

## Maths

recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100

add and subtract numbers using concrete objects, pictorial representations, and mentally, including: ♣ a two-digit number and ones ♣ a two-digit number and tens ♣ two two-digit numbers ♣ adding three one-digit numbers

recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers ♣ calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) signs ♣ show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot

♣ recognise, find, name and write fractions  $\frac{1}{3}$ ,  $\frac{1}{4}$ ,  $\frac{2}{4}$  and  $\frac{3}{4}$  of a length, shape, set of objects or quantity ♣ write simple fractions for example,  $\frac{1}{2}$  of 6 = 3 and recognise the equivalence of  $\frac{2}{4}$  and  $\frac{1}{2}$ . choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels ♣ compare and order lengths, mass, volume/capacity and record the results using G, q and = ♣ compare and sequence intervals of time ♣ tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times ♣ know the number of minutes in an hour and the number of hours in a day.

## Science

### Material Properties - Rocks

- Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.
- Describe in simple terms how fossils are formed when things that have lived are trapped within rock.
- Recognise that soils are made from rocks and organic matter.
- Rocks and soils can feel and look different.
- Rocks and soils can be different in different places/environments.

## English

**Class text** – The Stolen Spear by Saviour Pirotta, How to Wash a Woolly Mammoth, Stone Age Boy

**Writing** – Instructions and stories that are set in a historical setting/ adventure story.

**SPAG** – Direct speech, fronted adverbials, commonly misspelt words, suffix -ous.

**Handwriting** – Use the diagonal and horizontal strokes needed to join letters and understand which letters when next to one another are best left un-joined

**Inference and grammar** - To listen to and discuss a wide range of fiction poetry, plays, non-fiction and reference/text books. Reading a variety of books that are structured in different way and for a range of purposes. Inferring characters feelings and motives for their actions - justifying inferences with evidence.

Be able to use dictionaries to check the meanings of unfamiliar words.

## AUTUMN TERM 1

### Sticks and Stones



## Computing

- Online Safety and Networks
- Using technology safely  
Understand the internet is a large network of computers and that information can be shared between computers.

## History

### Changes in Britain from the Stone Age to the Iron Age.

This could include:

Late Neolithic hunter-gatherers and early farmers, for example, Skara Brae.

Bronze Age religion, technology and travel, for example, Stonehenge.

Iron Age hill forts: tribal kingdoms, farming, art and culture.

How tools changed through time

How buildings were constructed

How food was prepared (eg grinding corn with a pestle and mortar style quern stone)

How clothes were made (spinning with a spindle whorl and weaving before and after they started to use a loom)

How villages organised themselves

How people moved around the country and

How people defended themselves

## Art

- Drawing and printing of fossils

## PE

- Blackburn Rovers – Attacking and Defending

## Music

- WOPS- Violin

## PSCHE

- Being me in my world