

English - *Things I might already be able to do:*

- Plan my writing with ideas and key words, including new vocabulary.
- Use statements, questions, exclamations and commands.
- Check I have used full stops, exclamation marks or question marks correctly.
- Use coordination to join ideas – and/or/but.
- Use subordination to join clauses – when/if/that/because.
- Use present and past tense consistently.
- Use expanded noun phrases for description.
- Write simple coherent narrative about personal experience and those of others.
- Form capital letters in the correct size relative to one another and lower case letters.
- Use commas to separate items in a list.
- Use apostrophes to mark singular possession in nouns.
- Ask questions that link clearly to the topic being discussed, and make contributions to discussion.

A Place in Time

Understanding and accepting that everything exists in time and place, and acknowledging that there are differences between people, places and objects and that things can change over time.

Key Words

English – *I will be learning to: (ARE)*

Africa texts, Voices in the Park,
The Invention of Hugo Cabret

Plan my writing by discussing similar examples, looking at structure, vocabulary and grammar, making relevant points.

Use some conjunctions (when, before, if, after, while, so, because, although), adverbs (then, next soon, therefore) and prepositions (before, after, during, in, because of) to show time/place/cause.

Group related information into paragraphs.
Use headings/subheadings to aid presentation.

Create basic settings, characters and plot.

Identify direct and reported speech.
Use inverted commas to punctuate direct speech.

Use legible, consistent handwriting, with some joins.
Check my writing for spelling and punctuation and to make changes to grammar and vocabulary.

Reading - *Things I might already be able to do:*

- Read accurately words of 2 or more syllables, words containing common suffixes.
- Read aloud quickly and accurately without sounding out and blending familiar words.
- Explore non-fiction books that are structured in different ways.
- Answer simple questions about what has happened in a text that I have read myself.
- Discuss new word meanings and link them to words I already know, including root words.
- Retell and sequence main events from texts and discuss how the events are related, and how they shape the story.
- Use question words to ask questions which can be answered using the text. My questions might change as I read through the text.
- Make inferences on the basis of what is being said and done (pick up hidden clues).
- Use my knowledge, and the events in a text to make and explain sensible predictions.

Reading: *I will be learning to: (ARE)*

- My love to read book is _____
- Read books that are structured in different ways.
 - Begin to identify themes in a range of books.
 - Discuss understanding and meaning of words in context.
 - Skim and scan text to find and record information, using quotations.
 - Work out the meaning of new words from context clues in the text, picture clues and knowledge of root words, prefixes and suffixes.
 - Identify the key points in a text and verbally summarise the text.
 - Ask retrieval and inferential questions to help me understand the text.
 - Infer characters' feelings, thoughts and motives from their actions and justify them with reference to the text.
 - Use my knowledge, and detail from the text to make and justify predictions.

A Place in Time

Maths – Fractions Things I might already be able to do:

Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward.

Recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity.

Write simple fractions, e.g. $\frac{1}{2}$ of $6 = 3$.

Recognise the equivalence of $\frac{1}{2}$ and $\frac{2}{4}$.

TIMES TABLES: Recall and use multiplication and division facts for 2, 5, and 10 times tables.

Maths – Fractions I will be learning to: (ARE)

Count up and down in tenths and understand that objects or numbers can be divided into ten equal parts.

Understand and use the vocabulary of numerator and denominator.

Recognise, find and write fractions of a set of objects, using unitary and non-unitary fractions with small denominators.

Recognise and use fractions as numbers, using unitary and non-unitary fractions with small denominators.

Recognise and show equivalent fractions with small denominators.

Add and subtract fractions with the same denominator within one whole.

Compare and order unit fractions and fractions with the same denominator.

Solve problems that involve these kinds of fractions.

TIMES TABLES: Recall and use multiplication and division facts for 3, 4, and 8 times tables.

Science – Materials & States of Matter

Things I might already be able to do:

Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.
Working scientifically: use observations and ideas to suggest answers to questions.

I will be learning to: (ARE)

Compare and group together a variety of everyday materials based on attraction to a magnet, identify magnetic materials. Describe magnets as having two poles, and observe and predict how magnets attract and repel each other.
Working scientifically: record findings in a variety of ways (tables, diagrams etc) using simple scientific language, -report on findings, including oral and written explanations, displays or presentations of results and conclusions.

RE - Change

Things I might already be able to do:

Describe my response about change. Identify how my response relates to my experience and events in my own life and other people's lives. Simply describe the concept of change. Describe how people express change in their religion, why it is important and recognise an issue about change.

I will be learning to: (ARE)

Describe my response to human experiences of change. Describe how my response can be applied in my life and other people's lives. Describe the concept of change. Describe how people express change in the beliefs of their religion. Evaluate how change is important, and recognise some issues raised.

A Place in Time

Art- African Masks

Things I might already be able to do:

Experiment with and discuss repeating, overlapping, regular, irregular, natural and manmade patterning & symmetry. Continue to investigate tone and texture by drawing lines, patterns and shapes. Use equipment and media with increasing confidence. Explore carving as a form of 3D art. (if using clay)
Shape, form, construct and model from observation and imagination considering a purpose for this.

I will be learning to: (ARE)

Recognise, discuss and experiment with pattern design and symmetry. Demonstrate experience in different grades of pencil to create texture and pattern. Use equipment with confidence. Construct a simple base for extending and modelling other shapes. Use language appropriate to skill and technique, e.g. pinch, slab, coil. Produce more intricate surface patterns/textures and use them when appropriate.

Geography - Africa

Things I might already be able to do:

Use maps and globes to identify the location of hot and cold areas in the world in relation to the Equator and the North and South Poles.
Use appropriate vocabulary to refer to human (port) and physical features (valley, vegetation), identifying some of each on a map.
Study pictures of differing localities and ask geographical questions about those places and what it's like to live there.

I will be learning to: (ARE)

Use maps, atlases, globes and Google Earth to locate countries of the world. Know the position and significance of the Equator, the Tropic of Cancer and the Tropic of Capricorn, Arctic Circle, Antarctic Circle. Identify key physical and human characteristics, countries and major cities e.g. rivers, mountains, capitals, landmarks, trade, economy. Critically study photographs, and make reasoned judgements about what the photo shows, and be able to defend those judgements. Recognise key landmarks and suggest how they affect tourism. Identify similarities and differences between places, comparing features (phys/hum), posing questions, using prior knowledge and drawing conclusions.