


Owls Autumn Term Cycle B		 Inspire and Aspire Our Armed Forces
As a Reader	Word reading	I can apply a growing knowledge of root words, prefixes and suffixes to read aloud and understand the meaning of new words.
	Comprehension	<p>I can read and discuss a wide range of texts from different genres.</p> <p>Class texts:</p> <ul style="list-style-type: none"> • Father by Grahame Baker-Smith • War Game by Michael Foreman • Goodnight Mister Tom by Michelle Magorian • Non-fiction books about WW1 and WW2 <p>I can recommend books I have read to my peers. I can learn a wider range of poetry by heart. I can use my VIPER skills to read with understanding.</p>
As a Writer	Transcription	<p>Spelling programme (NC Key Word List Y5/6)</p> <p>I can spell words with silent letters.</p> <p>I can use prefixes and suffixes and understand the guidance for using them.</p> <p><i>I can use verb prefixes dis-, mis-, di-, over-, re-, -ate, -ise, -ify -able, -ably -ible, -ibly -cious, -tious -cial, -tial -ant/ -ance/ -ancy -ent/ -ence/ -ency</i></p> <p>I can use a dictionary and thesaurus appropriately.</p>
	Composition	<p>I can plan, draft, evaluate, edit, proof-read and perform my writing.</p> <p>Narrative – Descriptive extracts – settings, characters and atmosphere, poetry Non-narrative – Newspaper Articles, Biographies, Recounts Information texts</p>
	SPAG	<p>I can use commas, dashes, brackets to mark relative clauses I can use colons and semi-colons, Colons and bullet points, Hyphens, Ellipsis I can use relative clauses & relative pronouns I can use modal verbs I can subject and object I can use active and passive voice I can expanded noun phrases I can vary length, structure and subject of sentences.</p>
Speaking and listening		12 Statutory statements
As a Mathematician		<p>I can read, write, compare, order and round large numbers to at least 10 million & decimals, and determine the value of each digit. I can use negative numbers in context. I can read and write Roman numerals to at least 1000. I can use a range of mental strategies to add, subtract, multiply and divide. I can use formal written methods to add, subtract, multiply and divide large numbers and decimals. I can solve multi-step problems in context, deciding which operations & methods to use and why. I can identify factors, multiples and prime numbers. I can multiply and divide by 10, 100 and 1000. I can recognise and use square numbers and cube numbers. I can solve problems involving converting between units of time.</p>
		<u>Humans – Nutrition & Circulation</u>

<p>As a Scientist</p>	<p>I can identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.</p> <p>I can recognise the impact of diet, exercise, drugs and lifestyle on the way my body function</p> <p>I can describe the ways in which nutrients and water are transported within animals, including humans.</p>
<p>As a Computing learner</p>	<p>Working Scientifically – on going across the year</p> <p>I can use search technologies effectively in research.</p> <p>I can use Paint to design a Propaganda poster.</p> <p>I can customise a Sprite and a background using Scratch.</p> <p>I can create an animation to describe different ways people of Britain protected themselves from bombing - Scratch.</p> <p>I can collect data about heart rate using a heart rate monitor.</p> <p>I can add data about height, gender, eye colour to a spreadsheet using Excel.</p> <p>I can use technology safely and respectfully (Ongoing E-safety) - Risks of Social Media</p>
<p>As a Historian</p> <p>Visit Eden Camp</p>	<p>I can place key historical events on a timeline of British history.</p> <p>I can describe the causes and consequences of WW1 and WW2, using a range of evidence from different sources.</p> <p>I can identify and explain how propaganda was used to recruit soldiers during WW1.</p> <p>I know how the people of Britain tried to prevent and protect themselves from bombing.</p> <p>Mini-topic - Apartheid</p> <p>I can give a clear narrative across African history, placing historical events and people on a chronological framework.</p> <p>I can ask historical questions about change – apartheid – Nelson Mandela/ Ruby Bridges</p>
<p>As a Geographer</p>	<p>I can locate countries on a world map and on a globe.</p> <p>I can name and locate countries, including their cities, involved in WW1 and WW2</p> <p>To use maps to describe the physical features of the front line - France.</p> <p>To use four and six-figure grid references, symbols and keys to build to locate places bombed during WW2.</p>
<p>As a D.T learner</p>	<p>Nutrition</p> <p>I can talk about where my food comes from – seasonality, farming and preserving.</p> <p>I understand the importance of a healthy diet.</p> <p>I can sort foods into nutritious food groups.</p> <p>I can design and plan a nutritious meal.</p> <p>I can prepare and cook a meal.</p> <p>I can design a menu using ICT.</p>
<p>As an Artist</p>	<p>Propaganda Posters</p> <p>I can explore propaganda used during WW1, discussing the role it played in winning the War.</p> <p>I can use a sketch book to record observations and develop ideas.</p> <p>I can design my own propaganda poster.</p> <p>Poppy Field</p>



I can discuss the work of Vincent Van Gough and express opinions about his art.

I can produce artwork in the style of Vincent Van Gough, using oil pastels and oil paints.

I can use a sketch book to record my observations of poppies.

I can draw poppies using pencil, water pencils and paint.

I can make poppies using felt.

'Tommy' figure Sculpture

I can sketch a human figure using knowledge of relative proportions.

I can sketch humans in action – stickmen.

I can create a 'Tommy' figure using wire and Modroc.

As a Musician

Christmas Carols

Charanga scheme autumn 1 Happy (pop/neo Soul) Autumn 2 Classroom Jazz

I can describe the style indicators of the song/music. ● Describe the structure of the song. ● Identify the instruments/voices I can hear. ● Talk about the musical dimensions used in the song.

I can play instrumental parts accurately and in time as part of the performance using the notes C, D, E, F, G, A, B + C.

MFL- as a linguist

Carmel scheme

I can use colours to give a simple description of a scene.

I can use verbs to extend my description and have some understanding of word order.

I can put together short sentences showing an understanding of word order.

I can read and understand a poem and pick out different language structures.

I can use new and previously learnt language to create a poem.

PE- as a sportsperson

Real PE – **Cognitive** – Coordination (Ball Skills) and Agility (Reaction and Response) through Throw Tennis & Benchball

Level 6

I review, analyse and evaluate my own and others' strengths and weaknesses.

I can read and react to different situations as they develop.

Level 5

I can develop methods to outwit opponents.

I can recognise and suggest patterns of play which will increase chances of success.

I have a clear idea of how to develop my own and others' work.

Level 4

I can identify specific parts of performance to work on.

I can understand ways (criteria) to judge performance.

I can use my awareness of space and others to make good decisions.

Real PE – **Creative** – Static Balance (Seated) and Static Balance (Floor Work) through Seated Volleyball & Scorpion Handball

Level 6

I can effectively disguise what I am about to do next.

I can use variety and creativity to engage an audience.

Level 5

I can respond imaginatively to different situations.

I can adapt and adjust my skills, movements or tactics so they are different from or in contrast to others.

Level 4

I can link actions and develop sequences of movements that express my own ideas.

I can change tactics, rules or tasks to make activities more fun or more challenging.