

PSHE – Healthy Eating

- I know what a healthy diet is and understand the benefit of eating nutritional food

Thought box – Food

- I know what influences our food choices
- I know the different choices people make about when, where and with whom they eat
- I understand the 'story' of our food
- I know how food is wasted throughout the food system

Maths

- I know multiples of 10 and can use this to find related calculations
- I can make reasoned explanations about multiplications
- I know the link between multiplication and division
- I can multiply a 2 digit number by a 1 digit number with and without a remainder
- I can divide a 2 digit number by a 1 digit number with and without exchanging
- I understand how to use scaling
- I can measure in metres, centimetres and millimetres
- I can compare and find equivalent measurements.

PE – Dance

- Create dance patterns using different stimuli and be able to repeat, remember and perform them
- Begin to compare and adapt movements and dance patterns to create a bigger sequence.
- Perform with some awareness of rhythm and expression
- Begin to improvise with a partner to create a simple dance.

Fitness

- Recognise and describe the effects of exercise on the body.
- Know the importance of strength and flexibility for physical activity.
- Explain why it is important to warm up and cool down.
- Begin to choose equipment that is right for the activity.

Music

- I can listen and appraise different pieces of music
- I can create a simple rhythmical pattern using an increased number of notes
- I can recognise and explore the ways sounds can be combined and used

Computing

- I understand the different types of questions that can be asked
- I can use a branching database and create my own

DT

- I can prepare and cook a variety of dishes using a range of cooking techniques (chopping, peeling, grating slicing, mixing)
- I can prepare dishes and cook safely and hygienically
- I can understand that ingredients can be fresh, pre-cooked or processed.

Art

- I can follow a simple weaving pattern
- I can plan a pattern
- I can evaluate my work

From Farm to Fork

Big Questions

- Where does our food come from?
- What is farming?
- How can we improve the sustainability of farming and food transport?

Intent

- To understand that our food comes from all over the world.
- To understand the impact farming and food transport has on the world.
- To think about how we can eat and farm more sustainably.

Geography

- I can locate and name world countries using maps and atlases.
- I can give reasons why some features are as they are and ask, "What may this place be like in the future?"
- I can ask and answer geographical questions about the physical and human characteristics of a location.
- I can summarise the impact that people have on their environment and how they are trying to manage an environment.
- I can use a range of resources to identify the key physical and human features of a location.
- I can make connections and consider different perspectives about a place.
- I can apply my understanding of human and physical geographical aspects of place to help answer questions.
- I can apply my understanding of differences and similarities to solve problems.
- I can use my own views and experiences to understand other people's views and experiences of places using key vocabulary.

Reading – Key Text: Earth Shattering Events by Robin Jacobs

- I can read aloud and understand the meaning of new words
- I can use dictionaries to check the meaning of words
- I can discuss words and phrases that capture the reader's interest and imagination
- I can discuss my understanding and explain the meaning of words in context
- I can predict what might happen from details stated and implied
- I can identify main ideas and summarise these
- I can retrieve and record information

Key Text – THE BFG

Literacy

- I can discuss writing similar to mine to learn from its structure, vocabulary and grammar
- I can compose and rehearse sentences orally to improve my writing
- I can organise my work into paragraphs around a theme
- I can use fronted adverbials and use commas after a fronted adverbial
- I can use expanded noun phrases using adjectives, additional nouns and prepositional phrases
- I can extend sentences using a range of conjunctions
- I can use conjunctions, adverbs and prepositions to express time and cause
- I can use pronouns
- I can use simple organisational devices such as headings and subheadings
- I can use possessive apostrophes
- I can evaluate and edit by proof-reading for spelling and punctuation errors and propose changes to grammar and vocabulary

Science – The Power for Forces

- I can explore, identify and describe how different forces can make objects move.
- I can predict and investigate how different surfaces affect the way an object moves across them.
- I can investigate how different magnets affect each other.
- I can use magnets to investigate which materials are magnetic.

RE Christianity through an RE inspired workshop

- I know some of the miracles that Christians believe Jesus performed

Spanish

- I know how to greet people and say goodbye
- I know numbers to 10 in Spanish
- I can say how old I am and ask other people how old they are