

English: Core texts: Marcy and the Riddle of the Sphinx, Ancient Egyptian Myths, Anansi Stories and African Folktales, The Akimbo Adventures.
 Make predictions about plot, character and ending using evidence from a text
 Describe a character in detail, using qualities about their personality
 Write a letter in role, from a main character's point of view
 Write an alternative narrative based on known characters and settings
 Use features of mythical creatures and settings to add detail and atmosphere to stories
 Use and understand the organisational features of non-chronological reports, instructions and recounts.
 Draft and write organising paragraphs around a theme
 Evaluate and edit by proposing changes to grammar and vocabulary
 Proofread for spelling and punctuation errors
 Choose nouns and pronouns effectively for clarity and cohesion
 Extend the range of sentences used with more than one clause using a wider range of conjunctions
 Use and punctuate direct speech
 Use adverbs and commas after fronted adverbials

Maths:
Place Value:
 Find 10 or 100 more or less than a given number.
 Find 1000 more or less than a given number.
 Recognise the place value of each digit in a 3 digit number. (Y4 a 4 digit number)
 Order and compare numbers up to and beyond 1000.
 Count from 0 in multiples of 50 and 100
 Count in multiples of 25 and 1000
 Solve number problems and practical problems involving these ideas.

Addition/Subtraction/Multiplication/Division:
 Add and subtract numbers mentally, including: a three-digit number and ones; a three-digit number and tens; a three digit number and hundreds.
 Add and subtract numbers with up to three digits, (Y4 up to 4 digit numbers) using formal written methods of columnar addition and subtraction.
 Estimate the answer to a calculation and use inverse operations to check answers.
 Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction, multiplication and division.
 Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables and up to 12 x 12 in Y4.
 Use place value, known and derived facts to multiply and divide mentally

PSHE : Being me in my world
 I know my attitudes and actions make a difference to the class team
 I understand who is in my school community and how I fit in
 I understand how democracy works through the school council
 I care about other people's feelings and try to empathise with them

RE: Creation and People of God

What do Christians learn from the creation story?
 What is special about believers' relationship with God and how does it help them to take responsibility for creation?
 What are the key beliefs around creation shared by Christians and Jews?
 What are the similarities and differences in the Christian phrase the 'People of God' in the Old and New Testaments?
 How can the People of God carry out God's great plan for creation?
 How does the Christian Church continue to preserve the great privilege and responsibility of the People of God?



PE:

To develop an awareness of time, distance & speed
 Improve fluency & coordination in running for speed
 To develop spatial awareness, judge height & distance
 To choose & apply appropriate stride patterns
 To develop an awareness of speed & pace judgement
 To understand what happens to our bodies with exercise

Science: Living Things and How does your garden grow?

To recognise that living things can be grouped in a variety of ways
 To explore and use keys to identify and name a variety of living things
 Look at how changes to habitats can pose dangers to living things
 To recognise and name the different parts of a plant
 To understand what different plants need to live.
 Can I recognise the characteristics of all living things?
 Can I set up simple, practical enquiries and comparative and fair tests?
 Can I record findings using simple scientific language, drawings and labelled diagrams? Can I draw conclusions from my investigations and suggest improvements, new questions and predictions for setting up further tests?

ICT:

Learn how to combine events to make a simple game
 Learn how to program an object to change direction when different keys are pressed on a keyboard
 Learn how to program a sequence of actions, making different pieces of code execute at different times

Creative Curriculum (Art/DT/History/Geography): Africa

Can I recognise and label a map of Africa with some physical and political features?
 What are the 7 continents of the world and how does Africa compare in size, location and population?
 How many different oceans does Africa have a coastline on and what are their names?
 Can I recognise and describe some of the physical features on a relief map of Africa?
 Compare and contrast locations in Africa to the UK, locate and draw on to maps and move around maps using compass points.
 Do I understand the importance of the River Nile to the people of Ancient Egypt?
 What was the role of the pharaoh in ancient Egyptian society?
 Who are the main characters in the ancient Egyptian story of creation?
 Why did ancient Egyptians believe in so many gods and what did these gods represent?
 What is the significance of the discovery of Tutankhamun's tomb to the world of archaeology?
 How were the pyramids built? Can I use this information to predict how many Lego bricks I need to build a step pyramid?
 How did the Egyptians build such enormous statues, monuments and structures?
 How much do I know about modern Egypt and recent developments in the country?
 How has the Aswan Dam affected the people that live along the Nile?