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| **Reading**  • Apply a growing knowledge of root words, prefixes and suffixes (etymology and morphology).  • Draw inferences from reading. • Recall and summarise main ideas. • Discuss words and phrases that capture the imagination. • Draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence. • Predict what might happen from details stated and implied. • Ask questions to improve understanding of a text. | **Writing**  • Compose and rehearse sentences orally. • Plan, write, edit and improve.  • Use alliteration effectively. • Use similes effectively. • Write sentences that include: conjunctions and adverbial phrases • Make handwriting legible by ensuring downstrokes of letters are parallel and letters are spaced appropriately. • Use prefixes and suffixes and understand how to add them.  • Place the possessive apostrophe accurately in words with regular plurals (for example, girls’, boys’) and in words with irregular plurals (for example, children’s). |
| **Science**  • 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. • Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables. • Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. • Use straightforward, scientific evidence to answer questions or to support their findings. • Recognise that environments can change and that this can sometimes pose dangers to specific habitats. | **Maths**  • Count in multiples of 2 to 9, 25, 50, 100 and 1000. • Identify, represent and estimate numbers using different representations. • Order and compare numbers beyond 1000. • 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. • Solve number and practical problems with increasingly large positive numbers. • Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate. • Add and subtract a three-digit number and hundreds. • Estimate and use inverse operations to check answers to a calculation. |
| **Religious Education**  • Present the key teachings and beliefs of a religion. • Understand that personal experiences and feelings influence attitudes and actions.  • Give some reasons why religious figures may have acted as they did. |  |
| **Languages**  • Read out loud everyday words and phrases. • Read and understand short written phrases. | **PHSCE**  • Recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships.  • Share opinions on things that matter to them and explain their views through discussions with one other person and the whole class • Identify their special people (family, friends, carers), what makes them special and how special people should care for one another. |
| **Computing**  • Give examples of the risks posed by online communications. • Use some of the advanced features of applications and devices in order to communicate ideas, work or messages professionally. |
| **Forest Skills**  • Lead others and act as a respectful team member. • 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. | **PE – with Mrs Burroughs**  • Throw and catch with control and accuracy. • Strike a ball and field with control. • Choose appropriate tactics to cause problems for the opposition. • Follow the rules of the game and play fairly. • Maintain possession of a ball (with, e.g. feet, a hockey stick or hands). • Pass to team mates at appropriate times. |
| **Design Technology**  • Cut materials accurately and safely by selecting appropriate tools. • Choose suitable techniques to construct products or to repair items. • Use scientific knowledge of the transference of forces to choose appropriate mechanisms for a product (such as levers, winding mechanisms, pulleys and gears). • Design with purpose by identifying opportunities to design. • Refine work and techniques as work progresses, continually evaluating the product design. | **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. • Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent. • Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. |
| **Art**  • Collect information, sketches and resources. • Use clay and other mouldable materials. • Sketch lightly (no need to use a rubber to correct mistakes). • Create images, video and sound recordings and explain why they were created. | **Geography**  • Ask and answer geographical questions about the physical and human characteristics of a location. • Describe key aspects of: physical geography, including: rivers, mountains, and the water cycle. |

Can you use the clay to create a model of someone special to you?

***PHSCE/Art***

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

English



Can you investigate the best way for Abel to lift heavy objects?

***Maths/Science/DT***

Can you create and label a relief map of Abel’s Island with a partner?

DT?Science

Can you record a short story of an island adventure?

***English/Computing***

Time to Shine