**HISTORY:**

* the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt.

**GEOGRAPHY:**

**Locational Knowledge**

* locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
* identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) *(heat in Egypt linked to position on a globe)*

**Human and physical geography**

describe and understand key aspects of:

* physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle *(climate zones)*
* use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied *(locating where Egypt is)*
* 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 *(perhaps from explorer perspective/ Howard Carter of Egypt)*
* 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*. (plans of a tomb)*

**SCIENCE:**

**Light**

* recognise that they need light in order to see things and that dark is the absence of light
* notice that light is reflected from surfaces
* recognise that light from the sun can be dangerous and that there are ways to protect their eyes
* recognise that shadows are formed when the light from a light source is blocked by a solid object
* find patterns in the way that the size of shadows change.

**Electricity** (from Year Four)

* identify common appliances that run on electricity
* construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers
* identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery
* recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit
* recognise some common conductors and insulators, and associate metals with being good conductors.

**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**

* **Formation of nouns using a range of prefixes (super- , anti-, auto-)**
* 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.

**RE:**

**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
* compare their performances with previous ones and demonstrate improvement to achieve their personal best.

**COMPUTING:**