

## **Numeracy**

### To know and use numbers

- Count in multiples of 2 to 9, 25, 50, 100 and 1000.

### Fractions including decimals

- Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators.
- Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators.
- Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10.
- Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.
- Compare and order unit fractions and fractions with the same denominators.
- Recognise and show, using diagrams, families of common equivalent fractions.
- Recognise and write decimal equivalents of any number of tenths or hundredths.
- Add and subtract fractions with the same denominator within one whole.
- Solve problems involving increasingly harder fractions.
- 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.
- 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.
- Solve simple measure and money problems involving fractions and decimals to two decimal places.

## **Reading**

- Apply a growing knowledge of root words, prefixes and suffixes (etymology and morphology).
- Read further exception words, noting the spellings.
- Draw inferences from reading.
- Predict from details stated and implied.
- Recall and summarise main ideas.
- Discuss words and phrases that capture the imagination.
- Identify recurring themes and elements of different stories (e.g. good triumphing over evil).
- Explain and discuss understanding of reading, maintaining focus on the topic.
- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
- Predict what might happen from details stated and implied.
- Identify main ideas drawn from more than one paragraph and summarise these.
- Identify how language, structure and presentation contribute to meaning.
- Ask questions to improve understanding of a text.

# The Lion, the Witch and the Wardrobe & WW2

## **Literacy**

- Write a character description.
- Write a setting description
- Diary entry.
- Dual narrative
- Letter to and from an agony aunt.
- Recount in role.
- Conversations
- Newspaper article
- Your Move advertisement
- Biography.

## **SPAG**

- Use the perfect form of verbs to mark relationships of time and cause.
- Use connectives that signal time, shift attention, inject suspense and shift the setting.
- Use a mixture of simple, compound and complex sentences.
- Join letters, deciding which letters are best left un-joined.
- Make handwriting legible by ensuring down strokes of letters are parallel and letters are spaced appropriately.
- Use prefixes and suffixes and understand how to add them.
- Spell further homophones.
- Spell correctly often misspelt words.
- Use the first two or three letters of a word to check its spelling in a dictionary.
- Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.
- Using the present perfect form of verbs in contrast to the past tense.
- Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.
- Using conjunctions, adverbs and prepositions to express time and cause.
- Using fronted adverbials including comma.
- Using and punctuating direct speech.
- Use and understand grammatical terminology when discussing writing and reading: word family, conjunction, adverb, preposition, direct speech, inverted commas, prefix, consonant, vowel, clause, subordinate clause.

## **Science**

### To work scientifically

- Ask relevant questions.
- Set up simple practical enquiries and comparative and fair tests.
- Gather, record, classify and present data in a variety of ways to help in answering questions.
- Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.
- Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables.
- Use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests.
- Identify differences, similarities or changes related to simple, scientific ideas and processes.
- Use straightforward, scientific evidence to answer questions or to support their findings.

### To understand electrical circuits

- 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

## **French**

- Read and understand the main points in short written texts.
- Write a few short sentences using familiar expressions.
- Write short phrases from memory with spelling that is readily understandable.
- Understand the main points from spoken passages.
- Ask others to repeat words or phrases if necessary.
- Ask and answer simple questions and talk about interests.
- Take part in discussions and tasks.
- Demonstrate a growing vocabulary.
- Describe with some interesting details some aspects of countries or communities where the language is spoken.

## **PE**

### Games / ball skills

- Throw and catch with control and accuracy.
- Strike a ball and field with control.
- Choose appropriate tactics to cause problems for the opposition.
- Follow the rules of the game and play fairly.
- Maintain possession of a ball (with, e.g. feet, a hockey stick or hands).
- Pass to team mates at appropriate times.
- Lead others and act as a respectful team member.
- Field, defend and attack tactically by anticipating the direction of play.

## **History**

- Use evidence to ask questions and find answers to questions about the past.
- Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.
- Suggest causes and consequences of some of the main events and changes in history.
- Describe the social, ethnic, cultural or religious diversity of past society.
- Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.
- Place events, artefacts and historical figures on a time line using dates.
- Understand the concept of change over time, representing this, along with evidence, on a time line.
- Use dates and terms to describe events.
- Use appropriate historical vocabulary to communicate

## **DT**

- Create series and parallel circuits
- Design with purpose by identifying opportunities to design.
- Make products by working efficiently (such as by carefully selecting materials).
- Refine work and techniques as work progresses, continually evaluating the product design.

## **RE**

- Present the key teachings and beliefs of a religion.
- Refer to religious figures and holy books to explain answers.
- Identify religious artefacts and explain how and why they are used.
- Describe religious buildings and explain how they are used.
- Explain some of the religious practices of both clerics and individuals.
- Show an understanding that personal experiences and feelings influence attitudes and actions.
- Ask questions that have no universally agreed answers.
- Explain how beliefs about right and wrong affect people's behaviour.
- Describe how some of the values held by communities or individuals affect behaviour and actions.

## **Computers**

### To communicate

- Contribute to blogs that are moderated by teachers.
- Give examples of the risks posed by online communications.
- Understand the term 'copyright'.
- Understand that comments made online that are hurtful or offensive are the same as bullying.
- Understand how online services work.