

Life: 100  
years ago

**Scientists will use scientific enquiry to be able to:**

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 ( $^{\circ}\text{C}$ ).  
Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.  
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.

**Personally aware pupils will be able to:**

Describe positive and negative aspects of risk taking.  
Understand the consequences of taking physical, social and emotional risk.  
Talk about situations where they have responsibility for their own safety and associated emotions.  
Know some of the main causes of accidents for children and young people and understand ways of reducing or preventing accidents.  
Understand how to be supportive to others who need help in a risky situation.

**Mathematicians will be able to:**

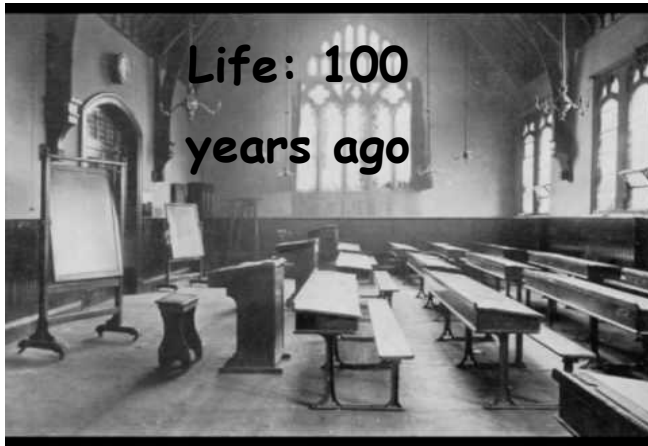
Recognise and use factor pairs and commutativity in mental calculations.  
Multiply two and three digit numbers by a one digit number using a formal written layout.  
Recognise and show, using diagrams, families of common equivalent fractions.  
Count up and down in hundredths; recognise that hundredths 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  $\frac{1}{4}$ ,  $\frac{1}{2}$ ,  $\frac{3}{4}$ .  
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.  
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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 and weeks to days.

**Writers will be able to:**

Organise ideas appropriately for both purpose and reader.  
Use direct speech in their writing and punctuate it correctly.  
Open sentences in a wide range of ways for interest and impact.  
Write sentences that have more than one clause.  
Use paragraphs.  
**Text types: recount, non chronological report and persuasive adverts.**  
**Grammar**— use nouns, pronouns and tenses accurately and consistently.  
**Spellings**—Learn spellings rules and patterns along with high and medium frequency words that are still being written incorrectly. Learn to spell commonly mis-spelt words from the year 3/4 list.  
**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.  
Infer meanings and begin to justify them with evidence from the text.  
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 'Private Peaceful' by Michael Morpurgo and 'The Tin Forest' by Helen Ward and Wayne Anderson. We will also be looking at the work of the author Anthony Browne.**



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**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.  
Use specifically chosen photographs, videos or sounds to make a presentation to the class.  
I can organise data collected over time from different sources, in order to identify patterns.  
I can select and use 3 different graphical methods for presenting numerical data to others.

**Linguists will be able to:**

Understand instructions, messages and dialogues within short passages.  
Use short phrases to give a personal response in a conversation.  
Read a short text, identify the main points and give a personal response.

**Religiously aware pupils will be able to:**

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 tuned percussion — Play their instrument with control and rhythmic accuracy to an audience. Be able to create and play a tune using notation.  
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.

**During Physical Education sessions the pupils will:**

Select skills, actions and ideas appropriately, using them with clear co-ordination and control.  
Make up my own small-sided game.  
Keep or adapt rules and tactics in a range of game situations.

**Geographers will be able to:**

Research how Wyton-on-the-Hill has changed over time (farming, RAF, housing)  
Use maps and atlases to locate places and identify features.  
Explain why people may choose to live in a particular place.  
Name and locate countries in Europe.  
Name some of the capital cities in Europe.  
Consider why London is the capital city of England.

**Historians will be able to:**

Place events from 1900 to the present day on a timeline.  
Use the vocabulary: millennium, century and decade.  
Look at available evidence (e.g.. maps and photographs), ask a variety of questions and evaluate the usefulness of the source.  
Identify the key features and events that have taken place in the past 100 years.  
Consider how Wyton-on-the-Hill has changed in the past 100 years.  
Research the key events that happened during World War I.  
Recall, select and organise historical information.

**Designers will be able to:**

Cook with British ingredients available all year round.  
Know how seasonal fruits are grown and produced.  
Understand why vegetables form an important part of a healthy and varied diet.

**Artists will be able to:**

Use sketchbooks to experiment with different styles used by artists.  
Show facial expressions and body language in drawings and paintings.  
Create a piece of artwork that includes the integration of digital images.