

## Numeracy

### To know and use numbers

- Count in multiples of 2 to 9, 25, 50, 100 and 1000.
- Find 1000 more or less than a given number.
- Count backwards through zero to include negative 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.
- Order and compare numbers beyond 1000.
- Recognise the place value of each digit in a four-digit number. (thousands, hundreds, tens, and ones)
- Round any number to the nearest 10, 100 or 1000.
- Solve number and practical problems with increasingly large positive numbers.

### To add and subtract

- 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 problems, including missing number problems, using number facts, place value and more complex addition and subtraction.

### To use statistics

- Interpret and present data using bar charts, pictograms and tables.
- Solve one-step and two-step questions (for example, 'How many more?' and 'How many fewer?') using information presented in scaled bar charts, pictograms and tables.
- 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 other graphs.

## 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.
- Show an understanding that personal experiences and feelings influence attitudes and actions.
- Ask questions that have no universally agreed answers.

## Local Area Study:

# Human Geography of Whitehaven

## Literacy – Kaspar: Prince of Cats

- Write a diary entry as a character.
- Rewrite from a different perspective.
- Write a setting description .
- Write letters.
- Create a recount in two parts.
- Write a newspaper article based on the sinking of the Titanic
- Write a letter to Michael Morpurgo.
- Write a biography.
- Write a job advertisement for a bell boy.

## SPAG

- 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 downstrokes of letters are parallel and letters are spaced appropriately.
- 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.
- 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.

## Music

- Devise non-standard symbols to indicate when to play and rest.
- Recognise the notes EGBDF and FACE on the musical staff.
- Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent.

## **Science**

### To work scientifically

- Ask relevant questions.
- Set up simple, practical enquiries and comparative and fair tests.
- Make accurate measurements using standard units, using a range of equipment, e.g. thermometers and data loggers.
- Gather, record, classify and present data in a variety of ways to help in answering questions.
- Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables.
- Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.
- Use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests.
- Use straightforward, scientific evidence to answer questions or to support their findings.

### To investigate sound and hearing

- Identify how sounds are made, associating some of them with something vibrating.
- Recognise that vibrations from sounds travel through a medium to the ear.

## **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.

## **Art**

- Develop ideas from starting points throughout the curriculum.
- Collect information, sketches and resources.
- Adapt and refine ideas as they progress.
- Comment on artworks using visual language.
- Replicate some of the techniques used by notable artists, artisans and designers.
- Create original pieces that are influenced by studies of others.
- Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.
- Mix colours effectively.
- Use watercolour paint to produce washes for backgrounds then add detail.
- Experiment with creating mood with colour.

## **Computers**

### To code

- Use specified screen coordinates to control movement.
- Set the appearance of objects and create sequences of changes.
- Create and edit sounds. Control when they are heard, their volume, duration and rests.
- Control the shade of pens.
- Specify conditions to trigger events.
- Use IF THEN conditions to control events or objects.
- Create conditions for actions by sensing proximity or by waiting for a user input (such as proximity to a specified colour or a line or responses to questions).
- Use variables to store a value.
- Use the functions define, set, change, show and hide to control the variables.
- Use the Reporter operators to perform calculations.