



Swifts Spring Term Cycle A		 The Best of Britain British Monarchs
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"> • Oliver Twist <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,</p> <p>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> <p>I can use a wide range of conjunctions, adverbs and prepositions to open sentences in different ways.</p> <p>I can use paragraphs to structure my writing.</p>
Speaking and listening		12 Statutory statements
As a Mathematician		I can recall multiplication facts up to 12 x 12

	<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> <p>I can multiply and divide by 10 and 100, understanding place value.</p> <p>I can estimate, measure, compare, add and subtract lengths (mm/cm/m)</p> <p>I can convert between different units of measure (cm-mm, km-cm)</p> <p>I can measure and calculate the perimeter of simple 2D shapes and rectangles.</p> <p>I can find the area of a rectangle by counting squares.</p> <p>I can compare and order unit fractions and fractions with a common denominator.</p> <p>I can recognise and show equivalent fractions.</p> <p>I can count up and down in tenths and hundredths.</p> <p>I can recognise and write decimal equivalents for unit fractions, tenths and hundredths.</p> <p>I can round decimals to the nearest whole number.</p> <p>I can compare decimals with up to 2-decimal places.</p> <p>I can recognise, find and write fractions of a quantity.</p> <p>I can add and subtract fractions with the same denominator.</p>
As a Scientist	<p><u>Electricity</u></p> <p>I can identify appliances which run on electricity.</p> <p>I can construct, draw and label a simple electrical circuit – cell, wires, bulbs, switches and buzzers.</p> <p>I can predict and give reasoning for when a series circuit will light a lamp.</p> <p>I can make and use a simple switch to turn a lamp on and off.</p> <p>I can identify materials which conduct and insulate electricity.</p> <p>Working Scientifically – on going across the year</p>

<p>As a Computing learner</p>	<p>I can make a safety poster (electricity) using Publisher.</p> <p>I can use a search engine to find information about Great British Monarchs.</p> <p>I can make a PowerPoint about Great British Monarchs.</p> <p>I can create an animation to evidence my learning about The Plague using Scratch. https://scratch.mit.edu/projects/63956978/</p> <p>I can use technology safely and respectfully (Ongoing E-safety) - Website Research</p>
<p>As a Historian</p> <p>Tudors, Stuarts and Victorians</p>	<p>I can give a chronology of British history beyond 1066.</p> <p>I can describe the changing power of monarchs – Richard the Lionheart, Anne, Henry VIII, Victoria, Queen Elizabeth.</p> <p>Tudors – 1485 – Henry VIII</p> <p>Stuarts – 1603 – The Great Plague</p> <p>Georgian – 1714</p> <p>Victorians – 1837</p> <p>I can explain how the lives of wealthy people were different to the lives of poorer people.</p> <p>I can use historical information to explore the causes and consequences of the Great Plague – Stuarts.</p>
<p>As a Geographer</p> <p><i>Local visit to Bowes Museum</i></p>	<p>I can name and locate regions in the United Kingdom.</p>
<p>As a D.T learner</p>	<div data-bbox="507 1352 756 1532" data-label="Image"> </div> <p>I can design, make and evaluate a Tudor house using boxes.</p> <div data-bbox="788 1397 1059 1610" data-label="Image"> </div> <p>I can use electricity and gears to design, make and evaluate a Victorian fairground ride.</p>
<p>As an Artist</p>	<p>Portraits and Portraiture</p> <div data-bbox="716 1688 948 1823" data-label="Image"> </div> <p>(Bowes Museum Workshop)</p> <p>I can develop techniques in using line and shape to draw portraits.</p> <p>I can use paint and collage to create an image of a British monarch.</p>

	 <p>I can talk about the work of Picasso and produce a self-portrait in his style.</p>
As a Musician	<p>Charanga scheme Spring 1 3 Little Birds Spring 2 The Dragon Song</p> <p>I can appraise different styles of music - reggae, funk. I can recognise a piece's structure. I can play C,D,A,G.</p>
MFL- as a linguist	<p>Carmel scheme Les Quatre Amis</p> <p>I can listen attentively to simple spoken language and show understanding; I can understand basic grammar; I can explore the basic patterns and sounds of language and link the spelling, sound and meaning of words; I can speak in sentences, using familiar vocabulary; I can read carefully and show understanding; I can develop accurate pronunciation and intonation so that others understand when they read aloud.</p>
PE- as a sportsperson	<p>Real PE – Cognitive Cog – Dynamic Balance (on a line) and Coordination (ball skills)</p> <p>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.</p> <p>Level 3 I can explain what I am doing well and I have begun to identify areas for improvement</p> <p>Level 2 I can begin to order instructions, movements and skills. I can explain why someone is working or performing well. With help, I can recognise similarities and differences in performance.</p> <p>-----</p> <p>Real PE – Creative Cog – Coordination (sending and receiving) and Counter balance (with a partner)</p> <p>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.</p> <p>Level 3 I can recognise similarities and differences in movements and expression. I can make up my own rules and versions of activities. I can respond differently to a variety of tasks.</p> <p>Level 2 I can select and link movements together to fit a theme. I can begin to compare my movements and skills with those of others.</p>