

Numeracy**Place Value**

Children will work within their capabilities (10,000 or 100,000 or 1,000,000 or beyond)

P4s

- Reads, writes, orders and recites whole numbers to 1000, starting from any number in the sequence.
- Demonstrates understanding of zero as a placeholder in whole numbers to 1000.
- Uses correct mathematical vocabulary when discussing the four operations including, subtract, add, sum of, total, multiply, product, divide and shared equally.
- Identifies the value of each digit in a whole number with three digits, for example, $867 = 800 + 60 + 7$.
- Uses strategies to estimate an answer to a calculation or problem, for example, doubling and rounding.
- Rounds whole numbers to the nearest 10 and 100 and uses this routinely to estimate and check the reasonableness of a solution.
- Demonstrates understanding of the commutative law, for example, $6 + 3 = 3 + 6$ or $2 \times 4 = 4 \times 2$.
- Solves addition and subtraction problems with three digit whole numbers.
- Adds and subtracts multiples of 10 or 100 to or from any whole number to 1000

P6/7s

- Reads, writes and orders whole numbers to 1 000 000, starting from any number in the sequence.
- Explains the link between a digit, its place and its value for whole numbers to 1 000 000.
- Reads, writes and orders sets of decimal fractions to three decimal places.
- Explains the link between a digit, its place and its value for numbers to three decimal places.
- Partitions a wide range of whole numbers and decimal fractions to three decimal places, for example, $3.6 = 3 \text{ ones and } 6 \text{ tenths} = 36 \text{ tenths}$.
- Rounds whole numbers to the nearest 1000, 10 000 and 100 000.
- Rounds decimal fractions to the nearest whole number, to one decimal place and two decimal places.
- Applies knowledge of rounding to give an estimate to a calculation appropriate to the context.
- Adds and subtracts multiples of 10, 100 and 1000 to and from whole numbers and decimal fractions to two decimal places.
- Adds and subtracts whole numbers and decimal fractions to two decimal places, within the number range 0 to 1 000 000.
- Identifies familiar contexts in which negative numbers are used.
- Orders numbers less than zero and locates them on a number line.

Measure**P4s**

- Uses knowledge of everyday objects to provide reasonable estimates of length, height, mass and capacity.

Literacy**Reading**

Reading will be carried out through a programme called Sleuth IT. Pupils will access the programme digitally and will take part in adventure games which will develop their core literacy skills, reading for understanding, critical thinking skills, collaboration and communication. Within the games, pupils will be told a story and become a detective by sifting through evidence, analysing witness interviews, exploring locations and cracking codes in order to gather all the information needed to solve the mystery.

- Children will be given the opportunity to explore various short reads that will help them to identify good structure and features from a wide range of texts.
- Children will have their own personal reader which they can read at home and in class for enjoyment and fluency.
- Children will take part in whole class reading time for 7 minutes a day.

Spelling

- Spelling will focus on developing and consolidating children's knowledge of phonemes and the different grapheme representations.
- Learning will also involve, spelling rules and growing words by adding suffixes and prefixes.
- In class, children will be supported to generate word lists, with spelling lists being given appropriately for practice.
- Pupils will practice their spelling words through the Kaligo app and a spelling grid once a week.

Handwriting

- Pupils will practice their handwriting using the Kaligo programme.
- Kaligo will help the children to improve their letter formation, presentation of work as well as aid their spelling.

Writing

Children will write in various formats and linked to their Healthy Me topic:

- Uses a range of punctuation, for example, capital letters, full stops, commas, inverted commas (speech marks), exclamation marks, question marks and/or apostrophes. Punctuation is mainly accurate.
- Writes most sentences in a grammatically accurate way.
- Uses sentences of different lengths and types and varies sentence openings.
- Links sentences using a range of conjunctions.
- Uses paragraphs to separate thoughts and ideas.
- Uses notes and/or other sources to develop thinking and create new texts.
- Organises information in a logical way.
- Selects relevant ideas and information.

- Makes accurate use of a range of instruments including rulers, metre sticks, digital scales and measuring jugs when measuring lengths, heights, mass and capacities using the most appropriate instrument for the task.
- Records measurements of length, height, mass and capacity to the nearest standard unit, for example, millimetres (mm), centimetres (cm), grams (g), kilograms (kg), millilitres (ml), litres (l).
- Compares measures with estimates.
- Uses knowledge of relationships between units of measure to make simple conversions, for example, 1 m 58 cm = 158 cm.
- Reads a variety of scales on measuring devices including those with simple fractions, for example, 1 2 litre.
- Uses square grids to estimate then measure the areas of a variety of simple 2D shapes to the nearest half square.
- Creates shapes with a given area to the nearest half square using square tiles or grids.
- Recognises that different shapes can have the same area (conservation of area).

P6/7s

- Uses the comparative size of familiar objects to make reasonable estimations of length, mass, area and capacity.
- Estimates to the nearest appropriate unit, then measures accurately: length, height and distance in millimetres (mm), centimetres (cm), metres (m) and kilometres (km); mass in grams (g) and kilograms (kg); and capacity in millilitres (ml) and litres (l).
- Calculates the perimeter of simple straight sided 2D shapes in millimetres (mm), centimetres (cm) and metres (m).
- Calculates the area of squares, rectangles and right-angled triangles in square millimetres (mm²), square centimetres (cm²) and square metres (m²).
- Calculates the volume of cubes and cuboids in cubic centimetres (cm³) and cubic metres (m³).
- Converts between common units of measurement using decimal notation, for example, 550 cm = 5.5 m; 3.009 kg = 3009 g.
- Chooses the most appropriate measuring device for a given task and carries out the required calculation, recording results in the correct unit.
- Reads a variety of scales accurately.
- Draws squares and rectangles accurately with a given perimeter or area.

Mathematics – Its impact on the world, past, present & future

P4s

- Investigates and shares understanding of the importance of numbers in learning, life and work.
- Investigates and shares understanding of a variety of number systems used throughout history.

P6/7s

- Researches and presents examples of the impact mathematics has in the world of life and work.

When writing to convey information, describe events, explain processes or combine ideas in different ways:

- Uses appropriate style and format to convey information applying key features of the chosen genre.
- Includes relevant ideas, knowledge and information.
- Organises and presents information in a logical way.
- Uses tone and vocabulary appropriate to purpose.

When writing imaginatively and creatively:

- Creates setting/context with some descriptive detail.
- Attempts to use figurative language (imagery) to engage the reader, for example, simile, metaphor, alliteration and onomatopoeia.

- Contributes to discussions and activities on the role of mathematics in the creation of important inventions, now and in the past

Health and Wellbeing

In PE, Mrs Duncan will focus on invasive games and building up the appropriate skills. These skills will include dribbling, passing, shooting, attacking and defending.

Bounce Back will be used to focus on developing humour and understanding the no bullying policy.

Outdoor Learning will continue to run fortnightly, focussing on team work, problem solving and resilience. Pupils will begin to complete activities as part of the RSPB Wild Challenge.

Context for Learning

Our context for learning is Healthy Me. The pupils have come up with key questions that they would like to learn about:

- How does the heart work?
 - How many times does a person's heartbeat in a lifetime on average?
 - How many bones are in the human body?
 - How much bigger is a blue whale's skeleton to a human skeleton?
 - What happens when you lose all your senses?
 - What is inside your bones?
 - Why do you need two kidneys?
 - How does your eyes work?
 - How are people colour blind?
 - What are we made of?
 - How does your voice box give out sound?
 - Why are nails the fastest growing part of your body?
 - What makes you dream? How can I see colours when I close my eyes?
- Describes the function of the skeleton (skull, spine, ribcage some bones of the arm and leg), for example, to provide support, protection and enable movement.
 - Discusses some common problems of bones (for example, arthritis, osteoporosis and breaks) and how their incidence can be reduced (for example, through calcium in the diet and weight-bearing exercise).
 - Uses their senses to detect information and explains how they help to keep people safe.
 - Investigates the reliability and limitations of the senses, for example, using taste tests, limits of sound, optical illusions and blind-fold games.
 - Demonstrates how sounds can be made higher or lower pitch by altering tightness, length, width or thickness or other physical characteristics of the sound source.
 - Explains that sound is caused by a vibration in a material.
 - Describes the journey of food from source to plate for example, from the sea, farms or factories to markets, supermarkets or direct to consumer.
 - Creates a dish using fresh, local, seasonal ingredients and calculates food miles of key ingredients.
 - Recognises and names the main food groups, for example, The Eatwell Guide.
 - Sorts a selection of foods into the food groups.
 - Chooses foods from different food groups to create a balanced meal.
 - Explains the proportions each food group should contribute to a healthy eating plan.
 - Identifies and classifies composite dishes according to the food groups, for example, lasagne, chicken stir fry.
 - Outlines at least three current healthy eating messages, for example, lowering salt and sugar intake.
 - Creates a healthy eating plan which reflects current dietary advice, prepares food which contributes to it and compares plan to own diet.
 - Identifies simple changes or improvements to own diet.
 - Explains the importance of keeping hydrated.
 - Identifies at least one reason as to why it is important to drink enough water.
 - Identifies at least two differences in individuals' dietary needs as they change through life, for example, infant, toddler, child, teenager, adult.
 - Recognises that all food and drink provides different levels of nutrients. Lists the five nutrient groups.
 - Recognises that energy is provided by carbohydrates, fats and proteins and that vitamins and minerals are required to keep the body healthy.

- Explains at least three nutritional requirements at different stages of life, for example energy, protein, calcium.

Digital Technologies

Pupils will develop the following technology skills:

- Communicate and collaborate with others using digital technology for example, email, Glow or other platforms.
- Uses digital technology to collect, capture, combine and share text, sound, video and images.
- Selects and use applications and software to capture, create and modify text, images, sound and video.
- Predicts what a complete program in a visual programming language will do when it runs, including how the properties of objects for example, position, direction and appearance change as the program runs through each instruction.

Expressive Arts

Art & Design

Pupils will carry out art & design activities linked to their Healthy Me topic.

Drama/Music

Pupils will carry out music activities based on their Healthy Me topic. They will learn about sound and the different sounds that instruments make.

1 + 2 Modern Languages

Pupils will continue to use French language as part of their daily routines. Pupils will learn how to have conversations in French and use new vocabulary based on school subjects, colours and consolidate introducing and stating personal information about themselves.