

Science

I know that some fabrics begin their lives as a plant
 I know materials are obtained from some animals for use in clothing
 I know that the colour gained from a fabric, is from the result of dyeing
 I can change fabrics by altering its colour
 I know that fabrics are selected for various uses

Working Scientifically

I can observe closely using simple equipment.
 I can perform simple tests.
 I can record findings using standard units, drawings, photographs, simple prepared formats such as tables and charts, and displays.
 Making salt and lemon dragon pictures –what is happening to the material?

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**Design own coat of arms**

British Value- Individual Liberty
 I am proud of who I am and what I represent.
 I can describe properties of shapes using the correct mathematical vocabulary.
 I recognise the difference when using thick or thin brushes.

Design a robe

With support, I can build a model from reclaimed materials.
 British Value- Democracy
 I know that my opinions will be valued by everyone in the group.

Sew, following an outline

I regularly consider the use of one of three grades of pencil when drawing, e.g. 4B, HB or 4H.

Make items for a castle -Tapestry, sewing

I can create an interactive piece for the Bayeux Tapestry using technology
 I can use a tapestry kit to make a simple coat of arms.

English**Reading**

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:

- 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?'
- discussing my favourite words and phrases.

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.

Writing**Composition**

I can write for different purposes, e.g. letters, invitations, instructions.
 I can re-read to check that my writing makes sense and that verbs to indicate time (tense) are used correctly and consistently, including verbs in the continuous form.

Grammar and punctuation

I can use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms.

Stories with familiar settings

I can explore characters' motivations, thoughts and feelings through their speech and action.
 I can examine how personal writing conveys a character's mood.

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.

Communication

I can explore how different forms of communication are appropriate for different situations.
 I recognise formal and informal language and I know this depends on the content.
 I can include contractions if the writing is informal.

I can use formal and informal language for different forms of communication.

SMSC - Big Questions throughout Literacy and Language

British Values - I can understand how lucky I am to live in England a country which has such

Religious Education**What I have learned about different religions**

I can show my understanding of how religions are the same and different
 I can explain key Religious Education language
 I can identify religious symbols and explain their meaning
 I can tell stories from more than one religion
 I know the difference between belief and practice

Physical Education**Cricket Skills**

Participate in team games, developing skills in throwing and catching
 Using hand eye coordination to bat a ball

Athletic skills

Running, jumping and throwing

Stamina – daily mile walk around the MUGA

Continued development of skipping skills

Mathematics**Number, place value and rounding**

I can read and write numbers to at least 1000 in numerals and in words.
 I can count in multiples of 2, 3, 5, 10.

Multiplication and Division

I am able to solve word problems involving multiplication and division.

I recognise and use the inverse relationship between multiplication and division to check calculations.

Addition and subtraction

I can add and subtract numbers with up to two 2-digits including using column addition without carrying and column subtraction without borrowing.
 I can answer open-ended questions and solve 2-step word problems involving addition and subtraction.

Measures

I can tell and write the time to 5 minutes including quarter past/to the hour/quarter to and draw hands on a clock face to show these times.
 I can compare durations of events, for example to calculate the time taken up by particular events or tasks.
 I can compare and order lengths, mass, volume/capacity and record the results using >, < and =.

History and Geography**Looking at how castles have changed.****Look at different castles around England.**

Cultural – Are all castles similar in every country?

Studying people who used to live in castles and castle life.

Timeline- I can place events in chronological order.

I can recognise why people did things in the past.

Social- How has the past helped us?

To be able to identify different ways in which the past is represented.

I can find out about the past from a range of sources.

I can ask and answer questions about the past.

I can identify extreme physical features of the earth.

Looking at features of a castle - Skipton Castle.

British Values-Rule of law What is a listed building? What rules apply?

Writing an informative leaflet about different castles to visit around England.