

Stone Age to Iron age

English Fiction, Non-fiction and Poetry

- To use reading as an inspiration for writing, including stylistic and language elements
- To discuss and record ideas for writing in an organised way*
- To create extended piece, including creating a longer piece of writing over several days

Grammar in Writing

- To make a more consistent use of well-chosen words to add interest or build a vivid picture
- To use a balance of simple and compound sentences with a range of connectives (FANBOYS)
- To create sentences containing relative clauses (including: which, who, that, where, when)
- To express time using conjunctions (when, before, after, during, while, soon, etc.) *
- To express cause using conjunctions (because, therefore, unless, so that, although etc.) *
- To use the forms a or an according to whether the next word begins with a consonant or a vowel* (year3)

Punctuation in writing

- To use and punctuate direct speech mostly correctly (using a comma after the reporting clause and ending punctuation within the inverted commas)*
- To use all core punctuation correctly (full stops, capital letters, question marks and exclamation marks commas in a list)
- To use apostrophes for contractions and to show possession (mostly correctly)

Mathematics

- **To multiply 2 digit and three digit numbers by a one-digit number using short multiplication**
- **To divide numbers up to 3 digits by a one-digit number using short division (exact numbers)**
- To relate multiplication tables to division facts to aid fluency
- **To mentally find the difference between numbers by counting up (including change)**

- To present and interpret discrete and continuous data (bar/line graphs)
- **To solve comparison, sum and difference problems using information presented in bar charts**

- **To know that per cent relates to number of parts per hundred and recognise the symbol**
- **To find simple non-unit fractions of numbers**
- **To find $\frac{1}{2}$, $\frac{1}{4}$ and $\frac{3}{4}$ of a number**
- **To begin to simplify fractions using knowledge of equivalence**
- To use numberlines to connect fractions, numbers and measures
- To recognise and write decimal equivalents $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$
- To count simple fractions forwards and backwards
- To recognise and write decimal equivalents of any number of tenths and hundredths
- **To solve problems involving increasingly harder fractions to calculate quantities (including non-unit fractions where the answer is a whole number)**
- To solve simple money and measure problems involving fractions
- To recognise and show families of common equivalent fractions (using diagrams)
- **To add fractions with the same denominator (including answers greater than 1)**

- **To read and write time (analogue, digital and 24 hour)**
- To convert time between analogue and digital 12- and 24-hour clocks
- To solve problems involving converting units of time (hours to minutes; minutes to seconds; years to months; weeks to days)

- **To compare and classify geometric shapes based on their properties and sizes (including quadrilaterals and triangles)**

Art, Design and Technology

- ❖ To explain how my work reflects a particular practice or discipline
- ❖ To use a range of media successfully
- ❖ To develop my ideas for my art work over several pieces
- ❖ To plan a piece that I am going to make

Computing

- ❖ To use short hand phrases in my programs that I can reuse
- ❖ To create and debug a program that performs a task and suggest ways that it could be improved
- ❖ To use reasoning skills to predict the behaviour of more complex programs

Geography

- ❖ To name and locate counties and cities of the UK
- ❖ To recognise and name geographical regions of the UK
- ❖ To recognise and name key geographical features of the UK (such as tallest mountain and longest river)
- ❖ To compare two locations and say how their geography is similar or different
- ❖ To describe geographical similarities and differences between countries
- ❖ To know that humans can have a positive or negative impact on an environments
- ❖ To use the field work skills of observation, measuring and recording

History

- ❖ To know time periods/events that took place before and after the period I am studying
- ❖ *To know that some sources of information about history might not be reliable*
- ❖ *To know that people in history might have different view of an event*
- ❖ To explain ways in which my time period is similar and different to other time periods
- ❖ To know some ways my locality has changed since my time period

Science

- To record findings using simple scientific language, drawings, labeled diagrams, bar charts and tables
- To ask testable questions, using different types of scientific enquiry to answer them
- To set up simple comparative and fair test
- To make systematic observations, taking accurate measurements using a range of equipment (including digital)
- To produce written, oral or presentations of findings
- To use results to draw simple conclusions suggest improvements and raise further questions
- To describe the use of electricity to power common appliances
- To understand that a circuit must be properly constructed in order for components to function
- To draw my circuits using simple pictorial representation
- To identify and name the parts of a simple series circuit
- To identify whether a lamp will light in a series circuit
- To recognise some common conductors and insulators
- To associate metal with being a good conductor

SMSC

- To take an interest in world issues (Espresso News Bites)
 - To be able to understand the concept of saving and working towards a financial goal
 - To know that groups of people are sometimes treated unfairly by others
 - To know the meaning of the words 'prejudice', 'stereotype' and 'discrimination'.
 - To know that people from many different cultures have made contributions to world knowledge (e.g. Indian mathematicians or Islamic scientists).
 - To understand how different groups of people from different religions, localities, ethnicities or cultures may have contributed to an event
 - To demonstrate a respect for difference
1. To think about how I can help make a difference

