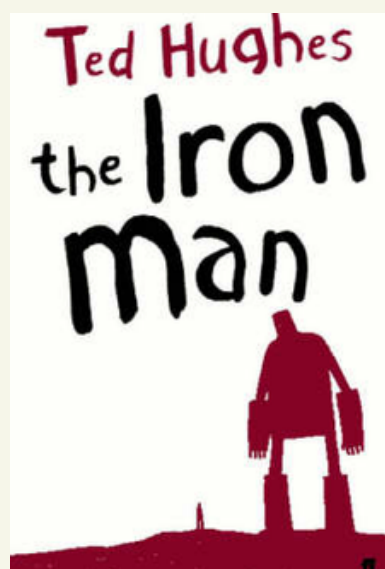


LRR

- To retrieve and record information from a fiction text.
- To use dictionaries to check the meaning of words that they read.
- To predict what might happen from details stated and implied.
- To make inferences such as inferring characters' feelings, thoughts, and motives from their actions which they justify with evidence from the text.
- To discuss words and phrases that capture the reader's interest and imagination.
- To identify how language, structure and presentation contribute to meaning.



ENGLISH

- Organise paragraphs around a theme. Build a varied and rich vocabulary and an increasing range of sentence structures.
- Use fronted adverbials with a comma and indicate possession by using the possessive apostrophe with plural nouns.
- Plan and write narratives, creating settings, characters and plot.
- Extend the range of sentences with more than one clause by using a wider range of conjunctions: when, if because although.
- Spell words with additional prefixes: dis-, mis-, in-
- Sequence and communicate ideas in an organised and logical way, always using complete sentences.
- Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements.

MATHS

- To recognise the value of each digit in a three – digit number.
- To compare and order numbers up to 1000.
- To add and subtract Three-digit and ones
- To add and subtract Three-digit and tens
- To add and subtract Three-digit and hundreds
- To add and subtract three-digit numbers by two-digit numbers.
- Time – to be able to read the time to the minute.
- Multiply by 2-, 4- and 8-times tables.
- To divide by 2, 5 and 10.

PE

Learn how to use skills in different ways and link them to make actions and sequences of movement. Perform a range of actions and agilities with consistency, fluency and clarity of movement

Develop flexibility, strength, technique, control and balance. Perform skills more accurately and consistently. Show control, accuracy and fluency of movement when performing actions on their own. Describe how their bodies feel when exercising.

Link skills to make actions and sequences of movement. Develop balance.

Combine actions to make sequences with changes of speed, level and direction, and clarity of shape. Create, perform and repeat sequences that include changes of dynamics e.g. changes of level, speed or direction.

Learn how to use skills in different ways and link them to make actions and sequences of movement. Perform a range of actions and agilities with consistency, fluency and clarity of movement.

GERMAN

- Lesson 1: I can say greetings in German
- Lesson 2: I can say my name in German
- Lesson 3: I can say some numbers between 1 and 10
- Lesson 4: I can recall numbers to 10
- Lesson 5: I can say 4 different colours in German
- Lesson 6: I can recall colours
- Lesson 7: Consolidation

MUSIC

- To be able to use dot notation to show higher and lower /Use tuned percussion.
- To be untraded to staves, lines & spaces, and clefs/ To link pitch knowledge to musical notation (do-do)
- Include a recap on rhythm notation
- To begin to play recorders / Blowing and hygiene
- To begin to play recorders / B, A – include staff notation
- To begin to play recorders /Recap B, A and introduce G, F
- To begin to play recorders / Recap B, A, G, F and introduce E, D
- To begin to play recorders/ Recap all notes.

HISTORY

- To understand that we know about when the Stone Age began from things that were left behind.
- To understand how we know about the Stone Age.
- To understand what was found at Skara Brae and why it was so important.
- To know what a hillfort was.
- To understand how and why hillforts were developed in the iron age
- Persuasive document to show the child's opinion of the most significant change.

SCIENCE

- To know that animals, unlike plants which can make their own food, need to eat in order to get the nutrients they need.
- To know that animals need the right amounts and types of food.
- To know food contains a range of different nutrients – carbohydrates (including sugars), protein, vitamins, minerals, fats, sugars, water – and fibre that are needed by the body to stay healthy.
- To know that humans and some animals have skeletons for support, protection and movement.
- To know that humans and some animals have muscles for support, protection and movement.
- To be able to use evidence to answer questions.
- To be able to record using drawings.
- To be able to set up a comparative test.

RE

- Theme: Divali
- Key Question: Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child?
- Religion: Hinduism
- Questions- Does participating in worship help people to feel closer to God or their faith community?

PSHE- BEING ME IN MY WORLD

1. I can explain why it is important to have rules and how that helps me and others in my class learn. I can explain why it is important to feel valued.
2. I can describe different conflicts that might happen in family or friendship groups and how words can be used in hurtful or kind ways when conflicts happen.
3. I can explain the different ways that help me learn and what I need to do to improve.
4. I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe and healthy including who to go to for help.
5. I can explain how my life is influenced positively by people I know and also by people from other countries.
6. I recognise how I feel about these changes happening to me and can suggest some ideas to cope with these feelings.

ICT

- Lesson 1: To know what cyber bullying is.
- Lesson 2: To know how to respond to bullying online.
- Lesson 3: To discuss different ways to respond to bullying.
- Lesson 4: To know how to turn negative interactions into positive ones.
- Lesson 5: To interpret emotions behind texts and messages.
- Lesson 6: To know that social media, some computer games and online gaming are age restricted.

ART

- To know how to use watercolours to create different washes of colour.
- To add different materials to the watercolour paint to experiment with texture.
- To be able to use a paintbrush to demonstrate control over the paint,
- To experiment with resistance techniques.
- To look at the work of an artist - Diego Velazquez.
- To create a piece of artwork inspired by my artist, using painting techniques.
- To share and evaluate my work in our class art gallery.