



Beech Class

Term 1



English

Spelling

- Words with endings that sound like /shuhs/ spelt with -cious
- Words with endings that sound like /shuhs/ spelt with -tious or -ious
- Words with the short vowel sound /i/ spelt with y
- Words with the long vowel sound /i/ spelt with y
- Homophones and near homophones

*(*Targets revisit previously visited spelling rules and those from the Year 5/6 statutory requirements)*

Writing - Vocabulary, Grammar and Punctuation

- Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- Using conjunctions, adverbs and prepositions to express time and cause
- Using fronted adverbials
- Using commas after fronted adverbials
- Indicating possession by using the possessive apostrophe with plural nouns
- Using and punctuating direct speech accurately

*(*Targets taken from the Year 4 English Curriculum)*

Writing - Composition

Plan their writing by:

- Identifying the audience for and purpose of the writing, selecting the appropriate form
- Noting and developing initial ideas, drawing on reading and research where necessary

Draft and write by:

- Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning

Evaluate and edit by:

- Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- Proof-read for spelling and punctuation errors

Spoken Language

- Listen and respond appropriately and selectively to adults and their peers
- Ask relevant questions to extend their understanding and knowledge
- Use relevant strategies to build a vocabulary of increasing breadth and depth
- Articulate and justify answers, arguments and opinions with increasing confidence
- Give well-structured descriptions, explanations and narratives for different purposes; express feelings appropriately
- Maintain attention, being able to participate actively in collaborative conversations, staying on topic; initiate and respond to the comments of others; raise questions in a group
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- Participate in discussions, presentations and performances; further develop skills in role play and improvisation; participate in debates
- Consider and evaluate different viewpoints; attend to and build on the contributions of others

*(*Taken from the Kent Spoken Language Progression Guidance)*

Reading

Maintain positive attitudes to reading and understanding of what they read by:

- Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- Reading books that are structured in different ways and reading for a range of purposes
- Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
- Making comparisons within and across books
- Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience

Understand what they read by:

- Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- Asking questions to improve their understanding
- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions,
- Predicting what might happen from details stated and implied
- Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
- Provide reasoned justifications for their views.

Maths

Mental and Oral Calculation

- Read numbers to 100 000 in numerals and words
- Write numbers to 100 000 in numerals and words
- Order and compare whole numbers up to 1 000 000
- Record using < or >
- Know what each digit represents in numbers to 100 0000
- Know by heart facts for all multiplication tables up to 12 x 12
- Add and subtract numbers mentally including decimals to one decimal place *with jottings*.
- Round whole numbers to the nearest 10, 100 or 1000-*link to number line*

Number and Place Value

- Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit
- Count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000
- Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero
- Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000

- Solve number problems and practical problems that involve all of the above
- Read Roman numerals to 1000 (M) and recognise years written in Roman numerals
- Round decimals with two decimal places to the nearest whole number and to one decimal place
- Read, write, order and compare numbers with up to three decimal places
- Solve problems involving number up to three decimal places

Calculation

- Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)
- Add and subtract numbers mentally with increasingly large numbers
- Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy
- Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why

Science

Earth and Space

- Describe the movement of the Earth, and other planets, relative to the Sun in the solar system
- Describe the Sun, Earth and Moon as approximately spherical bodies
- Describe the movement of the Moon relative to the Earth
- Explain day and night and the apparent movement of the Sun across the sky

Computing

Coding

Digital Literacy

- Can use technology purposefully to create and present digital content using an increasing range of devices and programs showing an awareness of audience and purpose

Programming

- Knows that programs are a sequence of algorithms and algorithms are a set of instructions

- Knows the instructions within an algorithm have to be correctly sequenced to achieve specific outcomes
- Can create algorithms using sequence and loops
- Knows that programmers refine algorithms to improve accuracy and efficiency
- Can debug by identifying errors in the programming language or syntax (e.g. missing bracket)

E-Safety

- Uses technology safely, responsibly and respectfully
- Knows the importance of keeping online identities private and the dangers of revealing personal details online.

Humanities

The Anglo-Saxons

Chronological Understanding

- Is beginning to develop historical perspective between two periods of history
- Uses historical terms appropriately when discussing and understanding concepts (e.g. local, regional, national and international)
- Can place historical events or changes on a timeline independently, remembering key facts from a period of history studied

Knowledge and understanding of events, people and changes in the past Britain's settlement by

Anglo-Saxons and Scots

- Can describe how a significant individual or movement/group of people has influenced the UK or wider world
- Can describe Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire
- Can describe the Anglo-Saxon invasions, settlements and kingdoms: place names and village life
- Uses a range of local history resources to explore Anglo-Saxon art and culture.
- Christian conversion - Canterbury, Iona and Lindisfarne. > Can link events from periods studied to changes or developments in contemporary society e.g., food or farming

Historical Interpretation and Enquiry Skills

- Can follow more independent lines of enquiry and make informed responses based on this

