

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

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

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 communication by identifying audience and purpose and selecting an appropriate form.
- Describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action. Select vocabulary for effect.
- Use a range of devices to build cohesion within a paragraph (then, after that, this, firstly) and across paragraphs using adverbials of time (later), place (nearby), and number (secondly).
- Use brackets, dashes or commas to indicate parentheses.
- Use appropriate tense throughout.
- Use relative clauses (who, which, where etc).
- Use commas to clarify meaning.
- Use organisational devices – subheadings, bullet points, underlining.
- Indicate degrees of possibility using adverbs (perhaps, surely) and modal verbs (might, should)
- Assess the effectiveness of my own and others' writing and suggest changes in vocabulary, grammar and punctuation.

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

- 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.

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

- My love to read book is _____
- Skim and scan text to find and record information, using evidence from different places in the text.
 - Read around new words, exploring their broader meaning within a section or paragraph.
 - Summarise information from across the text and make connections within a text.
 - Ask a range of questions, and adjust them using evidence from the text, and respond to critical thinking questions for deep discussion.
 - Infer characters' feelings, thoughts and motives from their actions and support my points with evidence from different places in the text.
 - Make predictions supported by relevant evidence from the text, which I confirm/modify as I read on.
 - Retrieve, record and present information from non-fiction texts.
 - Identify and discuss themes and conventions within and across a range of writing.

A Place in Time

Maths – Fractions (including decimals)

Things I might already be able to do:

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.

Solve 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 .

Maths – Fractions (including decimals and percentages)

I will be learning to: (ARE)

Compare and order fractions whose denominators are all multiples of the same number.

Identify, name and write equivalent fractions, including tenths and hundredths.

Recognise mixed numbers and improper fractions, and convert between them.

Add and subtract fractions with the same denominator, or denominators that are multiples of same number.

Multiply proper fractions and mixed numbers by whole numbers, using equipment/diagrams.

Read and write decimal numbers as fractions, e.g. $0.53 = \frac{53}{100}$.

Recognise thousandths and relate to tenths, hundredths and decimal equivalents.

Round decimals with 2 d.p. to 1 d.p. and the nearest whole number.

Read, write, order and compare numbers with 3 decimal places.

Solve problems involving numbers up to 3 decimal places.

Recognise % symbol and write percentages as fraction of a 100 and as a decimal.

Solve problems requiring knowledge of decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ and those fractions with a denominator of a multiple of 10 or 25.

TIMES TABLES *Continue* to 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 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.

I will be learning to: (ARE)

Compare and group materials based on properties, including hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets.
Begin to demonstrate and explain reversible (dissolving, recovering from solutions, filtering, sieving, evaporating) and irreversible changes (burning, acid on bicarbonate of soda).
Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.
Working scientifically: plan scientific enquiries to answer questions, including recognising and controlling variables where necessary -use test results to make predictions to set up further comparative and fair tests.

RE - Change

Things I might already be able to do:

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 and practices of their religion.
Evaluate how change is important, and recognise, identify and describe some issues raised.

I will be learning to: (ARE)

Explain my response to human experiences of change.
Explain how my response can be applied in my life and other people's lives.
Explain the concept of change.
Explain how people express change in the beliefs and practices of their religion.
Evaluate how change is important, and recognise, identify and describe in depth at least one issue raised.

A Place in Time

Art- African Masks

Things I might already be able to do:

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 armature: newspaper/wire frame (Modroc) or cardboard (clay).
Use recycled, natural and man-made materials to create sculptures.

I will be learning to: (ARE)

Create pattern for purposes.
Develop a key element of my work: line, tone, pattern, texture.
Plan and develop ideas using shape, form, and make marquettes from observation and imagination.
Show experience in combining pinch, slabbing and coiling to create product.
Adapt work as needed and explain why.
Develop understanding of different ways of finishing work: glaze, paint, polish.

Geography - Africa

Things I might already be able to do:

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.

I will be learning to: (ARE)

Confidently use maps, atlases, globes and Google Earth to describe and locate places using 4 figure grid references.
Locate largest urban areas on a map and use geographical symbols e.g. contours to identify flattest and hilliest areas of the continent.
Ask questions arising from studying photos and maps.
Compare and contrast three different regions in Africa, rural/urban/coastal, explaining differences in physical and human features. Consider differences and similarities to the UK.