

### Writing

In our narrative writing we will be exploring the text *Iron Man* by Ted Hughes. We will explore the setting of the text and write a setting description as well as our own robot story adventure.

In our Non-fiction writing we will write a newspaper report about the spae-bat-angel-dragon landing in Australia. We will also write an explanation text on how the Iron Man works.

Our poetry focus will be *The City of My Birth* by Karl Nova.

### Reading

Our reading will focus upon *Iron Man* by Ted Hughes.

We will use the **VIPERS** approach to teach the skills of reading. These are:

**V** – Vocabulary (Find and explain the meaning of words in context.)

**I** – Infer (Make and justify inferences using evidence from the text.)

**P** – Predict (Predict what might happen from details given or implied.)

**E** – Explain (Explain themes and patterns, and how content is related.)

**R** – Retrieve (Retrieve and record information and key details from the text.)

**S** – Summarise (Summarise main ideas from more than one paragraph.)

Other non-fiction texts will be used to ensure the children experience a broad range of text types. This includes our poetry focus of *The City of My Birth* by Karl Nova.

## Britain from Above *Where are we from?*

### RE

#### Traditions of Special Foods

We will be learning and exploring the diversity of a range of religious traditions, identifying similarities and differences. Through understanding what a tradition is, we will explore the impact these have on our/other people's beliefs, values and identity.

### PSHE

#### Happy and Healthy Me

We will continue to be reflective about own beliefs, religious or otherwise, and show interest in and respect for different people's faiths, feelings and values. We will develop a greater understanding of the consequences of our behaviour and actions and demonstrate skills and attitudes that will allow us to participate fully in and contribute positively to life in modern Britain. Exploring and improving our understanding of and showing respect for different faiths and cultural diversity, will help us to increase in understanding, accepting, respecting and celebrating diversity.

## Autumn 2

### Maths

#### Addition and Subtraction

- Add two numbers (no exchange)
- Subtract two numbers (no exchange)
- Add two numbers (across a 10)
- Add two numbers (across a 100)
- Subtract two numbers (across a 10)
- Subtract two numbers (across a 100)
- Add 2-digit and 3-digit numbers
- Subtract a 2-digit number from a 3-digit number.
- Complements to 100
- Estimate answers
- Inverse operations
- Make decisions

#### Multiplication and Division

- Multiplication – equal groups.
- Use arrays.
- Multiples of 2
- Multiples of 5 and 10
- Sharing and grouping
- Multiply by 3
- Divide by 3
- The 3 times-table
- Multiply by 4
- Divide by 4
- The 4 times-table
- Multiply by 8
- Divide by 8
- The 8 times-table
- The 2,4 and 8 times-tables

### Writing

- Consistently use **simple and compound sentences** with some attempt to form complex sentences which are grammatically correct and punctuated correctly.
- Sentences with more than one clause increasingly evident.
- **Increasing variety of sentence openers.**
- **Use of conjunctions: *when, before, after, while, so, because.***
- **Use of adverbs: *then, next, soon, therefore.***
- Use of prepositions: *before, after, while, during, in, because of.*
- **1<sup>st</sup> & 3<sup>rd</sup> person & tense** used consistently.
- **Present and past tense including progressive form correctly chosen and mostly consistently used throughout.**
- *a* or *an* used correctly.
- **Cl . ! ?** mostly used accurately.
- **Cl for proper nouns** mostly used accurately.
- Apostrophe use increasingly accurate for contractions, singular and plural possession.
- Usually using “...” for direct speech.
- **Start to show awareness of commas to mark phrases and clauses and in lists.**
- **Plans using ideas gathered from wider reading and modelling.**
- **Demonstrates understanding of purpose and audience.**
- **Main features of story structure: beginning, middle and developed resolution.**
- **Usually groups similar information together starting to use paragraphs.**
- Simple overall structure of chosen non-fiction text is usually appropriate.
- In non-fiction uses headings, sub headings where appropriate.
- With increasing accuracy proof reads and checks for errors in punctuation grammar and spelling.
- **Simple improvements to their own and others work.**
- Deliberate uses of adventurous word choices to add detail and engage reader e.g. adding adverbs to verbs.
- **Technical language appropriate to text type.**
- **Some spelling rules from and some y3/4 words (see NC appendix 1).**
- Further homophones and possessive apostrophe.
- **Diagonal and horizontal strokes to join letters, understanding which are best left unjoined.**

**■** = Autumn focus

### Reading

- Use phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words) .
- Apply knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis, un-, re-, sub-, inter, super-, anti-, and auto- and read aloud to understand the meaning of new words .
- Apply knowledge of root words and suffixes/word endings, including – ation, -ly, -ous, -ture, -stion, -ssion and – cian and read aloud to understand the meaning of new words.
- Read Y3/Y4 common exception words.
- Develop a positive attitude to reading and understand what is read by:
  - Recognising and discussing the different features of a variety of texts;
  - Discussing author’s choice of words and phrases for effect
- Understand what I have read in books and read independently, by:
  - Asking and answering questions appropriately, including some simple inference questions based on character’s feelings, thoughts and motives
- Retrieve and record information from non-fiction

**Reading is covered daily through VIPERS (Vocabulary, Inference, Prediction, Explain, Retrieval and Summarising) where all objectives are covered.**

### **Science Light**

- Recognise that we need light in order to see things, and that dark is the absence of light.
- Notice that light is reflected from surfaces.
- Recognise that light from the sun can be dangerous and that there are ways to protect our eyes.
- Recognise that shadows are formed when the light from a light source is blocked by an opaque object.
- Find patterns in the way that the size of shadows change.

### **Computing Stop-frame animation**

- Explain that animation is a sequence of drawings or photographs.
- Relate animated movement with a sequence of images.
- Plan an animation by breaking down a story into settings, characters and events.
- Evaluate and improve an animation by reviewing a sequence of frames.
- Add other media to animations.

### **Art Sculpture – The Iron Man**

- Plan, design and make models from observation or imagination.
- Join clay adequately and construct simple base for extending and modelling other shapes
- Create surface patterns and textures in malleable materials.

### **DT Food and Nutrition – Cultural Week (Mexico)**

- Think about how to grow plants to use in cooking.
- Begin to understand where food comes from in the UK and wider world.
- Describe how a healthy diet = variety/balance of food/drinks.
- Explain how food and drink are needed for active/healthy bodies.
- Prepare and cook some dishes safely and hygienically.
- Grow in confidence using some of the following techniques: peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.
- Carefully select ingredients.
- Use equipment safely.
- Make product look attractive.

### **PSHE Happy and Healthy Me**

- List components of a balanced diet.
- Recognise balanced meals and suggest ways to make a meal more balanced.
- Reflect on their own diet
- Explain the benefits of eating healthily
- List the opportunities they have to make choices for themselves
- Recognise some of the influences on their choices
- Express an opinion on a food related issue
- Identify the differences between males and females, naming the main internal and external parts of the body.

### **RE**

**RE is covered through three keys words – Explore, Engage and Reflect.**

- Explore reasons why people keep traditions and explain what this says about identity, beliefs and values
- Describe features of religious traditions, identify similarities and differences and explain why believers might commit to carrying out these practices.
- Identify important beliefs expressed through traditions and explain how these might strengthen the faith of individuals and communities.
- Identify traditions that are important to them and explain what this says about their identity and values.

### **Music Playing in a Band**

*What stories does music tell us about the past?  
(Consider the meaning of being a kind and responsible citizen.)*

- Know that the steady beat in a piece of music is organized by the time signature.
- Understand that harmony is when people sing or use instruments to play two or more different pitches that sound at the same time.
- Explore singing and playing together to create harmonies.

## PE

### Swimming

- Swim competently, confidently and proficiently over a distance of at least 25m.
- Use a range of strokes effectively (e.g. front crawl, backstroke and breaststroke)
- Perform safe self-rescue in different water-based situations.

### Tag Rugby

- Practise skills in isolation and combination (e.g. throwing and catching with greater accuracy)
  - throw and catch with control to keep possession and score goals
  - Keep possession with some success when using equipment that is not used for throwing and catching skills
- Work well as a team in competitive games
- Apply the basic principles of fair play (respect team-mate and opponents)
- Begin to apply basic principles suitable for attacking and defending
- Can use equipment safely and with good control

## Geography

- Name and locate counties and cities on a map of the United Kingdom.
- Identify the human and physical features of the United Kingdom.
- Compare 2 different regions in UK rural/urban.
- Compare maps of UK from the past with the present, focusing on land use.
- Describe how a physical or human process has changed an aspect of the local environment.
- Describe and understand key aspects of settlements.
- Describe and understand key aspects of land use.
- Use maps, atlases and globes to locate countries and describe features studied.
- Analyse a source of information that describes the features of a location.
- Use the eight points of a compass to build my knowledge of the United Kingdom and the wider world.
- Interpret sketch maps.
- Plan, carry out and use fieldwork and observational work.
- Begin to use junior atlases.
- Begin to identify features on aerial/oblique photographs

## MFL

Within French lessons the children will cover the key areas of:

- Oracy (speaking and listening)
- Literacy, including grammatical understanding
- Cultural understanding
- Knowledge and language

### All About Me

- Give and follow classroom instructions.
- Name body parts.
- Understand and respond to action words.
- Know the colours in French.
- Recognise masculine and feminine clothing nouns.
- Have simple conversations about clothes.