Art	Formal Elements of Art (A)		Art Skills (A)	Every Picture (A)	Sculpture (A)	
Outcomes	Know the meaning of abstract, printing, flip pattern, symmetry, reflection. They will be able to discuss how they can make patterns in a variety of ways. Able to talk about the different effects and textures charcoal can make.		Know the meaning of optical illusion, sculpture, 3D artwork, tone, tint, exhibition, observational drawing. Able to discuss skills involved in carving sculptures and Paul Cezannes's artwork.	Know the meaning of: optical illusion, sculpture, 3D artwork, tone, tint, exhibition, observational drawing Able to discuss skills involved in carving sculptures and Paul Cezanne's artwork.	Know the meaning of sculpture, collage, musical instrument, recycled materials. Able to talk about famous artists that have created sculptures. Know that art-work can mean different things to different people.	
Objectives	**I can develop a range of mark making techniques** **I can create patterns using printing techniques** **I can create patterns using a stamp** **I can create patterns using reflection and symmetry** **I can create geometric patterns**		**I can use an artistic process to create an image** **I can apply my knowledge of tint to create a traditional style** **I can paint in the style of a famous artist** **I can create a sculpture** **I can arrange and draw a still life image from observation** **I can create an exhibit**	**I can analyse a famous painting** **I can find the meaning in a painting** **I can develop an understanding of art through role-play** **I can develop analytical skills to respond to a painting** **I can apply interpretation skills to analyse and respond to an abstract painting** **I can understand how artists use art to tell stories and evoke feelings**	**I can make and decorate a musical instrument** **I can make a junk model robot** **I can create a collage** **I can create a sculpture in the style of a famous artist**	
Vocab	Abstract, printing, flip pattern, symmetry, reflection		Optical illusion, sculpture, 3D artwork, tone, tint, exhibition, observational drawing	Interpret, meaning, narrative, pattern, shape, tone, Edward Hopper, Paula Rego	Sculpture, collage, musical instrument, recycled materials	
Artists			Luz Perez Ojeda, Thomas Minton, Paul Cezanne, Barbera Hepworth, Giorgio Morandi	Edward Hopper, Paula Rego	STOMP, Arcimboldo, Sokari Douglas Camp, El Anatsui	

Design Technology		**Adapting a Recipe (Food) Weekly lessons**	**Making a Slingshot Car (Mechanical Systems) Block lessons**			**Pavillions (Structures) Block lessons**
Summary		Children work in groups to adapt a simple biscuit recipe, to create the tastiest biscuit. While making they will also ensure that their creation comes within the given budget of overheads and costs of ingredients.	Children transform lollipop sticks, wheels, dowels and straws into a moving car. They will be using a glue gun to construct the materials, making the launch mechanism, designing and also making the body of the vehicle using nets and assembling these to the chassis.			Pupils explore pavilion structures, learning about what they are used for and investigating how to create strong and stable structures before also designing and creating their own pavilions, complete with cladding.
Outcome		Children adapted a recipe to create a new type of biscuit, identified a target market and created packaging. They can present their finished product to the class and an invited judging panel.	Children have designed, constructed, and tested a slingshot car.			Completed pavilion structures are photographed and put on display. Photographs of the final product can be shared in a gallery on the school website.
Objectives		I can evaluate a product. I can follow a recipe. I can make and test a prototype. I can design a product within a budget. I can design and construct suitable packaging. I can make a product that fits a design brief.	I can build a car chassis. I can build a car chassis. I can build a car body. I can make a model based on my design. I can make a model based on my design. I can test and evaluate my model.			I can explain what a pavilion is used for. I can make different frame structures. I can design a structure. I can build a frame structure. I can add cladding to a frame structure. I can evaluate my work.
Vocab		Adapt ● Budget ● Cooling rack ● Creaming ● Equipment ● Evaluation ● Flavour ● Ingredients ● Method ● Net ● Packaging ● Prototype ● Quantity ● Recipe ● Rubbing ● Sieving ● Target audience ● Unit of measurement ● Utilities	Aesthetic ● Air resistance ● Chassis ● Design ● Design criteria ● Function ● Graphics ● Kinetic energy ● Mechanism ● Net ● Structure			Aesthetic ● Cladding ● Design criteria ● Evaluation ● Frame structure ● Function ● Inspiration ● Pavilion ● Reinforce ● Stable ● Structure ● Target audience ● Target customer ● Texture ● Theme

Geography	**Rainforests**		**Food**			**Rivers**
Prior learning/links	Y2 Why is our world wonderful?		Y3 Are all settlements the same?		Science – Water Cycle	
Key Question/ Outcome	'Why are rainforests important to us?		Where does our food come from?		What are rivers and how are they used?	
Objectives	Where in the world are tropical rainforests? What is the Amazon rainforest like? Who lives in the rainforest? How are rainforests changing? How is local woodland used? (Data collection) How is local woodland used? (Findings)		How can I food choices impact the environment? What does it mean to trade responsibly? How do we get our chocolate? Where does our food come food? Are our school dinners locally sourced? Is it better to buy local or imported food?		What is the water cycle? How is a river formed? Where can we find rivers? How are rivers used? What can we find out about our local river? What features does our local river have?	
Core Vocab			Biomes, temperature, soil, sunlight, import, local, climate change, responsible trade, transport,		Water cycle, evaporation, condensation, precipitation, transpiration, percolation, ocean, cloud, river, groundwater, glacier,	

			food miles, qualitative, quantitative, questionnaire, sample size		upper/middle/lower course, erosion, deposition, source, tributary, valley, waterfall, meander, oxbow lake, mouth, floodplain, delta and estuary, Rivers Severn/ Thames/ Trent/ Wye/ Great Ouse, flooding, habitat, irrigation, leisure, pollution, renewable energy, supply	
Texts						
Experiences			Interview with canteen staff or SLT		Visit to a local river	
History		Children in History		Anglo Saxons		Vikings
Prior learning/Links						
Key Question/ Outcome		How have children's lives changed?		How hard was it to invade and settle in Britain?		Were the Vikings raiders, traders or settlers?
Objectives		What do sources tell us about how children's lives have changed? Why did Tudor children work and what was it like? What jobs did children have in Victorian England and what were they like? How did Lord Shaftesbury help change the lives of children? How and why have childrens leisure times changed? What were the diseases children caught and how were they treated?		Who were the Anglo Saxons and the Scots? How did the Anglo Saxons settle in B What does Suttonhoo tell us about Anglo Saxon life? How did Christianity arrive in Britain? Whay King Alfred really great? How did Anglo Saxon rule end?		Who were the Vikings and why did they come to Britain? What do we know about the Viking? How did the Vikings travel? Were the viking raiders or traders? What were the consequences of the Anglo Saxon and Viking struggle for Britain? What was Viking life in Britain like?
Vocab						
Experiences		Sudbury Hall Museum of Chldhood				
PSHE						
PSHE	Lesson 1: I can To develop an understanding of courtesy and manners in a range of situations. Lesson 2: I can begin to understand the physical and emotional boundaries in friendships. Lesson 3: I can understand that my behaviour can have an impact on others. Lesson 4: I can understand the impact of bullying and the responsibility of bystanders to help. Lesson 5: I can explore stereotypes in fictional characters and think about how these might influence us. Lesson 6: I can recognise that stereotypes can relate to a number of factors. Lesson 7: I can begin to understand that families are	Lesson 1: I can understand how we can look after our teeth. Lesson 2: I can understand what relaxation feels like and to know that relaxation techniques can be used anywhere. Lesson 3: I can develop a growth mindset and understand that mistakes are useful. Lesson 4: I can identify individual strengths and begin to see how they can affect others. Lesson 5: I can identify what is important to me and to take responsibility for my own happiness. Lesson 6: I can understand a range of emotions. Lesson 7: I can begin to understand what mental health is and who can help if I need it.	Lesson 1: I can understand that age restrictions are designed to protect us. Lesson 2: I can understand the benefits and risks of sharing material online. Lesson 3: I can understand how to help someone with asthma. Lesson 4: I can develop understanding of privacy and the difference between secrets and surprises. Lesson 5: I can understand that not all information on search engines is valuable. Lesson 6: I can recognise that change is part of growing up. Lesson 7: I can recognise the physical differences between children and adults Lesson 8: I can begin to understand the risks of smoking and the benefits of being a non-smoker.	Lesson 1: I can begin to understand the Human Rights convention. Lesson 2: I can understand how reusing items benefits the environment. Lesson 3: I can understand the role of groups in the wider community. Lesson 4: I can understand the contribution groups make to a community. Lesson 5: I can understand the value of diversity in a community. Lesson 6: I can develop an understanding of the role of local government.	Lesson 1: I can recognise factors influencing value for money. Lesson 2: I can understand the importance of monitoring money. Lesson 3: I can describe different ways of keeping money safe. Lesson 4: I can understand how different factors can influence career choices. Lesson 5: I can explain why people can have more than one career in their life. Lesson 6: I can identify and challenge stereotyping in the workplace.	Transition Day: I can create goals to achieve before entering Year 5.

	very varied, in this country and across the world. Lesson 8: I can explore how we can help following a bereavement.					
RE	**The Five Pillars (Islam)**	**Good Friday (Christianity - UC)**	**The Prophet (Islam)**	**Pentecost (Christianity - UC)**	**Being Jewish (Judaism)**	**The World Jesus Wanted (Christianity - UC)**
Prior Learning links						
Message	Understanding the significance of the five Pillars of Islam.	Jesus sacrificed himself to reconnect humans with God.	Qualities we can apply to our own lives.	How Christians believe the Holy Spirit guides them.	Jewish traditions.	
Key Question/ Outcome	Keeping 5 Pillars: what difference does it make?	Why do Christians call the day Jesus died 'Good Friday'?	Why does the Prophet matter to Muslims?	When Jesus left, what was the impact of Pentecost?	What is it like to be Jewish?	
Objectives	I can reflect on my beliefs, values and practices. I can describe how the Shahadah is used to welcome a new baby. I can understand the importance of Salat for Muslims. I can understand the importance of Zakat for Muslims. I can understand the importance of Sawm for Muslims I can understand the importance of Hajj for Muslims.	I can retell the story of Holy Week and Easter Sunday. I can explain how Christians celebrate. I can explore how Christians feel during Holy Week and Easter. I can explore a Biblical story. I can recognise the symbols of Easter. I can explain the importance of Good Friday.	I can describe the qualities of a good leader. I can respond to ideas in a story. I can identify stories and sayings of the Prophet. I can say why Muslims think the Prophet is worth following. I can discuss the Prophet's relevance in today's world (Visitor).	I can predict what happened after Jesus was resurrected. I can discuss the Holy Spirit and The Pentecost. I can complete a piece of artwork based on the Pentecost. I can explore the importance of the Holy Trinity. I can discuss and explain what I think the "Kingdom of God" is.	I can say where, how, and why Jewish people worship I can say why Jewish people treat the Torah scroll with great respect I can say why Shabbat is special for Jewish people I can say why Moses is important to Jewish people today and what do they learn from him I can say why Pesach is important for Jewish people	
Vocab	Shahadah, Salat / Salah, Sawm, Zakat, Hajj.	Palm Sunday, Maundy Thursday, Good Friday, Holy Saturday, Easter Sunday.	Leader, follower, Allah, Prophet Muhammad (PBUH), wisdom.	Pentecost, 'Kingdom of God', Holy Spirit, disciples, Lord's Prayer.	Synagogue, torah, covenant, Shabbat, Seder Plate, Pesach	
Science	**States of matter**	**Animals including humans**	**Sound**	**Electricity**		**Living things and their habitats**
Prior Learning	New Learning	Animals Y1, Y2, Y3	New Learning	New Learning		Animals Y1, Y2, Y3 Living Things Y2
Objectives	I can compare and group solids and liquids Needs updating on MTP	I can identify different parts of the digestive system I can explore how teeth are damaged and how to keep them healthy I can describe the basic parts of the digestive systems I can compare different animals teeth I can construct a food chain	I can identify how sounds are made I can recognise that vibration from sounds travel to the ear I can find patterns between the pitch of a sound and the object that created it I can match two sounds I can recognise how sound gets fainter as the distance from it increases I can record results in different ways	I can identify common appliances that run on electricity I can construct a simple electrical circuit I can construct a simple electrical circuit with various components I can explore conductors and insulators I can make a switch that opens and closes a circuit I can make a circuit with a purpose		I can group vertebrate and invertebrates I can sort vertebrate animals into groups I can sort invertebrtaes into groups I can classify living things according to their characteristics I can identify and group a variety of living things I can identify and group a variety of living things in the local environment
Investigations		That our teeth are part of our digestive system. Comparing different animals' teeth.	That sound is made by something vibrating. High pitch and low picth. Making and matching two sounds. How sound gets fainter as the distance from it increases.	Constructing a simple circuit. Making a switch that opens and closes a circuit. Exploring conductors and insulators. Constructing a circuit with a purpose.		Identify and classify living things in the local environment
Key Vocab		animal, human, digestive system, teeth, food chain, producer, predator, prey	Sound, pitch, high, low, vibrate, ear, fainter, louder	Electricity, circuit, components, switch, battery, mains electricity, conductor, insulator, safety		habitat, living things, vertebrate, invertebrate, characteristics, environment
Equipment		**Mirror, animal and human x-rays**	**test tubes**	**circuit equipment, batteries**		**pooters**
Experiences						Trip to the canal

English

Half Term	Unit Fiction Non-Fiction Poetry	Links to wider curriculum	Writing, Punctuation and Grammar objectives based on the *English Programme of Study for KS1 and KS2.*
Autumn 1 (8 weeks)			- Fronted adverbials *(e.g. Later that day, …)*
Autumn 2 (7 weeks)	Charlie and the Chocolate Factory (continued from Autumn 1)		

	Persuasive Writing: Holiday Brochure (approx. 22 lessons)	Geography (Y3) – Why do people live near Volcanoes?	- Commas after fronted adverbials - Adverbs, conjunctions and prepositions to express time and cause. - Apostrophes to show possession and plural possession *(the pupil's work vs the pupils' work)* - Inverted commas and other punctuation to show direct speech - Paragraphs to organise ideas - Pronouns or nouns to aid cohesion and avoid repetition - Expand noun phrases by adding adjectives or prepositional phrases *(The teacher → The strict teacher who was glaring across the room).* - Standard English for verb inflections *(e.g. I was / were, I did / I done).* - Simple organisation devices like headings and subheadings in non-narrative material. - Subordinating and coordinating conjunctions to write sentences with more than one clause. - Understand present perfect verb form in contrast to past tense e.g. He has gone out to play instead of He went out to play.
Spring 1 (6 weeks)	Poetry: The River (18 lessons) Science-Fiction: The Iron Man (approx. 20 lessons)	Geography (Summer 1) – What are rivers and how are they used?	
Spring 2 (7 weeks)	Science-Fiction: The Iron Man (continued from Spring 1) Diary: Secrets of a Sun King (approx. 24 lessons).	History (Year 3) – What did the ancient Egyptians believe?	
Summer 1 (4 weeks)	*Y4 may have lesson English lessons due to swimming. News Article: Ban on Social Media for Under 13s (approx. 16 lessons)	eSafety (Spring 1) – (Fact, opinion or belief	
Summer 2 (7 weeks)	*Y4 may have less English lessons due to swimming. Norse Myth: Arthur and the Golden Rope (approx. 18 lessons) *Remaining lessons used to prepare pupils for Year 5: revise grammar, punctuation, spelling and reading.	History (Summer 2) – Were the Vikings invaders, raiders or settlers?	

			- Additional objectives from earlier in the curriculum according to gaps.

Maths
Autumn 1

Week 2 09.09.24	Week 3 16.09.24	Week 4 23.09.24	Week 5 30.09.24	Week 6 07.10.24	Week 7 13.10.24	Week 8 20.10.24
Place value • I can count in multiples of 6, 7, 9, 25 and 1000 • I can find 1000 more or less than a given number • I can count backwards to negative numbers below zero • I know what each digit means in Thousands, Hundreds Tens and Ones • I can order and compare numbers above 1000 • I can make estimates of a range of things – how many small objects in a large jar, how long an object is, how heavy an object is etc • I can round a number to the nearest 10, 100 or 1000 • I can solve number and practical problems involving rounding, ordering, exploring negative numbers and with increasingly large positive numbers • I can read Roman numerals to 100 (I to C) and know that over time the numeral system changed to include the concept of zero and place value 1. I can represent numbers to 1000 2. I can partition numbers to 1000 3. I can find missing numbers on a number line (to 1000) 4. I can represent numbers to 10,000 5. I can partition numbers to 10,000 6. I can partition numbers to 10,000 in different ways 7. I can find 1, 10, 100 and 1000 more 8. I can find 1, 10, 100 and 1000 less than 9. I can find missing numbers on a number line (to 10,000) 10. I can compare numbers to 10,000 11. I can order numbers to 10,000 12. I can round to the nearest 10 13. I can round to the nearest 100 14. I can round to the nearest 1000 15. I can round numbers				Addition • I can add numbers with up to 4 digits using written methods • I can estimate an answer and check my answer using inverse operations • I can solve longer addition problems and explain all the steps I took and why I worked things out as I did 1. I can add 1's and 10's numbers 2. I can add 100's and 1000's numbers 3. I can add up to two 4-digit numbers with jottings (no exchange) 4. I can add up to two 4-digit numbers using column method (no exchange) 5. I can add up to two 4-digit numbers practically (1 exchange) 6. I can add up to two 4-digit numbers with jottings (1 exchange) 7. I can add up to two 4-digit numbers using column method (1 exchange) 8. I can add up to two 4-digit numbers using column method (more than 1 exchange) 9. I can solve problems involving addition		Area • I can find the area of a rectangular shape by counting the number of squares the shape takes up 1. I can understand the meaning of area 2. I can count squares to find the area of a shape 3. I can make shapes of a given area 4. I can compare areas

Count in 50's and 1000's. Recall 3, 4 and 8 times tables

Autumn 2

Week 1 04.11.24	Week 2 11.11.24	Week 3 18.11.24	Week 4 25.11.24	Week 5 02.12.24	Week 6 09.12.24	Week 7 16.12.24
Subtraction • I can subtract numbers with up to 4 digits using written methods • I can estimate an answer and check my answer using inverse operations • I can solve longer subtraction problems and explain all the steps I took and why I worked things out as I did 1. I can subtract 1's and 10's numbers 2. I can subtract 100's and 1000's numbers 3. I can subtract up to two 4-digit numbers with jottings (no exchange) 4. I can subtract up to two 4-digit numbers using column method (no exchange) 5. I can subtract up to two 4-digit numbers practically (1 exchange) 6. I can subtract up to two 4-digit numbers with jottings (1 exchange) 7. I can subtract up to two 4-digit numbers using column method (1 exchange) 8. I can subtract up to two 4-digit numbers using column method (more than 1 exchange) 9. I can choose an efficient method to subtract (subtracting from 000's, counting on)		Multiplication • I know all my times tables up to 12 • I know what the outcome is when I multiply a number by 1 or zero • I can multiply three numbers together • I know what fact pairs are, how to multiply numbers in any order and use my knowledge to work out questions in my head • I can multiply a 2-digit or 3-digit number by a 1-digit number using written methods • I can solve multiplication problems 1. I can multiply by 3 and 6 2. I can multiply by 9 3. I can find links in the 3, 6 and 9 times tables 4. I can multiply by 7 5. I can multiply by 11 6. I can multiply by 12 7. I can multiply by 1 and 0 8. I can multiply 3 numbers 9. I can multiply by 10 10. I can multiply by 100		Division / Assessment • I know what the outcome is when I divide a number by 1 • I know what fact pairs are and use my knowledge to work out questions in my head • I can solve division problems 1. I can divide by 3 and 6 2. I can divide by 9 3. I can divide by 7 4. I can divide by 11 5. I can divide by 12 6. I can divide by 1 or itself 7. I can divide by 10 8. I can divide by 100		

Count in 50's and 1000's. Recall 3, 4 and 8 times tables

Spring 1

Week 1 06.01.25	Week 2 13.01.25	Week 3 20.01.25	Week 4 27.01.25	Week 5 03.02.25	Week 6 10.02.25
Multiplication and division • I know all my times tables up to 12 • I know what the outcome is when I multiply a number by 1 or zero • I can multiply three numbers together • I know what fact pairs are, how to multiply numbers in any order and use my knowledge to work out questions in my head • I know what the outcome is when I divide a number by 1 • I can multiply and divide a 2-digit or 3-digit number by a 1-digit number using written methods • I can solve multiplication and division problems 1. I can use factor pairs 2. I can multiply a 2-digit number by a 1-digit number 3. I can multiply a 2-digit number by a 1-digit number 4. I can multiply a 3-digit number by a 1-digit number 5. I can multiply a 3-digit number by a 1-digit number 6. I can divide a 2-digit number by a 1-digit number 7. I can divide a 2-digit number by a 1-digit number 8. I can divide a 3-digit number by a 1-digit number 9. I can divide a 3-digit number by a 1-digit number 10. I can use efficient ways to multiply			Fractions • I can show in drawings why a number of fractions equal each other and are called equivalent fractions • I can count up and down in hundredths and know that a hundredth is made by dividing an object by one hundred and a tenth is made by dividing an object by ten • I can work out fractions of numbers • I can add and subtract fractions with the same denominator • I can solve measure and money problems involving fractions 1. I can understand the whole and parts of it 2. I can count past one in fractions 3. I can partition a mixed number 4. I can compare and order mixed numbers 5. I can convert mixed numbers to improper fractions 6. I can convert improper fractions to mixed numbers 7. I can find equivalent fractions 8. I can add fractions (same denominator) 9. I can add mixed numbers and fractions (same denominator) 10. I can subtract fractions (same denominator) 11. I can subtract from whole amounts 12. I can subtract from mixed numbers 13. I can solve problems involving fractions		

Count in 50's, 1000's and 25's. Recall 3, 4, 6 and 8, 7, 9 times tables. I can recall Roman numerals to 10

Spring 2

Week 1 24.02.25	Week 2 03.03.25	Week 3 10.03.25	Week 4 17.03.25	Week 5 24.03.25	Week 6 31.03.25	Week 7 07.04.25
Length and perimeter • I can convert one unit of measurement to another • I can measure and calculate the perimeter of a rectangle • I can estimate and compare measurements 1. I understand kilometres and metres 2. I can convert between kilometres and metres 3. I can find perimeter on a grid 4. I can find the perimeter of a rectangle 5. I can find the perimeter of a rectilinear shape 6. I can find missing lengths in rectilinear shapes 7. I can calculate perimeter 8. I can calculate perimeter of regular polygons 9. I can calculate perimeter of polygons		Time • I can read, write and convert time between analogue and digital clocks (12 and 24 hours) • I can convert hours to minutes, minutes to seconds, years to months and weeks to days 1. I know how many days, weeks and months are in a year 2. I understand hours, minutes and seconds 3. I can tell the time to one minute 4. I can tell the time to one minute 5. I can convert from analogue to digital times 6. I can convert from digital to analogue times 7. I can convert to the 24 hour clock 8. I can convert from the 24 hour clock		Decimals • I can tell you the decimal equivalents of any number of tenths or hundredths • I know what the decimal equivalents are for 1/4, 1/2 and 3/4 • I can divide a 1 or 2-digit number by 10 and 100 and I know what the tenths and hundredths mean after the decimal point • I can round decimals with one decimal place to the nearest whole number. • I can compare decimal numbers • I can solve measure and money problems involving decimals to 2 decimal places 1. I can understand tenths as fractions 2. I can understand tenths as decimals 3. I can understand the place value of tenths (PV chart) 4. I can understand the place value of tenths (number line) 5. I can divide a 1-digit number by 10 6. I can divide a 2-digit number by 10 7. I can understand hundredths as fractions 8. I can understand hundredths as decimals 9. I can understand the place value of hundredths (PV chart) 10. I can divide 1 and 2-digit numbers by 100		

Count in 50's, 1000's and 25's. Recall 3, 4, 6 and 8, 7, 9 times tables. I can recall Roman numerals to 10

Summer 1

Week 1 28.04.25	Week 2 05.05.25	Week 3 12.05.25	Week 4 19.05.25
Decimals • I can tell you the decimal equivalents of any number of tenths or hundredths • I know what the decimal equivalents are for 1/4, 1/2 and 3/4 • I can divide a 1 or 2-digit number by 10 and 100 and I know what the tenths and hundredths mean after the decimal point • I can round decimals with one decimal place to the nearest whole number. • I can compare decimal numbers • I can solve measure and money problems involving decimals to 2 decimal places 1. I can make a whole with tenths 2. I can make a whole with hundredths 3. I can partition decimals 4. I can partition decimals in different ways 5. I can compare decimals 6. I can order decimals 7. I can round to the nearest whole number 8. I understand halves and quarters as decimals		Shape • I can find acute and obtuse angles and order a set of given angles by size • I can find all the lines of symmetry in 2D shapes • If I have been given one half of a symmetrical shape I can complete the other half based on the position of the line of symmetry 1. I understand angles as turns 2. I can identify angles 3. I can compare and order angles 4. I can identify different types of triangles 5. I can identify different types of quadrilaterals 6. I can identify different types of polygons 7. I can identify lines of symmetry (any direction) 8. I can complete a symmetrical figure	

Count in 50's, 1000's and 25's. Recall all times tables. I can recall Roman numerals to 100

Summer 2

Week 1 02.06.25	Week 2 09.06.25	Week 3 16.06.25	Week 4 23.06.25	Week 5 30.06.25	Week 6 07.07.25	Week 7 14.07.25
Money • I can solve money problems involving decimals to 2 decimal places 1. I can convert between pounds and pence (using decimals and place value knowledge) 2. I can convert between pence and pounds 3. I can compare amounts of money 4. I can estimate with money 5. I can add money 6. I can subtract money 7. I can give change		Statistics / Assessment • I can take continuous and discrete data and create a bar chart or time graph • I can solve comparison, sum and difference problems using information in bar charts, pictograms and other graphs 1. I can read and interpret pictograms and bar charts 2. I can make bar charts 3. I can interpret line graphs 4. I can draw line graphs 5. I can compare data 6. I can find the sum or difference			Position and Direction • describe positions on a 2-D grid as coordinates in the first quadrant • describe movements between positions as translations of a given unit to the left/right and up/down • plot specified points and draw sides to complete a given polygon 1. I can describe position using co-ordinates 2. I can plot co-ordinates 3. I can draw 2D shapes on a grid 4. I can translate on a grid 5. I can describe translation on a grid	

Count in 50's, 1000's and 25's. Recall all times tables. I can recall Roman numerals to 100

Ongoing provision in last term, topic, teach, fluent in 5 and problem solving plenaries