

### 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, selecting 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.
- Assess the effectiveness of my own and others' writing respectfully and suggest improvements.

# COMMUNITY

Appreciation of the value of belonging to a community where people and animals can live in harmony, and being aware of the online community and the opportunities and challenges this presents.

### Key Vocabulary

### English - I will be learning to: (ARE)

#### Belonging, The Great Kapok Tree, Three Little Pigs

- 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.
- 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.
- 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.
- 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.

### Reading:

My love to read book is \_\_\_\_\_

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

- 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.

# COMMUNITY

## Maths - Things I might already be able to do:

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.*

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

Read, write, order and compare numbers to at least 1,000,000 (one million) and say the value of each digit.

Count forwards or backwards in steps of powers of 10 (e.g. 10/100/1000) for any given number up to 1,000,000.

Use negative numbers in context (e.g. temperature or money); counting forwards and backwards with positive and negative whole numbers, including through 0.

Round numbers up to 1,000,000 to the nearest 10, 100, 1000, 10,000 or 100,000.

Solve number and practical problems that involve ordering and comparing numbers to 1,000,000, counting forwards or backwards in steps, negative numbers and rounding.

Read Roman numerals to 1000 and recognise years written in these.

*TIMES TABLES: recall and use multiplication and division facts times tables up to 12 12. (should be secure year 4 and above)*



### Science – Living Things: Plants and Animals

#### *Things I might already be able to do:*

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.

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

Describe the *differences* in the life cycles of a mammal, an amphibian, an insect and a bird.

Describe the seven key life processes (MRSRGREN).

Describe the life process of reproduction in some plants (sexual and asexual) and animals (sexual).

Learn about the work of naturalists and behaviourist (e.g. David Attenborough and Jane Goodall).

### 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)*

Know how to make informed choices, considering positive, neutral and negative consequences.

Understand concept of a ‘balanced lifestyle’. Recognise bullying and abuse (including prejudice-based bullying).

Recognise when I need help and to develop the skills to ask for help.

Use techniques for resisting pressure to do something dangerous/unhealthy, that makes me uncomfortable/anxious or that I think is wrong.

Describe ways to keep friendships safe, positive and healthy, including when communicating online.

## COMMUNITY

### Art - Rainforests

#### *Things I might already be able to do:*

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.

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

Draw independently developing tone, line, pattern and texture. Draw closely from a range of sources (life and digital images). (Use shading and hatching for different purposes if appropriate.)

Draw accurately considering scale, proportion and perspective.

Use sketchbook to develop my own style.

Look at tonal variation/contrast – mix and match colours, hues, tints, tones and shades to experiment with light, atmosphere and effect – choose colour for purpose.

### Computing – Control and e-safety

#### *Things I might already be able to do:*

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.

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

Use a range of inputs to control the sprite (e.g. to develop speech).

Use multiple characters and backdrops and switch between them.

Add interactive elements (music/speech).

Evaluate mine and others work, identifying and fixing (debugging) errors in code.

Use technology safely, recognising acceptable and unacceptable online behaviour.

Consider the use of images online, their permanence and positive and negative impressions.