**HISTORY:**

**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?)*

**Global Poverty**

* Understand what progress has been made against global poverty targets in recent decades, and what global poverty challenges still remain *(link to Shape the Future competitions in the past, and Development Goals)*
* Explore different ideas of poverty, for example related to income, services or rights
* Understand how inequality and conflict to poverty *(SEAL and Global Dimension game)*

**SCIENCE:**

**Forces and Magnets**

* compare how things move on different surfaces
* notice that some forces need contact between two objects, but magnetic forces can act at a distance
* observe how magnets attract or repel each other and attract some materials and not others
* compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials
* describe magnets as having two poles
* predict whether two magnets will attract or repel each other, depending on which poles are facing.

**Living things and their habitats**

* Habitat observation throughout the year / recorded in various ways

**Living things and their habitats**

* recognise that living things can be grouped in a variety of ways
* explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment
* recognise that environments can change and that this can sometimes pose dangers to living things.

**Animals, including humans**

* construct and interpret a variety of food chains, identifying producers, predators and prey.

**READING:**

* 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**

* Understand the grammatical difference between the plural and possessive –s
* Write noun phrases with modifying adjectives, nouns and preposition phrases
* 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
* Choose nouns or pronouns to aid cohesion and avoid repetition within and across sentences
* In narratives, creating settings, characters and plot
* Use fronted adverbials
* 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**
* Use the possessive apostrophe with singular and plural nouns

**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:**

**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:**