

<b>Reading</b>	<p>1 - I can talk about why an information text is/is not successful or useful</p> <p>2 - I can talk about the features and purposes of different text types</p> <p>3 - I can talk about the effectiveness of words, phrases and layout features which have been used and suggest improvements.</p>
<b>Writing</b>	<p>1 - Use the diagonal and horizontal strokes that are needed to join letters and understand which letter, when adjacent to one another, are best left un-joined.</p> <p>2 - Increase the legibility, consistency and quality of their handwriting (e.g. down-strokes parallel and equidistant)</p> <p>3 - Choose which shape of a letter to use when given choices and deciding whether or not to join specific letters.</p>
<b>Maths</b>	<p>1 - Using arrays and concrete objects begin to use their knowledge of non unit fractions to divide quantities involving whole numbers to solve problems. I.e how can you find <math>\frac{2}{5}</math> of £40? How can you find <math>\frac{3}{10}</math> of a meter ruler? Add and subtract fractions with the same denominator, that will make numbers less than, equal to or greater than 1 i.e add <math>\frac{3}{8}</math> to <math>\frac{7}{8} = \frac{10}{8}</math>.</p> <p>2 - To use their knowledge of non unit fractions to divide quantities involving whole numbers to solve problems. I.e how can you find <math>\frac{2}{6}</math> of £42? How can you find <math>\frac{3}{5}</math> of a meter ruler? Add and subtract fractions with the same denominator, that will make numbers less than, equal to or greater than 1 i.e add <math>\frac{3}{8}</math> to <math>\frac{7}{8} = \frac{10}{8}</math>. Subtract <math>\frac{3}{8}</math> from <math>\frac{7}{8}</math>.</p> <p>3 - Use and apply their knowledge of fractions to solve simple real life problems including measure and money problems involving fractions with the same denominator.</p>