

Writing

- Would the 'fisherman' have a different experience if he had company when seeing the Iron Man?
- Did the team work well against the Space-bat-angel-dragon?

Reading

- Can we relate to Hogarth's feelings when he spoke to his father?
- Was the plan effective to capture the Iron Man?
- Did the farmers and diggers work well together when capturing the Iron Man?
- Should we work alone because others are different to us?

Food Glorious Food

Does working collaboratively lead to positive outcomes?

Community, Stewardship, Service, Fairness, Sustainability

RE

- Does food have a place in the beliefs of different religions?
- How do families join together to worship and celebrate their beliefs?

PSHE

- What can we achieve as a class by working together?
- Does our local community work well together?
- How do institutions benefit from communities?
- How can communities improve their practice to benefit others more effectively?

Autumn 2

Maths

Addition and Subtraction

- I can subtract 1s across a 10
- I can subtract 10s across a 100
- I can make connections
- I can add two numbers (no exchange)
- I can subtract two numbers (no exchange)
- I can add two numbers (across a 10)
- I can add two numbers (across a 100)
- I can subtract two numbers (across a 10)
- I can subtract two numbers (across a 100)
- I can add 2-digit and 3-digit numbers
- I can subtract a 2-digit number from a 3-digit number
- I can use complements to 100
- I can estimate answers
- I can use inverse operations
- I can make decisions

Multiplication and Division

- I can multiply by using equal groups
- I can use arrays
- I can use multiples of 2
- I can use multiples of 5 and 10
- I can use sharing and grouping
- I can multiply by 3
- I can divide by 3
- I can use the 3 times-table
- I can multiply by 4
- I can divide by 4
- I can use the 4 times-table

Writing

- I can consistently use simple and compound sentences with some attempt to form complex sentences which are grammatically correct and punctuated correctly
- I can use sentences with more than one clause
- I can use a variety of sentence openers
- I can use conjunctions: when, before, after, while, so, because
- I can use CL for proper nouns
- I can plan using ideas gathered from wider reading and modelling
- I can demonstrate an understanding of purpose and audience
- I can use the main features of a story structure: beginning, middle and developed resolution
- I can usually group similar information together and start to use paragraphs
- I can use accuracy to proof read and check for errors in punctuation, grammar and spelling
- I can use some spelling rules and words from the Y3/4 list
- I can use diagonal and horizontal strokes to join letters, understanding which are best left unjoined

Reading

- I can use my phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words)
- I can apply my growing 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
- I can apply my growing 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
- I can continue to read further Y3/Y4 exception words
- I can develop a positive attitude to reading and understand what I have read by:
 1. Beginning to use appropriate intonation and volume when reading aloud;
 2. Recognising and discussing the different features of a variety of texts;
 3. Discussing author's choice of words and phrases for effect
- I can understand what I have read, in books and can read independently, by:
 1. Asking and answering questions appropriately, including some simple inference questions based on character's feelings, thoughts and motives
 2. I can check that the text makes sense by discussing my understanding and explaining the meaning of words in context

Science

Animals including Humans

- I can identify that animals, including humans, need the right types and amount of nutrition
- I can identify that animals, including humans cannot make their own food
- I can identify that they get nutrition from what they eat
- I can identify that humans and some other animals have skeletons and muscles for support, protection and movement

Art/DT

Artist

Giuseppe Arcimboldo (Italian Painter)

Skill Focus

- I can experiment with different effects and textures inc. blocking in colour, washes, thickened paint, creating textured effects
- I can work on a variety of scales e.g thin brush on small picture etc.
- I can create different effects and textures with paint according to what they need for the task

Colour

- Mix colours and know which primary colours make secondary colours
- Use more specific colour language

RE

Religion in the home

- I can identify ways in which people demonstrate their values in their homes and link this with attitudes and behavior
- I can identify characteristics of believers' homes and link this with belief and practice
- I can identify important beliefs evident in a believers' home and explain why it might be important to carry on these traditions
- I can identify attitudes and values that might influence their homes and suggest how they might demonstrate their own values at home

Computing

Stop Motion Animation

- I can explain that animation is a sequence of drawings or photographs
- I can relate animated movement with a sequence of images
- I can plan an animation
- I can identify the need to work consistently and carefully
- I can review and improve an animation
- I can evaluate the impact of adding other media to an animation

PSHE

Me and Other People

- I can describe myself in a range of ways
- I can describe what a community is
- I can identify some institutions which support the community
- I can identify similarities and differences between local communities
- I can recognise the range of identities in our wider community today

Music

What stories does music tell us about the past?

- I can identify how music has helped us tell stories and still does today, in many different ways!
- I can identify how music often is the story, or carries the story within it. The role of music and musicians as 'history book' guardians of historical and cultural heritage
- I can identify that music is a kind of time travel, often reanimating long 'dead' notes with the click of a finger (or the pluck of a string!)
- I understand that music can be both a teacher and a tool for improving our lives and societies
- I can create something new in music by building on all the music that has come before it

PE

Tag Rugby

- I can develop control and accuracy when throwing and catching a rugby ball
- I can improve movement skills whilst moving with the ball in two hands, progressing to beating a defender
- I can learn how to tag and begin tagging players in game situations.
- I can begin to understand and develop the correct technique of passing the ball
- I can develop an understanding of tag rugby and participate in small games
- I can use simple tactics in game situations, such as deciding when to pass and when to run
- I understand who the attackers are and who the defenders are

Geography

- I can name and locate counties and cities on a map of the United Kingdom
- I can compare maps of UK from the past with the present, focusing on land use
- I can analyse a source of information that describes the features of a location
- I can describe key aspects of economic activity including trade links
- I can read and interpret statistics
- I can identify connections, contrasts and trends
- I can describe and understand key aspects of distribution of natural resources (food and water)
- I can locate the world's continents, countries and seas, using maps and atlases

MFL

All about me

- I can give and respond to simple classroom instructions appropriately
- I can name parts of the body from a song
- I can identify colours
- I can name items of clothing