

## Mathematics

### Fractions

- Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators.
- Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10.
- Compare and order unit fractions and fractions with the same denominators.

### To use measures

- Measure the perimeter of simple 2D shapes.
- Measure, compare, add and subtract length (m,mm and cm)

## History Stone Age

- Use evidence to ask questions and find answers to questions about the past.
- Suggest suitable sources of evidence for historical enquiries.
- Suggest causes and consequences of some of the main events and changes in history.
- Describe the social, ethnic, cultural or religious diversity of past society.
- Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.
- Place events, artefacts and historical figures on a time line using dates.
- Understand the concept of change over time, representing this, along with evidence, on a time line.
- Use dates and terms to describe events.
- Use appropriate historical vocabulary to communicate, including: dates, time period, era, change and chronology.
- Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.

## Literacy- Talk for Writing- Conquering Monster Story

- Write a non-chronological report.
- Write in the style of an author.
- Convert speech bubbles into direct speech.
- Write in role.

### SPAG

- Use prefixes and suffixes and understand how to add them.
- Spell further homophones.
- Spell correctly often misspelt words.
- Using the present perfect form of verbs in contrast to the past tense.
- Using fronted adverbials.
- Using commas after fronted adverbials.
- Using and punctuating direct speech.

## **Stone Age**

**Inspiration Activities:  
Keswick Museum and Castlerigg Stone  
Circle.**

### **RE- Introduction to Hinduism**

- Present the key teachings and beliefs of a religion.
- Refer to religious figures and holy books to explain answers.
- Explain some of the religious practices of both clerics and individuals.
- Describe how some of the values held by communities or individuals affect behaviour and actions.

### **PE- Orienteering**

- Arrive properly equipped for outdoor and adventurous activity.
- Show an ability to both lead and form part of a team.
- Support others and seek support if required when the situation dictates.
- Show resilience when plans do not work and initiative to try new ways of working.
- Use maps, compasses and digital devices to orientate themselves.
- Remain aware of changing conditions and change plans if necessary.

### **Music- History of Music**

- Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music.
- Evaluate music using musical vocabulary to identify areas of likes and dislikes.
- Understand layers of sounds and discuss their effect on mood and feelings.

### **DT- Pop-up book**

- Cut materials accurately and safely by selecting appropriate tools.
- Measure and mark out to the nearest millimetre.
- Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs).
- Select appropriate joining techniques.
- Design with purpose by identifying opportunities to design.
- Make products by working efficiently (such as by carefully selecting materials).
- Refine work and techniques as work progresses, continually evaluating the product design.
- Improve upon existing designs, giving reasons for choices.

### **French**

- Read and understand the main points in short written texts.
- Write short phrases from memory with spelling that is readily understandable.
- Understand the main points from spoken passages.
- Ask and answer simple questions and talk about interests.
- Take part in discussions and tasks.
- Demonstrate a growing vocabulary

### **ICT- Email**

- Use some of the advanced features of applications and devices in order to communicate ideas, work or messages professionally.
- Give examples of the risks posed by online communications.
- Understand that comments made online that are hurtful or offensive are the same as bullying.
- Understand how online services work.