

Writing

- Poetry – Bonfire Night
- Non-Chronological Report – The Day of the Dead (Cultural Week)
- Narrative – Pirate adventure story
- Diary Entry – Lila's return to the village with Chulak
- Christmas Narrative – Reindeer Ready

Reading

- Should Lila continue on her journey when she realises it is becoming more dangerous?
- Did Lila make the right decision of leaving home?
- Would you trust the pirates to make the journey across the river?
- How does Chulak feel when he realises that Lila doesn't know about the magic water?
- How does Lila feel when she returns back to the village?
- Is she surprised to see the King?

A Bird's Eye View - Britain From Above

Where are we from?

Geography

- Can you use a map and atlas to locate the country that we live in?
- What cities are close to where you live?
- Can you find the location of your house on an atlas using four-figure grid references?
- What is the land used for in the local area?
- Can you name the river that is closest to our school?
- What mountains do you know are in the UK?
- What human geographical features can be found in the UK?

PSHE

- Does where we are from impact how we live?
- Is our affected from where we live?
- What should we consider when choosing where to live?
- Does the environment play a part in us leading a healthy lifestyle?
- How can we support our well-being at school?

Autumn 2

Maths

Multiplication and Division A

- I can use multiples of 3
- I can multiply and divide by 6
- I can use the 6 times-table and division facts
- I can multiply and divide by 9
- I can use the 9 times-table and division facts
- I can use the 3, 6 and 9 times-tables
- I can multiply and divide by 7
- I can use the 7 times-table and division facts
- I can use the 11 times-table and division facts
- I can use the 12 times-table and division facts
- I can multiply by 1 and 0
- I can divide a number by 1 and itself
- I can multiply three numbers

Length and Perimeter

- I can measure in kilometres and metres
- I can use equivalent lengths (kilometres and metres)
- I can use perimeter on a grid
- I can find the perimeter of a rectangle
- I can find perimeter of rectilinear shapes
- I can find missing lengths in rectilinear shapes
- I can calculate the perimeter of rectilinear shapes
- I can find the perimeter of regular polygons
- I can find the perimeter of polygons

Writing

- I can use a mixture of grammatically accurate simple and compound sentences and starting to use a wider range of conjunctions including *when if, because, although*
- I can use a range of sentence openings
- I can start to use of fronted adverbials
- I can start to use pronoun or noun within and across sentences to aid cohesion and avoid repetition
- I can use Cl,.,?,! used accurately but may still need prompting or editing
- I can start to show awareness of commas after fronted adverbial
- I can use “...” to indicate beginning and end of direct speech
- I can use apostrophes to mark singular and plural possession
- Stories: beginning, middle and end more detailed settings and characters along with coherent plot
- I can usually uses paragraphs to organise ideas around a theme
- I can use adjectives and adverbs chosen for emphasis
- I can attempt to use technical and precise vocabulary in non-fiction writing
- Spelling rules and y3&4 words mostly applied (see NC appendix 1).
- Children should be starting to work towards a joined legible style of handwriting.

Reading

- I can usually read fluently, decoding longer words with support, testing out different pronunciations
- I can apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- (as listed in English Appendix 1*) to read aloud and to understand the meaning of new words they meet
- I can read most Y3/Y4 exception words (as listed in Appendix 1*), noting the unusual correspondences between spelling and sound, and where these occur in the word
- I can develop a positive attitude to reading and understanding of what I have read by reading with an awareness of audience, (e.g. changes in intonation and pace)
- I can read books that are structured in different ways for a range of purposes and participating in discussions about them
- I can understand what I have read, in books so that I can read independently, by predicting what might happen from details stated and implied
- I can draw simple inferences with evidence such as inferring characters’ feelings
- I can retrieve and record information from non-fiction using conventions such as indexes, contents pages and glossaries

Science

Animals Including Humans

- I can describe the simple functions of the basic parts of the digestive system in humans
- I can identify the different types of teeth in humans and their simple function
- I can construct and interpret a variety of food chains, identifying producers, predators and prey

DT

Food Technology

- I can show design meets a range of requirements and is fit for purpose
- I can make and explain design decisions considering availability of resources
- I can begin to explain how I could improve original design
- I can select suitable tools and equipment, explain choices in relation to required techniques and use accurately
- I can prepare and cook some dishes safely and hygienically *use some of the following techniques: peeling, chopping, slicing, grating, mixing, spreading, kneading and baking
- I can explain how to be safe/hygienic

RE

Thinking About God

- I can identify the way in which names and attributes are used to describe people and link these with identity and action
- I can identify names and attributes used to describe God, link these with beliefs and explain how this might be different within and between faiths
- I can make links between belief about God, the practices of believers and the choices they make in life
- I can identify the names and attributes that I would want for myself and how they might live up to this reputation

Computing

Creating Media – Audio Production

- I can identify that sound can be recorded
- I can explain that audio recordings can be edited
- I can recognise the different parts of creating a podcast project
- I can apply audio editing skills independently
- I can combine audio to enhance my podcast project
- I can evaluate the effective use of audio
- I can choose appropriate edits to improve my podcast

PSHE

Happy and Healthy Me

- I understand that bacteria and viruses affect health and following simple safe routines can reduce their spread
- I understand that people can be allergic to certain substances and what to do if someone has a severe allergic reaction
- I understand that medicines are drugs and the potential dangers of using incorrectly
- I understand which, why and how commonly available substances and drugs (including tobacco) could damage their immediate and future health and safety

Music

Exploring Feelings When You Play

Sometimes, the music we hear highlights the words we are singing! There might be a special effect in the music on a particular song lyric to make that word stand out. Explore how special effects in music can make the words we sing more meaningful. The sounds that we hear in music can also help to communicate specific moods.

PE

Tag-Rugby

- I can practice skills in isolation and combination (e.g., throwing and catching with greater accuracy)
- Apply the basic principles of fair play (respect team-mate and opponents)
- I can work well as a team in competitive games

Gymnastics

- I can perform a gymnastic sequence with clear changes of speed, 3 different balances with 3 different ways of travelling
- I can explore balancing on combinations of 1/2/3/4 “points” e.g. 2 hands and 1 foot
- I can use a variety of rolling actions to travel on the floor and along apparatus
- I can add a quarter or half turn into a jump before landing
- I can develop a forward roll

Geography

A Bird’s Eye View – Britain From Above

- I can name and locate counties and cities on a map of the United Kingdom.
- I can identify the human and physical features of the United Kingdom.
- I can compare 2 different regions in UK rural/urban.
- I can compare maps of UK from the past with the present, focusing on land use.
- I can describe how a physical or human process has changed an aspect of the local environment.
- I can describe and understand key aspects of land use.
- I can use maps, atlases and globes to locate countries and describe features studied.
- I can use four figure grid references.