

**Science****Living Things and their Habitats**

I can use a given source to find out about animals which lay eggs  
I can investigate what dinosaurs need to survive  
I give examples of different animals that live in water habitats  
I give reasons as to why humans live in a house.

**Working Scientifically**

I can carry out an investigation  
I can perform simple tests  
I can use deduction skills to give reasons for chosen habitats

**British Values – Rule of Law**

How can we ensure that all animals live equally on earth?

**British Values – Rule of Law**

Should all workplaces and homes be made to recycle all items that can be recyclable? How can we make sure that everyone is recycling?

**Music**

I can use my voices expressively and creatively by singing songs, speaking chants and rhymes.  
I can play tuned and un-tuned instruments musically.  
I can listen with concentration and understanding to a range of high-quality live and recorded music.  
I can experiment with, create, select and combine sounds using the inter-related dimensions of music.

**Computing****Information Technology**

I can organise digital content.  
I can retrieve and manipulate digital content.

**Data Handling**

I can represent information as simple block graph or pictogram  
I can organise and interpret data as simple graphs  
I can sort and answer questions using yes/no answers

SMSC – Technology is used everywhere in everyday life and these help in different ways of communicating. Restaurants and places of eating when families and friends gather ban the use of mobile technology to promote conversation. Discuss.

**Art and Design / Design and Technology****Japanese art**

I can use pointillism to create an effective still life painting.  
I can decide the type of brush I need to create an effect.  
I can draw a still life picture using sketching.  
I can choose and use three different grades of pencil when drawing.  
I can use a viewfinder to focus on a specific part of an artefact before drawing it.

**D and T – Japanese food**

I can plan a meal based on the ingredients discussed  
I can make a meal, using various materials.  
I can describe the ingredients I am using.  
I can design purposeful, functional, appealing products for ourselves and other users based on design criteria.  
I can generate, develop, model and communicate my ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.  
I can explore and evaluate a range of existing products  
I can evaluate their ideas and products against design criteria  
SMSC – How does artwork and techniques from other cultures and countries influenced the work

**English****Reading**

I can read words containing common suffixes, e.g. adventure, invention, division.  
I can read common exception words, noting unusual correspondence between spelling and sound and where these occur in the word.  
I can read aloud books closely matched to my improving word-reading knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.  
I can re-read books to build up my fluency and confidence in word reading.

**Comprehension**

I understand the books I can already read accurately and fluently by:  
▪ drawing on what I already know or on background information an vocabulary provided by the teacher checking that the book makes sense to me as I read and correct inaccurate reading.  
I understand the stories I read by:  
▪ inferring what characters might be like from what they say and do  
▪ answering and asking questions such as: 'who did what to whom?', 'when?', 'how?' and 'why?'  
▪ predicting what might happen on the basis of what has been read so far  
▪ discussing my favourite words and phrases.  
I am becoming increasingly familiar with a wider range of stories, fairy stories and traditional tales.

**Playscripts**

I can learn the meaning of specific vocabulary use in a story and increase my knowledge of synonyms.  
I can show my understanding of a story through drama.  
**British Values-Rule of Law**  
**What does the saying mean 'Finders Keepers, Losers Weepers'? What would you do in this situation?**  
I can keep a personal reading, writing and thinking log in order to record thoughts and ideas for their own writing.  
I can compare a story to a script version of the same story.  
I can hear and enjoy scripts.  
I can understand playscripts better by reading a full text.  
I can summarise parts of a script orally and use drama techniques to communicate ideas and show understanding.  
I can recognise different sentence forms.  
I understand the importance of individuals and events in the context of a script.  
I can think more deeply about characters in a script.  
I understand how mood and atmosphere are created in live or recorded performances using sound effects.  
I understand how small changes can have big consequences in narratives.  
I can improvise dialogue in an imaginary setting.  
I can develop my inferential thinking skills.  
I can plan and develop a script in three stages.  
I can proofread my work and make changes to improve the accuracy of my grammar, punctuation and spelling.

**Persuasive Writing**

I can become familiar with some persuasive words and phrases **SMSC-link to right or wrong/Individual Liberty**  
I can develop my understanding of and the ability to use persuasive language.  
I can develop my awareness of expanded noun phrases for description and precision.  
I can experiment with language and layout used in adverts.  
I can deepen my understanding of the language and layout features of leaflets.  
I can develop my awareness of film trailers and adverts.  
I can work effectively in a group to present a film trailer in dramatic form.  
I can choose and use appropriate words and phrases to create a piece of persuasive writing.

**Speaking and Listening**

I can speak clearly and confidently so that others can hear me.  
I can listen to what other people are saying.  
I am beginning to listen to, discuss and express views about poetry, stories and non-fiction at a level beyond that which I can read independently.  
I can participate in discussion about books and other works that are read to me and those I can read for myself, taking turns and listening to what others say.

**Religious Education****What is Special to faith communities**

I can discuss different religions and some of their practices  
I understand that each religion has special things  
I know that each religion should be respected.  
**SMSC- Children should fast during Ramadan or give foods up during Lent. Discuss.**

**What it means to be a Muslim**

I know what it means to be a Muslim  
I understand what the Qu-ran and why it is important to Muslims  
I understand the practice of Ramadan  
I know what happens during Eid-al-Fitr  
**British Values-Tolerance of those of Different Faiths and Beliefs**  
**Why do Muslims eat only Halal food or Jews- Kosher or Rastafarians- no pork?**

**Physical Education**

I can plan and perform a sequence of movements.  
I can improve my sequence based on feedback.  
I can think of more than one way to create a sequence which follows some rules.  
I can work on my own and with a partner.  
I can decide the best space to be in to hit a ball during a game.  
I can follow rules.  
I can hit a ball using a racket.  
**British Values – Mutual Respect**  
**Why is sportsmanship a vital aspect in any competition?**

**Mathematics****Inspire coverage**

**Unit 7: Multiplication and Division – Bar modelling**  
recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.

**Unit 12: Fractions**

recognise, find, name and write fractions 1/3, 1/4, 2/4 and 3/4 of a length, shape, set of objects or quantity  
write simple fractions for example, 1/2 of 6 = 3 and recognise the equivalence of 2/4 and 1/2.

**Unit 13: Time**

interpret and construct simple pictograms, tally charts, block diagrams and simple tables

Ongoing mental maths activities such as times tables, number bonds, fact families, ordering numbers and place value still taking place.

Challenge question from

**SMSC – Where do symmetrical patterns occur in nature and wildlife?**

**SMSC – Spiritual and Moral/ British Values- Mutual respect**  
**Which charity would you give your spending money, an animal charity or a children's charity and why?**

**History and Geography****The United Kingdom and A Non-European country**

I can use basic geographical vocabulary to identify and describe key physical features e.g. beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.  
I can explain geographical similarities and differences between an area of the UK and a non-European country.  
I can use information books to compare the two countries

**Life in Japan**

I can locate Japan on a world map  
I can name some popular Japanese landmarks  
I can discuss how factors like climate help dictate Japanese food.  
I can list some key Japanese events  
I can name the continents of the world and locate them on a map.  
I can explain why Japanese houses are built as they are  
**British Values-Rule of Law**  
**Why are travellers not allowed to bring uncooked or raw food from overseas?**