

**Swifts  
Autumn Term  
Cycle A**



**Kingdoms and Castles  
Early Settlers**

As a Reader	Word reading	<p>I can read exception words.</p> <p>I can use knowledge of root words, prefixes and suffixes to read and understand the meaning of new words.</p>
	Comprehension	<p>I can listen to and discuss a wide range of texts.</p> <p>Class texts:</p> <ul style="list-style-type: none"> <li>• Stone Age Boy</li> <li>• The Boy with the Bronze Axe</li> </ul> <p>I can use my VIPER skills to read with understanding.</p>
As a Writer	Transcription	Phonics / Spelling programme
	Composition	<p>I can plan, draft, write, evaluate, edit and read aloud my writing.</p> <p>Narrative – Descriptive extracts – create settings, characters and plots</p> <p>Non-narrative – Newspaper Articles, Biographies, Recounts, Information texts</p>
	SPAG	<p>I can spell and Year 3 and Year 4 common exception words and high frequency words.</p> <p>I can spell further homophones.</p> <p>I can spell commonly misspelt words.</p> <p>I can use a dictionary to check spelling.</p> <p>I can use prefixes and suffixes and know rules for adding them.</p> <p>I can use inverted commas to punctuate direct speech.</p> <p>I can use apostrophes to mark plural possession.</p> <p>I can use commas after fronted adverbials.</p> <p>I can use organisational devices – paragraphs, headings and subheadings.</p> <p>I can use present perfect form of verbs – he went out to play.</p> <p>I can use pronouns to avoid repetition.</p>
Speaking and listening		12 Statutory statements
As a Mathematician		<p>I can count in multiples of any given number.</p> <p>I can count backwards through zero.</p> <p>I can find 10, 100, 1000 more or less than a given number.</p> <p>I can read, write, compare and order numbers to 1000 in figures and words.</p> <p>I can round any number to the nearest 10, 100 or 1000.</p> <p>I can recognise place value in 3/4 digit numbers.</p> <p>I can read Roman Numerals to 100.</p> <p>I can add and subtract 3-digit numbers mentally and using a formal written method.</p> <p>I can use inverses to check answers to a calculation.</p> <p>I can recall multiplication facts up to 12 x 12</p> <p>I can recognise factor pairs.</p> <p>I can use mental and formal written methods to multiply HTU by U.</p> <p>I can solve number and practical problems involving increasingly large positive numbers.</p>
As a Scientist		<p><u>Materials - Rocks</u></p> <p>I can compare and group different rocks according to their properties and appearance.</p> <p>I can explain how soils are made.</p> <p><b>Working Scientifically</b> – on going across the year</p>

As a Computing learner	<p>I can create a simple poster about rocks using Publisher.</p> <p>I can use a search engine to find information about Stone Age weapons.</p> <p>I can create a simple conversation between two Sprites using Scratch.</p> <p><a href="https://scratch.mit.edu/projects/70599436/">https://scratch.mit.edu/projects/70599436/</a></p> <p>I can use technology safely and respectfully (Ongoing E-safety) - Website research</p>
As a Historian	I can give a clear narrative of early British history – the Stone Age to the Iron Age.
As a Geographer <i>Local visit to Bowes Museum – Stone Age history</i>	I can describe and understand settlement and land use to recognise how land use has changed over time. (Kirkcarrion - Bronze Age burial site)
As a D.T learner	<p>I can design, make and evaluate a model of Skara Brae</p> <p>I can prove my design meets a set criteria.</p> <p>I can follow a step by step plan, choosing the right equipment and materials.</p> <p>I can design a product and make sure that it looks attractive.</p> <p>I can choose a textile for both its suitability and appearance.</p> <p>I can describe how food ingredients come together (covered in English instruction lesson).</p>
As an Artist	<p>I can use a pencil to make appropriate strokes when drawing and shading.</p> <p>I can use chalk, understanding how different pressure will create different densities within my drawings.</p> <p>I can use marks and lines to show texture in my art.</p> <p>I can print onto materials using at least four different materials.</p> <p>I can sculpt using mouldable materials.</p> <p>I can experiment with styles used by other artists.</p> <p>I can explain some of the features of art from historical periods.</p> <p>I can use different grades of pencil to show different tones and textures.</p> <p>I can create a background using a wash.</p> <p>I can use a range of brushes to create different effects in paintings.</p>
As a Musician	<p><b>Charanga scheme Autumn 1 Let your Spirit Fly Autumn 2 Glockenspiel stage 1</b></p> <p>I can play notes F,D, C by ear</p> <p>I can play C by using notes</p> <p>I can listen and appraise music- R&amp;B</p>
MFL- as a linguist	<p><b>Carmel scheme</b></p> <p>I can talk about the weather</p> <p>I can read and understand different weather phrases</p> <p>I can say the days of the week and put together a simple weather forecast</p> <p>I can say and understand numbers up to at least 31 and recognise number patterns</p> <p>I can write the day in french</p>
PE- as a sportsperson	<p>Real PE – <b>Personal Cog</b> – Coordination (Footwork) and Static Balance (One Leg)</p> <p><b>Level 4</b></p> <p>I can persevere with a task and improve my performance through regular practice.</p> <p>I cope well and react positively when things become difficult.</p> <p><b>Level 3</b></p> <p>I have begun to challenge myself.</p> <p>I know where I am with my learning.</p> <p><b>Level 2</b></p> <p>I try several times if at first I don't succeed.</p> <p>I ask for help when appropriate.</p> <p>-----</p>

Real PE – **Social Cog** – Dynamic Balance to Agility (Jumping and Landing) and Static Balance (Seated)

**Level 4**

I cooperate well with others and give helpful feedback.

I help organise roles and responsibilities and I can guide a small group through a task.

**Level 3**

I am happy to show and tell others about my ideas.

I show patience and support others listening carefully to them about our work.

**Level 2**

I can help, praise and encourage others in their learning.