

Writing

- Did the journey to the BFG's cave leave Sophie feeling worried?
- Did Sophie benefit from seeing how the giants treat the human population?
- Should a journey we fear stop us from completing a journey we wish to take?
- How did seeing the brutes make Sophie determined to complete a life-threatening journey?

Reading

- Does Sophie's upbringing influence who she is as a person?
- Did living in an orphanage have an impact on Sophie and her relationships?
- How does the BFG's journey to and from the town contribute to his happiness?
- Does the BFG's stand against the other giants impact the 'friendly impression' he gives off to other characters?

Tomb Raiders

How do journeys contribute to our future?

Sacrifice, Power, Change, Class, Belonging

History

- How does an Egyptian life contribute to the journey into the Afterlife?
- How did Tutankhamun inherit the throne at the age of 9? Did this change and impact his future?
- How did Howard Carter's journey benefit society?
- How did the Egyptian's beliefs change their way of life?

PSHE

- What are the dangers of crossing a road? How can you ensure that you are safe on your journeys to and from school?
- How does illness change our perspective?
- Can friends and family influence our decisions and behaviour?
- Can friends and family have an impact on our future?

Spring 1

Maths

Multiplication and Division A

- 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

Multiplication and Division B

- I can use multiples of 10
- I can relate calculations
- I can reason about multiplication
- I can multiply a 2-digit number by a 1-digit number (no exchange)
- I can multiply a 2-digit number by a 1-digit number (with exchange)
- I can link multiplication and division
- I can divide a 2-digit number by a 1-digit number (no exchange)
- I can divide a 2-digit number by a 1-digit number (flexible partitioning)
- I can divide a 2-digit number by a 1-digit number (with remainders)
- I can use scaling

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 a variety of prepositions, including: *before, after, while, during, in, because of*
- I can use the 1st & 3rd person & tense correctly and consistently
- I can use apostrophes accurately for contractions, and for singular and plural possession
- I can use a variety of adverbs, including: *then next soon, therefore*
- I can usually group similar information together by starting to use paragraphs
- I can use the appropriate simple overall structure of chosen non-fiction texts
- I can use headings, sub headings where appropriate in non-fiction texts
- I can make simple improvements to my own and others work
- 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 continue to use my phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words)
- I can continue to 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 continue to 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 continue to develop a positive attitude to reading and understand what I have read by:
 1. Recognising and discussing the different features of a variety of texts;
 2. Discussing author's choice of words and phrases for effect
- I can continue to 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
- I can retrieve and record information from non-fiction

Science

Light

- I can recognise that they need light in order to see things, and that dark is the absence of light
- I notice that light is reflected from surfaces
- I can recognise that light from the sun can be dangerous and that there are ways to protect their eyes
- I can recognise that shadows are formed when the light from a light source is blocked by an opaque object
- I can find patterns in the way that the size of shadows change

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

Traditions of Special Foods

- I can give reasons for why people keep traditions and explain what this says about identity, beliefs and values
- I can describe features of religious traditions, identify similarities and differences and explain why believers might commit to carrying on these practices
- I can identify the important beliefs expressed through traditions and explain how these might strengthen the faith of individuals and communities
- I can identify traditions that are important to me and explain what this says about my identity and values

Computing

Desktop Publishing

- I can recognise how text and images convey information
- I can recognise that text and layout can be edited
- I can choose appropriate page settings
- I can add content to a desktop publishing publication
- I can consider how different layouts can suit different purposes
- I can consider the benefits of desktop publishing

PSHE

Me and My Safety

- I can identify the risks in a range of situations
- I can explain the rules for keeping safe on the road
- I can explain that medicines should be used properly or they can be harmful
- I can recognise that sometimes we know what to do but we do something else
- I know that pressure to behave in an unacceptable or risky way can come from a variety of people
- I understand and am able to resist peer and media pressure
- I can begin to understand the concept of keeping something confidential or secret and when we should or should not agree to do this
- I know who can help and support me

PE

Dance

- Perform dance to an audience showing confidence and clarity of actions
- Demonstrate dynamic qualities – speed, energy, continuity, rhythm
- Demonstrate use of space – levels, directions, pathways, size and body shape
- Demonstrate different relationships – mirroring, unison, canon, complementary and contrasting, body part to body part and physical contact

Gymnastics

- Create a sequence of up to 8 elements: (e.g. a combination of asymmetrical shapes and balances and symmetrical rolling and jumping actions; changes of direction and level and show mirroring; and matching shapes and balances)

History

Tomb Raiders – Ancient Egypt

- I can identify and describe events and historical periods from the past, using dates and vocabulary related to the passing of time to describe the events of a period of history, including BC and AD
- I can describe the lives of people within historical periods
- I can use evidence to describe buildings and their uses of people from the past
- I can identify different ways the past is represented and interpreted
- I can recognise and explain the similarities and differences between periods of time
- I can sequence events or artefacts from a period of history
- I can compare and contrast the lives of people from a period of history and life today
- I can analyse 2 sources

MFL

Getting to Know You

- I can say hello for different times of the day
- I can use gestures to support my conversation
- I can introduce myself to someone else
- I can choose the appropriate phrase to say how I feel
- I can say goodbye in a variety of ways
- I can say the numbers 0-10 in French
- I can listen and repeat carefully
- I can use number words in my sentences
- I can ask how old someone is