

Numeracy

To know and use numbers

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

To multiply and divide

- Solve problems involving multiplying and dividing.
- Multiply two-digit and three-digit numbers by a one-digit number using formal written layout.
- Recognise and use factor pairs and commutativity in mental calculations.
- Recall multiplication and division facts for multiplication tables up to 12×12 .

To use measures

- Find the area of rectilinear shapes by counting squares.

Fractions

- Recognise, find and write fractions of a discrete set of objects
- Recognise and show, using diagrams, families of common equivalent fractions.

Geography

To know and use numbers

- Ask and answer geographical questions about the physical and human characteristics of a location.
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.
- Use a range of resources to identify the key physical and human features of a location.

To investigate patterns

- Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn. Describe some of the characteristics of these geographical areas.
- Describe geographical similarities and differences between countries.

Around the World: Rainforests

Literacy - Fables & persuasive texts

Vocabulary, grammar and punctuation

- Create complex sentences with adverb starters.
- Use commas to mark clauses in complex sentences.
- Create sentences with fronted adverbials for when.
- Create sentences with fronted adverbials for where.
- Use commas after fronted adverbials.
- Use inverted commas and other punctuation to indicate direct speech.
- Use nouns for precision, e.g. burglar rather than man, bungalow rather than house.
- Explore, identify, collect and use noun phrases.
- Explore, identify and use Standard English verb inflections for writing.
- Use apostrophes for singular and plural possession.

Planning

- Read and analyse narrative, non-fiction and poetry in order to plan their own versions.
- Identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative, non-fiction and poetry.
- Discuss and record ideas for planning.

Drafting and Writing

- Plan and write an opening paragraph which combines setting and character/s.
- Develop settings and characterisation using vocabulary to create emphasis, humour, atmosphere, suspense.
- Generate and select from vocabulary banks e.g. adverbial phrases, technical language, persuasive phrases, alliteration.
- Link ideas across paragraphs using fronted adverbials for when and where.
- Use paragraphs to organise writing in fiction and non-fiction texts.
- Use different sentence structures.

Evaluating and Editing

- Proofread to check for errors in spelling, grammar and punctuation.
- Improve writing in light of evaluation.
- Discuss and propose changes to own and others' writing.

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 living things

- Recognise that living things can be grouped in a variety of ways.
- Explore and use classification keys.
- Recognise that environments can change and that this can sometimes pose dangers to specific habitats.
- Identify that humans and some animals have skeletons and muscles for support, protection and movement.

RE

- Present the key teachings and beliefs of a religion.
- Refer to religious figures and holy books to explain answers.
- Describe religious buildings and explain how they are used.
- Give some reasons why religious figures may have acted as they did.
- Ask questions that have no universally agreed answers.

PE

Swimming

- Swim between 25 and 50 metres unaided.
- Use more than one stroke and coordinate breathing as appropriate for the stroke being used.
- Coordinate leg and arm movements.
- Swim at the surface and below the water.

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.

Art

- Develop ideas from starting points throughout the curriculum.
- Collect information, sketches and resources.
- Adapt and refine ideas as they progress.
- Explore ideas in a variety of ways.
- Comment on artworks using visual language.
- Select and arrange materials for a striking effect.
- Ensure work is precise.
- Use coiling, overlapping, tessellation, mosaic and montage.

Computers

To collect

- Devise and construct databases using applications designed for this purpose in areas across the curriculum.

Reading

- Apply a growing knowledge of root words, prefixes and suffixes.
- Read further exception words, noting the spellings.
- Draw inferences from reading.
- Predict from details stated and implied.
- Recall and summarise main ideas.
- Retrieve and record information from non-fiction, using titles, headings, sub-headings and indexes.
- Identify recurring themes and elements of different stories.
- 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.
- Identify how language, structure and presentation contribute to meaning.
- Ask questions to improve understanding of a text.

Music

- Create repeated patterns with a range of instruments.
- Create accompaniments for tunes.
- Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent.