



ENGLISH

Main Writing Outcomes

Tourist brochure



Purpose: Draw in tourists to visit the small, seaside town

Audience: Potential tourists

Viewpoint: Small town community, citizens who live and work in the small seaside town

Success Criteria: Use of paragraphs and subheadings, adverbial phrases, thoughtful verbs, similes, consistent tense, coherence/cohesion

MUSIC



Body and tuned percussion

- Identify the structure of a piece of music.
- Have an idea as to when there is one layer in a piece of music and when there are two.
- Play a sequence in the correct order in time with their partner.
- Have two contrasting rhythms being played together.
- Have two different melodies being played together.

MATHS



Place Value

- find 1000 more or less than a given number.
- recognise the place value of each digit in a four-digit number and order and compare numbers beyond 1000

Addition and Subtraction

- count backwards through zero to include negative numbers. Number –
- add and subtract numbers with up to 4 digits using the formal column method.
- estimate and use inverse operations to check answers to a calculation.
- solve addition and subtraction two step problems in contexts

SCIENCE



Living things and their habitats

- Group living things according to their characteristics.
- Classify animals and plants into different groups.
- Use classification keys to identify living things.
- Explore how habitats and environments change over time.
- Understand how environmental changes can affect living things.
- Investigate and identify living things in their local environment.

HISTORY



What changed in Britain after the Anglo-Saxon invasion?

- To explain how the Britons felt when the Romans left Britain.
- To suggest reasons for the Anglo-Saxon invasion of Britain.
- To name the key features of Anglo-Saxon settlements.
- To identify changes and continuities in settlements from prehistoric Britain.
- To explain how missionaries spread Christianity.
- To explain the threat the Vikings posed to the Anglo-Saxons.

PSHE



Being me in my world

- Being part of a class team
- Being a school citizen
- Rights, responsibilities and democracy (school council)
- Rewards and consequences
- Group decision-making
- Having a voice
- What motivates behaviour

COMPUTING



Online Safety

- To describe how to search over multiple platforms and be aware of the accuracy of the results presented.
- To describe some of the methods used to persuade people to buy online.
- To explain the difference between fact, opinion and belief and recognise these online.
- To explain what a bot is and give examples of different bots.
- To explain some positive and negative distractions of using technology

ART/DT



Kehinde Wiley: Self portraits

- To explore and respond to the artwork of Kehinde Wiley.
- To create a recognisable self-portrait showing aspects of their identity.
- To draw facial features and expression, with increasing accuracy to communicate a feeling or mood.
- To use vibrant colour and contrast effectively in their artwork.
- To create and use repeated floral patterns

RE



Are all religions equal?

- To use prior knowledge to identify connections between religions
- To explain similarities and differences between the ways people from different worldviews understand God.
- To use scripture to find out what people might believe.
- To explain why equality and harmony are important to many Sikhs.
- To use a range of sources to find out what might be important to some people from the Bahá'í faith.

SPANISH



Clothes

- To recognise and understand the names of common items of clothing in Spanish.
- To understand and use the sentence structure Llevo... to say what I am wearing.
- To describe clothes using colours in Spanish.
- To describe what I am wearing using clothing items and colours.
- To ask and answer what someone is wearing.
- To join ideas with conjunction y.
- To describe what someone else is wearing.

PE



Outdoor Adventure Activities

- To use clear communication, strength and flexibility to complete a task.
- To work with others to recognise and match colours and symbols
- To follow and create action pathways using an Action Map Key
- To work with others and identify what went well and what we could do to improve.
- To work together in different roles to build, defend, and knock down castles in a team game