

English

‘When we lived in Uncle’s Hat’, ‘The Stone Age Boy’, ‘Through the Magic Mirror’, ‘The Magic Box’, ‘The Mousehole Cat’, ‘The Rainbow Bear’, non-chronological reports and performance poetry.

Speaking and Listening:

- to articulate and justify answers, arguments and opinions.
- to give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.
- to participate in discussions, presentations, performances, roleplay/improvisations and debates.

Reading:

- to read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.
- to listen and discuss a wide range of fiction, poetry and non-fiction.
- to read books that are structured in different ways and read for a range of purposes.
- to identifying themes and conventions in a wide range of books.
- to prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.
- to check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.
- retrieve and record information from non-fiction.
- to 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:

- spell words that are often misspelt.
- write from memory simple sentences, dictated by the teacher, that

Maths – ‘Place value’, ‘Addition and subtraction’ and ‘Multiplication and division’

- count from 0 in multiples of 4, 8, 50 and 100 and can find 10 or 100 more or less than a given number.
- to recognise the place value of each digit in a three-digit number (hundreds, tens, ones).
- compare and order numbers up to 1000.
- identify, represent and estimate numbers using different representations.
- read and write numbers to 1000 in numbers and words.
- solve number problems and practical problems involving these ideas.
- to add and subtract numbers with up to three digits using formal written methods of columnar addition and subtraction.
- estimate the answer to a calculation and use inverse operations to check answer.
- solve problems, including missing number problems, using number facts, place value and more complex addition and subtraction.
- add and subtract numbers mentally, including a three-digit number and ones.
- recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.
- write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods.

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include words and punctuation taught so far.

- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.
- increase the legibility, consistency and quality of their handwriting, e.g. by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.
- organise paragraphs around a theme.
- in narratives, creating settings, characters and plot.
- in non-narrative material, using simple organisational devices such as headings and sub-headings.
- assessing the effectiveness of their own and others' writing and suggesting improvements.
- to extend the range of sentences with more than one clause by using a wider range of conjunctions, e.g. *when, if, because, although*.
- to using conjunctions, adverbs and prepositions to express time and cause.
- using commas after fronted adverbials.
- using and punctuating direct speech.

Science – 'Rocks and Soils' and 'Magnets'

- compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.
- describe in simple terms how fossils are formed when things that have lived are trapped within rock.
- recognise that soils are made from rocks and organic matter.
- notice that some forces need contact between two objects, but magnetic forces can act at a distance.
- observe how magnets attract or repel each other and attract some materials and not others.
- compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials.
- describe magnets as having two poles.
- predict whether two magnets will attract or repel each other, depending on which poles are facing.

Geography - Mountains

- to know what mountains are and how mountains are formed
- to know where the main fold mountains are in the world
- to locate mountain ranges in the UK and Europe
- to locate mountain ranges around the world
- to learn about mountain climates and how have animals adapted to live there
- to understand the risks and dangers of mountains
- to know famous mountaineers and their achievements

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History – ‘The Stone Age, The Bronze Age and The Iron Age’	Religious Education - ‘Christian Creation’ and ‘The Trinity’
<ul style="list-style-type: none"> to understand the term prehistory to know the three phases of the stone age to explain the progression of human development over time in terms of homes to learn about the late Neolithic hunter-gatherers and early farmers to understand the role of an archaeologist and what evidence they use from prehistory to understand what human developments defined the Bronze and Iron Age and how this advanced human existence 	<ul style="list-style-type: none"> children will be able to place the concepts of God and creation on a timeline of the Bible’s ‘big story’. to look at Genesis 1 to understand what Christians believe about God and creation. recognise that the story of ‘the Fall’ in Genesis 3 gives Christians an explanation of why things go wrong in the world. explore the symbolism of the baptism ceremony. look at ways in which the trinity is used in worship. children will understand what a ‘Gospel’ is and learn some of the stories it contains.
	Art – Cave paintings
	<ul style="list-style-type: none"> to apply an understanding of prehistoric man-made art to understand and use scale to enlarge drawings in a different medium to explore how natural products, produce pigments to make different colours to select and apply a range of painting techniques to apply painting skills when creating a collaborative artwork
Physical Education – Ball skills, Yoga, Netball and Gymnastics	PSHE – ‘Families and relationships’ and
<p><u>Ball Skills</u></p> <ul style="list-style-type: none"> to develop confidence and accuracy when tracking a ball. to develop confidence and accuracy when tracking a ball. to explore and develop a variety of throwing techniques. to develop catching skills using one and two hands. to develop dribbling a ball with hands. to use tracking, sending and dribbling skills with feet. <p><u>Yoga</u></p> <ul style="list-style-type: none"> to explore connecting breath and movement. to explore new yoga poses and begin to connect them. to explore gratitude when remembering and repeating a yoga flow. 	<ul style="list-style-type: none"> To learn how to resolve relationship problems; effective listening skills and about non-verbal communication. to look at the impact of bullying and what action can be taken; exploring trust and who to trust and that stereotyping can exist to understand that a healthy lifestyle includes physical activity, a balanced diet, and rest and relaxation; to explore identity through groups we belong to, and how our strengths can be used to help others; learning how to solve problems by breaking them down into achievable steps.

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- to develop flexibility and strength in a positive summer flow.
- to develop flexibility in an individual yoga flow.
- to develop confidence and strength in arm balances.

Netball

- to develop passing and moving and play within the footwork rule.
- to develop passing and moving towards a goal.
- to develop movement skills to lose a defender.
- to be able to defend an opponent and try to win the ball.
- to develop the shooting action.
- to develop playing using netball rules.

Gymnastics

- to be able to create interesting point and patch balances.
- to develop stepping into shape jumps with control.
- to develop the straight, barrel, and forward roll.
- to be able to transition smoothly into and out of balances.
- to create a sequence with matching and contrasting actions and shapes.
- to create a partner sequence incorporating equipment.

Design and technology – Electronic charm

- to understand the impact of the digital revolution in the world of (D&T) product design
- to write a program to initiate a flashing LED panel after button press and/or automatically initiate using the Micro:bit light sensing, as part of an eCharm
- to create and decorate a foam pouch for the eCharm, using a template
- to design a display badge and/or stand using CAD (computer-aided design) software for an eCharm product

Computing

'iSafe' and 'iNetwork'

- to recognise when something encountered online does not feel right
- to identify some of the risks of sharing publicly online
- to understand some measures that can be taken to stay safe
- to raise awareness about appropriate and inappropriate content for online sharing
- to understand potential consequences of sharing without consent
- to understand some of the ways we can protect ourselves online against manipulation
- to understand the ways the internet can make young people feel about themselves
- to understand the need for strong passwords

Music

- to know that a ballad tells a story through song.
- to know that lyrics are the words of a song.
- to know that in a ballad, a 'stanza' is a verse.
- to discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary.
- to recognise and explain the changes within a piece of music using musical vocabulary.
- to describe the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement.
- to begin to show an awareness of metre.
- to begin to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to their own and others' work.

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- to identify several different forms advertising can take online
- to understand what a network is.
- to know key parts of a computer network.
- to understand that the internet is the physical connections between computers and networks.
- to understand that devices on networks have a unique address.

- to compose a piece of music in a given style with voices and instruments.
- to sing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique.
- to sing and play in time with peers, with some degree of accuracy and awareness of their part in the group performance.
- to picture a story from a piece of music
- to use musical vocabulary to describe music
- to express my opinion about music
- to recognise and describe changes in music
- to create a soundscape using percussion instruments
- to play a melodic pattern from simple notation with letter names

French

- to greet someone and introduce yourself in French
- to use the correct French greeting for the time of day
- to ask and answer a question about feelings in French
- to recognise and name colour words
- to describe shapes by their colour
- to describe shapes by their size and colour
- to understand and recognise what are cognates and near cognates
- to follow instructions in French