

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

- 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.

# 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 writing by identifying audience and purpose, and noting and developing ideas based on research.
- Choose vocabulary and sentence structures suitable for formal and informal writing.
- Link ideas across paragraphs using a wider range of devices: repetition of a word or phrase, adverbials, and ellipsis.
- Use adverbs, prepositions, and expanded noun phrases effectively to add meaning.
- Use semi-colon, colon and dash to mark boundaries between independent clauses. Use colon to introduce a list and semi-colon within lists.
- Use the passive voice in writing.
- Evaluate the effectiveness of writing, considering grammar, vocabulary, spelling.

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

- 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.

### 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 across the text
- Read around new words, independently exploring their broader meaning within a section or paragraph.
- Summarise information from across the text and make connections within and between texts.
- Ask a range of questions, adjusting them using evidence from the text, and ask critical thinking questions for deep discussion beyond the text.
- Infer characters' feelings, thoughts and motives from their actions and support my points with multiple evidence from across the text.
- Make predictions supported by relevant evidence from across the text, which I confirm/modify in light of new information.

# COMMUNITY

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

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)*

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

Read, write, order and compare numbers to at least 10,000,000 (ten million) and say the value of each digit.

Round any number to a required degree of accuracy.

Use negative numbers in context, e.g. when looking at temperature or money; counting in jumps forwards and backwards through 0.

Solve number and practical problems involving all of these.

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



### Science – Living Things: Plants and Animals

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

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

Describe the seven key life processes (MRSNGREN).

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).

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

Describe how living things are classified into groups according to common characteristics including microorganisms, plants and animals (vertebrates and invertebrates).

Recognise that living things have changed over times and that fossils provide information about this.

Recognise that living things produce offspring of the same kind but normally offspring vary and are not identical to their parents. Extend to cloning.

Identify how plants and animals are suited to their environment and that adaptation may lead to evolution.

### Relationships & Health Education

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

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.

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## COMMUNITY

### Art - Rainforests

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

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.

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

Develop own drawing style from tone, line, pattern and texture. Draw closely from a range of sources (life and digital images).

Draw carefully and accurately considering scale, proportion and perspective – begin to develop my own style of drawing.

Use sketchbook to develop my own style.

Develop style confidently through colour, hue, shade, tint and tone mixing. Choose colour for purpose and mood knowing what works well and why.

### Computing – Control and e-safety

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

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.

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

Use a range of skills to create a complex animation (game/quiz).

Use the 'if....else' selection block.

Use conditional statements (e.g. if...then).

Create a 'score' variable for game/quiz.

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

Use technology safely, recognising acceptable/unacceptable online behaviour e.g. use of images, their permanence and positive and negative impressions.