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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