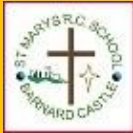
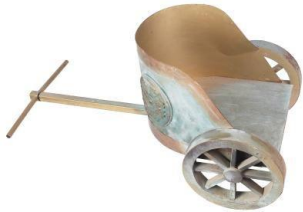


Swifts Autumn Term Cycle B		 <b>Inspire and Aspire Sports Heroes</b>
As a Reader	Word reading	<p>I can read exception words.</p> <p>I can use knowledge of root words, prefixes and suffixes to read and understand the meaning of new words.</p>
	Comprehension	<p>I can listen to and discuss a wide range of texts.</p> <p>Class texts:</p> <ul style="list-style-type: none"> <li>• Marcus Rashford and other role models linking to Black History month and interests of cohort</li> <li>•</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>Humans</u> - Nutrition</p> <p>I can name the different food groups needed for a nutritious balanced diet.</p> <p>I understand that animals cannot make their own food; they get nutrition from what they eat.</p> <p>I can construct a food chain, identifying the producers, predators and prey.</p>

	<p>I can explain how humans digest food.</p> <p>I can identify and describe the functions of different types of human teeth.</p> <p>I can describe the functions of the skeleton and muscles in the human body.</p> <p><b>Working Scientifically</b> – on going across the year</p>
As a Computing learner	<p>I can create a simple food chain poster by combining text and graphics</p> <p>I can use a search engine to find information to support my learning.</p> <p>I can make a PowerPoint about The Seven Summits..</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	<p><u>Ancient Greeks</u></p> <p>I can locate the Greek period on a timeline.</p> <p>I can explain how Ancient Greek life and their achievements have influenced our lives today – The Olympic Games.</p>
As a Geographer	<p><u>Mountains of the world</u></p> <p>I can describe how mountains are formed by movement of the earth’s crust.</p> <p>I can recognise mountains on an Ordnance Survey map.</p> <p>I can name and locate the Pennines on a map of the United Kingdom.</p> <p>I can name and locate the highest mountains in the United Kingdom – Scarfell Pike (978m), Snowden (1085m), Ben Nevis (1345m) and Slieve Donard (850m).</p> <p>I can name and identify the highest mountains in the world - Seven Summits.</p>
As a D.T learner	<p style="text-align: center;"><b>Greek Chariot</b></p>  <p>I can follow a step-by-step plan to make a model of a Greek chariot, choosing the right equipment and materials.</p> <p>I can use <b>wheels and axles</b> to make my chariot move forwards when pulled.</p>
As an Artist	<p>I can print onto different materials using at least four colours. (Pottery designs)</p> <p>I can sculpt clay and other mouldable materials. (Pottery)</p> <p>I can use marks and lines to show texture in my art. (Mosaic and sculpting lesson using different materials).</p> <p>I can recognise when art is from a different historical period and from different cultures. (2 I can’s combined to recognise time period and culture – Link to geography and history. Looking at Greek art and artifacts lesson).</p> <p>I can create a background with a wash. (Building temples with a water colour effect background or a chalk rub background).</p> <p>I can use IT to create art which includes my own work and that of others. (Possibly done using images of Greek temples and making their own using shapes and media skills – Link to maths shapes, geography locating temples, history knowledge on temples, IT media tools).</p>

As a Musician	<p><b>Charanga scheme autumn 1 Mama Mia</b> I can identify the piece's structure • Identify the instruments/voices • Find the pulse whilst listening. I can identify changes in tempo, dynamics and texture.</p> <p><b>Autumn 2 Musical Activities using glocks</b> I can learn more complex rhythm patterns. Revise, play and read the notes C, D, E, F + G. Learn to play: • Mardi Gras Groovin' • Two-Way Radio • Flea Fly • Rigadoon • Mamma Mia Revisit these tunes from Stage 1: • Portsmouth • Strictly D • Play my Music • Compose using the notes C, D, E, F + G.</p>
MFL- as a linguist	<p><b>Carmel scheme</b></p> <p>I can say 8 sports that I play or do; I can say which activities I do on different days; I can write my own diary of activities and ask and answer questions about it; I can sing a song about foods that are good for me.</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> I can persevere with a task and improve my performance through regular practice. I cope well and react positively when things become difficult.</p> <p><b>Level 3</b> I have begun to challenge myself. I know where I am with my learning.</p> <p><b>Level 2</b> I try several times if at first I don't succeed. I ask for help when appropriate.</p> <p>-----</p> <p>Real PE – <b>Social Cog</b> – Dynamic Balance to Agility (Jumping and Landing) and Static Balance (Seated)</p> <p><b>Level 4</b> 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.</p> <p><b>Level 3</b> I am happy to show and tell others about my ideas. I show patience and support others listening carefully to them about our work.</p> <p><b>Level 2</b> I can help, praise and encourage others in their learning.</p> <p>-----</p> <p><u>Athletics:</u> I can run fast, medium and slow speeds: changing speeds and direction. I can take part in a relay, remembering when to run and what to do. I can run over a long distance. I can sprint over a short distance. I can throw in different ways. I can hit a target. I can jump in different ways.</p>