

ANCIENT EGYPT

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
- To take efficient and useful notes from texts

Grammar and Composition 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 use increasing competence in the use of conventions including layout (heading, sub heading etc)*
- 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 to show possession with singular nouns* (mostly correctly)

Mathematics

Numbers and Place Value

- To read, write and order numbers beyond 1000 & with one or two decimal places
- To recognise the place value of each digit in a four -digit number
- To find 1000 more or less than a given number
- To count in 10s and 100s
- To know the value of all the digits in a number up to 2d.p.
- To multiply and divide one and two digit numbers by 10 and 100
- To complete number sequences and identify the rule
- To round any number to the nearest 10, 100 and 1000
- To round decimals with one decimal place to the nearest whole number
- To count backwards through zero to include negative numbers
- To read Roman numerals to 100 (I to C)

Calculation

- To add and subtract numbers with three digits using formal written methods
- To add and subtract numbers with up to 4 digits using the formal written methods
- To solve addition and subtraction problems involving numbers with one decimal place
- 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)

Mental Calculation

- To recall multiplication and division facts for multiplication tables up to 12×12
- To use the distributive law to break down 1 digit by 2 digit calculations mentally ($6 \times 24 = 6 \times 20 + 6 \times 4$)
- To use commutativity to aid mental calculations ($8 \times 3 = 3 \times 8$
 $4 + 9 + 6 + 1 = 9 + 1 + 4 + 6$ $2 \times 6 \times 5 = 10 \times 6$)
- To mentally find the difference between numbers by counting up (including change)
- To count in multiples of 6, 7, 9, 25 and 1000
- To quickly calculate compliments to 100
- To practice mental methods of addition and subtraction to aid fluency

Computing

- ❖ To understand appropriate and inappropriate use of the Internet.
- ❖ To understand the need for rules to keep me safe
- ❖ To recognise the features of different types of website (social media, shop, search engine, information etc.)
- ❖ To use a search engine to find information or media

Geography

- ❖ To locate countries on a map, globe or atlas
- ❖ To use a range of sources to collect information about a location
- ❖ To identify geographical features of my county (including rivers, land use and major settlements)
- ❖ To describe and understand key physical geography features (including volcanoes, earthquakes, **flood plains**)
- ❖ To use the eight points of a compass
- ❖ To draw similarities and differences between counties based upon their geographical positions in relation to the polar regions and the equator
- ❖ To recognise and interpret the meaning of symbols on maps
- ❖ To recognise some key examples of human and physical geography in a location
- ❖ To use an atlas to collect information about the location of geographical features (such as: major cities, airports rivers and mountains)

History

- ❖ To place main world civilizations on a blank timeline in the correct order
- ❖ To recognize a primary and secondary source of historical information
- ❖ To gain a more accurate understanding by using use more than one source of evidence
- ❖ To know information about key events from my time period
- ❖ To know key people from my time period and why they were important
- ❖ To place events, artefacts and historical figures on a large scale time line
- ❖ To explain ways in which my time period is similar and different to now
- ❖ To identify why my time period was historically significant

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 explore different kinds of rocks and soils including those in the local environment
- To recognise that soils are made from rocks and organic matter
- To explore similarities and differences between different types of soil
- To identify and classify rocks based on their appearance and simple physical properties
- To compare different kinds of rock based on their appearance and simple physical properties
- To describe in simple terms how fossils are formed when things that have lived are trapped in sedimentary rock

SMSC

- ❖ To understand why we need to have different rules in different places
- ❖ To know that I am responsible for my own learning and behaviour
- ❖ To know what the rules are in school
- ❖ To recognise when I have reached my goal or been successful with my learning
- ❖ To explain how I learn best and set myself up to be successful
- ❖ To be determined to do well , even with things I find hard
- ❖ To know that people respond differently to changes and challenges
- ❖ To manage my feelings, and usually find a way to calm myself down when necessary

Art, Design and Technology

- ❖ To explain why a piece might be from a particular culture
- ❖ To explain why a piece belongs to a particular practice or discipline
- ❖ To explore different techniques and the effects they have on my work
- ❖ To use pieces as inspiration for my own work
- ❖ To show control across a range of techniques
- ❖ To comment on similarities and differences between my own and others' work
- ❖ To adapt and improve my own work.
- ❖ To explore a range of building techniques to create structures
- ❖ To make careful selections of tools and materials, considering their properties.
- ❖ To make products with increasing accuracy