



Mathematics

Number – Decimals

They may practise dividing a one and two-digit number by 10 and 100, describing the digits as ones, tenths and hundredths.

- Rounding decimals with one decimal place to the nearest whole number and comparing numbers with the same number of decimal places (up to two decimal places) may also be practised.
- Finally, solving simple money and measures problems solving including fractions and decimals to two decimal places may be worked on.

Geometry - Properties of Shape

- To focus on looking for lines of symmetry in shapes in different orientations (different positions) and complete a shape or picture with one line of symmetry.
- To compare and name different quadrilaterals (four sided shapes with four straight sides including parallelograms, trapeziums and rhombuses) and triangles (including acute, obtuse, right angled, equilateral, isosceles and scalene).
- To spot and compare different angles using a protractor including acute angles (less than 90 degrees) and obtuse angles (more than 90 degrees).

Geometry - Position and Direction

- To describe positions on a grid, e.g. (2,5) and (4,7).
- The phrase 'Along the corridor and up the stairs' is a great way of remembering to take the x axis reference before taking the y reference.

Statistics

- To present data in bar charts and time graphs, interpreting the data in different ways such as finding differences, totalling and making comparisons.
- To solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.

Science

Working Scientifically

- To raise questions, set up fair tests, make careful observations and take readings.
- To decide how to best present their data clearly, report on their findings and draw conclusions based on their initial question.

Animals including humans

- Name parts of the digestive system.
- Add functions to the parts of the digestive system.
- Identify the function of teeth in humans.
- Construct a simple food chain.

Living Thing and Their Habitats

- To group living things into the following categories of flowering plants, non-flowering plants, vertebrates: reptiles, birds, mammals, amphibians and fish and invertebrates (creatures without backbones): worms, spiders, insects, slugs and snails.
- To learn about human impact on environments, both positive and negative, and how this can affect a habitat.



Reading

Reading fluently is increasingly important however understanding what your child is reading is also very important.

Our class will be reading *How To Train Your Dragon* by Cressida Cowell this term.

- To retell traditional and fairy stories, also myths or fables, in detail.
- To write poems and plays to read aloud and perform using the correct intonation and volume.
- To listen to and discuss a variety of stories, non-fiction texts, poetry, plays and textbooks in order to understand that texts are structured in different ways and written for different purposes.
- To use a dictionary to understand meaning of words they don't know.
- To understand books read independently by checking that their reading makes sense, asking questions, inferring character feelings, thoughts and actions and justifying with evidence, making predictions and summarising the main ideas within a section of text. Inference involves using the clues in the story or picture to make a good guess. It involves figuring something out which isn't fully explained and draws on a child's existing knowledge of the world.
- To look back in the text to find the answer to a question.

Writing

Writing and Spelling

- To use a wide range of suffixes (a letter or group of letters added to the end of a word to change its meaning) such as -ation and -ous.
- To spell a wider range of homophones (words which sound the same but are spelt differently such as hear/here, some/sum).
- Children will also be able to place the possessive apostrophe in the right place (e.g. the lady's bag, Lewis' jumper).

Handwriting

- To develop a neat, joined up handwriting style.

Writing - Composition

- To plan writing, fully understanding the structure and style of the text that they are writing.
 - To draft and write, practising planning the sentences in their heads before writing them down, consciously including an interesting range of vocabulary.
 - To write in paragraphs and structure content well including all the necessary features of that writing style.
- To draft and write narratives, poetry and pamphlets.
- To evaluate and edit, assessing the effectiveness of their own and other's writing, suggesting improvements and proof reading for grammar, spelling and punctuation errors.
 - To use intonation when reading their writing out loud and vary the volume so what they are reading is clearly heard.

Writing - Vocabulary, Grammar and Punctuation

To use standard English and verb forms correctly.

- To describe nouns with additional adjectives and prepositional phrases.
- To use paragraphs accurately (begin a new paragraph when introducing a new character, section of a story or new information)
- To use a variety of tenses in their writing, such as the present perfect form rather than just the past tense.
- To use a greater range of vocabulary, including a wider range of conjunctions to join sentences – when, if, although, however, although.

