



Mathematicians will be able to:

Count in multiples of 6,7,9,25 and 1000.
Find 1000 more or less than a given number.
Count backwards through zero to include negative numbers.
Recognise the place value of each digit in a four digit number (thousands, hundreds, tens and ones).
Order and compare numbers beyond 1000.
Identify, represent and estimate numbers using different representations.
Round any number to the nearest 10,100 or 1000.
Solve number and practical problems that involve all of the above and with increasingly large positive numbers.
Read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value.
Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate.
Estimate and use inverse operations to check answers to a calculation.
Solve addition and subtraction two step problems in contexts, deciding which operations and methods to use and why.
Recall and use multiplication and division facts for multiplication tables up to 12 x 12.
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 commutatively 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 one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.
Find the area of rectilinear shapes by counting squares.
Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.
Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and simple line graphs.

Scientists will use scientific enquiry to be able to:

Identify common appliances that run on electricity.
Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.
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.
Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.
Recognise some common conductors and insulators, and associate metals with being good conductors.
Compare and group materials together, according to whether they are solids, liquids or gases.
Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C).
Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.

Personally aware pupils will be able to:

Recognise and communicate an increasing range of emotions, both comfortable and uncomfortable.
Understand some of the ways that emotions may affect our interactions with others.
Think about their worries and decide what they might do about them.
Know when they should share a worry and have some strategies to start conversations about their worries.
Get support when they need it.
Understand the 'fight or flight response and how it may affect them.
Recognise some of the strengths and personal qualities of themselves and others.
Know some strategies to move from an uncomfortable state to a more positive one.
Recognise when they are becoming upset or angry and have some good strategies to help them calm down.
Know what it means to be assertive and to be able to act assertively.

Writers will be able to:

Organise ideas appropriately for both purpose and reader (e.g. headings, bullets, logically sequenced events etc)
Use a wide range of punctuation including: full stop and capital, question mark, exclamation mark, apostrophe and comma, mainly accurately.
Open sentences in a wide range of ways for interest and impact.
Use paragraphs.
Text types: recounts, formal letters, instructions, non chronological reports, journalistic writing, narrative.
Grammar— use nouns, pronouns and tenses accurately and consistently.
Spellings—Learn the Stage 4 spellings rules and patterns along with high and medium frequency words that are still being written incorrectly.
Handwriting— Write neatly, legibly and accurately, usually maintaining a joined style.

Readers will be able to:

Read a range of grade appropriate texts fluently and accurately.
Use knowledge of text structure to locate information (e.g. use appropriate heading and sub-heading in non-fiction, find relevant paragraph/ chapter in fiction).
Read between the lines, using clues from action, dialogue and description to interpret meaning and/ or explain what characters are thinking/ feeling and the way they act.
Understand and explain different characters' points of view.
Explore alternatives that could have occurred in texts (e.g. a different ending), referring to text to justify their ideas.
Locate information quickly and effectively from a range of sources by using techniques such as text marking and using indexes.
Talk with friends about books and listen to the opinions of others, in order to share book recommendations and widen understanding of the world.
We will be studying the texts: 'The Billionaire Boy' by David Walliams, 'Revolt Rhymes' by Roald Dahl, 'The Firework-maker's Daughter' by Philip Pullman and First News newspaper articles.



During Physical Education sessions the pupils will:

Develop flexibility, strength, technique, control and balance through gymnastics. Show a variety of travelling, jumping, rolling and balancing skills and understand how different body parts are capable of receiving weight. Create a sequence side-by-side with a partner to show a variety of ways of receiving body weight with control and accuracy, work co-operatively and offer constructive ideas.

User running, jumping, throwing and catching in isolation and in combination. Play competitive games (tennis, basketball, netball) , modified where appropriate and apply basic principles suitable for attacking and defending. Compare performances with previous ones and demonstrate improvement to achieve my personal best.

Geographers will be able to:

Find the same place on a globe and in an atlas. Label the same features on an aerial as on a map.

Name some major cities in the UK and locate them on a map.

Name and locate the countries that make up the European Union and the main islands that surround the UK.

In Computing children will be able to:

Explain the different ways to protect ourselves from dangers online.

Describe a variety of potential risks involved in mine and others' use of technology.

Know a range of strategies for accessing help if something online makes me feel uncomfortable.

Apply SMART rules to several possible situations involving e-safety.

Explore the use of video, including stop-motion video in order to communicate an idea.

Download, create and record sounds and begin to combine, edit and present them.

Linguists will be able to:

Respond to a simple command. Answer with a single word or short phrase. Ask a question. Name places and objects. Read and write single words.

Religiously aware pupils will be able to:

Know that prayer is a way of communicating with God.

Understand the importance of Salah to all Muslims as part of the five pillars.

Understand that prayer is a way for Muslims to express their faith.

Consider the differences in belief and ways of life to do with prayer, and ask what these differences mean.

Musicians will be able to:

Recorders and Drumming —Play their instrument with control and rhythmic accuracy to an audience.

Rehearse and practice to improve the final performance to an audience.

Sing in tune using a consistent tone and can combine the skills of diction, pitch and phrase to sing songs in unison with others to an audience.

Historians will be able to:

Use maps and timelines to identify where earliest civilisations appeared.

Understand why the Nile was important to Ancient Egyptians and describe its main uses.

Understand the importance of the pyramids; describe why and how the great pyramids were built following the study of one in detail.

Understand how the discovery of the Rosetta stone allowed people to understand Egyptian hieroglyphics.

Describe Egyptian beliefs about life after death and the mummification process.

Know some of the different gods and goddesses worshipped by the Egyptians and how they influenced Egyptian life.

Complete a study of Tutankhamen's tomb and the artefacts found.

Create a presentation explaining : 'What have the Ancient Egyptians done for us?'

Designers will be able to:

Research the needs and wants of users for a pre-specified product, and present them to others.

Create a design criteria.

Use prototypes to generate, model and communicate suggestions for a design solution.

Measure, mark out, cut and shape a range of materials.

Assemble, join and combine a range of materials.

We will create a money container.

Artists will be able to:

Explore 'Architectural Art' and compare the styles of a range of architects from different historical periods, including the plans for our new school as well as famous public buildings.

Develop our drawing skills with particular focus on lines to show tone and texture.

Consider the unique style of Antoni Gaudi and experiment with our own Gaudi inspired mosaics.

Study artists whose paintings have been inspired by architecture, creating our own individual pieces exploring the use of different media to recreate reflections.