by practising moves and stretching. | **Music**• Compose and perform melodic songs.• Use sound to create abstract effects.• Create repeated patterns with a range of instruments.• Choose, order, combine and control sounds to create an effect.• Use digital technologies to compose pieces of music |

Can you program and simulate the effects of different weather using Scratch?

***Computing/Science/Maths***

**Avoid Exploring with Captain Cook!**

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

English



**Whatever the Weather**

Can you demonstrate your understanding the water cycle and understand why some countries have droughts?

***Maths/History***

Can you design and sew some weather appropriate clothing?

***Maths/DT/Art and Design***

Time to Shine