




Swifts Spring Term Cycle B		 <h2 style="text-align: center;">Great Explorers The Roman Empire</h2>
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>• Escape from Pompeii</li> <li>• Fire Poetry</li> <li>• Non-Fiction Books</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> <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		<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> <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><b>Forces</b></p> <p>I can move objects in different ways – contact (push/pull).</p>

	<p>I can compare how things move on different surfaces.</p> <p>I can move objects using magnetic force – attract and repel.</p> <p>I can identify magnetic materials.</p> <p>I can explore how magnetic poles attract and repel.</p> <p><b>Working Scientifically – on going across the year</b></p>
As a Computing learner	<p>I can use a search engine to find information to support my learning.</p> <p>I can make a PowerPoint presentation about The Romans, considering sequence.</p> <p>I can use technology safely and respectfully (Ongoing E-safety) - Website Research</p>
As a Historian <b>Visit Hadrian's Wall</b>	<p><b>The Roman Empire</b></p> <p>I can recount the Roman Invasion of Britain.</p> <p>I can ask historical questions about the impact the Roman Empire had on Britain.</p> <p>I can use historical sources to find out about Britain during Roman rule.</p> <ul style="list-style-type: none"> <li>• Technology</li> <li>• Culture and beliefs</li> <li>• Christianity</li> </ul>
As a Geographer <b>Local visit to Bowes Museum</b>	<p>I can use maps and atlases to locate countries in the Roman Empire.</p> <p>I can describe the physical and human features of a region within Europe - Rome.</p> <p>I can describe features of a volcano.</p>
As a D.T learner	<p><b>Roman Sandals</b></p> <p>I can use a range of materials to create a model of a Roman sandal.</p> <p>I can use different joining techniques</p> 
As an Artist	<p><b>Mosaics</b></p> <p>I can recognise and describe the features of Roman mosaics.</p> <p>I can explore line and shape in Roman mosaics.</p> <p>I can use a range of materials creatively to design and make a Roman mosaic.</p> 
As a Musician	<p><b>Charanga scheme Spring 1 Stop!</b></p> <p>I can identify the structure. • Identify the instruments/voices • Find the pulse whilst listening and identify tempo changes, changes in dynamics and texture.</p> <p><b>Spring 2 Lean on Me</b> I can identify the piece's structure. • Identify the instruments/voices • Find the pulse whilst listening and identify tempo changes, changes in dynamics and texture</p> <p>I can play instrumental parts accurately and in time, as part of the performance. The easy part: C + F by ear. The medium part: E, F + G by ear and from notation.</p>
MFL- as a linguist	<p><b>Carmel scheme</b></p> <p>I can talk about the weather; I can read and understand different weather phrases; I can say the days of the week; and put together a simple weather forecast; I can say and</p>

	<p>understand numbers up to at least 31 and recognise number patterns; I can write the date in French.</p>
<p>PE- as a sportsperson</p>	<p>Real PE – <b>Cognitive Cog</b> – Dynamic Balance (on a line) and Coordination (ball skills)</p> <p><b>Level 4</b>  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><b>Level 3</b>  I can explain what I am doing well and I have begun to identify areas for improvement</p> <p><b>Level 2</b>  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 – <b>Creative Cog</b> – Coordination (sending and receiving) and Counter balance (with a partner)</p> <p><b>Level 4</b>  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><b>Level 3</b>  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><b>Level 2</b>  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> <p>-----</p> <p>Focus: Balance/gymnastics and cognitive development.  I can improvise freely and translate ideas from a stimulus into movements.  I can share and create phrases with a partner or a small group.  I can repeat, remember and perform phrases.  I can work in a controlled way.  I can include change of speed and direction.  I can include a range of shapes.  I can work with a partner to create, repeat, and improve a sequence with at least three phrases.</p>