



Subject Skills	
English	Maths
<p>Texts and Topics</p> <p><u>The Miraculous Journey of Edward Tulane - Kate DiCamillo</u> To read and discuss a book that is set in another country, exploring themes of friendship and loyalty. To appreciate how a character changes throughout a story. Progressively build a varied and rich vocabulary.</p> <p><u>Coming To England – Floella Benjamin</u> To read and discuss a non-fiction text, inferring ideas such as emotions. To appreciate the historical significance and its impact on British society today</p> <p>Reading Guided Reading Books <i>The Butterfly Lion, Non-Fiction, Poetry, and How to Train your Dragon</i></p> <ul style="list-style-type: none"> • develop positive attitudes to reading and understanding of what they read by: • listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • reading books that are structured in different ways and reading for a range of purposes • 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: 	<p>Multiplication and Division</p> <ul style="list-style-type: none"> • recognise and use factor pairs and commutativity in mental calculations • multiply two-digit and three-digit numbers by a one-digit number using formal written layout • solve problems involving multiplying and adding, including using the distributive law to multiply two-digit numbers by 1 digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects. <p>Length and Perimeter</p> <ul style="list-style-type: none"> • measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres • convert between different units of measure <p>Fractions</p> <ul style="list-style-type: none"> • recognise and show, using diagrams, families of common equivalent fractions • count up and down in hundredths; recognise that hundredths arise when dividing an object by a 100 and dividing tenths by 10. • solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number • add and subtract fractions with the same denominator



- 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

Plan 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:

- 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:

Decimals

- recognise and write decimal equivalents of any number of tenths or hundredths
- 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



<ul style="list-style-type: none"> • 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. <p>SPaG</p> <ul style="list-style-type: none"> • indicating possession by using the possessive apostrophe with plural nouns • using and punctuating direct speech • using expanded noun phrases • use and understand the grammatical terminology; determiners, pronouns, prepositions. 	
<p>History</p>	<p>Geography</p>
<p>The Maya</p> <ul style="list-style-type: none"> • note connections, contrasts and trends over time and develop the appropriate use of historical terms • address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance • construct informed responses that involve thoughtful selection and organisation of relevant historical information • understand how our knowledge of the past is constructed from a range of sources 	<p>Fair Trade</p> <ul style="list-style-type: none"> • locate the world's countries concentrating on their environmental regions, key physical and human characteristics, countries, and major cities • identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) • describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle • human geography, including: types of settlement and land use, economic activity including trade links, and the



	distribution of natural resources including energy, food, minerals and water
Computing	Art / D & T
<ul style="list-style-type: none"> To understand that a program is a sequence of statements written in a programming language (TurtleArt). To program a turtle to execute a sequence of statements. To understand that computer programs consist of statements that perform a specific task. To amend an algorithm to change the size of a shape. To design a program that makes choice. To combine repetition and conditional statements into a program. To understand that messages can be used to communicate over distance several ways. To understand how email travels and how to retrieve it. To send and reply to emails. To understand the advantages of attaching files to emails. To use email to communicate ideas. 	<ul style="list-style-type: none"> Share their ideas about a painting. Describe the difference between a tint and a shade. Mix tints and shades by adding black or white paint. Discuss their real-life experiences of how colours can appear different. Use tints and shades to paint an object in 3D. Try different arrangements of objects for a composition, explaining their decisions. Produce a clear sketch that reflects the arrangement of their objects. Create a final painting that shows an understanding of how colour can be used to show light and dark, and therefore show three dimensions. Paint with care and control to make a still life with recognisable objects.
Science	PE
States of Matter <ul style="list-style-type: none"> To recognise the different states of matter (solid, liquid, gas) and their properties. To observe and understand the changes that take place when materials change between different states. To plan and execute a fair test. To be understand how different materials can be separated. To recognise that chemical changes can be reversible or irreversible. 	Golf/OAA/Dance/Handball <ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination play competitive games, and apply basic principles suitable for attacking and defending develop flexibility, strength, technique, control and balance take part in outdoor and adventurous activity challenges both individually and within a team



Sound

- To recognise what is sound and how it is created.
- To understand how to change sound.
- To be able to label the parts of the ear and understand how it works.
- To recognise how sound can travel through different mediums.



MFL	Music
<ul style="list-style-type: none"> • To recall and use numbers 1 to 31 in French. • To say the days of the week in French. • To say the months of the year. • To select vocabulary to discuss the date in French. • To compare similarities and differences between traditional birthday celebrations in France and England. • To learn weather phrases. • To repeat short phrases accurately. • To describe the weather using points of the compass. • To recognise the French written words for multiples of ten. • To understand the water cycle in French. 	<ul style="list-style-type: none"> • To understand that music from different parts of the world has different features. • To sing and play in time with peers, with some degree of accuracy and awareness of their part in the group performance. • To perform from basic staff notation, incorporating rhythm and pitch and identifying these symbols using musical terminology. • To play syncopated rhythms with accuracy, control and fluency. • To know that the word 'crescendo' means a sound getting gradually louder. • To know that some traditional music around the world is based on five notes called a 'pentatonic' scale. • To understand that a pentatonic melody uses only the five notes C D E G A. • To discuss the stylistic features of different styles and traditions of music using musical vocabulary. • To understand that music from different parts of the world has different features. • To describing 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 when discussing improvements to their own and others' work. • To combine melodies and rhythms to compose a multi-layered composition in a given style (pentatonic). • To use letter name and rhythmic notation (graphic or staff) and key musical vocabulary to label and record their compositions.