

Text-led approach	Writing	Reading	Maths	Geography	History	Computing	P.E		
<p>The Boy in the Girls' Bathroom - Louis Sachar</p> <p>Use a variety of expanded noun phrases to describe and specify by: addition of modifying adjectives, addition of modifying nouns, addition of preposition phrases</p> <p>using fronted adverbials to emphasise the adverbial to the reader</p> <p>producing joined, legible handwriting in most of their writing</p> <p>write for a range of purposes and audiences, selecting language that shows good awareness of the reader</p> <p>using headings and sub-headings to organise non-narrative texts</p> <p>some use of modal verbs appropriately to indicate degrees of possibility e.g. might, should, would</p> <p>using a range of subordinating conjunctions, adverbs and prepositions within and across sentences</p>	<p>Use a variety of expanded noun phrases to describe and specify by: addition of modifying adjectives, addition of modifying nouns, addition of preposition phrases</p> <p>using fronted adverbials to emphasise the adverbial to the reader</p> <p>producing joined, legible handwriting in most of their writing</p> <p>write for a range of purposes and audiences, selecting language that shows good awareness of the reader</p> <p>using headings and sub-headings to organise non-narrative texts</p> <p>some use of modal verbs appropriately to indicate degrees of possibility e.g. might, should, would</p> <p>using a range of subordinating conjunctions, adverbs and prepositions within and across sentences</p>	<p>Recommend books they have read to their peers, giving reasons for their choices</p> <p>Maintain positive attitudes to reading</p> <p>Ask questions to improve their understanding</p> <p>Predict what might happen from details stated and implied</p> <p>Retrieve, record and present information from nonfiction</p> <p>Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</p>	<p>Number and Place Value I can read Roman numerals to 1,000 (M) and recognise years written in Roman numerals I can read, write, order and compare numbers to at least 1,000,000 I can round any number up to 1,000,000 to the nearest 10, 100, 1000, 10000 and 100000 I can solve number problems and practical problems with the above I can count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000 I can determine the value of each digit in numbers up to 1,000,000 I can interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero</p> <p>Addition and Subtraction I can solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why I can solve problems involving addition, subtraction and a combination of these, including understanding the meaning of the equals sign I can add and subtract numbers mentally with increasingly large numbers I can add and subtract whole numbers with more than 4 digits, including using formal written methods</p>	<p>To use maps, globes and digital/computer mapping (Google Earth, Digimaps) to locate countries/places and describe places (UK and world) using 4 and 6 grid references.</p> <p>To use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, interviews and questionnaires, aerial images, photography, plans and graphs, and digital technologies.</p> <p>Revision on Y3 / Y4 - To use maps locate the Equator, Tropic of Cancer and Tropic of Capricorn, Arctic and Antarctic Circle as well Northern and Southern Hemispheres.</p> <p>To use maps to identify locations where specific lines of longitude and latitude cross the Tropics/Equator and draw detailed conclusions based about the climate of these places.</p>	<p>Science</p> <p>Properties of materials To compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets To use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating To give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</p> <p>Working scientifically WS -To plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary WS - To take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate WS -To record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs WS -To report and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.</p>	<p>Word Processing</p> <ul style="list-style-type: none"> Continue use two hands when typing. Begin to type without needing to look at keys (touch type). Type longer texts to present. Learn how to insert and use a simple table. Use left, centre and right align for different purposes. 	<p>Invasion games: Football Shows confidence in using ball skills in various ways, and can link these together. Uses skills with co-ordination, control and fluency. Takes part in competitive games with a strong understanding of tactics and composition. Can create their own games using knowledge and skills. Apply basic skills for attacking and defending. Uses running, jumping, throwing and catching in isolation and combination.</p>		
				PHSE					
				<p>Relationships Respecting ourselves and others Responding respectfully to a wide range of people; recognising prejudice and discrimination -to recognise that everyone should be treated equally -why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own -what discrimination means and different types of discrimination e.g. racism, sexism, homophobia</p> <p>Living in the Wider World Belonging to a community Protecting the environment; compassion towards others -about how resources are allocated and the effect this has on individuals, communities and the environment -the importance of protecting the environment and how everyday actions can either support or damage it -how to show compassion for the environment, animals and other living things</p>	<p>Statistics I can solve comparison, sum and difference problems using information presented in a line graph I can complete, read and interpret information in tables, including timetables</p>				
						Music			
						<p>Playing the glockenspiel Maintain own part when playing with accuracy and an awareness of what others are playing. Know how pulse, rhythm and pitch fit together. Use a range of musical words to describe music (duration, timbre, pitch, dynamics, tempo, texture, structure, rhythm, ostinato, melody, harmony, chord, staccato legato, crescendo, diminuendo) Use the words to identify strengths and weaknesses in your own and others' music. Read the musical staff (notes as Y4) Perform from simple notation on tuned instruments Use musical vocabulary to explain some of the reasons why a piece of music might have been composed. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Use and understand staff and other musical notations.</p>			
							French		
							<p>When I grow up To say how they are feeling. To match emotion/health words Present information about themselves using body language & gestures</p>		
							Art		
							<p>Sketching - birds Annotate work in sketch books, reviewing ideas, revisiting and improving work and suggesting how it might be further developed. Use line, tone and colour to show form and create texture using pencil, pastel, charcoal etc Create accurate observational drawings which show some texture.</p>		
							RE		
					<p>What does it mean to be a Muslim in Britain today? Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad. Describe and reflect on the significance of the Holy Qur'an to Muslims. Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils. Make connections between the key functions of the mosque and the beliefs of Muslims.</p>				
					DT				
							National weeks		
							Events / Visits /Visitors		

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The Boy in the Tower - Polly Ho-Yen	using paragraphs and some other organisational and presentational devices to structure their writing	Recommend books they have read to their peers, giving reasons for their choices	<p>Multiplication and Division identify multiples and factors, including finding all factor pairs of a number, and common factors of 2 numbers know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers establish whether a number up to 100 is prime and recall prime numbers up to 19 multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000 recognise and use square numbers and cube numbers, and the notation for squared (²) and cubed (³) solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates</p> <p>Perimeter and Area measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres calculate and compare the area of rectangles (including squares), including using standard units, square centimetres (cm²) and square metres (m²), and estimate the area of irregular shapes</p>	PHSE	<p>Ancient Greece</p> <p>Chronology •Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini). •Know and sequence key events of time studied. •Order significant events, movements and dates on a timeline. •Describe the main changes in a period in history.</p> <p>Range and depth of historical knowledge •Choose reliable sources of information to find out about the past. •Give reasons why changes may have occurred, back up by evidence. •Describe similarities and differences between some people, events and artefacts studied. •Describe how some things they have studied from the past affect/influence life today. •Make links between some of the features of past societies. E.g. religion, houses, society, technology.</p>	<p>Algorithms and programming •Create algorithms that use LEDs on MicroBits •Push messages from one to another. •Use MicroBits in Mini Buggy Kit to move and use lights.</p> <p>• Decompose a complex program into smaller sections • Work with differing variables when creating programs • Choose suitable inputs and outputs in a program • Debug more complex programs • Use selection (choices) in programs • Explain how some algorithms work</p>	<p>Invasion games: Netball •Shows confidence in using ball skills in various ways, and can link these together. •Uses skills with co-ordination, control and fluency. •Takes part in competitive games with a strong understanding of tactics and composition. •Can create their own games using knowledge and skills. •Apply basic skills for attacking and defending. •Uses running, jumping, throwing and catching in isolation and combination.</p> <p>Indoor Athletics •Beginning to build a variety of running techniques and use with confidence. •Can perform a running jump with more than one component. •Beginning to record peers' performances, and evaluate these. •Demonstrates accuracy and confidence in throwing and catching activities. •Describes good athletic performance using correct vocabulary. •Can use equipment safely and with good control.</p>
	using a variety of expanded noun phrases to describe and specify	Maintain positive attitudes to reading					
	use of expanded noun phrases that combine different additional modifiers e.g. Almost all that group of children in this area, the grass under every tree in the forest, the extreme weather across the globe	Ask questions to improve their understanding					
	using different verb forms correctly and consistently	Predict what might happen from details stated and implied					
	using subordinate clauses, including relative clauses, sometimes varying their position within the sentence	Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas					
	using cohesive devices, including adverbials, within and across sentences and paragraphs	Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context					
	using the full range of punctuation taught at key stage 1	Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence					
		Retrieve, record and present information from nonfiction					
		Science					
		<p>Forces •To explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object •To identify the effects of air resistance, water resistance and friction, that act between moving surfaces •To recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p> <p>Working scientifically WS -To plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary WS - To take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate WS -To record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs WS -To report and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.</p>					
		<p>Relationships Safe relationships Physical contact and feeling safe •to identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations •how to ask for, give and not give permission for physical contact •how it feels in a person's mind and body when they are uncomfortable •that it is never someone's fault if they have experienced unacceptable contact</p> <p>Health and Wellbeing Keeping safe Keeping safe in different situations, including responding in emergencies, first aid and FGM •to identify when situations are becoming risky, unsafe or an emergency •to identify occasions where they can help take responsibility for their own safety •to differentiate between positive risk taking (e.g. trying a challenging new sport) and dangerous behaviour •how to deal with common injuries using basic first aid techniques</p>					
			Music				
			<p>Appraising music - War of the Worlds •Know how pulse, rhythm and pitch fit together. •Think about the message of songs. •Compare 2 songs in the same style, talking about what stands out musically in each of them, their similarities and differences. •Use a range of musical words to describe music (duration, timbre, pitch, dynamics, tempo, texture, structure, rhythm, ostinato, melody, harmony, chord, staccato legato, crescendo, diminuendo) •Use the words to identify strengths and weaknesses in your own and others' music. •Use musical vocabulary to explain some of the reasons why a piece of music might have been composed.</p>				
				<p>French</p> <p>What do I look like? To name some parts of the body. To describe hair and eyes using adjectives Present information about themselves using body language & gestures</p> <p>Art</p> <p>Observational drawing - leaves •Annotate work in sketch books, reviewing ideas, revisiting and improving work and suggesting how it might be further developed. •Use line, tone and colour to show form and create texture using charcoal •Create accurate observational drawings which show some texture.</p>	<p>RE</p> <p>Why do some people believe God exists? Outline clearly a Christian understanding of what God is like, using examples and evidence . Give examples of ways in which believing in God is valuable in the lives of Christians, and ways in which it can be challenging. Express thoughtful ideas about the impact of believing or not believing in God on someone's life. Present different views on why people believe in God or not, including their own ideas.</p>		
					DT		
					<p>Mechanisms •To understand and use mechanical systems in their products. For example, gears, pulleys, cams, levers and linkages. •To construct products using temporary or permanent joining techniques. •To disassemble and evaluate familiar products. •To evaluate their product and seek evaluation from others. •To use constructive comments from others to improve their work. •To evaluate their work, both during and at the end of the project, against the original design criteria, identifying strengths and possible changes they might make.</p>		
						National weeks	
						Events / Visits /Visitors	

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The Boy at the Back of the Class - Onjali Q Rauf	<p>using relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun mostly appropriately</p> <p>using subordinate clauses, including relative clauses, sometimes varying their position within the sentence</p> <p>using cohesive devices, including adverbials, within and across sentences and paragraphs</p> <p>using the full range of punctuation taught at key stage 1:</p> <p>inverted commas to punctuate direct speech</p> <p>apostrophes to mark plural possession</p> <p>commas for fronted adverbials (if appropriate)</p> <p>punctuation within direct speech</p> <p>use of expanded noun phrases that combine different additional modifiers e.g. Almost all that group of children in this area, the grass under every tree in the forest, the extreme weather across the globe</p> <p>selecting some vocabulary that reflects the level of formality required</p> <p>selecting some grammatical structures that reflect the level of formality required</p>	<p>Identify and discuss themes and conventions in and across a wide range of writing</p> <p>Make comparisons within and across books</p> <p>Distinguish between statements of fact and opinion</p> <p>Provide reasoned justifications for their views</p> <p>Ask questions to improve their understanding</p> <p>Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</p> <p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p>	<p>Fractions and Decimals</p> <p>I can multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams.</p> <p>I recognise and can use thousandths and relate them to tenths, hundredths and decimal equivalents</p> <p>I can write percentages as a fraction with denominator hundred, and as a decimal</p> <p>I can round decimals with 2 decimal places to the nearest whole number and 1 decimal place</p> <p>I can solve problems involving numbers up to 3 decimal places</p> <p>I can read, write, order and compare numbers with up to 3 decimal places</p>		<p>Tudors</p> <p>Chronology</p> <p>Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).</p> <p>Know and sequence key events of time studied.</p> <p>Order significant events, movements and dates on a timeline.</p> <p>Describe the main changes in a period in history.</p> <p>Range and depth of historical knowledge</p> <p>Choose reliable sources of information to find out about the past.</p> <p>Give reasons why changes may have occurred, back up by evidence.</p> <p>Describe similarities and differences between some people, events and artefacts studied.</p> <p>Describe how some things they have studied from the past affect/influence life today.</p> <p>Make links between some of the features of past societies. E.g. religion, houses, society, technology.</p> <p>Historical enquiry</p> <p>Use documents, printed sources (e.g. archive materials) the internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visit to sites to collect evidence about the past.</p>	<p>Digital Literacy</p> <p>Understand how the internet works and its major components</p> <p>Understand the internet provides multiple services</p> <p>Understand the communication and collaboration of the internet and why this is vital in society</p> <p>Know how to refine internet searches</p>	<p>Games - hockey and tag rugby</p> <p>Vary skills, actions and ideas and link these in ways that suit the games activity.</p> <p>Shows confidence in using ball skills in various ways, and can link these together.</p> <p>Uses skills with co-ordination, control and fluency.</p> <p>Takes part in competitive games with a strong understanding of tactics and composition.</p> <p>Can create their own games using knowledge and skills.</p> <p>Can make suggestions as to what resources can be used to differentiate a game.</p> <p>Apply basic skills for attacking and defending.</p> <p>Uses running, jumping, throwing and catching in isolation and combination.</p>
					<p>French</p> <p>Introducing my family</p> <p>Introducing family members</p> <p>Describe dwellings</p> <p>Verb - to be</p> <p>Eg. She is, he is</p> <p>Possessive adjectives: mon, ma</p> <p>Use the verb to have Eg. J'ai/je n'ai pas</p>		
					<p>Art</p> <p>Pastels - drawing planets</p> <p>Create accurate observational drawings which show some texture.</p> <p>Investigate and explain the style of art from different cultures and historical periods.</p> <p>Annotate work in sketch books, reviewing ideas, revisiting and improving work and suggesting how it might be further developed.</p>		
						<p>National weeks</p>	
						<p>Events / Visits /Visitors</p> <p>Water Safety (April)</p>	

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The Executioner's Daughter	Using relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun mostly appropriately using subordinate clauses, including relative clauses, sometimes varying their position within the sentence using cohesive devices, including adverbials, within and across sentences and paragraphs using the full range of punctuation taught at key stage 1: inverted commas to punctuate direct speech apostrophes to mark plural possession commas for fronted adverbials (if appropriate) punctuation within direct speech use of expanded noun phrases that combine different additional modifiers e.g. Almost all that group of children in this area, the grass under every tree in the forest, the extreme weather across the globe selecting some vocabulary that reflects the level of formality required selecting some grammatical structures that reflect the level of formality required.	<p>Executioner's Daughter Make inferences drawn from across and between texts and justify with evidence. Predict what might happen from details stated and implied based on: themes, conventions, knowledge about the author, genres. Provide reasoned justifications for opinions about a book. Make comparisons and contrasts within and across texts. Explore and explain the meaning of words in context. Give the meaning of words in and out of context. Retrieve, record and present key information from non-fiction. Evaluate how writers use language of words, phrases and language features including figurative language. Discuss viewpoints (both of the author and fictional characters), within a text and across more than one text.</p>	<p>Recap Decimals and fractions</p> <p>Adding and subtracting decimals</p> <p>Sequencing decimals</p> <p>Multiplying decimals</p> <p>Dividing decimals</p>	<p>Locational knowledge Locate states and cities in North America.</p> <p>To use maps, globes and digital/computer mapping (Google Earth, Digimaps) to locate countries/places and describe places (UK and world) using 4 grid references.</p> <p>Investigate the geographical similarities and differences between different regions in North America, making comparisons to the UK - link with Tudor explorers.</p> <p>Drawing on knowledge and understanding, ask suitable geographical questions and use a range of geographical skills to investigate them</p> <p>Vocabulary</p> <ul style="list-style-type: none"> ·latitude and longitude ·North, East, South, West ·Equator, Northern hemisphere, Southern hemisphere 	<p>Tudors</p> <p>Interpretations of history Give reasons why there may be different accounts of history. Evaluate evidence to choose the most reliable forms.</p> <p>Historical enquiry Use documents, the internet, pictures, music, artefacts and historic buildings to collect evidence about the past. Choose reliable sources of evidence to answer questions, realising there is often not a single answer to historical questions. Investigate own lines of enquiry by posing questions to answer.</p> <p>Organisation and communication Communicate ideas about the past using different genres of writing. Plan and present a self-directed project about the studied period.</p> <p>ICT Use ICT tools to amend and refine their work and enhance its quality and accuracy. Exchange and share information, both directly and through electronic media.</p>	<p>E-safety Discuss sensible e-safety rules for the classroom. Discuss the importance of keeping an adult informed about what you're doing online, and how to report concerns. Understand that the internet may be used maliciously Control my internet behaviour responsibly Explain why I need to protect myself online. Know that anything I put online is difficult to remove and can be seen worldwide Be able to discuss moral responsibility when posting online.</p>	<p>Athletics/Sports day</p> <p>Athletics Beginning to build a variety of running techniques and use with confidence. Can perform a running jump with more than one component. Beginning to record peers' performances, and evaluate these. Demonstrates accuracy and confidence in throwing and catching activities. Describes good athletic performance using correct vocabulary. Can use equipment safely and with good control.</p>	
				PHSE			RE	
			Science	<p>Physical health and Mental wellbeing Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies PoS Refs: H8, H9, H10, H12 ·how sleep contributes to a healthy lifestyle ·healthy sleep strategies and how to maintain them ·about the benefits of being outdoors and in the sun for physical and mental health ·how to manage risk in relation to sun exposure, including skin damage and heat stroke</p> <p>Drugs Objective 1 - explore a range of legal and illegal drugs Objective 2- explore attitudes to drug use Objective 3 - Consider strategies to resist drug use</p>			If God is everywhere, why go to a place of worship? Identity and diversity Peace and conflict Social justice and equality Make connections between how believers feel about places of worship in different traditions (A3). Select and describe the most important functions of a place of worship for the community (B3). Give examples of how places of worship support believers in difficult times, explaining why this matters to believers (B2). Present ideas about the importance of people in a place of worship, rather than the place itself	
			<p>Changing materials ·To know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution ·To use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. ·To demonstrate that dissolving, mixing and changes of state are reversible changes ·To explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.</p>			DT		
		French					Food technology: Food across America To apply the rules for basic food hygiene and other safe practices, eg. hazards relating to the use of ovens. To weigh and measure accurately (time, dry ingredients, liquids).	National weeks
		<p>In the classroom - classroom objects - asking questions - school subjects To ask/answer questions relating to school life, inc. subjects and classroom objects Possible extension: To understand how to use the imperative tense Eg. Verbs ending in ...ez (Wakefield Scheme: Yr 3 pge 13 + Yr 6 pge 129) (PlanIt: School Life Yr 5)</p>			Art		To understand and apply the principles of a healthy and varied diet.	Drugs / Red Ribbon Day (Jan)
				<p>Artist focus - watercolour landscapes for Stancey Wedd award Mix a range of shades, tints and tones of a colour. Demonstrate brush control and painting accuracy. Create accurate observational drawings which show some texture. Annotate work in sketch books, reviewing ideas, revisiting and improving work and suggesting how it might be further developed.</p>		Music	To understand and apply the principles of a healthy and varied diet.	
					<p>Play and perform: recorders Composition: recorder</p> <p>LO: Play the notes C, D and E to a rhythm. LO: Compose and perform melodies using 5 or more notes LO: Create music reflecting given intention.</p>		To prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.	Events / Visits /Visitors
							To understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.	

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The Explorer - Katherine Rundell	using relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun mostly appropriately using subordinate clauses, including relative clauses, sometimes varying their position within the sentence using cohesive devices, including adverbials, within and across sentences and paragraphs using the full range of punctuation taught at key stage 1: inverted commas to punctuate direct speech apostrophes to mark plural possession commas for fronted adverbials (if appropriate) punctuation within direct speech use of expanded noun phrases that combine different additional modifiers e.g. Almost all that group of children in this area, the grass under every tree in the forest, the extreme weather across the globe selecting some vocabulary that reflects the level of formality required selecting some grammatical structures that reflect the level of formality required	Identify and discuss themes and conventions in and across a wide range of writing Make comparisons within and across books Distinguish between statements of fact and opinion Provide reasoned justifications for their views Ask questions to improve their understanding Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	<p>Geometry – Position and Direction I can identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed</p> <p>Measure I can convert between different units of metric measure I can estimate volume and capacity I can calculate and compare the area of rectangles (incl squares), and including using standard units (cm² and cm³) to estimate the area of irregular shapes I understand and use approximate equivalences between metric units and common imperial units, such as inches, pounds and pints I can use all four operations to solve problems involving money using decimal notation, including scaling I can solve problems involving converting between units of time I can measure and calculate the perimeter of composite rectilinear shapes in cm and m</p> <p><u>Personal Education</u></p> <p>What makes a healthy friendship and how they make people feel included strategies to help someone feel included about peer influence and how it can make people feel or behave The impact of the need for peer approval in different situations, including online strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication that it is common for friendships to experience challenges strategies to positively resolve disputes and reconcile differences in friendships that friendships can change over time and the benefits of having new and different types of friends how to recognise if a friendship is making them feel unsafe, worried, or uncomfortable when and how to seek support in relation to friendships Personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes learn that for some people their gender identity does not correspond with their biological sex How to recognise, respect and express their individuality and personal qualities identify ways to boost their mood and improve emotional wellbeing explore the link between participating in interests, hobbies and community groups and mental wellbeing</p>	<p>Coastal study Study maps, aerial photos, ordnance surveys to identify key topographical features, including hills, mountains, rivers (Y3/4 revision) and coast lines. Consider how the geographical features of the environment affect and influence humans. Identify man-made features, e.g. The White House and begin to reflect on the importance and value to tourism these are. Ask geographical questions such as; what made it change? How may it continue to change? Present, explain and defend their ideas and research findings, beginning to use sources of evidence. Investigate coastal regions in the UK and compare with an area outside the UK. Use geographical vocabulary linked to describing coasts, identify environmental features and understand how they are formed and the impact it has on the region. Research and identify how the coast supports trade links. Use geographical vocabulary to describe the coast, including stack, cave, peninsula, tide etc. Investigate the process of erosion on a coastline and its impact on humans. Discover, identify and discuss how the coast supports trade links.</p>		<p>Excel · Use a spreadsheet to record data and produce graphs · Enter data in a prepared spreadsheet · Select data to produce a suitable bar or line graph</p>	<p>Striking and Fielding Vary skills, actions and ideas and link these in ways that suit the games activity. Shows confidence in using ball skills in various ways, and can link these together effectively. Consistently uses skills with co-ordination, control and fluency. Takes part in competitive games with a strong understanding of tactics and composition. Can create their own games using knowledge and skills. Modifies competitive games. Compares and comments on skills to support creation of new games. Can make suggestions as to what resources can be used to differentiate a game. Apply knowledge of skills for attacking and defending. Uses running, jumping, throwing and catching in isolation and in combination.</p>	
							RE	
								DT
								Sewing
								To measure, mark out, cut and shape a range of materials accurately, using appropriate tools, equipment and techniques. To demonstrate skills in using different tools and equipment safely and accurately. To construct products using temporary or permanent joining techniques. To pin, sew and stitch materials together to create a product.
								National weeks
								Events / Visits /Visitors
								Water Safety (April)
			<p>Science</p> <p>Life cycles To describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird To describe the life process of reproduction in some plants and animals. To describe the changes as humans develop to old age.</p> <p>WS -To plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary WS - To take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate WS -To record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs WS -To identifying scientific evidence that has been used to support or refute ideas or arguments.</p>		<p>Music</p> <p>Recorders</p> <p>Begin to read and play at least 3 notes on an instrument. (recorder) Maintain own part when playing with accuracy and an awareness of what others are playing. Pupils use pitches (notes) simultaneously to produce harmony by building up simple chords They devise and play a repeated sequence of pitches on a tuned instrument to accompany a song. Compose and perform melodies using 5 different notes. Create music reflecting given intention. With support, record compositions using standard notation. Create simple rhythmic patterns with an awareness of timbre (quality of sound) and duration (length of notes and intervals). Read the musical stave (notes as Y4)</p>			
								French
							Art	
							<p>Painting Mix a range of shades, tints and tones of a colour. Demonstrate brush control and painting accuracy. Develop skills and techniques in using acrylic paints to create different effects eg. use a range of tools to apply paint to a variety of surfaces; diluting paint; dry paint; layering paint etc Annotate work in sketch books, reviewing ideas, revisiting and improving work and suggesting how it might be further developed.</p>	