

Science

I can distinguish between an object and the material from which it is made.
 I can identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.
 I can describe the simple physical properties of a variety of everyday materials.
 I can compare and group together a variety of everyday materials on the basis of their simple physical properties.
 I can find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.
Uses of everyday materials
 I can identify and compare the uses of a variety of everyday materials, including wood, metal, plastic, glass, brick/rock, and paper/cardboard.
Working Scientifically
 I can observe closely using simple equipment.
 I can identify and classify.
 I can record my findings using drawings, diagrams, photographs, simple prepared formats such as tables.
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

Experiment with, create, select and combine sounds using the inter-related dimensions of music.
 Use combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised and used expressively within simple structures

Computing

Online Safety -
 use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

Media
 Use technology purposefully to create, organise, store, manipulate and retrieve digital content.
 Recognise common uses of information technology beyond school.

Art and Design / Design and Technology

Art and Design
 Evaluate and analyse creative works using the language of art, craft and design

Activity
 Design a summer garden / wildlife habitat.
 Pencil marking

Religious Education – Bradford Agreed Syllabus

Precious Things
IDENTITY, BELONGING, SACRED

Deep Question
 How does what believers do show what they believe?
 Talk or write about some key teachings in at least two religious and nonreligious worldviews
 Talk or write about special places, days and objects in the two religions being covered (Christianity and Islam) in relation to the topics studied
 Show understanding of the meaning of stories and symbols relating to the topics covered

English**Reading/ Comprehension****Understand what they read, in books they can read independently, by:**

Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
 Asking questions to improve their understanding of a text
 Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
 Predicting what might happen from details stated and implied
 Identifying main ideas drawn from more than one paragraph and summarising these
 Identifying how language, structure, and presentation contribute to meaning

Retrieve and record information from non-fiction

Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

Writing**Plan their writing by:**

·discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
 ·discussing and recording ideas

Draft and write by:

·composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures)
 ·organising paragraphs around a theme
 ·in narratives, creating settings, characters and plot
 ·in non-narrative material, using simple organisational devices (for example, headings and sub-headings)

Evaluate and edit by:

·assessing the effectiveness of their own and others' writing and suggesting improvements
 ·proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences

·Proof-read for spelling and punctuation errors

·Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear

Spelling

Distinguishing between homophones and near – homophones
 Add suffixes to spell longer words including
 ment
 ness
 ful
 less
 ly

Handwriting

Form lower-case letters of the correct size relative to one another
 Use most of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
 Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
 Use spacing between words that reflects the size of the letters.

Grammar and punctuation

Commas in lists
 Apostrophes for missing letters
 Verbs
 Adverbs

Speaking and Listening**Speak audibly and fluently with an increasing command of Standard English****Use spoken language to develop understanding through speculating**

Listening to and discussing a wide range of fiction and identifying themes
 Discussing words and phrases that capture the reader's interest and imagination
 Discussion - develop, agree on, and evaluate rules for effective discussion
 Discussing words and building a varied and rich vocabulary
 Showing understanding through intonation, tone and volume
 Discussing writing in order to learn from its structure and vocabulary
 Composing and rehearsing sentences orally

Physical Education**Football and Cricket**

Participate in team games, developing simple tactics for attacking and defending

Stamina – daily mile walk around the MUGA

Intra school – Benchball

Skip into Summer development of skipping skills

Mathematics

Revision – coverage of NC

Numbers to 100**Addition and Subtraction within 100****Using models – addition and subtraction****Multiplication and Division – Bar modelling****Fractions****Money****Length****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

Multiplication and Division**PSHCE / SMSC****Spiritual****Read the story of the Good Samaritan****Moral**

Understand how others see us. How can we help others who are not like us?
 The impact of forgiveness. Explore losses and the feelings associated with loss.

In what ways are we the same?**In what ways are we different?****Social –**

Community spirit- Why is it vital?

How can working in a team be a good thing?**Cultural**

Writing from different cultures – traditional tales

What do we learn from researching or finding out about different cultures?**History and Geography****History**

History of Science and new inventions to support science and technology over the years – Samuel Lister, textiles and materials

I can ask questions about the past

I know different ways to find out about the past

I can discuss significant historical individual, of my locality

I can identify significant people beyond living memory

Geography

Understanding variations in climate and weather

Explain geographical similarities and differences in the UK and non-European country

I can identify seasonal and daily weather patterns in the UK

I can identify hot and cold areas of the world in relation to the equator and the poles