

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 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 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

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 analysing similar examples, looking at structure, vocabulary and grammar.

Use noun phrases expanded by:

- modifying adjectives (*strict teacher*)
- additional nouns (*with curly hair*)
- preposition phrases (*at home, with me*)

Use fronted adverbials, followed by a comma, to describe when/where/why (e.g. Later that day, I saw him)

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.

Select vocabulary to enhance effect.

Use paragraphs to organise ideas around themes.

Use standard English verb forms (*we were, I did*)

Create settings, characters and plot with some consideration for purpose (establish mood, convey character) and audience (create interest and excitement).

Use pronouns and nouns appropriately to aid cohesion and avoid repetition within and across sentences.

Include some correct use of inverted commas and other speech punctuation to indicate direct speech.

Use apostrophes for plural possession (e.g. boys').

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

Reading: I will be learning to: (ARE)

My love to read book is _____

- 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.

JOURNEYS

Maths – 4 operations, context of measure

Things I might already be able to do:

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.



Maths – 4 operations, context of measure

I will be learning to: (ARE)

Add numbers with up to four digits using formal column method.

Subtract numbers with up to four digits using formal column method.

Use estimating and inverse operations to check my answers.

Solve two step addition and subtraction problems using different methods and explain why I used them.

Recall times tables facts up to 12×12 .

Recall associated division facts for times tables up to 12×12 .

Use place value and number facts to multiply and divide mentally, including:

- multiplying by 1 and 0
- dividing by 1

-multiplying together 3 numbers.

Use factor pairs in mental calculations.

Multiply using a formal written method:

- two-digit numbers by a one-digit number (e.g. 56×7)

-three-digit numbers by a one-digit number (e.g. 367×4)

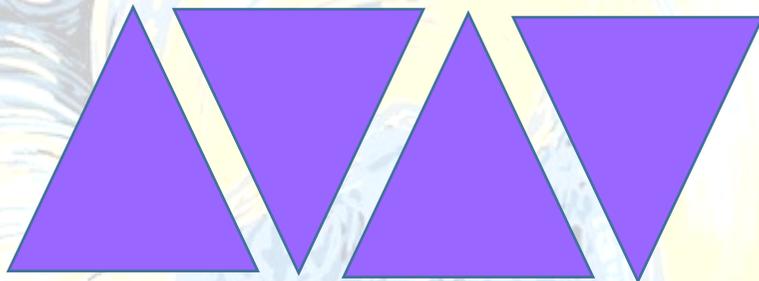
Solve problems involving multiplication and addition, including the distributive law such as $3 \times (12+14) = 3 \times 12 + 3 \times 14$.

Using the four operations within the context of measure:

Convert different units of measurement. e.g. kilometres into metres

Measure and calculate the perimeter of a rectilinear figure (Including squares) in centimetres and metres.

Estimate, compare and calculate different measures, including money in pounds and pence.



Science – Living Things: Humans

Things I might already be able to do:

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.

I will be learning to: (ARE)

Describe the simple functions of the basic parts of the digestive system in humans.

Know the different types of teeth in humans and their simple functions.

Set up a simple fair test (teeth).

Make a simple prediction, observe, record and compare findings, using scientific language to explain results.

Relationships & Health Education – Mental Wellbeing

Things I might be able to do: (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.

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JOURNEYS

Art-Pop Art

Things I might already be able to do:

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).

I will be learning to: (ARE)

Increase awareness of mono and relief printing.

Expand experience in 3 colour printing.

Continue to experience in combining prints taken from different objects to produce an end piece.

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:

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.

I will be learning to: (ARE)

Create a timeline of events of the Titanic, including dates.

Use evidence to recreate what life was like on the Titanic.

Offer a reasonable explanation of events.

Evaluate the usefulness of different resources.

Use a range of evidence to build up a picture of a past event.

Ask a variety of questions.

Use the internet for research.