

English - Things I might already be able to do:

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.

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 analysing similar examples, looking at structure, vocabulary and grammar.

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

Use paragraphs to organise ideas around a theme. Develop settings, characters and plot, considering purpose and audience, using vocabulary carefully.

Use fronted adverbials followed by a comma.

Use pronouns to aid cohesions.

Use expanded noun phrases.

Punctuate direct speech with inverted commas and other punctuation.

Use standard English verb forms (We were, I did etc).

Assess the effectiveness of my own and others' writing respectfully and suggest improvements.

Reading - Things I might already be able to do:

-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.

Reading: I will be learning to: (ARE)

My love to read book is _____

-Skim and scan text to find and record information, using relevant quotations.

-Work out the meaning of new words from context clues in the sentence, and linking the new words to other words I already know.

-Identify the key points in a text and write a brief summary.

-Identify themes in a range of books.

-Ask retrieval and inferential questions to help me understand the deeper meaning and themes within a text.

-Retrieve and record information from non-fiction.

-Infer characters' feelings, thoughts and motives from their actions and justify them with reference to a specific point in the text.

-Use my knowledge, and detail from the text to make and justify predictions, and compare them with the text as I read on.

A Place in Time

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

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.

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

Count up and down in hundredths and know that dividing an object by 100 creates hundredths and by 10 creates tenths.

Divide one and two digit numbers by 10 and 100 and explain the effect this has on place value.

Round decimals with one decimal place to the nearest whole number.

Compare numbers with the same number of decimal places up to two d.p.

Find and write decimal equivalents using tenths and hundredths.

Recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$ and $\frac{3}{4}$.

Recognise and show, using diagrams, families of common equivalent fractions.

Solve problems involving fractions to calculate quantities and fractions to divide quantities, including non-unit fractions where the answer is a whole number.

Add and subtract fractions with the same denominator.

S

olve simple money and measure problems involving fractions and decimals to two decimal places.

TIMES TABLES: Recall multiplication and division facts for multiplication tables up to 12×12 .

Science – Materials & States of Matter

Things I might already be able to do:
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.

I will be learning to: (ARE)
Compare and group materials as solids, liquids or gases.
Observe that some materials change state when heated or cooled, & measure or research the temperature at which this happens in degrees Celsius (°C).
Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.
Working scientifically: set up simple fair tests, make careful observations, take accurate measurements with a thermometer, using standard units.

Design Technology - Cooking

Things I might already be able to do:
Plan the order of my work before starting, reading the recipe carefully and working with support.
Consider appropriate tools and techniques required for recipe.
Work safely and accurately with range of kitchen tools.
Measure with increasing accuracy and independence.
Demonstrate hygienic food preparation and personal hygiene.
Evaluate my dish, with reference to recipe and purpose.

I will be learning to: (ARE)
Develop a clear idea of what I will do-planning how to use ingredients, equipment and processes, by listening to instruction and reading the recipe carefully.
Suggest alternatives/adaptations if required.
Select appropriate tools and techniques required for recipe.
Accurately measure and prepare a range of ingredients using appropriate equipment and techniques.
Demonstrate hygienic food preparation and personal hygiene.
Evaluate my work during and after the process.

A Place in Time

Art- African Masks

Things I might already be able to do:
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 & use them when appropriate.

I will be learning to: (ARE)
Develop techniques to create intricate patterns using pencil/implements/media.
Decorate, and produce marquettes.
Use language appropriate to skill and technique.
Gain more confidence in carving and joining (slip) with clay.
Model over an armature:
newspaper/wire frame for Modroc or cardboard for clay.
Use recycled, natural and man-made materials to create sculptures.

Geography - Africa

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.

I will be learning to: (ARE)
Identify the northern and southern hemisphere on a map and globe.
Locate and label different countries/continents in the two hemispheres.
Locate physical features (mountain ranges, rivers and oceans) on maps and consider how the location of these geographical features links with human features.
Use the compass points N, NE, E, SE, S, SW, W, NW
Use maps to identify, discuss and compare climate zones and biomes.
Use a range of resources to study life in contrasting African localities and ask questions, make comparisons to life in the UK and consider how life in the UK may be similar or different.