

Writing

Narrative Writing

We will be focusing on character description and building our vocabulary to empower our writing.

Non-fiction

We will be focusing on persuasive writing to create an advert linking to ideas in the Ug story.

Reading

Fiction

Our class text is Ug – Stone Age Boy Genius and we will be focusing on ideas developed by reading the story. We will also be dedicating large parts of our reading time to understanding and using new vocabulary.

Non-fiction

We will be examining texts about Ancient Rome to help build our understanding of this part of history. We will also be examining texts link to our Rocks Science topic.

Roman Rule

Question

Why is knowledge powerful?

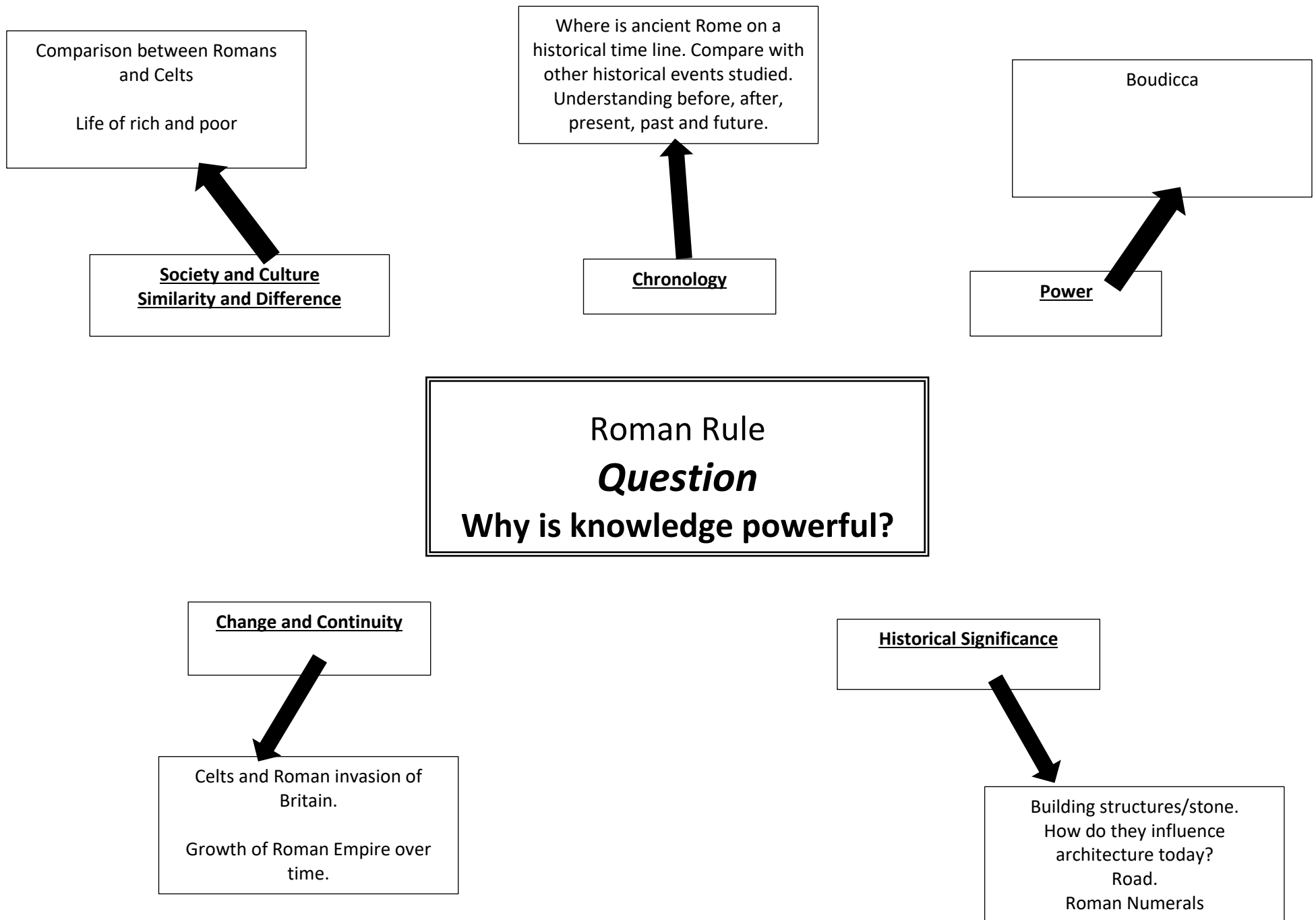
RE

Beginning of the World

We will be learning about ideas about the creation of the world by discussing and sharing our own thoughts and looking at stories about creation from the point of view of different religions.

PSHE

Our focus for this term is Me and My School. We are going to examine what our strengths are as individuals and where we can improve to make ourselves better people. We will also look at what responsibility means and the positive attitudes we use and show towards others. As part of this we are going to learn what democracy means.



Autumn 1

Maths

Place Value

- Represent numbers to 100
- Partition numbers to 100
- Number line to 100
- Hundreds
- Represent numbers to 1,000
- Partition numbers to 1,000
- Flexible partitioning of numbers to 1,000
- Hundreds, tens and ones
- Find 1, 10 or 100 more or less
- Number line to 1,000
- Estimate on a number line to 1,000
- Compare numbers to 1,000
- Order numbers to 1,000
- Count in 50s

Addition and Subtraction

- Apply number bonds within 10
- Add and subtract 1s
- Add and subtract 10s
- Add and subtract 100s
- Spot the pattern
- Add 1s across a 10
- Add 10s across a 100
- Subtract 1s across a 10
- Subtract 10s across a 100
- Make connections
- 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

Writing

- 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.*
- 1st & 3rd 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.

Reading

- To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words)
- To apply their growing knowledge of root words and prefixes including in-, im-, il-, ir-, dis-, mis, un-, re-, sub-, inter, super-, anti-, and auto-
- To apply their growing knowledge of root words and suffixes/word endings, including –ation, -ly, -ous, -ture, -stion, -ssion and –cian
- To begin to read further Y3/Y4 exception words.
- To develop a positive attitude to reading and understanding what they 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
- To understand what they read, in books they can read independently, by:
 1. Asking and answering questions appropriately. including some simple

Science

Rocks

- Rocks compare and group together different kinds of rocks on the basis of their appearance and simple physical properties
- describe in simple terms how fossils are formed when things that have lived are trapped within rock
- recognise that soils are made from rocks and organic matter

Art/DT

Collage

- Experiment with a variety of collage techniques such as tearing, overlapping and layering to create images and represent textures.
- Use collage as a means of collecting ideas and information and building a visual vocabulary.

RE

Beginning of the World

- Identify puzzling questions about the beginning of the world and suggest how the different answers people find might affect the way they live
- Identify stories from faith traditions about the beginning of the world and explain why they are still important to faith communities today
- Identify beliefs contained in stories from faith traditions and show how believers might use these to explore other difficult questions or ethical decision

Computing

- Challenge your learners to develop their understanding of digital devices
- focus on inputs, processes, and outputs.
- comparing digital and non-digital devices,
- introduce computer networks

PSHE

Me and my school

- list their own strengths
- identify challenges they will face
- contribute ideas to class rules
- describe how they can contribute positively to the school
- list the skills of a School Council representative
- explain how the Class and School Council works
- describe the role of a local councillor

Music

See Autumn 2

PE

Netball and Swimming

History

The Romans

Chronology

I can **sequence** and **describe** significant historical periods and events on a timeline, referring to dates and using BC and AD.

I can **describe** changes from the past, using key words and phrases to refer to chronology, including: BD, AD, modern and ancient.

Power

I can **analyse** sources to find information about events, people and changes.

Society/Culture

Similarity and Difference

I can **identify** and record relevant information from a source.

I can use evidence to **explain** how the lives of rich and poor people from the past differed.

Society/Culture

Similarity and Difference

I can **identify** and record relevant information from a source.

I can **describe** key areas of the past (such as clothes)

Historical Significance

Achievement/Legacy

I can **explain** how some of the things I have studied from the past influence life today.

Historical Significance

Achievement/Legacy

I can recognise and **explain** the similarities and differences between periods of time.

I can **reflect and prove** on how life has changed since a period studied to now.

MFL

French

Greetings, numbers and colours