

Maths

Multiplication and Division

- Recall and use multiplication and division facts for the 2, 5 and 10 times tables, including recognising odd and even numbers.
- Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals (=) signs.
- Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems in contexts.
- Show that the multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.

Statistics

(Cross curricular link with Science)

- Interpret and construct simple pictograms, tally charts, block diagrams and simple tables. Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity. Ask and answer questions about totalling and comparing categorical data.

Properties of Shape

- Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line.
- Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces.
- Identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder]
- Compare and sort common 2-D and 3-D shapes and everyday objects.

Time

- Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a of clock face to show these times. Know the number minutes in an hour and the number of hours in a day. Compare and sequence intervals of time

PE

- Master basic movements including running, jumping, throwing and catching.
- Participate in games and team games, developing simple tactics for attacking and defending.

English

Reading

- Understand the books that they can already read accurately and fluently and those that they listen to by:
 - drawing on what they already know on background information and vocabulary provided by the teacher.
 - checking that the text makes sense to them as they read and corrects inaccurate reading.
 - answering questions and making inferences on the basis of what is being said and done
 - answering and asking questions and making links.
 - by predicting what might happen on the basis of what has been read so far

Writing Composition

- Write sentences that are linked thematically about personal experiences and those of others
- Write about real events recording these simply and clearly
- To develop positive attitudes and stamina for writing
- Write effectively for different purposes drawing on their reading to inform vocabulary and grammar
- Consider what they are going to write before beginning by:
 - planning and saying out loud what they are going to write about
 - writing down ideas and or key words including new vocabulary
- Make simple additions, revisions and corrections to their own writing by:
 - evaluating their writing with the teacher
 - rereading to check that their writing makes sense and that verbs to indicate time are used correctly
 - proof reading e.g. check errors in spelling, grammar and punctuation or add /improve words and phrases independently or following a conversation with the teacher
 - Read aloud what they have written with appropriate intonation to make the meaning clear.

History and Geography

- Learn about castles and how their design and use has changed over time.
- Look at significant historical events, people and places in the children's own locality.
- Map high points in local community (Map of Rye)
- Learn about significant castles around the UK, such as the Tower of London.
- Learn about famous structures around the world, such as the Eiffel Tower, Leaning Tower of Pisa and the Tokyo Skytree.



KSI - Term 4

Towers, Tunnels and Turrets



PSHE - Healthy Me

- Making Healthy choices
- Healthy, balanced diet
- Physically active
- Resilience and keeping ourselves safe.
- Healthy relationships
- Managing feelings and conflict.

Care Value Effort and Engagement

Computing - Grouping Data

Computer Science

- Use technology purposefully to create, organise, store, manipulate and retrieve digital content.

Digital Literacy

- Use technology safely and respectfully, keeping personal information private; know where to go for help and support when they have concerns about material on the internet.

Grammar, punctuation and spelling

- Sentence types: Statements, commands, questions
- Suffixes
- Tenses (past, present and future)
- Full stops, capital letters and commas

Science

Uses of Everyday Materials

- identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses
- find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

DT: Making a castle

Design and make

- Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
- Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics
- Evaluate their ideas and products

Music

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes
- Play tuned and untuned instruments musically
- Listen with concentration and understanding to a range of high-quality live and recorded music
- Experiment with, create, select and combine sounds using the inter-related dimensions of music.

RE: The Life of Jesus

- To develop confidence to express their own thoughts or beliefs about the importance of Jesus, for Christians or for other people
- Developing skills of listening and a willingness to learn from others
- Being willing to learn and gain new ideas from others people's beliefs about Jesus
- Developing pupils' capacity to respond creatively to religious and spiritual questions and materials
- Respecting other people and their 'inspirations'.