

Mathematics

- To recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones).
- To identify, represent and estimate numbers using different representations.
- To order and compare numbers beyond 1000.
- To round any number to the nearest 10, 100 or 1000.
- To count in multiples of 6, 7, 9, 25, 1000.
- To find 1000 more or less than a given number.
- To add and subtract numbers with up to four digits using the efficient written methods of columnar addition and subtraction where appropriate.
- To solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.
- To recall multiplication facts for multiplication tables up to 12×12 .
- To use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers.
- To solve problems involving multiplying and adding, including using the distributive law and harder multiplication problems such as which n objects are connected to m objects.
- To read, write and convert time between analogue and digital 12- and 24-hour clocks.
- To solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.
- To interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.
- To solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and simple line graphs.
- To convert between different units of measure (for example, kilometre to metre; hour to minute).

Literacy

Recounts (Newspapers) – non-fiction

1. Take different roles in groups and use the language appropriate to them, including roles of leader, reporter, scribe and mentor
2. Create roles showing how behaviour can be interpreted from different viewpoints
3. Identify and summarise evidence from a text to support a hypotheses
4. Interrogate texts to deepen and clarify understanding and response
5. Develop and refine ideas in writing using planning and problem-solving strategies
6. Use settings and characterisation to engage reader's interest
7. Organise texts into paragraphs to distinguish between different information, events or processes
8. Use adverbs and conjunctions to establish cohesion within paragraphs

Persuasive texts – non-fiction

1. Explain how writers use figurative and expressive language to create images and atmosphere
2. Interrogate texts to deepen and clarify understanding and response
3. Develop and refine ideas in writing using planning and problem-solving strategies
4. Summarise and shape material and ideas from different sources to write convincing and informative non-narrative texts
5. Show imagination through language used to create emphasis, humour, atmosphere or suspense
6. Clarify meaning and point of view by varied sentence structure using phrases, clauses and adverbials

Science

This term, the children will be learning about animals and humans.

1. Explain the different diets of carnivores, herbivores and omnivores.
2. Understand that humans have milk teeth & permanent teeth.
3. Name the 3 (4) different types of teeth – incisors, canines, (premolars) & molars.
4. Explain what each type of tooth does.
5. Describe the functions of the basic parts of the digestive system in humans
6. Construct and interpret food chains, identifying producers, predators and prey.
7. Identify that humans and some animals have skeletons and muscles for support, protection and movement

Application of Literacy across the curriculum:
Information texts

Application of maths across the curriculum:
Sorting

The children might work scientifically by:

1. Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
2. Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
3. Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
4. Using test results to make predictions to set up further comparative and fair tests