**HISTORY:**

* changes in Britain from the Stone Age to the Iron Age *(Bronze Age man compared to Pre-historic man)*

**GEOGRAPHY:**

**Locational Knowledge**

* identify ..the Prime/Greenwich Meridian and time zones (including day and night) *(link to Portugal and Kenya – international links, maths, time conversions?)*

**SCIENCE:**

**Light**

* Observing shadow patterns over time.

**Plants**

* identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers
* explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant
* investigate the way in which water is transported within plants
* explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

**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**

* **Adding the suffix –ly to adjectives to form adverbs**
* **Adding detail to verbs using adverbs (-ly)**
* 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.

**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.

**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).

**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.

**RE:**

**COMPUTING:**