**HISTORY:**

* Ancient Greece – a study of Greek life and achievements and their influence on the western world.

**GEOGRAPHY:**

Locational knowledge

* Locate the world’s countries, using maps to focus on Europe… concentrating on their environmental regions, key physical and human characteristics, countries and major cities (Greece…)
* Understand geographical similarities and differences through the study of human and physical geography of a region of the UK, and a region in within North or South America (Greece)
* Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the tropics…

Human and physical geography

* Describe and understand key aspects of: 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 (Volcanoes, natural disasters – P4C, link to materials that can prevent/ help)

Geographical skills and fieldwork

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

**SCIENCE:**

**Observational science (related to Earth and space)**

* Sun rise and sun set (*Sheff and China*). Moon phases *(Sheff).*

Earth and Space

* describe the movement of the Earth, and other planets, relative to the Sun in the solar system
* describe the movement of the Moon relative to the Earth
* describe the Sun, Earth and Moon as approximately spherical bodies
* use the idea of the Earth’s rotation to explain day and night and the apparent movement of the sun across the sky

Animals, including humans

describe the changes as humans develop to old age (sex education at end of year)

**READING: KPIs**

* Increase familiarity with a wide range of books, including myths, legends, traditional stories, modern fiction, fiction from our literacy heritage and other cultures and traditions
* Check that books make sense and discuss understanding
* Summarise main ideas from more than one paragraph
* Identify how language, structure and presentation contribute to meaning
* Retrieve, record and present information from non-fiction
* Provide reasoned justifications for their views
* Participate in discussions about books that are read to them

**WRITING: KPIs**

O**bjectives in bold show the progression throughout the year**

* Identify the audience for and the purpose of writing, selecting the appropriate form and choosing other similar writing as models
* In narratives, describe settings, characters and atmosphere
* Ensure consistent and correct use of tense throughout a piece of writing
* Proofread for spelling and punctuation errors
* **Indicate degrees of possibility using adverbs or modal verbs.**
* Use relative clauses (who, which, when)
* Use commas to clarify meaning or avoid ambiguity
* **Use brackets, dashes or commas to indicate parenthesis**
* Use adverbials of time, place and number or tense choices to link ideas across paragraphs
* **Convert nouns or adjectives into verbs using suffixes**

**MATHS: KPIs**

**Number & place Value**

* Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit.
* Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero.

**Addition & Subtraction**

* Add and subtract whole numbers with more than 4 digits.
* add and subtract numbers mentally with increasingly large numbers *(example, 12 462 – 2300 = 10 162)*

**Multiplication & Division**

* Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.
* Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes.
* Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.

**Fractions (including decimals & %)**

* Compare and order fractions whose denominators are all multiples of the same number.
* Read and write decimal numbers as fractions *[for example, 0.71 = 71/100].*
* Read, write, order and compare numbers with up to three decimal places.
* Solve problems which require knowing percentage and decimal equivalents of 1/2, 1/4, 1/5, 2/5, 4/5 and those fractions with a denominator of a multiple of 10 or 25.

**Measurement**

* Convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre).
* Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres
* Calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm2) and square metres (m2)

**Geometry: Properties of Shapes**

* Draw given angles, and measure them in degrees (0).
* Distinguish between regular and irregular polygons based on reasoning about equal sides and angles.

**Statistics**

Complete, read and interpret information in tables, including timetables

**ART AND DESIGN:**

* 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.

**COMPUTING:**

**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.