



Subject Skills	
English	Maths
<p><b>Texts and Topics</b></p> <p><b><u>Lost Happy Endings – Carol Ann Duffy</u></b></p> <p>To use a rich description to describe and unusual setting. To draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p><b><u>The Wild Robot – Peter Brown</u></b></p> <p>To empathise with a character. To explore and consider different themes and to think about the world around us.</p> <p><b><u>Mouse, Bird, Snake, Wolf – David Almond</u></b></p> <p>To ask questions to improve understanding of a story. To use a range of openers to start my sentences. To write a creation story in the same style as the author.</p> <p><b><u>The Grendel</u></b></p> <p>To create characters and settings and plan, write, edit and publish an extended narrative piece.</p> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Develop positive attitudes to reading and understanding of what is read by:</li> <li>• listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>• reading books that are structured in different ways and reading for a range of purposes</li> </ul>	<p><b><u>Place Value</u></b></p> <ul style="list-style-type: none"> <li>• count in multiples of 1000</li> <li>• find 1000 more or less than a given number</li> <li>• recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)</li> <li>• order and compare numbers beyond 1000</li> <li>• identify, represent and estimate numbers using different representations</li> <li>• round any number to the nearest 10, 100 or 1000</li> <li>• solve number and practical problems that involve all of the above and with increasingly large positive numbers</li> </ul> <p><b><u>Addition and subtraction</u></b></p> <ul style="list-style-type: none"> <li>• add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate</li> <li>• estimate and use inverse operations to check answers to a calculation</li> <li>• solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why</li> </ul> <p><b><u>Area</u></b></p> <ul style="list-style-type: none"> <li>• measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres</li> <li>• find the area of rectilinear shapes by counting squares</li> </ul>



- using dictionaries to check the meaning of words that they have read
- identifying themes and conventions in a wide range of books
- discussing words and phrases that capture the reader's interest and imagination
- understand what they read, in books they can read independently, by:
- checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- asking questions to improve their understanding of a text
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- identifying main ideas drawn from more than one paragraph and summarising these
- identifying how language, structure, and presentation contribute to meaning
- retrieve and record information from non-fiction
- participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

### Writing

#### Achieve creativity

- Encourage imaginative and creative writing by using a variety of different examples.

#### Plan their writing by:

- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- discussing and recording ideas draft and write by:

### Multiplication and division

- recall multiplication and division facts for multiplication tables up to  $12 \times 12$  (mainly focused on 3,4,8)
- use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers
- recognise and use factor pairs and commutativity in mental calculations
- solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling and harder correspondence problems such as n objects are connected to m objects.
- multiply two-digit and three-digit numbers by a one-digit number using formal written layout#



- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)
- organising paragraphs around a theme
- in narratives, creating settings, characters and plot
- in non-narrative material, using simple organisational devices [for example, headings and sub-headings]

Evaluate and edit by:

- assessing the effectiveness of their own and others' writing and suggesting improvements
- proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- proof-read for spelling and punctuation errors
- read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

### **SPaG**

Develop understanding of the concepts by:

- using and punctuating direct speech
- extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although
- using the present perfect form of verbs in contrast to the past tense
- choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- using conjunctions, adverbs and prepositions to express time and cause



<b>History</b>	<b>Geography</b>
<p><b>The Anglo Saxons and Vikings</b></p> <ul style="list-style-type: none"> <li>• To study the archaeological evidence at Sutton Hoo to ask and answer questions.</li> <li>• To find out who the Anglo-Saxons were and where they came from.</li> <li>• To find out who the Picts and Scots were and where they lived.</li> <li>• To be able to use various historical sources to find out about Anglo-Saxon life.</li> <li>• To explore Anglo-Saxon culture including art, music, legends and poetry.</li> <li>• To explore the spread of Christianity in Britain.</li> <li>• To use what has been discovered at Sutton Hoo to draw conclusions about who was buried there.</li> <li>• To know reasons why the Vikings invaded.</li> <li>• To describe the impact of Vikings invasions and the legacy left for Britain.</li> </ul>	<p><b>The World Around Us</b></p> <ul style="list-style-type: none"> <li>• Locate the world’s countries, using maps to focus on Europe (including the location of Russia), concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> <li>• Recap the continents and oceans including Arctic and Antarctica (covered in Yr2). Identify 2 major countries within each continent. (Maps and globes) Introduce Equator, Northern hemisphere, Southern hemisphere and time zones</li> <li>• Distribution of natural resources across the world e.g. diamond mining in Africa; oil in the Middle East; Gold in Australia; gas in the North Sea</li> <li>• Focus on Europe. Identify and locate countries. Know the location of London, Paris, Berlin, Madrid, Rome and Bern.</li> <li>• Identify key physical characteristics: The Alps, Italian lakes, major rivers, Norwegian fjords, coastal areas of Greece, Croatia and Italy; Etna in Sicily, volcano in Iceland</li> <li>• Identify key human characteristics: most densely populated areas, Eiffel Tower, Channel Tunnel,</li> <li>• Recap Prime/Greenwich Meridian and Introduce latitude, longitude, (Do this in the early part of the sequence linked to the world.)</li> </ul>



Computing	Art / D & T
<p><b><u>iSafe</u></b></p> <ul style="list-style-type: none"> <li>• Distinguish between personal information, which is safe to share online, and private information, which is unsafe to share.</li> <li>• Generate solutions for dealing with cyberbullying.</li> <li>• Experiment with different keyword searches and compare their results.</li> <li>• Understand plagiarism and its consequences.</li> <li>• Identify the characteristics of strong passwords.</li> <li>• Explore strategies for safely managing unwanted messages</li> <li>• Analyse why private information should not be given to anyone online without the permission of a trusted adult.</li> </ul> <p><b><u>iProgram</u></b></p> <ul style="list-style-type: none"> <li>• To understand the need to reuse code in programming.</li> <li>• To understand that action can be programmed to synchronise.</li> <li>• To understand that broadcasts can be used to change scenes in Scratch.</li> <li>• To detect and correct errors in a computer program.</li> <li>• To understand that code can be remixed and reused to create new content.</li> </ul>	<p><b>Creating Torches</b></p> <p><b>Design</b></p> <ul style="list-style-type: none"> <li>• use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</li> <li>• generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>• select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li> <li>• select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>• investigate and analyse a range of existing products</li> <li>• evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> <li>• understand how key events and individuals in design and technology have helped shape the world</li> </ul> <p><b>Art</b></p>



	<p><b>Painting and mixed media - light and dark Paul Cezanne, Giorgio Morandi</b></p> <ul style="list-style-type: none"> <li>• To investigate ways of applying paint. To mix tints and shades of a colour.</li> <li>• To use tints and shades to give a three-dimensional effect when painting.</li> <li>• To explore how paint can create very different effects.</li> <li>• To consider proportion and composition.</li> <li>• To apply knowledge of colour mixing and painting techniques to create a finished product.</li> </ul>
<b>Science</b>	<b>PE / Games</b>
<p><b><u>Living Things and Their Habitats</u></b></p> <ul style="list-style-type: none"> <li>• To recognise that living things can be grouped in a variety of ways</li> <li>• To explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</li> <li>• To recognise that environments can change and that this can sometimes pose dangers to living things.</li> </ul> <p><b><u>Electricity</u></b></p> <ul style="list-style-type: none"> <li>• To identify common appliances that run on electricity</li> <li>• To construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</li> </ul>	<p><b><u>Fitness</u></b></p> <ul style="list-style-type: none"> <li>• To develop an awareness of what your body is capable of.</li> <li>• To develop speed and strength.</li> <li>• To complete actions to develop co-ordination.</li> <li>• To complete actions to develop agility.</li> <li>• To complete actions to develop balance.</li> <li>• To complete actions to develop stamina.</li> </ul> <p><b><u>Tennis</u></b></p> <ul style="list-style-type: none"> <li>• To develop hitting the ball using a forehand.</li> <li>• To develop returning the ball using a forehand.</li> <li>• To develop the backhand and understand when to use it.</li> <li>• To work co-operatively with a partner to keep a continuous rally going.</li> <li>• To use simple tactics in a game to outwit an opponent.</li> <li>• To demonstrate honesty and fair play when competing against others.</li> </ul>



- To identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery
- To recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit
- To recognise some common conductors and insulators, and associate metals with being good conductors.

**Working Scientifically**

- To ask relevant questions and using different types of scientific enquiries to answer them
- To set up simple practical enquiries, comparative and fair tests
- To make systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
- To gather, record, classify and present data in a variety of ways to help in answering questions
- To record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- To report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- To use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
- To identify differences, similarities or changes related to simple scientific ideas and processes
- To use straightforward scientific evidence to answer questions or to support their findings.

**MFL Links**

**Music Links**



**Portraits**

- To begin to understand that adjectives change if they describe a feminine noun.
- To understand a simple description of hair and eye colour.

**Getting dressed in France**

- To recognise and use vocabulary relating to clothing.
- To apply their understanding of noun and adjective agreement in French.
- To understand adjectival position and agreement for gender and number.
- To express an opinion (like/dislike).
- To describe an outfit using adjectives correctly.

**Body and Tuned Percussion (Theme: Rainforests)**

- To be able to identify structure and texture in music.
- To be able to use body percussion.
- To be able to create musical rhythms using body percussion.
- To be able to create simple tunes.
- To build and improve a composition.
- To know that deciding the structure of music when composing can help us create interesting music with contrasting sections.
- To know that combining different instruments and different rhythms when we compose can create layers of sound we call 'texture'.
- To know that a 'loop' in music is a repeated melody or rhythm.
- To know that changing the dynamics of a musical phrase or motif can change the texture of a piece of music.

**Djembe African Drumming lessons**

- To understand that music from different parts of the world, and different times, has different features.
- To begin to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to their own and others' work.
- To sing and play in time with peers, with some degree of accuracy and awareness of their part in the group performance.
- To play syncopated rhythms with accuracy, control and fluency.





	<p><b>Harvest and Christmas songs</b></p> <ul style="list-style-type: none"> <li>To sing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique.</li> </ul>
<p><b><u>PSHE</u></b></p>	
<p><b><u>Family &amp; Relationships</u></b></p> <ul style="list-style-type: none"> <li>Understand that manners vary in different situations.</li> <li>Understand boundaries in friendships, including physical boundaries and expectations.</li> <li>Understand that what they do and say affects other people.</li> <li>Understand the impact of bullying and the role bystanders can take.</li> <li>Recognise male and female stereotyped characters.</li> <li>Understand that stereotypes about disabilities are usually untrue.</li> <li>Understand that families are all different and they offer each other support but sometimes they can experience problems.</li> <li>Know what bereavement is and how to support someone who has experienced a bereavement.</li> </ul> <p><b><u>Health &amp; Wellbeing</u></b></p> <ul style="list-style-type: none"> <li>Identify and share key facts about dental health.</li> <li>Describe a calm place that helps them to feel relaxed.</li> <li>Describe how they feel when they make a mistake and explain what can be learned from making mistakes.</li> <li>Write or describe their strengths and how they could use these in school.</li> <li>Describe what makes them happy, suggesting how they could work towards this as a goal.</li> </ul>	



- Explain that there are some things they can control and others they cannot.
- Understand the range of emotions we can experience.
- Understand what mental health is and that sometimes people might need help.