

Writing

- Setting description – the forest setting through the door
- Instructions – how to bath a Woolly Mammoth
- Short Narrative – the girl's time at the castle
- Setting description – Lalchand's workshop
- Letter – Lila writing to her father (Lalchand) about running away
- Narrative – Pirate adventure story

Reading

- Do the girl's actions in the journey benefit her growing up?
- Does the relationship between the girl and her family impact her life?
- How does Lila's relationship with her father influence her decision making?
- Does Lalchand's parenting change after the main event?
- Does the relationship between Lila and Chulak change throughout the story?
- Does the decision to join the pirates change the children's outlook on risk-taking?

Flintstones – Stone Age

Does the past influence life today?

History

- How did the Stone Age people live? How does that compare to how we live today?
- Are there any similarities and differences between the Stone Age and life today?
- Have we learnt anything from how people lived back then?
- How have we evolved as humans since those times?
- Should we live any differently to how we are today, linking back to life a long time ago?

PSHE

I have an ability to recognise the difference between right and wrong, readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England.

I have an acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

Autumn 1

Maths

Place Value

- I can represent numbers to 1,000
- I can partition numbers to 1,000
- I can use a number line to 1,000
- I can use thousands
- I can represent numbers to 10,000
- I can partition numbers to 10,000
- I can use flexible partitioning of numbers to 10,000
- I can find 1. 10. 100. 1,000. more or less
- I can use a number line to 10,000
- I can estimate on a number line to 10,000
- I can compare numbers to 10,000
- I can order numbers to 10,000
- I can use Roman Numerals
- I can round to the nearest 10
- I can round to the nearest 100
- I can round to the nearest 1,000
- I can round to the nearest 10. 100. 1000

Addition and Subtraction

- I can add and subtract 1s. 10s. 100s. 1000s
- Add up to two 4-digit numbers - no exchange
- I can add two 4-digit numbers - one exchange
- I can add two 4-digit numbers - more than one exchange
- I can subtract two 4-digit numbers - no exchange
- I can subtract two 4-digit numbers - one exchange
- I can subtract two 4-digit numbers - more than one exchange
- I can use efficient subtraction
- I can estimate answers
- I can use checking strategies

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 expand noun phrases by the addition of modifying adjectives, nouns and prepositions, phrases (the strict maths teacher with curly hair)
- 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
- Stories: beginning, middle and end more detailed settings and characters along with coherent plot
- Usually uses paragraphs to organise ideas around a theme
- In non-fiction texts text structure usually includes introduction, ordered sections, and a brief conclusion as well as other organisational devices
- 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.

Writing

- 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

Living Things & Their Habitats

- I can recognise that living things can be grouped in a variety of ways
- I can explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment
- recognise that environments can change and that this can sometimes pose dangers to living things

Art

Paint

- 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
- I can mix and use tints and shades
- I can tell a message through my artwork

RE

Environment and Values

- I can identify attitudes to the environment and talk about the consequences of putting these into action
- I can link stories, beliefs and practices and explain their impact on believers and communities
- I can explain how stories and beliefs influence behaviour and help believers to make moral choices in relation to the environment
- I can link my own values and actions and consider the consequences of my actions for the environment

Computing

The Internet

- I can describe how networks physically connect to other networks
- I can recognise how networked devices make up the internet
- I can outline how websites can be shared via the World Wide Web (WWW)
- I can describe how content can be added and accessed on the World Wide Web (WWW)
- I can recognise how the content of the WWW is created by people
- I can evaluate the consequences of unreliable content

PSHE

Me and My School

- I can contribute to class rules
- I can explain what democracy means
- I can understand their role in the democratic process
- I can describe the role of a chairperson and secretary
- I can explain the democratic process of the School Council elections
- I can express an opinion in a respectful way
- I can explain how to raise an issue with the local Councilor

Music

Mamma Mia

- I can choose one song and talk about some of the style indicators of that song (musical characteristics that give the song its style); the lyrics: what the song is about
- I can confidently identify and move to the pulse
- I can talk about the music and how it makes them feel
- I can find the rhythm: the long and short patterns over the pulse
- I can demonstrate a good singing posture
- I can enjoy exploring singing solo

PE

Netball & Football

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

History

Stone Age

- I can identify and record relevant information from a source
- I can analyse sources to find information about events, people and changes
- I can question the past, exploring sources to find the answers to my question
- I can describe changes during specific time periods using subject specific vocabulary
- I can describe key areas of the past (such as clothes, way of life and actions of people in the past)
- I can explain how some of the things I have studied from the past influence life today