

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.

COMMUNITY

Key Vocabulary

English - I will be learning to: (ARE)

Belonging, The Great Kapok Tree, Three Little Pigs

- Plan my writing by analysing similar examples, looking at structure, vocabulary and grammar.
- Confidently 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, selecting vocabulary carefully.
- Use fronted adverbials followed by a comma.
- Use pronouns to aid cohesion.
- Use expanded noun phrases.
- Punctuate direct speech with inverted commas and other punctuation.
- Assess the effectiveness of my own and others' writing respectfully and suggest improvements.

Reading - Things I might already be able to do:

- 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:

My love to read book is _____
I will be learning to: (ARE)

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

COMMUNITY

Maths - Things I might already be able to do:

Count from 0 in multiples of 4, 8, 50 and 100.

Find 10 or 100 more or less than a given number.

Recognise the place value of each digit of a number with hundreds, tens and ones.

Compare and order numbers up to 1000.

Identify, represent and estimate numbers using different representations (e.g. objects and pictures).

Read and write numbers to 1000 in numbers and words.

Solve number problems and practical problems involving these ideas.

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

Maths – I will be learning to: (ARE) PLACE VALUE (If secure move onto 4 operations)

Count in multiples of 6, 7, 9, 25 and 1000.

Find 1000 more or less than a given number.

Count backwards through 0 to include negative numbers.

Recognise the place value of each digit of a 4 digit number (thousands, hundreds, tens and ones).

Order and compare numbers beyond 1000.

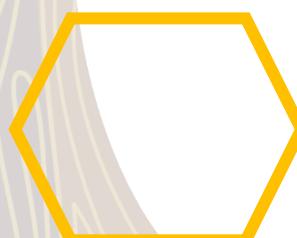
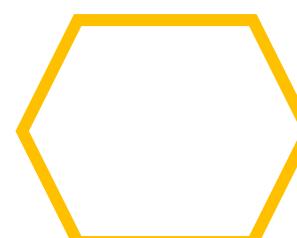
Identify, represent and estimate numbers using different representations.

Round any number to the nearest 10, 100 or 1000.

Solve number and practical problems that involve large positive numbers.

Read Roman numerals to 100 and understand that the number system changed to include the concept of 0 and place value.

TIMES TABLES: recall and use multiplication and division facts times tables up to 12 x 12.



Science – Living Things: Animals and Plants

Things I might already be able to do:
 Identify and describe the functions of different parts of a flowering plants: roots, stem/trunk, leaves and flowers.
 Explore what a plant needs to live and grow (air, light, water, nutrients from soil, and room to grow) and how this varies between plants.
 Investigate how water is transported in plants by performing a simple test.
 Explore the part that flowers play in the life cycle of a flowering plants, including pollination, seed formation and seed dispersal.

I will be learning to: (ARE)
 Recognise that living things can be grouped in a variety of ways.
 Explore and use classification keys to help group, identify and name a variety of living things.
 Recognise that environments can change and that this can sometimes be dangerous for living things.
 Know what producers, predators and prey in food chains are and explain how food chains work.

Relationships & Health Education – Keeping myself safe

Things I might already be able to do:
 Take care of my body, and understand that I have the right to protect my body from inappropriate and unwanted contact.
 Develop skills to get support if I have fears for myself or my friends.
 Consider the concept of ‘keeping something confidential or secret’, and when it is right to ‘break a confidence’ or ‘share a secret’.
 Recognise ways in which a relationship can be unhealthy & who to talk to if I need support.
 Recognise bullying and abuse (including in person, online and through social media).
 Understand personal boundaries; to identify what I am willing to share with my special people; friends; classmates and others.

I will be learning to: (ARE)
 Take care of my body, and understand that I have the right to protect my body from inappropriate and unwanted contact.
 Develop skills to get support if I have fears for myself or my friends.
 Consider the concept of ‘keeping something confidential or secret’, and when it is right to ‘break a confidence’ or ‘share a secret’.
 Recognise ways in which a relationship can be unhealthy & who to talk to if I need support.
 Recognise bullying and abuse (including in person, online and through social media).
 Understand personal boundaries; to identify what I am willing to share with my special people; friends; classmates and others.

COMMUNITY

Art - Rainforests

Things I might already be able to do:
 Develop intricate marks and pattern.
 Begin to explore different grades of pencil. Draw positive and negative space.
 Use sketchbook to plan and record visual information from a range of sources.
 Observe the use of light and dark within a painting – mix colours, look at tints, shades and tones.

I will be learning to: (ARE)
 Develop intricate marks, pattern and tone with different grades of pencil, thinking about which works best.
 Carefully draw taking care of scale and proportion, beginning to consider 3D.
 Use sketchbook to plan and record visual information from a range of sources.
 Observe light and dark within a painting – mix, observe and match colours including tints, tones and shades – consider how colour relates to mood.

Computing – Control and e-safety

Things I might already be able to do:
 Create a sprite.
 Choose a background.
 Assign sound/music/control to a sprite.
 Use the repeat action.
 Predict what a code will do and find and fix errors (debugging).
 Use technology safely, recognising acceptable and unacceptable online behaviour.
 Consider the use of images online.
 Identify how to report concerns about what I might see online.

I will be learning to: (ARE)
 Create a game with levels .
 Use the forever loop.
 Predict what a code will do and find and fix errors (debugging).
 Use technology safely, recognising acceptable and unacceptable online behaviour.
 Consider the use of images online.
 Identify how to report concerns about what I might see online.