




**Swifts
Summer Term
Cycle A**



**On Our Travels
Deserts**

As a Reader	Word reading	I can read exception words. I can use knowledge of root words, prefixes and suffixes to read and understand the meaning of new words.
	Comprehension	I can listen to and discuss a wide range of texts. Class texts: <ul style="list-style-type: none"> • Egyptian Cinderella I can use my VIPER skills to read with understanding.
As a Writer	Transcription	Phonics / Spelling programme
	Composition	I can plan, draft, write, evaluate, edit and read aloud my writing. Narrative – Descriptive extracts – create settings, characters and plots Non-narrative – Newspaper Articles, Biographies, Recounts, Information texts
	SPAG	I can spell and Year 3 and Year 4 common exception words and high frequency words. I can spell further homophones. I can spell commonly misspelt words. I can use a dictionary to check spelling. I can use prefixes and suffixes and know rules for adding them. I can use inverted commas to punctuate direct speech. I can use apostrophes to mark plural possession. I can use commas after fronted adverbials. I can use organisational devices – paragraphs, headings and subheadings. I can use present perfect form of verbs – he went out to play. I can use pronouns to avoid repetition.
Speaking and listening		12 Statutory statements
As a Mathematician		<u>Measure – Money and Time Mass and capacity</u> I can compare mass using kg and g. I can compare volume and capacity using l and ml. I can measure mass using kg and g. I can measure volume/capacity using l and ml. I can subtract mass using kg and g. I can add and subtract capacity and volume using l and ml. <u>Time:</u> I can tell and write the time from an analogue clock (12-hour clock). I can tell and write the time from an analogue clock (24-hour clock). I can tell and write the time from an analogue clock (Roman numerals). I can estimate and read time with increasing accuracy to the nearest minute. I can record and compare time in terms of seconds, minutes, and hours. I can use the following vocabulary: o'clock, am, pm, morning, afternoon, noon and midnight. I know the number of seconds in a minute. I know the number of days in each month, year and leap year. I can compare duration of events. <u>Year 4:</u> I can read, write and convert time between analogue and digital 12-hour clocks. I can read, write and convert time between analogue and digital 24-hour clocks. I can solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days. <u>Money:</u>

	<p>I can add and subtract amounts of money to give change, using both £ and p in a practical context.</p> <p><u>Year 4 - Money measurement:</u></p> <p>I can compare measures including money in £ and p. I can estimate measures including money in £ and p. I can calculate different measures, including money in £ and p.</p> <p><u>Statistics:</u></p> <p>I can interpret and present data using bar charts, pictograms and tables. I can solve one-step and two step questions using information presented in scaled bar charts, pictograms and tables.</p> <p><u>Year 4:</u></p> <p>I can interpret and present discrete and continuous data using appropriate graphical methods including, bar charts and time graphs. I can solve comparison, sum and difference problems using the information presented in bar charts, pictograms, tables and other groups.</p> <p><u>Geometry:</u></p> <p>I can identify horizontal, vertical lines and pairs of perpendicular and parallel lines. I can draw 2D shapes. I can make 3D shapes using modelling materials. I can recognise 3D shapes in different orientations and describe them. I can recognise angles are a property of a shape or a description of a turn. I can identify right angles. I can recognise that two right angles make a half turn and three makes a three-quarter turn. I can identify whether angles are greater than or less than a right angle.</p> <p><u>Year 4:</u></p> <p>I can compare and classify geometric shapes, including quadrilaterals and triangles based on their properties and sizes. I can identify lines of symmetry in 2D shapes presented in different orientations. I can complete a simple symmetric figure with respect to a specific line of symmetry. I can identify obtuse and acute angles and compare and order angles up to two right angles by size. I can describe movements between positions of translations of a given unit to the left/right and up/down. I can describe positions of a 2D grid as coordinates in the first quadrant. I can plot specified points and draw sides to complete a given polygon.</p>
<p>As a Scientist</p>	<p><u>Materials</u></p> <p><i>I can compare and group solids, liquids and gases.</i> <i>I can investigate materials which change state when heated or cooled.</i> <i>I can identify the part played by evaporation and condensation in the Water cycle.</i> <i>I can investigate the rate of evaporation.</i></p> <p><u>Living Things and their habitats – Plants</u></p> <p>I can group living things in a variety of ways. I can use a classification key to group, identify and name a variety of living things in a desert climate. I can describe how a desert climate can pose dangers to living things. I can identify and describe the functions of different parts of flowering plants – roots, stem/trunk, leaves and flowers. I can describe the requirements of plants for life and growth (air, light, water, nutrients and space)</p>

	<p>I can investigate how water is transported and stored within plants – cactus adaptations. I can explain the life cycle of a flowering plant, including pollination, seed formation and seed dispersal.</p> <p>Working Scientifically – on going across the year</p>
As a Computing learner	<p>I can use a search engine to find information about the Ancient Egyptians. I can make a PowerPoint about Desert Climate. I can use a Probot to draw a square and an equilateral triangle. I can move a Sprite around the screen using keys - Scratch I can use technology safely and respectfully (Ongoing E-safety) - Website Research</p>
As a Historian Durham Museum	<p>I can use historic items and artefacts to build up a picture of life in the Ancient Egyptian times – The Tomb of Tutankhamun</p>
As a Geographer Botanical Gardens	<p>I can use maps and atlases to locate countries with different climatic zones – focussing on arid climates.Egypt. I can describe the water cycle.</p>
As a D.T learner	<p style="text-align: center;">Egyptian Shaduf</p>  <p>I can explore the use of levers in everyday objects e.g. seesaw I can understand how levers help to move heavy objects. I can design and make a Shaduf to lift water from the river Nile. I can cut square wood using a hand saw. I can join wood using binding.</p>
As an Artist 	 <p style="text-align: right;">Resist Me</p> <p>I can explain how an artistic effect has been achieved – resist. I can experiment with wax and tape resists.</p> <p>I can collaborate with others to design and create an Egyptian tomb, using resists.</p>
As a Musician	<p>Charanga Scheme summer 1 Bringing us together Summer 2 reflect rewind I can play instruments within a song. I can listen and appraise classical music. I can play notes C ,A,G. I can compose.</p>
MFL- as a linguist	<p>Carmel scheme Le Carnaval des animaux I can recognise and say the names of the animals referred to in the Carnival of the Animals; I can recognise which piece of music portrays which animal; I can read or recognise the words for the animals and be aware of some of the spelling links; I can talk about where the animals in the Carnival live; I can understand and say a number of adjectives, and understand the agreement of simple nouns and adjectives.</p>
PE- as a sportsperson	<p>I can run over a long distance.</p>

C.C has placed in these I cans – A.D to change if needed as PE lead.

- I can sprint over a short distance.
- I can throw in different ways.
- I can hit a target.
- I can jump in different ways.
- I can catch with on hand.
- I can throw and catch accurately.
- I can hit a ball accurately with control.

Real PE – **Physical Cog** – Agility (reaction/response) and Static balance (floor work)

Level 4

- I can perform a variety of movements and skills with good body tension.
- I can link actions together so that they flow.

Level 3

- I can perform and repeat longer sequences with clear shapes and controlled movement.
- I can select and apply a range of skills with good control and consistency.

Level 2

- I can perform a sequence of movements with some changes in level, direction or speed.
- I can perform a range of skills with some control and consistency.

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Real PE – **Health and Fitness Cog** – Agility (ball chasing) and Static Balance (stance)

Level 4

- I can describe the basic fitness components.
- I can explain how often and how long I should exercise to be healthy.
- I can record and monitor how hard I am working.

Level 3

- I can explain why we need to warm-up and cool down.
- I can describe how and why my body changes during and after exercise.

Level 2

- I use equipment appropriately and move and land safely.
- I can say how my body feels before, during and after exercise.