

CHOCOLATE

English

- To use reading as an inspiration for writing, including stylistic and language elements
- To compose and rehearse sentences orally (including dialogue), building a varied and rich vocabulary and an increasing range of sentence structures*
- To discuss and record ideas for writing in an organised way*
- To think aloud to explore and collect ideas for writing
- To create extended piece, including creating a longer piece of writing over several days
- To write from memory simple sentences dictated by the teacher, that include words and punctuation taught so far*
- To decide on the type and style of writing based upon the audience and purpose*
- To take efficient and useful notes from texts
- To give opinions and suggest improvements to own and other's writing*
- To monitor whether their own writing makes sense in the same way that they monitor their reading, checking at different levels
- To propose changes to grammar, punctuation and vocabulary to improve consistency*
- To understand the formation of nouns using a range of prefixes [for example super-, anti-, auto]*(year 3)
- To explore word families based on common words, showing how words are related in form and meaning (solve, solution, solver, dissolve, insoluble)* (year 3)
- To use the forms a or an according to whether the next word begins with a consonant or a vowel* (year 3)
- To use correct grammar terminology (determiner, pronoun, possessive pronoun, adverbial etc.)*

Mathematics

- To add and subtract numbers with three digits using formal written methods
- To round any number to the nearest 10
- To add and subtract numbers with up to 4 digits using the formal written methods
- To recall multiplication and division facts for multiplication tables up to 12×12
- To know tricky multiplication facts ($\times 1$, $\times 0$, multiplying together 3 numbers)
- To relate multiplication tables to division facts to aid fluency
- To count in multiples of 6, 7, 9, 25 and 1000
- To quickly calculate complements to 100
- To practice mental methods of addition and subtraction to aid fluency
- To solve addition and subtraction two-step problems in contexts
- To decide which operation to use and why
- To solve number and practical problems involving large numbers appropriate to this level
- To apply my knowledge by solving mathematical puzzles and investigations
- To estimate to check answers to a calculation
- To complete number sequences
- To identifying the rule for number sequences
- To round any number to the nearest 100
- To round any number to the nearest 1000
- To identify, represent and estimate numbers using different representations
- To read Roman numerals to 100 (I to C)
- To solve number and practical problems that involve rounding appropriate to this level

CHOCOLATE



Social, Moral, Spiritual and Cultural

- ❖ To know that there are different types of relationships and that you can have different feelings for a range of people
- ❖ To know what bullying behaviours are and what to do to solve bullying
- ❖ To understand that different people may have different feelings about an event or situation
- ❖ To be able to see a situation from another person's point of view
- ❖ To work in a group constructively, showing give and take
- ❖ To explain what a healthy lifestyle is
- ❖ To know why it is important to be mentally and emotionally healthy
- ❖ To know that medicines are drugs which can be beneficial to us if used properly, and that some drugs are harmful

Science

- ❖ To make systematic observations, taking accurate measurements using a range of equipment (including digital)
- ❖ To produce written, oral or presentations of findings
- ❖ To record findings using simple scientific language, drawings, labeled diagrams, bar charts and tables
- ❖ To use results to draw simple conclusions suggest improvements and raise further questions
- ❖ To compare and group materials together according to whether they are solids, liquids or gases
- ❖ To give simple descriptions of the different states of matter
- ❖ To observe that some materials change state when they are heated or cooled but some do not
- ❖ To know that when an object changes state, no material is lost or chemically altered it is just in a different form
- ❖ To investigate and record the temperatures at which some materials change state
- ❖ To identify the part played by evaporation and condensation in the water cycle
- ❖ To understand the relationship between temperature and evaporation

Design and Technology

- ❖ To identifying opportunities to design to solve a problem
- ❖ To identify some of the great designers in all of the areas of study to generate ideas for designs
- ❖ To make careful selections of materials, considering their aesthetics
- ❖ To improve upon existing designs, giving reasons for choices
- ❖ To refine work and techniques as work progresses, continually evaluating the product design
- ❖ To consider the finish of my work, using tools and processes carefully
- ❖ To prepare ingredients hygienically using appropriate utensils.
- ❖ To assemble or cook ingredients, adapting recipes to meet my needs
- ❖ To understand and apply the principles of a healthy and varied diet
- ❖ To begin to think about meals or ingredients that reflect a location being studied