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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 weather  Can 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