**HISTORY:**

* Britain’s settlement by Anglo-Saxons and Scots

Global Learning Themes

Development - Know how countries have developed over time, including historical civilisations, colonial relationships and post-independence *(link to Anglo Saxon settlements)*

Rights and essential services - Understand what is meant by essential services (including health, education, water, sanitation, food and energy) and how people’s access to them varies *(historical link)*

**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

**Human and physical geography**

human geography, including:

* types of settlement and land use. distribution of natural resources including energy, food, minerals and water
* *Linked to GLOBAL. (Lindesfarne cut off by Island status – trade)*
* *Rights and essential services*

**Geography skills and fieldwork**

* Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

**SCIENCE:**

**Living things and their habitats**

* Habitat observation throughout the year / recorded in various ways

**Animals, including humans**

* describe the simple functions of the basic parts of the digestive system in humans
* identify the different types of teeth in humans and their simple functions

**Sound**

* identify how sounds are made, associating some of them with something vibrating
* recognise that vibrations from sounds travel through a medium to the ear
* find patterns between the pitch of a sound and features of the object that produced it
* find patterns between the volume of a sound and the strength of the vibrations that produced it
* recognise that sounds get fainter as the distance from the sound source increases.

**READING: KPIs**

* listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
* Use dictionaries to check the meaning of words read
* Check that text makes sense, discuss understanding and explain meaning or words in context
* Identify main ideas drawn from more than one paragraph and summarising these
* Retrieve and record information from non-fiction
* Draw inferences such as characters’ feelings, thoughts and motives from their actions, and justify with evidence
* Predict what might happen from details stated and implied

**WRITING:**

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

* Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far
* Discuss and record ideas
* **Organise paragraphs around a theme**
* In narratives, creating settings, characters and plot
* **Use fronted adverbials**
* Proof read for spelling and punctuation errors
* **Use standard English forms for verb inflections instead of local spoken forms (we were instead of we was)**
* **Use of commas after fronted adverbials**
* Use of inverted commas and other punctuation to indicate direct speech

**MATHS: KPIs**

**Number & Place Value**

* Count in multiples of 6, 7, 9, 25 and 1000.
* Count backwards through zero to include negative numbers.
* Order and compare numbers beyond 1000.
* Round any number to the nearest 10, 100 or 1000.

**Addition & Subtraction**

* Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.

**Multiplication & Division**

* **Recall multiplication and division facts for multiplication tables up to 12 x 12.**

**Fractions (including decimals)**

* Recognise and show, using diagrams, families of common equivalent fractions.
* Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.
* Round decimals with one decimal place to the nearest whole number.
* Solve simple measure and money problems involving fractions and decimals to two decimal places.

**Measurement**

* Convert between different units of measure

**Geometry: Properties of Shapes**

* Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes.
* Identify lines of symmetry in 2-D shapes presented in different orientations.

**Geometry: Position & Direction**

* Plot specified points and draw sides to complete a given polygon.

**Statistics**

* Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.

**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:** Inspirational People in Today’s World (approx. 13 hours of teaching)

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

- Understand ideas and practices, linking different viewpoints

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

- Express ideas thoughtfully in RE

- Explain diverse ideas and viewpoints clearly in various forms

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

- Apply ideas about religions and world views thoughtfully

- Investigate and explain why religions and world views matter

**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 4.2**

* select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals.(Use LEGO software on iPad to create a ‘settlement’ scene. Lego needed or other moveable ‘dolls’ or ‘plasticine’)

**UNIT 4.3**

* select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information.(linked to science) Teeth – could be data for adult/baby/boys/girls or incisors etc