

## NUMERACY Term 1 (An overview of Learning Objectives)

### **Place value, ordering and rounding to include:**

- Rounding a whole number to its nearest 10, 100 or 1000 and using the vocabulary of approximation.
- Rounding a 1 or 2 place decimal number to its nearest whole number.
- Rounding a 2 place decimal number to its nearest tenth.
- Dividing whole numbers by 10 and 100 to 1 and 2 place decimals and solving problems involving division by 10 and 100.

### **Understanding x and ÷ to include:**

- Recalling multiplication and division facts up to  $10 \times 10$ .
- Rehearsing multiplying by zero.
- Recalling doubles of numbers to 100.
- Rehearsing by multiplying by multiples of 10.
- Understanding and using the relationship between multiplication and division.

### **Mental Calculation Strategies to include:**

- Recognising halving as the inverse of doubling and recalling halves of known doubles.
- Deriving quickly doubles of multiples of 10 to 100, of 100 to 10,000 and decimals.
- Multiplying by near multiples of 10 and 100 by rounding and subtracting.
- To multiply by 50 (or 25) by multiplying by 100 and halving (and halving again).
- Recalling mentally addition pairs to 1, 10, 100 and 1000 and adding three or more numbers.
- Recognising what must be added to a decimal to make the next whole number.
- Rehearsing adding and subtracting near whole numbers.
- Carrying out mental subtractions by counting on to the larger number; by taking the smaller number from the larger one; by rounding to the nearest multiple of 10 or 100 and adjusting.
- Using known number facts and place value to multiply and divide.

### **Making Decisions and Checking Results to include:**

- Choosing and using appropriate number operations to solve problems.
- Checking these answers with an equivalent calculation.
- Checking these answers using a calculator.
- Recognising that there are several mental subtraction strategies.

### **Money and 'real life' problems to include:**

- Solving 'real life' problems involving doubling, halving, multiplying and using money.
- Identifying and using appropriate operations to solve word problems involving numbers and quantities based on 'real life' money situations.

### **Fractions, decimals and percentages to include:**

- Finding fractions of numbers or quantities and recognising equivalent fractions.
- Reducing a fraction to its simplest form by cancelling common factors.
- Ordering fractions by positioning them on a number line and converting them to a common denominator.
- Comparing 2 fractions and finding a mid point between them.

### **Handling data to include:**

- Grouping discrete data in equal intervals.
- Constructing a group frequency table.
- Drawing and interpreting a bar graphed based on group data.
- Understanding that a pie chart can be used to represent data and being able to interpret the pie chart.

### **Measures, including problems about measures to include:**

- Rehearsing the relationship between metric units of length and between imperial and metric units of length.
- Recognising imperial units of length and the relationship between them.
- Introducing imperial measures of weight.
- Using scales to show the relationship between metric units of weight and between metric and imperial units of weight.
- Introducing imperial measures of capacity.
- Using scales to show the relationship between metric units of capacity and between metric and imperial units of capacity.

### **Pencil and paper procedures (+ and -) to include:**

- Using informal pencil and paper methods to support, record or explain additions and subtractions

**Shape and space to include:**

- Estimating and measuring angles using a protractor. (acute and obtuse)
- Drawing angles accurately using a protractor.
- Measuring and calculating angles at a point.

**Reasoning about shapes to include:**

- Explaining methods and reasoning orally.
- Exploring the angle sum of a triangle.
- Calculating one angle of a triangle given the other two.

**Properties of numbers to include:**

- Rehearsing recognition of the multiples of numbers to 10 up to the tenth multiple.
- Finding common multiples and smallest common multiples of two or three numbers.
- Rehearsing tests for divisibility by 2, 3, 4, 5, 6, 9, and 10.
- Knowing and applying tests for divisibility by 8 and 25.

**Reasoning about numbers to include:**

- Explaining methods and reasoning both orally and in writing.
- Making and investigating a general statement about familiar numbers by finding examples that satisfy it.

**LITERACY Term 1 (An overview of Learning Objectives)**

This term we will be learning:

- ✓ To use known spellings as a basis for spelling other words with similar patterns or related meanings
- ✓ To investigate connecting words and phrases
- ✓ To use ICT to plan, revise, edit writing
- ✓ To comment critically on the language, style, success of examples of non-fiction such as periodicals, reviews, reports, leaflets and to develop a journalistic style through considering: balanced and ethical reporting; what is of public interest in events; the interest of the reader; selection and presentation of information
- ✓ To secure understanding of the features of non-chronological reports: introductions to orientate reader; use of generalisations to categorise; language to describe and differentiate; impersonal language; mostly present tense
- ✓ To write non-chronological reports linked to other subjects
- ✓ To distinguish between biography and autobiography and to develop the skills of biographical and autobiographical writing in role, adopting distinctive voices, e.g. of historical characters
- ✓ To compare and evaluate a novel or play in print and the film/TV version
- ✓ To be familiar with the work of some established authors, to know what is special about their work, and to explain their preferences in terms of authors, styles and themes
- ✓ To plan quickly and effectively the plot, characters and structure of their own narrative writing and prepare a short section of story as a script, e.g. using stage directions, location/setting
- ✓ To secure knowledge and understanding of more sophisticated punctuation marks: colon; semi-colon; parenthetical commas, dashes, brackets
- ✓ To take account of viewpoint in a novel through and to manipulate narrative perspective by writing a story with two different narrators
- ✓ To write own poems experimenting with active verbs and personification; produce revised poems for reading aloud individually
- ✓ To be familiar with the work of some established authors, to know what is special about their work, and to explain their preferences in terms of authors, styles and themes
- ✓ To summarise a passage, chapter or text in a specified number of words

**KEY TEXTS/AUTHORS/POETS**

Select from: Mrs. Frisby and the Rats of Nimh by Robert O'Brien

Or Bridge to Terabithia by Katherine Paterson