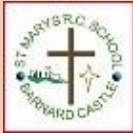





Swifts Summer Term Cycle B		 <h2 style="text-align: center;">Our Global Neighbours Mexico</h2>
As a Reader	Word reading	<p>I can read exception words.</p> <p>I can use knowledge of root words, prefixes and suffixes to read and understand the meaning of new words.</p>
	Comprehension	<p>I can listen to and discuss a wide range of texts.</p> <p>Class texts:</p> <ul style="list-style-type: none"> * Coco by Diana Lopez * Felipa & the day of the dead animation <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 style="padding-left: 40px;">Narrative – Descriptive extracts – create settings, characters and plots</p> <p style="padding-left: 40px;">Non-narrative – Newspaper Articles, Explanations, Recounts, Information texts, Instructions</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><u>Measure</u></p> <p>I can compare and measures including money, mass, volume and capacity using appropriate units.</p> <p>I can add and subtract measures.</p> <p>I can calculate different measures, including money in £ and p.</p> <p><u>Time:</u></p> <p>I can estimate, read and write the time using an analogue clock (12-hour , 24-hour and Roman Numeral clock) to the nearest minute.</p> <p>I can record and compare time in terms of seconds, minutes, and hours.</p> <p>I can use the following vocabulary: o clock, am, pm, morning, afternoon, noon and midnight.</p> <p>I can convert between different units of time.</p> <p>I can compare duration of events.</p> <p><u>Statistics:</u></p> <p>I can interpret and present data using bar charts, pictograms and tables.</p> <p>I can solve one-step and two step questions using information presented in scaled bar charts, pictograms and tables.</p> <p>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.</p> <p>I can recognise, describe, compare and draw 2D shapes (symmetry, angle, sides)</p> <p>I can recognise, describe and make 3D shapes using modelling materials.</p> <p>I can recognise angles are a property of a shape or a description of a turn.</p> <p>I can identify right angles and angles greater than or less than a right angle.</p> <p>I can complete a simple symmetric figure with respect to a specific line of symmetry.</p> <p><u>Position, Direction and Motion</u></p> <p>I can describe movements between positions of translations of a given unit to the left/right and up/down.</p> <p>I can describe positions of a 2D grid as coordinates in the first quadrant.</p> <p>I can plot specified points and draw sides to complete a given polygon.</p>
As a Scientist		<p><u>Light and Sound</u></p> <p>I can recognise sources of light and know that light is needed in order to see.</p> <p>I can explain how shadows are formed and investigate how the size of shadows change.</p>

	<p>I can use scientific diagrams to show how light is reflected from surfaces. I can talk about the dangers of light from the sun and describe ways to protect my eyes. I can describe how sounds are made (vibrations) and how they travel. I can describe how to achieve sounds with different pitch and volume. I can investigate how sounds get fainter as the distance from the sound increases.</p>
	<p>Working Scientifically – on going across the year</p>
As a Computing learner	<p>I can make an animation using Stop Motion Studio (Link to class text - Felipa & the day of the dead) https://vimeo.com/143667479 I can programme a Probot to draw a square and an equilateral triangle. I can use a search engine to find information about the Ancient Mayan civilisation. I can use Publisher to design a menu for a Mexican restaurant. I can use technology safely and respectfully (Ongoing E-safety) - Website Research</p>
As a Historian	<p>I can compare and contrast the history of the Mayan civilisation with Anglo Saxon Britain.</p>
As a Geographer <i>Local visit to</i>	<p>I can use maps and atlases to locate North and South America and Mexico. I can describe the physical and human features of a region within America – Mexico.</p>
As a D.T learner	<p style="text-align: center;">Mayan Temple</p>  <p>I can use research to design a Mayan temple. I can measure accurately. I can construct cuboids using card.</p> <p style="text-align: center;">Mayan Tortillas</p> <p>I can prepare and cook Mayan tortillas.</p>
As an Artist	 <p style="text-align: center;">Day of the Dead</p> <p>I can explore line, shape colour and pattern in Day of the Dead Skulls. I can design a Day of the Dead Skull and experiment with different art media (white paper, black paper, mask)</p> <p>I can cut and join felt to make a Day of the Dead cushion. I can embellish a felt cushion using sewing techniques.</p> 
As a Musician	<p>Charanga scheme summer 1 Blackbird I can identify the themes: Equality, civil rights. ● Identify instruments/voices I can play instrumental parts accurately and in time, as part of a performance. The easy part C + G by ear. The medium part: G, A, B + C by ear and from notation. I can compose a simple melody using simple rhythms and use it as part of the performance. Using the notes: C, D + E. Using the notes: C, D, E, G + A (pentatonic scale). Summer 2 Listen and Appraise Classical music</p>
MFL- as a linguist	<p>Carmel scheme I can say how I get to school. I can take part in a survey and ask and answer questions about how I get to school; I can say where in the world French is spoken; I can put together short sentences about ways of travelling to different countries.</p>
PE- as a sportsperson	<p>Real PE – Physical Cog – Agility (reaction/response) and Static balance (floor work)</p> <p>Level 4 I can perform a variety of movements and skills with good body tension. I can link actions together so that they flow.</p> <p>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.</p> <p>Level 2</p>

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.

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.