

Meet the Teacher

Autumn 1 2025



Welcome

Introductions

Timetable & Routines

- Each morning: coat/bag, snack, bottle, lunch, HL folder, morning task
- Assembly
- Reading
- Maths
- Break
- Writing
- Lunch
- Session 1
- Session 2

Times tables
Spelling/handwriting
Collective worship

National Curriculum Year Group Expectations

Relationships Education and Health Education

Relationships Education

By the end of primary school:

Families and people who care for me

Pupils should know:

- ☐ that families are important for children growing up because they can give love, security and stability
- ☐ the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives
- ☐ that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care
- ☐ that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up
- ☐ that marriage¹² represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong
- ☐ how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed

Caring friendships

Pupils should know

- ☐ how important friendships are in making us feel happy and secure, and how people choose and make friends
- ☐ the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties
- ☐ that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded
- ☐ that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right
- ☐ how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

Respectful relationships

Pupils should know

- ☐ the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs
- ☐ practical steps they can take in a range of different contexts to improve or support respectful relationships
- ☐ the conventions of courtesy and manners
- ☐ the importance of self-respect and how this links to their own happiness
- ☐ that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority
- ☐ about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help
- ☐ what a stereotype is, and how stereotypes can be unfair, negative or destructive
- ☐ the importance of permission-seeking and giving in relationships with friends, peers and adults

Online relationships

Pupils should know

- ☐ that people sometimes behave differently online, including by pretending to be someone they are not
- ☐ that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous
- ☐ the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them
- ☐ how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met
- ☐ how information and data is shared and used online

Being safe

Pupils should know

- ☐ what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
- ☐ about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe
- ☐ that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact
- ☐ how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know

Being safe (continued)

- ☐ how to recognise and report feelings of being unsafe or feeling bad about any adult
- ☐ how to ask for advice or help for themselves or others, and to keep trying until they are heard
- ☐ how to report concerns or abuse, and the vocabulary and confidence needed to do so
- ☐ where to get advice e.g. family, school and/or other sources

Physical Health and Mental Wellbeing

By the end of primary school:

Mental wellbeing

Pupils should know:

- ☐ that mental wellbeing is a normal part of daily life, in the same way as physical health
- ☐ that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations
- ☐ how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings
- ☐ how to judge whether what they are feeling and how they are behaving is appropriate and proportionate
- ☐ the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness
- ☐ simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests
- ☐ isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support
- ☐ that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing
- ☐ where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)
- ☐ it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough

Internet safety and harms

Pupils should know:

- ☐ that for most people the internet is an integral part of life and has many benefits

- ☐ about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing
- ☐ how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private
- ☐ why social media, some computer games and online gaming, for example, are age restricted
- ☐ that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health
- ☐ how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted
- ☐ where and how to report concerns and get support with issues online

Physical health and fitness

Pupils should know:

- ☐ the characteristics and mental and physical benefits of an active lifestyle
- ☐ the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise
- ☐ the risks associated with an inactive lifestyle (including obesity)
- ☐ how and when to seek support including which adults to speak to in school if they are worried about their health

Healthy eating

Pupils should know:

- ☐ what constitutes a healthy diet (including understanding calories and other nutritional content)
- ☐ the principles of planning and preparing a range of healthy meals
- ☐ the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)

Drugs, alcohol and tobacco

Pupils should know:

- ☐ the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking

Health and prevention

Pupils should know:

- ☐ how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body

Health and prevention (continued)

- ☐ about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer
- ☐ the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn
- ☐ about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist
- ☐ about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing
- ☐ the facts and science relating to allergies, immunisation and vaccination

Basic first aid

Pupils should know:

- ☐ how to make a clear and efficient call to emergency services if necessary
- ☐ concepts of basic first-aid, for example dealing with common injuries, including head injuries

Changing adolescent body

Pupils should know:

- ☐ key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes
- ☐ about menstrual wellbeing including the key facts about the menstrual cycle

Music

Key stage 2

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:

- ☐ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- ☐ improvise and compose music for a range of purposes using the inter-related dimensions of music
- ☐ listen with attention to detail and recall sounds with increasing aural memory
- ☐ use and understand staff and other musical notations
- ☐ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- ☐ develop an understanding of the history of music

Geography

Key Stage 2

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Pupils should be taught to:

Locational knowledge

- ☐ locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- ☐ name and locate countries and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- ☐ identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

Place knowledge

- ☐ understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America

Human and physical geography

Pupils should be taught to:

- ☐ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- ☐ human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Geographical skills and fieldwork

- ☐ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- ☐ use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- ☐ use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies

Computing

Key stage 2

Pupils should be taught to:

- ☐ design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- ☐ use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- ☐ use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
- ☐ understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration
- ☐ use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- ☐ select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
- ☐ use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact

Design and Technology

Key stage 2

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment].

When designing and making, pupils should be taught to:

Design

- ☐ use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
- ☐ generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

Make

- ☐ select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
- ☐ select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

Evaluate

- ☐ investigate and analyse a range of existing products
- ☐ evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- ☐ understand how key events and individuals in design and technology have helped shape the world

Technical knowledge

- ☐ apply their understanding of how to strengthen, stiffen and reinforce more complex structures
- ☐ understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]
- ☐ understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]
- ☐ apply their understanding of computing to program, monitor and control their products

Cooking and nutrition

As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.

Pupils should be taught to:

- ☐ understand and apply the principles of a healthy and varied diet
- ☐ prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
- ☐ understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed

Languages

Key stage 2: Foreign language

Teaching may be of any modern or ancient foreign language and should focus on enabling pupils to make substantial progress in one language. The teaching should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at key stage 3. It should enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary.

The focus of study in modern languages will be on practical communication. If an ancient language is chosen the focus will be to provide a linguistic foundation for reading comprehension and an appreciation of classical civilisation. Pupils studying ancient languages may take part in simple oral exchanges, while discussion of what they read will be conducted in English. A linguistic foundation in ancient languages may support the study of modern languages at key stage 3.

Pupils should be taught to:

- ☐ listen attentively to spoken language and show understanding by joining in and responding
- ☐ explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- ☐ engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*
- ☐ speak in sentences, using familiar vocabulary, phrases and basic language structures
- ☐ develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*
- ☐ present ideas and information orally to a range of audiences*
- ☐ read carefully and show understanding of words, phrases and simple writing
- ☐ appreciate stories, songs, poems and rhymes in the language
- ☐ broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- ☐ write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- ☐ describe people, places, things and actions orally* and in writing

- ☐ understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English

The starred (*) content above will not be applicable to ancient languages.

History

Key stage 2

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Pupils should be taught about:

- ☐ changes in Britain from the Stone Age to the Iron Age
- ☐ the Roman Empire and its impact on Britain
- ☐ Britain's settlement by Anglo-Saxons and Scots
- ☐ the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- ☐ a local history study
- ☐ a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- ☐ the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer, The Indus Valley, Ancient Egypt, The Shang Dynasty of Ancient China
- ☐ Ancient Greece – a study of Greek life and achievements and their influence on the western world
- ☐ a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300

Physical Education

Key stage 2

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- ☐ use running, jumping, throwing and catching in isolation and in combination
- ☐ play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- ☐ develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- ☐ perform dances using a range of movement patterns
- ☐ take part in outdoor and adventurous activity challenges both individually and within a team
- ☐ compare their performances with previous ones and demonstrate improvement to achieve their personal best

Swimming and water safety

All schools must provide swimming instruction either in key stage 1 or key stage 2.

In particular, pupils should be taught to:

- ☐ swim competently, confidently and proficiently over a distance of at least 25 metres
- ☐ use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- ☐ perform safe self-rescue in different water-based situations

Art and Design

Key stage 2

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

- ☐ to create sketch books to record their observations and use them to review and revisit ideas
- ☐ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- ☐ about great artists, architects and designers in history

English

Spoken language

Pupils should be taught to:

- ☐ listen and respond appropriately to adults and their peers
- ☐ ask relevant questions to extend their understanding and knowledge
- ☐ use relevant strategies to build their vocabulary
- ☐ articulate and justify answers, arguments and opinions
- ☐ give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- ☐ maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- ☐ use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- ☐ speak audibly and fluently with an increasing command of Standard English
- ☐ participate in discussions, presentations, performances, role play, improvisations and debates
- ☐ gain, maintain and monitor the interest of the listener(s)
- ☐ consider and evaluate different viewpoints, attending to and building on the contributions of others
- ☐ select and use appropriate registers for effective communication

Reading – word reading

Pupils should be taught to:

- ☐ apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in [English Appendix 1](#), both to read aloud and to understand the meaning of new words that they meet
- ☐ read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word

Reading – comprehension

Pupils should be taught to:

- ☐ develop positive attitudes to reading and understanding of what they read by:
 - ☐ listening to and discussing a 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
 - ☐ using dictionaries to check the meaning of words that they have read

- ☐ increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- ☐ identifying themes and conventions in a wide range of books
- ☐ preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- ☐ discussing words and phrases that capture the reader's interest and imagination
- ☐ recognising some different forms of poetry [for example, free verse, narrative poetry]
- ☐ understand what they read, in books they can read independently, by:
 - ☐ checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
 - ☐ asking questions to improve their understanding of a text
 - ☐ drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
 - ☐ predicting what might happen from details stated and implied
 - ☐ identifying main ideas drawn from more than one paragraph and summarising these
 - ☐ identifying how language, structure, and presentation contribute to meaning
- ☐ retrieve and record information from non-fiction
- ☐ participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say

Writing – transcription

Spelling (see [English Appendix 1](#))

Pupils should be taught to:

- ☐ use further prefixes and suffixes and understand how to add them ([English Appendix 1](#))
- ☐ spell further homophones
- ☐ spell words that are often misspelt ([English Appendix 1](#))
- ☐ place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
- ☐ use the first two or three letters of a word to check its spelling in a dictionary
- ☐ write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far

Handwriting

Pupils should be taught to:

- ☐ use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- ☐ increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]

Writing - composition

Pupils should be taught to:

- ☐ plan their writing by:
 - ☐ discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
 - ☐ discussing and recording ideas
- ☐ draft and write by:
 - ☐ composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures ([English Appendix 2](#))
 - ☐ organising paragraphs around a theme
 - ☐ in narratives, creating settings, characters and plot
 - ☐ in non-narrative material, using simple organisational devices [for example, headings and sub-headings]
- ☐ evaluate and edit by:
 - ☐ assessing the effectiveness of their own and others' writing and suggesting improvements
 - ☐ proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- ☐ proof-read for spelling and punctuation errors
- ☐ read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Writing – vocabulary, grammar and punctuation

Pupils should be taught to:

- ☐ develop their understanding of the concepts set out in [English Appendix 2](#) by:
 - ☐ extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
 - ☐ using the present perfect form of verbs in contrast to the past tense
 - ☐ 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
- ☐ learning the grammar for years 3 and 4 in [English Appendix 2](#)
- ☐ indicate grammatical and other features by:
 - ☐ using commas after fronted adverbials
 - ☐ indicating possession by using the possessive apostrophe with plural nouns
 - ☐ using and punctuating direct speech
- ☐ use and understand the grammatical terminology in [English Appendix 2](#) accurately and appropriately when discussing their writing and reading



Mathematics

Number – number and place value

Pupils should be taught to:

- ☐ count in multiples of 6, 7, 9, 25 and 1000
- ☐ find 1000 more or less than a given number
- ☐ count backwards through zero to include negative numbers
- ☐ recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)
- ☐ order and compare numbers beyond 1000
- ☐ identify, represent and estimate numbers using different representations
- ☐ round any number to the nearest 10, 100 or 1000
- ☐ solve number and practical problems that involve all of the above and with increasingly large positive numbers
- ☐ 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

Number – addition and subtraction

Pupils should be taught to:

- ☐ add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate
- ☐ estimate and use inverse operations to check answers to a calculation
- ☐ solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why

Number – multiplication and division

Pupils should be taught to:

- ☐ recall multiplication and division facts for multiplication tables up to 12×12
- ☐ use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers
- ☐ recognise and use factor pairs and commutativity in mental calculations
- ☐ multiply two-digit and three-digit numbers by a one-digit number using formal written layout
- ☐ solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects

Number – fractions (including decimals)

Pupils should be taught to:

- ☐ recognise and show, using diagrams, families of common equivalent fractions
- ☐ count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.
- ☐ solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number
- ☐ add and subtract fractions with the same denominator
- ☐ recognise and write decimal equivalents of any number of tenths or hundredths
- ☐ recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$
- ☐ find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths
- ☐ round decimals with one decimal place to the nearest whole number
- ☐ compare numbers with the same number of decimal places up to two decimal places
- ☐ solve simple measure and money problems involving fractions and decimals to two decimal places

Measurement

Pupils should be taught to:

- ☐ Convert between different units of measure [for example, kilometre to metre; hour to minute]
- ☐ measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres
- ☐ find the area of rectilinear shapes by counting squares
- ☐ estimate, compare and calculate different measures, including money in pounds and pence
- ☐ read, write and convert time between analogue and digital 12- and 24-hour clocks
- ☐ solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days

Geometry – properties of shapes

Pupils should be taught to:

- ☐ compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes
- ☐ identify acute and obtuse angles and compare and order angles up to two right angles by size
- ☐ identify lines of symmetry in 2-D shapes presented in different orientations

Geometry - properties of shapes (continued)

- ☐ complete a simple symmetric figure with respect to a specific line of symmetry

Geometry – position and direction

Pupils should be taught to:

- ☐ 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

Statistics

Pupils should be taught to:

- ☐ interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs
- ☐ solve simple measure, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs

Science

Working scientifically

During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

- ☐ asking relevant questions and using different types of scientific enquiries to answer them
- ☐ setting up simple practical enquiries, comparative and fair tests
- ☐ making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
- ☐ gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
- ☐ recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- ☐ reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- ☐ using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
- ☐ identifying differences, similarities or changes related to simple scientific ideas and processes
- ☐ using straightforward scientific evidence to answer questions or to support their findings

Living things and their habitats

Pupils should be taught to:

- ☐ recognise that living things can be grouped in a variety of ways
- ☐ explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment
- ☐ recognise that environments can change and that this can sometimes pose dangers to living things

Animals, including humans

Pupils should be taught to:

- ☐ describe the simple functions of the basic parts of the digestive system in humans
- ☐ identify the different types of teeth in humans and their simple functions
- ☐ construct and interpret a variety of food chains, identifying producers, predators and prey

States of Matter

Pupils should be taught to:

- ☐ compare and group materials together, according to whether they are solids, liquids or gases
- ☐ observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius ($^{\circ}\text{C}$)
- ☐ identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature

Sound

Pupils should be taught to:

- ☐ identify how sounds are made, associating some of them with something vibrating
- ☐ recognise that vibrations from sounds travel through a medium to the ear
- ☐ find patterns between the pitch of a sound and features of the object that produced it
- ☐ find patterns between the volume of a sound and the strength of the vibrations that produced it
- ☐ recognise that sounds get fainter as the distance from the sound source increases

Electricity

Pupils should be taught to:

- ☐ identify common appliances that run on electricity
- ☐ construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers
- ☐ identify 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
- ☐ recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit
- ☐ recognise some common conductors and insulators, and associate metals with being good conductors

Significant year group events

- Swimming!
- Termly internal assessments:
 - Arithmetic
 - Reasoning
 - Writing
 - SPAG
 - Reading
 - Reading comprehension
- MTC – Multiplication Tables Check (Summer Term 2)
- Trips in Spring and Summer Terms

Autumn Term Learning

Maths

Autumn

Number

Place value
FREE TRIAL

Free trial

VIEW

Number

Addition and subtraction

VIEW

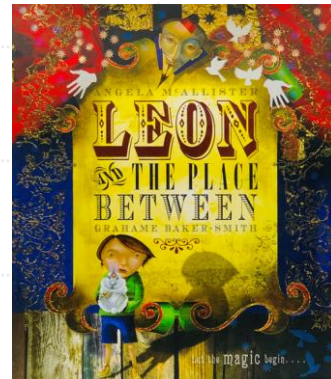
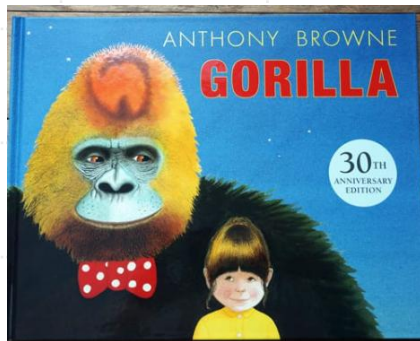
Measurement
Area

VIEW

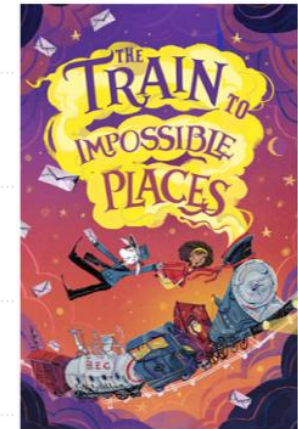
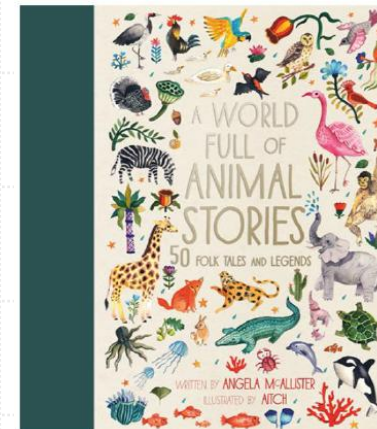
Number

Multiplication and division A

VIEW



Writing



Reading

Autumn Term Learning

- **Invasion** – Life in Britain after the Roman withdrawal – Anglo-Saxon and Viking invasions up to the Norman conquest.
- **Food and the Digestive System** – Children explore the main parts of the human digestive system, starting with the mouth and teeth, identifying teeth types and their functions. They link this learning to animals' diets and construct food chains to show the flow of energy.
- **Warm and Cool Colours** – This project teaches children about colour theory by studying the colour wheel and colour mixing. It includes an exploration of warm and cool colours, Aboriginal art and how artists use colour in their artwork.
- **Fresh Food, Good Food** – This project teaches children about food decay and preservation. They discover key inventions in food preservation and packaging, then make examples. The children prepare, package and evaluate a healthy snack.
- **Interconnected World** – This essential skills and knowledge project teaches children about compass points and four and six-figure grid references, the tropics and the countries, climates and culture of North and South America. Children identify physical features in the United Kingdom and learn about the National Rail and canal networks. They conduct an enquiry to prove a hypothesis, gathering data from maps and surveys before drawing conclusions.
- **Sound** – This project teaches children about sound, how sound is made and how sound travels as vibrations through a medium to the ear. They learn about pitch and volume and find out how both can be changed.
- **Warp and Weft** – This project teaches children about the artform of weaving and how it has developed over time, including the materials and techniques required to create woven patterns and products.

Spring Term Learning

Maths

Spring

Number

Multiplication and division B

[VIEW](#)

Measurement

Length and
perimeter

[VIEW](#)

Number

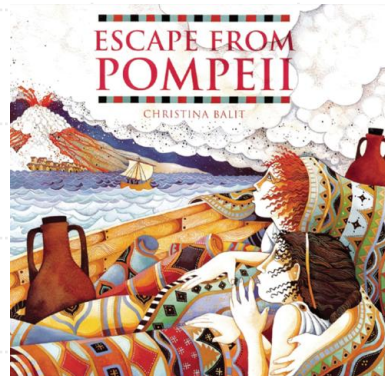
Fractions

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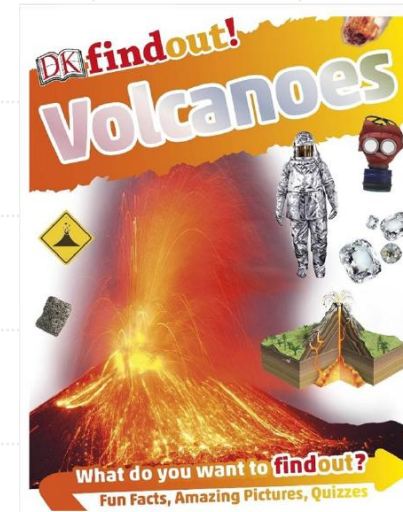
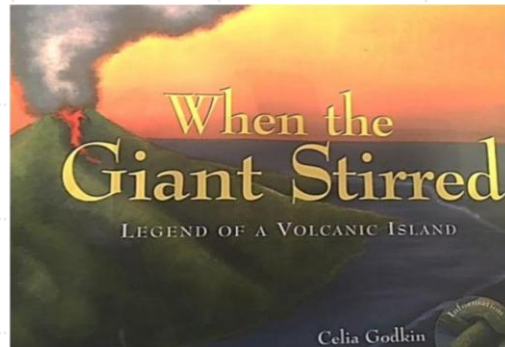
Number

Decimals A

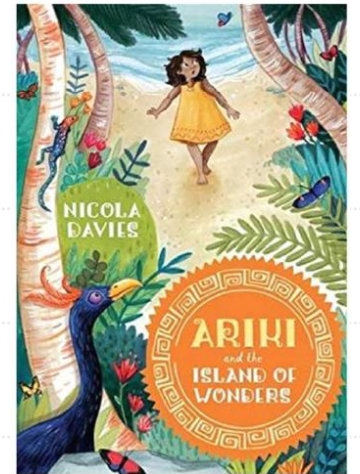
[VIEW](#)



Writing



Reading



Spring Term Learning

- **Misty Mountain, Winding River** - This project teaches children about the characteristics and features of rivers and mountain ranges around the world, including a detailed exploration of the ecosystems and processes that shape them and the land around them.
- **Vista** - This project teaches children about the techniques that artists use when composing landscape images, such as colour and atmosphere.
- **Functional and Fancy Fabrics** - This project teaches children about home furnishings and the significant designer William Morris. They learn techniques for decorating fabric, including block printing, hemming and embroidery and use them to design and make a fabric sample.
- **States of Matter** - This project teaches children about solids, liquids and gases and their characteristic properties. They observe how materials change state as they are heated and cooled, and learn key terminology associated with these processes.
- **Grouping and Classifying** - This project teaches children about grouping living things, known as classification. They study the animal and plant kingdoms and use and create classification keys to identify living things.
- **Animal** - This project teaches children about the historical and cultural portrayal of animals in art. They study the visual qualities of animals through sketching, printmaking and clay modelling.

Summer Term Learning

Maths

Summer

Number

Decimals B

[VIEW](#)

Measurement

Money

[VIEW](#)

Measurement

Time

[VIEW](#)

Consolidation

Geometry

Shape

[VIEW](#)

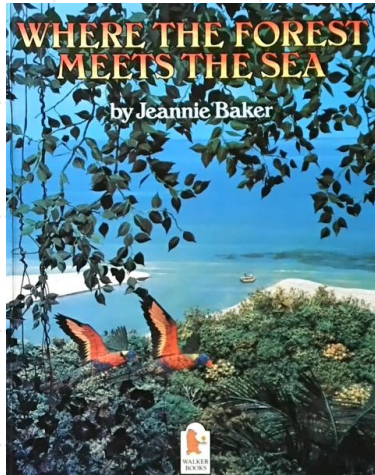
Statistics

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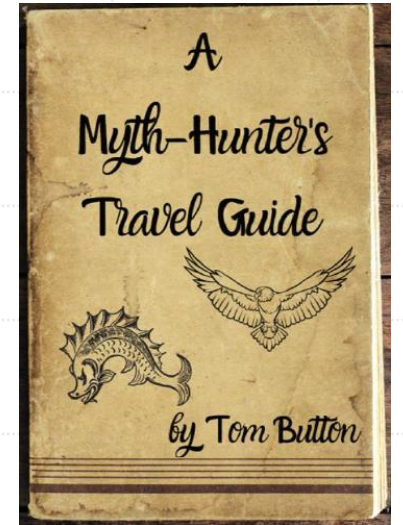
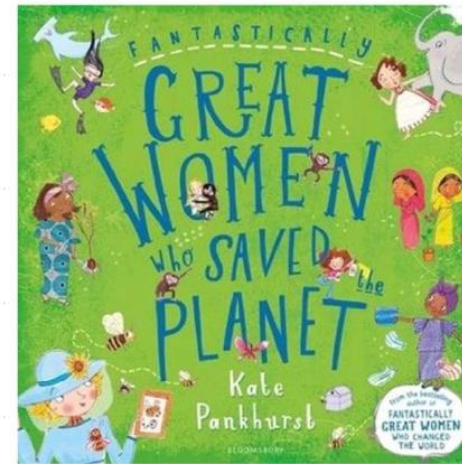
Geometry

Position and
direction

[VIEW](#)



Writing



Reading

Summer Term Learning

- **Ancient Civilisations** - This project teaches children about the history of three of the world's first ancient civilisations: ancient Sumer, ancient Egypt and the Indus Valley civilisation. Children will learn about the rise, life, achievements and eventual end of each civilisation.
- **Electrical Circuits and Conductors** - This project teaches children about electrical appliances and safety. They construct simple series circuits and name their parts and functions, including switches, wires and cells. They investigate electrical conductors and insulators and identify common features of conductors. It also teaches children about programmable devices. They combine their learning to design and make a nightlight.
- **Statues, Statuettes and Figurines** - This project teaches children about the 3-D representation of the human form, including statues, statuettes and figurines. They study examples from ancient civilisations, and use their clay skills to create a Sumer-style figurine.
- **Tomb Builders** - This project teaches children about simple machines, including wheels, axles, inclined planes, pulleys and levers, exploring how they helped ancient builders to lift and move heavy loads.
- **Islamic Art** - This project teaches children about the features of Islamic art. They make geometric patterns and motifs on paper, with fabric and in clay. They use their learning to create a high relief clay tile, decorated with geometric patterns.

Home Learning

Weekly spelling words

After Autumn half term – weekly practice on TTRS (or other directed times tables practice)