

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

Write simple, coherent narratives about personal experiences or those of others (real or fictional).
 Plan writing by noting down key words including new vocab.
 Check my work for spellings and appropriate punctuation.
 Develop use of capital letters, full stops, exclamation marks, question marks, commas for lists, and apostrophes for contracted forms and singular possession.
 Understand purpose of and use sentences in different forms: statement, question, exclamation, command.
 Use present and past tense mostly correctly and consistently.
 Use expanded noun phrases (e.g. the blue butterfly).
 Use co-ordination (and, or, but) and some subordination (when, if, that, because) to join clauses.
 Form capitals, lower case letters and digits of the correct size, orientation and relationship to one another.
 Use spacing between words that reflects the size of letters.
 Segment spoken words into phonemes and represent these by graphemes, spelling many correctly and use phonically-plausible attempts at others.
 Ask questions that link clearly to the topic being discussed and make contributions to discussion.
 Write effectively and coherently for different purposes, drawing on my reading to inform the vocabulary and grammar of my writing (Greater depth).

JOURNEYS

Journey; a passage through life, changing and developing over time.

Life is a journey filled with lessons, hardships, heartaches, joys, celebrations and special moments. Enjoy the ride, not just the destination. Cherish each time and don't wish it away.

Key words

English – *I will be learning to: (ARE)*

Shackleton's Journey Away from Home

Plan my writing by discussing similar examples, looking at structure, vocabulary and grammar, making relevant points.
 Use co-ordination (*and, but, or..*) and subordination (*if, when, because..*).
 Express time, place and cause with:
 -conjunctions (*when, before, after, while, so, because*)
 -adverbs (*then, next, soon, therefore ...*)
 -prepositions (*before, after, in, during, because of*)
 Use paragraphs to group related material.
 Use headings/subheadings to aid presentation.
 Identify direct and reported speech. Begin to use inverted commas for speech.
 demarcate a range of sentence forms, mostly accurately. (e.g. using question marks accurately)
 Use legible consistent handwriting, with some joins.
 Check my writing for spelling and punctuation and to make changes to vocabulary and grammar.

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

- Read accurately words of 2 or more syllables, words containing common suffixes.
- Read aloud quickly and accurately without sounding out and blending familiar words.
- Explore non-fiction books that are structured in different ways.
- Answer simple questions about what has happened in a text that I have read myself.
- Discuss new word meanings and link them to words I already know, including root words.
- Retell and sequence main events from texts and discuss how the events are related, and how they shape the story.
- Use question words to ask questions which can be answered using the text. My questions might change as I read through the text.
- Make inferences on the basis of what is being said and done (pick up hidden clues).
- Use my knowledge, and the events in a text to make and explain sensible predictions.

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

- My love to read book is _____
- 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.

JOURNEYS

Maths – 4 operations, context of measure

Things I might already be able to do:

Solve problems with addition and subtraction including those involving numbers, quantities and measures (see below) by using objects or pictures.

Answer simple addition and subtraction questions in my head and by writing them down.

Use addition and subtraction facts to 20 fluently and workout similar facts to 100.

Add and subtract mentally and when using objects, number lines and pictures:

-two-digit number and a one-digit number (e.g. $43+8$, $72-6$)

- two-digit number and multiples of ten (e.g. $26+40$, $85-30$)

-2 two-digit numbers ($34+25$, $83+28$ (the total can be above 100), $91-27$)

-3 one-digit numbers (e.g. $6+8+3$, $9-3-2$)

Show that adding 2 numbers can be done in any order but subtraction cannot.

Show that subtraction is the opposite of addition and use this to check my work.

Remember and use multiplication and division facts for the 2, 5 and 10 times tables.

Recognise odd and even numbers.

Answer multiplication and division problems within the 2,5,10 tables using \times , \div and $=$

Show that multiplying 2 numbers can be done in any order but division cannot.

Answer questions involving multiplication and division mentally and with objects (arrays, sharing, repeated addition, repeated subtraction).

Using the four operations within the context of measure:

Choose the right units to measure length, height, mass, temperature or capacity. I can read to the nearest unit and do this on rulers or scales.

Compare amounts using these signs: $>$, $<$ or $=$

Use the £ sign and p sign. I can use notes and coins to make a particular amount.

Find different ways for coins to add up to an amount.

Add and subtract money and give change.



Maths – 4 operations, context of measure

I will be learning to: (ARE)

Add and subtract numbers *in my head*, including:

-a three-digit number and ones (e.g. $236+8$, $394-9$)

-a three-digit number and tens (e.g. $284+60$, $746-30$)

-a three-digit number and hundreds (e.g. $374+200$, $824-600$)

Add and subtract numbers with up to three digits using formal column methods.

Estimate the answer to a calculation and use this and inverse operations to check answers.

Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.

Recall and use multiplication and division facts for 3, 4, & 8 times tables.

Solve multiplication problems, both mentally using the times tables.

Solve division problems using repeated subtraction and sharing.

Solve problems, including missing number problems, involving multiplication and division.

Using the four operations within the context of measure:

Measure, compare, add and subtract: lengths (m/cm and mm); mass (kg/g); volume and capacity (l/ml)

Measure/calculate the perimeter of simple 2-D shapes.

Add and subtract money giving change, using pounds and pence, using real coins and notes.



Science – Living Things: Humans

Things I might already be able to do

Notice that animals, including humans, have offspring which grow into adults (baby, toddler, child, teenager, adult).

Describe human and animal lifecycles – chicken, butterfly, frog lifecycles.

Find out about and describe the basic needs of animals, focussing on humans.

Describe the importance of diet (eating the right amount of different foods), exercise and hygiene for humans.

I will be learning to: (ARE)

Know that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food, they get nutrition from what they eat.

Identify that humans and some other animals have skeletons and muscles for support, protection and movement.

Begin to ask relevant scientific questions.

Relationships & Health Education – Mental Wellbeing

Things I might already be able to do

Identify good and not so good feelings.

Explain how feelings can affect my body and behaviour.

Recognise that people feel differently about things and situations.

Describe how other people might be feeling.

Suggest things that can help me and others to feel better.

Identify who can help me with feelings.

Use words or phrases to ask for help with feelings.

I will be learning to: (ARE) Year 3&4

Identify that feelings/emotions are part of health & wellbeing.

Name wide range of feelings & emotions.

Give examples of everyday things that can affect feelings.

Recognise why it is important for people to express their feelings.

Explain how feelings and emotions can affect actions and behaviour.

Identify ways of coping with feelings in different situations.

Explain why it is important to talk about feelings and describe how this can feel.

JOURNEYS

Art-Pop Art

Things I might already be able to do:

Print with a growing range of objects
Demonstrate experience at impressed and relief printing: drawing into ink, printing from objects.

Use equipment and media correctly and be able to produce a clean printed image

Make simple marks on rollers and printing palettes to take simple prints
Explore the work of artists, craft makers and designers, and make links to their own work.

I will be learning to: (ARE)

Print simple pictures using different printing techniques.

Continue to explore both mono-printing and relief printing.

Demonstrate experience in 3 colour printing and colour mixing by overlapping prints.

Explore the work of artists, craft makers and designers, and make links to their own work (compare).

History - Titanic

Things I might already be able to do:

Demonstrate understanding of chronological timelines, sequencing significant events of the Titanic.

Recognise why people did things, why events happened and what happened as a result.

Identify differences between ways of life now and at the time of the Titanic.

Compare two versions of a past event.

Compare pictures or photographs of people or events in the past.

Discuss reliability of photos/accounts /stories.

Use a source to answer questions about historical event on the basis of simple observations.

I will be learning to: (ARE)

Place the Titanic on a time line of British events/periods.

Find out about the everyday lives of people on the Titanic, comparing different types of passengers and crew.

Identify reasons for and results of people's actions.

Identify different ways in which the past is represented.

Distinguish between and compare different sources, comparing different versions of the same story.

Use a range of sources.

Begin to use the internet for research.