



**Elm Class**  
Term 1 and 2



The information below gives an outline of what the children will be learning this term.  
PE lessons this term will be every Thursday and Friday.  
This term our value is Respect.

**Maths**

**Place Value**

- Representing & partitioning numbers to 1,000.
- Using a number line to 1,000
- Representing & partitioning numbers to 10,000.
- Using a number line to 10,000
- Finding 1, 10, 100 more or less of a given number.
- Estimating on a number line.
- Compare & order numbers to 10,000.
- Roman numerals
- Rounding to the nearest 10, 100 & 1000.

**Addition and subtraction**

- Add and subtract 1s, 10s, 100s and 1,000s
- Add two 4 digit numbers with and without exchanging.
- Subtract two 4 digit numbers with and without exchanging using the most efficient method.
- Estimating answers.
- Checking strategies

**Times Tables**

- Recall multiplication and division facts for 3, 4 and 8 multiplication tables.
- Introduce 6x tables.
- Increase times table speed and fluency.

## English

### Spelling

- Weekly spelling test of 8 words
- Daily spelling lesson between 10-15 minutes
- Homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.
- The prefix 'in-' can mean both 'not' and 'in'/'into.' In these spellings the prefix 'in-' means 'not.'
- Before a root word starting with l, the 'in-' prefix becomes 'il-'.
- Before a root word starting with r the prefix 'in-' becomes 'ir-'
- The prefix 'sub-' which means under or below.
- The prefix 'inter-' means between, amongst or during.

### Writing

#### **draft and write by:**

- composing and rehearsing sentences orally
- begin to organise paragraphs around a theme

#### **evaluate and edit by:**

- proof-read for spelling and punctuation errors

### Reading

#### **develop pleasure in reading, motivation to read, vocabulary and understanding by:**

- Enjoying whole class story sessions, listening to a range of genres being read aloud.
- Reading their book band level book accurately and at a speed that is sufficient to focus on understanding rather than decoding individual words.
- Reading a wider range of fiction, poetry, non-fiction and or textbooks when prompted.
- Retelling a range of fairy stories and traditional tales orally with whole class.
- Performing poetry as part of a group with appropriate intonation to make the meaning clear.

#### **understand both the books that they can already read accurately and fluently and those that they listen to by:**

- Participating in discussions on a text, to check understanding and ask for clarity.
- Asking questions to help them understand basic texts as a group, posing them to the class discussions.
- Discussing the main points of the text, recalling the main information and using the text to help them justify this.
- Making predictions by linking to similar texts or ideas we have looked at.
- Summarise the main parts of an extract to explain what happens to others.
- Retrieve information from non-fiction texts, using scanning and skimming to support them.
- Contributing ideas into a discussion about the text with some confidence and relevance to topic we are currently discussing.

## **Computing - Writing for different audiences**

### **I will be improving my knowledge by learning:**

- To use different font styles & to explore how this can affect the impact of a text.
- To use a simulated scenario to produce a news report.
- To use a simulated scenario to write for a community campaign.

## **History - Ancient Egypt**

### **I will be improving my knowledge by learning:**

- that Ancient Egypt was an early civilization
- about the achievements of the Ancient Egyptians and how they changed the world
- the key features of Ancient Egyptian society
- to compare and contrast Ancient Egypt society with today
- about the importance of the River Nile
- about hieroglyphics
- about religion and Ancient Egyptian gods.

## **Geography - Maps**

### **I will be improving my knowledge by learning:**

- to use maps, atlases and globes to locate countries;
- to name and use the 8 points of a compass;
- to use 4- and 6-figure grid references;
- to identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.

## Science - Electricity

**As a Scientist, I will be improving my scientific knowledge by:**

- Identifying common appliances that run on electricity
- Constructing a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers
- Recognising some common conductors and insulators, and associating metals with being good conductors.

**As a Scientist, I will be improving my scientific skills by:**

- Identifying whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery.
- Recognising that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.