

Science**Animals including humans**

I can explain that animals and humans have babies that grow into adults.
I can explain basic needs of animals and humans.
I can describe importance for humans to exercise and eating the right amounts of food.
I can explore how animals kept by humans need special care compared to wild animals.

SMSC- Why do animals need special care?

British Values-Rule of Law

What do you know about laws for keeping pets?

Healthy Humans

I understand that food can be divided into different groups.
I understand what is meant by the term 'a balanced diet'.
I understand some things we put in our bodies can make us well but some things can harm us.

I can investigate which is the best exercise to keep me healthy.

British Values - Democracy

Sugary and fatty foods are generally cheaper than healthier foods. What do you think the government should do about this?

Working Scientifically**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.

SMSC Dance can be performed for many reasons including religious, spiritual and social occasions.

Computing

I can research a place of worship by using online virtual tours.

I understand and talk about how electronic information can be used to answer specific questions.

I recognise the layout of web page, recognise web addresses, menu buttons and links.

I understand that the internet contains a large amount information and recognise the need to use search tools and search engines to begin to find information.

I know how to express ideas using a range of ICT tools.

To understand the schools online safety policy with respect to using the Internet.

Understand passwords are used to log in to computer systems and why these should be kept private.

I can share ideas in different forms including text, images and sound.

I recognise that changes can be made at a later stage to improve the look and to improve their ideas.

I know how to save and retrieve work independently.

I understand that if data has not been entered accurately it cannot be used to provide the answers to questions.

British Values- Democracy

Technology is used by lots of people in everyday life. When people go to a restaurant or an event should technology eg TV, tablets be banned during this time? Does it hinder or promote conversation?

Art and Design / Design and Technology**Victorian Art and Constructions**

I can use resources provided to create a Victorian silhouette

I can identify works of a famous artist

I can create a picture based on the style of a famous Victorian artist

I know the name some constructions of the Victorian era

I can plan, draft and redraft my creations

I select the rig

With minimal guidance, I can work with increasing care and accuracy, using the tools and techniques shown to me.

I can evaluate my work and give constructive views on the work of others.

English**Reading**

I can read accurately words of two or more syllables that contain the same grapheme-phoneme correspondences as above.

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.

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**Poetry**

I listen to and enjoy a picture book poem.

I can keep a personal reading, writing and thinking log in order to record thoughts and ideas for their own writing.

I can develop my skills of arguing and discussion through mini enquiry sessions based on philosophical questions relating to the work of the day.

I am familiar with some technical language particular to poetry.

I know the meanings of specific vocabulary used in poems and I can increase my knowledge of synonyms.

I know how kennings can be used to describe characteristics.

I can read poems with intonation and expression to show understanding.

I can think about the imagery created in poems.

I can identify repetition in poems and look at the effect it has on rhythm and rhyme.

I can develop performance of poetry to include movement and actions.

I can evaluate my own and others' performances.

Non-chronological text

I can write a well structured non-chronological text about the lives of Victorian Children

I can use features like headings, subheadings, and pictures to make it easy for the reader to find information.

I can include interesting information from my notes.

I can include facts, not opinions, in my text.

Handwriting

I can form lower-case letters of the correct size relative to one another.

I am starting to use some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.

Composition

I can write for different purposes

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.

Speaking and listening

I can speak with clarity and use appropriate intonation when reading and reciting texts.

I can use language to recreate roles and experiences.

SMSC Poetry is often inspired by different environments around us. Do all poems need to relate to a particular theme or can we use our own imagination to make sense of a poem with the words shared with us?

Religious Education**Why is Light Important to Religions?**

I can reflect on the concept of 'day' – dawn to dusk, light and dark, day and night

I can demonstrate an understanding of an empathy with the religious practice of marking parts of the day with prayer or worship

I can explain who Rama and Sita is

I can explain why light is used in the Hindu festival Diwali

I can explain that some religions have special days which celebrate the birthday of special people

I know that some Christians use candles as part of their religious practise

I can explain the meaning of Advent

I can understand the value of special days and festival celebrations for members of faith communities.

British Values - Mutual respect and Tolerance of those with different faiths and beliefs.

I can recognise common themes in all religions.

Community Cohesion

I know the way in which worship takes place for different religions.

Physical Education

I can pass a puck accurately to a team player.

I can participate in a hockey game and apply simple defending skills.

I can participate in a hockey game and apply simple attacking skills.

I can perform dances using simple movement.

I can show co-ordination within a dance routine.

SMSC Dance can be performed for many reasons including religious, spiritual and social occasions.

Mathematics**Geometry and measures**

I can identify the properties of shapes.

I recognise and can name common 3-D and 2-D shapes.

I can identify and describe the properties of 2-D shapes, including the number of sides, right angles and line symmetry.

I can identify and describe the properties of polygons and non-polygons.

I can identify and describe the properties of 3-D shapes including the number of edges, vertices and faces.

Guided group work

Open-ended questions and solving 2-step word problems.

Making sets with remainders.

Inspire Maths Units**Unit 4: Multiplication and Division**

Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals (=) signs

show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot

Unit 5: Multiplying by 2 and 3

(NC only 2x 3x table)

Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals (=) signs

show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot

Unit 6: Multiplying by 4,5 and 10

(NC 5 and 10)

Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers

show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot

History and Geography**Learning about Victorian Times**

Research the life of Queen Victoria

I can state the dates of when the Queen was born and died

I use words like 'before' or 'after' and 'between' to describe when things happened.

Timeline

I can place Victoria's children in order of their birth

I know that school life of Victorian children is different from today

I can name some jobs that Victorian children did.

I can write a non-chronological report about Victorian children

Compare children's lives, then and now

I can compare lives from the past and present.

Countries of the British Empire

I know that because of exploration, some countries became part of the British Empire

I can make links to our previous learning

I can find places in our locality, nationally and internationally bearing the name Victoria

British Values- Individual Liberty

Some buildings and structures from the past are not allowed to be converted or knocked down. Should people have the right to change their property if they own it?