**HISTORY:**

* changes in Britain from the Stone Age to the Iron Age – late Neolithic hunter gatherers (Pre-historic man) – could link to Stonehenge (DT)

**GEOGRAPHY:**

**Locational Knowledge**

* Name and locate countries and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time *(looking at the land structure of Creswell Crags – contours/gradients)*

**Human and Physical Geography**

* Physical Geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle
* Human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water *(why would Pre-historic man have settled there?)*

**Geography skills and fieldwork**

* Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied (*Creswell Crags)*
* use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world *(ordnance survey for Creswell Crags area)*
* use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. *(sketching at Creswell Crags or from photos taken there?)*

**SCIENCE:**

**Light**

* Observing shadow patterns over time

**Animals**

* identify 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.

**Rocks**

* compare and group together different kinds of rocks on the basis of their appearance and simple physical properties
* describe in simple terms how fossils are formed when things that have lived are trapped within rock
* recognise that soils are made from rocks and organic matter.

**READING: KPIs**

* Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books
* Identify themes and conventions in a wide range of books
* Use dictionaries to check the meaning of words they have read
* Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
* Draw inferences (character's feeling, thoughts, motives) and justify with evidence.
* Predict what might happen from details stated and implied
* Identify main ideas drawn from more than one paragraph and summarising these
* Retrieve and record information from non-fiction

**WRITING: KPIs**

**objectives in bold show the progression throughout the year**

* Discuss and record ideas
* **Organising paragraphs around a theme**
* In narratives, create settings, characters and plot
* **Headings and sub-headings to aid presentation**.
* **Express time, place and cause using conjunctions and adverbs** or prepositions
* Use the present perfect form of verbs instead of the simple past
* **Use the forms 'a' or 'an' according to whether the next word begins with a consonant or vowel**
* Introduce inverted commas to punctuate direct speech

**MATHS:**

**Number & Place Value**

* 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 in a three-digit number (hundreds, tens, ones).
* Solve number problems and practical problems involving these ideas.

**Addition & Subtraction:** *Add and subtract numbers mentally, including:*

* a three-digit number and ones;
* a three-digit number and tens;
* a three-digit number and hundreds.

**Multiplication & Division**

*Recall and use multiplication and division facts for the multiplication tables:*

* *3; 4; 8.*
* Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods.

**Fractions**

* Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10.
* Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators.
* Recognise and show, using diagrams, equivalent fractions with small denominators.

**Measurement**

*Measure, compare, add and subtract:*

* lengths (m/cm/mm);
* mass (kg/g);
* volume/capacity (l/ml).
* Add and subtract amounts of money to give change, using both £ and p in practical contexts.
* *Tell and write the time from:*
* an analogue clock and 12-hour and 24-hour clocks;

**Geometry: Properties of Shapes**

* Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle.

**Statistics**

* Interpret and present data using bar charts, pictograms and tables.

**ART AND DESIGN:**

Pupils should be taught:

* to create sketch books to record their observations and use them to review and revisit ideas
* to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
* about great artists, architects and designers in history.

**DT:**

* Design, Make and Evaluate. Link this to your project work. Within the year this needs to include a link to cooking and nutrition (see NC document for further detail).

**MUSIC:**

* play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
* improvise and compose music for a range of purposes using the inter-related dimensions of music
* listen with attention to detail and recall sounds with increasing aural memory
* use and understand staff and other musical notations
* appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
* develop an understanding of the history of music.

**RE:** Beliefs and questions (approx. 13 hours teaching)

**Knowing about and understanding religions and world views**

- Retell stories, suggesting means for sources of wisdom, festivals, worship

- Describe religions and world views, connecting ideas

- Recall, name and talk about materials in RE

**Expressing and communicating ideas related to religions and world views**

- Give thoughtful responses using different forms of expression in RE

**Gaining and deploying the skills for studying religions and world views**

- Consider and discuss questions, ideas and points of view

- Apply ideas and world views thoughtfully

**PE:**

* use running, jumping, throwing and catching in isolation and in combination.
* play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.
* develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].
* perform dances using a range of movement patterns.
* take part in outdoor and adventurous activity challenges both individually and within a team.
* compare their performances with previous ones and demonstrate improvement to achieve their personal best.

**COMPUTING:**

Unit 3.2 (linked to music)*POS Ref: select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals.*

Context: In this unit children explore using technology to produce musical compositions. They will create and develop musical ideas on a given theme using simple software. They will review and refine their compositions to improve them.