

Scientists will use scientific enquiry to be able to:

- Identify how sounds are made, associating some of them with something vibrating.
- Recognise that vibrations from sounds travel through a medium to the ear.
- Find patterns between the pitch of a sound and features of the object that produced it.
- Find patterns between the volume of a sound and the strength of the vibrations that produced it.
- Recognise that sounds get fainter as the distance from the sound source increases.
- Recognise that living things can be grouped in a variety of ways.
- Explore and use classification keys to help group, identify and name a variety of living things in my local and wider environment.
- Recognise that environments can change and that this can sometimes pose dangers to living things.

Personally aware pupils will be able to:

- Identify their own strengths and skills and those of others.
- Identify skills they would like to develop.
- Take part in a class learning challenge.
- Know how to show they are listening using their body, express opinions confidently and ask open questions.
- Work as a group to make decisions and solve problems.
- Know how different people can contribute to a group task.
- Evaluate a group task, including giving and receiving feedback.
- Identify the main stages of the human lifecycle and identify the stage of an individual with reasonable accuracy.
- Explain ideas about being grown up and show that they have a relatively realistic view of adulthood.
- Identify an area for which they can take more responsibility.
- Explain some of the ways that parents/carers are responsible for babies and understand that these responsibilities are based on the fact that a baby cannot look after itself.

Mathematicians will be able to:

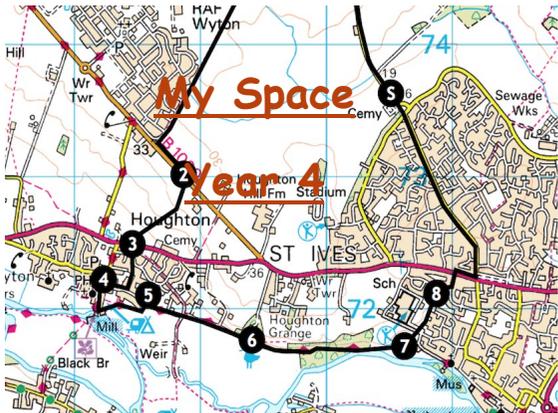
- Recognise and show, using diagrams, families of common equivalent fractions.
- Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.
- Solve problems involving increasingly harder fractions to measure quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number.
- Add and subtract fractions with the same denominator.
- Convert between different units of measure in time e.g. hour to minute.
- Read, write and convert time between analogue and digital 12 and 24 hour clocks.
- Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.
- Recognise and write decimal equivalents of any number of tenths or hundredths.
- Recognise and write decimal equivalents to $1/4$, $1/2$, $3/4$.
- Find the effect of dividing a one or two digit number by 10 and 100, identifying the value of the digits in the answers as ones, tenths and hundredths.
- Round decimals with one decimal place to the nearest whole number.
- Compare numbers with the same number of decimal places up to two decimal places.
- Solve simple measure and money problems involving fractions and decimals to two decimal places.
- Estimate, compare and calculate different measures, including money in pounds and pence.

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: Biographies and autobiographies, Letter writing, writing nonsense poetry and writing adventure stories.**
- 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 text 'Charlotte's Web' by E.B. White. We will also be looking at the work of the author Anthony Browne.**



During Physical Education sessions the pupils will:

- Play competitive games and apply basic principles suitable for attacking and defending. (Quicksticks)
- Work with a partner to perform and lead a range of skills with increased efficiency. (Circuit training)
- Explore and identify body parts capable of weight-bearing for balance. (Gymnastics)

Geographers will be able to:

- Understand and list geographical similarities and differences through the study of human and physical geography in the local area.
- Use four-figure coordinates to locate map features.
- Create individual maps or plans using 6 main OS map symbols and place on a key.
- Use geographical vocabulary to answer questions about physical and human features in the local area.

In Computing children will be able to:

- Understand what a branching database is, using different tables with relational links. Save information in a personal area and retrieve for later use.
- Can safely shut-down and/or log-off a device.

Can explain the different ways to protect themselves from dangers online.

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:

- Define the word 'prayer' and know that prayer is a way of communicating with God.
- Understand the importance of Salah to all Muslims as part of the Five Pillars.
- Be aware of how prayer is part of the pattern of daily life for Muslims.
- Consider the differences in belief and ways of life to do with prayer, and ask what these differences mean.
- Reflect, using stillness and silence, to think more deeply for themselves.
- Understand the concept of a 'saint'.
- Know the origins of the patron saints in Great Britain.
- Consider the value to communities of feast days and customs associated with feast days.

Musicians will be able to:

- Recorders and African Drums—Play their instrument with control and rhythmic accuracy to an audience. Develop their technique from hands to sticks.
- 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:

- Consider their own personal history; finding out about their family heritage.
- Study how artefacts are collected and curated in museums, comparing different museums (Cromwell, Fitzwilliam and Pathfinder) and setting up a museum of their own.
- Research a famous historical figure from the local area (Oliver Cromwell).
- Create a timeline of key events in a monarch's life (Charles I).
- Determine the impact a monarch had on Britain during their rule.
- Understand the historical concepts of continuity and change; relating these themes to the monarchs of Britain.
- Research and evaluate the importance of a famous historical event that links with the local area (The RAF Pathfinders).

Designers will be able to:

- Explore a range of money containers and examine their features.
- Learn how to sew using a range of different stitches.
- Gather ideas for designing a money container.
- Design and make a money container using textiles.

Artists will be able to:

- Develop their drawing and painting techniques, whilst studying the work of artists such as L.S. Lowry, David Hockney, John Constable, J.M.W. Turner, Heaton Cooper and Paul Nash.
- Produce their own personal landscape picture.