

English –
Texts – The Boy at the Back of the Class, The Matchbox Diary

- Can I identify key features of text types I am reading and use these in my writing?
- Can I compose and rehearse sentences with rich vocabulary?
- Can I organise paragraphs around a theme?
- Can I develop characters and setting in story writing?
- Can I structure and organise my writing appropriately?
- Can I draft, edit and improve my writing?

- Reading**
- Can I read aloud and explore the meaning of new words that I meet?
 - Can I discuss and evaluate authors use of language?
 - Can I make inferences about characters and justify with evidence?
 - Can I predict what might happen from details I have read?
 - Can I explain my understanding of a text?
 - Can I retrieve information to answer a range of questions?
 - Can I summarise in a variety of ways?

- SPAG**
- Can I use further prefixes and suffixes?
 - Can I spell homophones and other words that are often misspelt?
 - Can I classify different word types – noun, verb, adverb, determiner?
 - Can I extend sentences with a wider range of conjunctions?
 - Can I use adverbial phrases and prepositional phrases?

Art
Painting & mixed media: Light and dark

- Can I share my ideas about a painting?
- Can I describe the difference between a tint and a shade?
- Can I mix tints and shades by adding black or white paint?
- Can I discuss real-life experiences of how colours can appear different?
- Can I use tints and shades to paint an object in 3D?
- Can I try different arrangements of objects for a composition, explaining their decisions?
- Can I produce a clear sketch that reflects the arrangement of their objects?
- Can I create a final painting that shows an understanding of how colour can be used to show light and dark, and therefore show three dimensions?
- Can I paint with care and control to make a still life with recognisable objects?

French
Describing People / Clothes

PE
Netball & basketball

- Maths**
Place Value
- Can I represent numbers up to 1,000 using equipment and pictures?
 - Can I partition numbers up to 1,000 into hundreds, tens, and ones?
 - Can I place and estimate numbers on a 1,000 number line?
 - Can I find 10, 100, or 1,000 more or less than a given number?
 - Can I count in 1,000s?
 - Can I represent numbers up to 10,000 using a place value chart?
 - Can I partition a 4-digit number into thousands, hundreds, tens, and ones?
 - Can I place and estimate 4-digit numbers on a number line up to 10,000?
 - Can I compare and order numbers up to 10,000 using <, >, and = signs?
 - Can I round numbers to the nearest 10, 100, or 1,000?
 - Can I count in 25s?
 - Can I understand and use negative numbers in context?
 - Can I read and write Roman numerals up to 100 (I to C)?
- Addition and Subtraction**
- Can I add and subtract 1s, 10s, 100s, and 1,000s mentally?
 - Can I add two 4-digit numbers using the formal column method (with no exchanges)?
 - Can I add two 4-digit numbers with one or more exchanges?
 - Can I subtract a 4-digit number from another (with no exchanges)?
 - Can I subtract a 4-digit number involving one or more exchanges?
 - Can I use rounding to estimate answers to addition and subtraction problems?
 - Can I use the inverse operation to check my calculations?
 - Can I solve multi-step addition and subtraction word problems?
- Area**
- Can I explain what area means?
 - Can I find the area of a shape by counting squares?
 - Can I make different shapes that have the exact same area?
 - Can I compare the areas of two or more shapes?
- Multiplication and Division**
- Can I recall and use multiplication and division facts for the 3, 6, and 9 times-tables?
 - Can I see the link between the 3, 6, and 9 times-tables?
 - Can I recall and use multiplication and division facts for the 7 times-table?
 - Can I recall and use multiplication and division facts for the 11 and 12 times-tables?
 - Can I multiply any number by 1 and 0?
 - Can I divide any number by 1 and itself?
 - Can I multiply three numbers together?

- Key Dates:**
- 4th September – Anglo-Saxon Hook day
 - 14th September - Jeans for Genes week
 - 25th September - MacMillan Coffee Morning
 - 1st October- Wates
 - 2nd October - Harvest Festival
 - 13th November - Children in Need
 - 2nd December - Christmas Fayre
 - 7th December 2pm- Christmas performance
 - 15th December – Pantomime



- Science**
- What are solids, liquids and gases?
 - Do all liquids behave the same?
 - What is a thermometer for?
 - How do materials change state?
 - What is the water cycle?
 - Do all liquids evaporate?
 - Does temperature affect the rate of evaporation?
- Working Scientifically**
- Can I raise relevant questions about the world around me?
 - Can I identify different types of scientific enquiry?
 - Can I set up comparative and fair tests?
 - Can I set up a range of equipment?
 - Can I observe changes over time and collect data?
- Scientists, Discoveries & Inventions**
- Maria Telkes, Lord Kelvin, Joseph Priestly

- Computing**
Computing systems and networks: Collaborative learning
- Can I understand the need to be thoughtful when working on a collaborative document?
 - Can I use comments to suggest changes to a document and understand how to resolve comments?
 - Can I use a variety of different slide styles to convey information, including images and transitions?
 - Can I create a Google Form with a range of different question types that will provide different types of answers, e.g. text, multiple choice or numerical values?
 - Can I export data to a spreadsheet, highlighting data, using conditional formatting and calculating averages and sums of numbers?
- Programming 1**
- Can I identify how variables and if statements are used in Scratch games?
 - Can I explain what a variable is, tracking and how a condition changes what happens?
 - Can I create variables to keep and display scores?
 - Can I use sensing blocks and if statements to control game actions?
 - Can I combine variables, sensors and if/else blocks to build a multiplication game?
 - Can I debug code by finding and fixing errors?
 - Can I evaluate the game by explaining what worked well and what could be improved?

- DT Structures/Shell structures/Gift Boxes**
- Can I investigate and analyze a range of existing shell structures and gift boxes to see how they are made?
 - Can I use joining techniques effectively, such as tabs, scoring, gluing, or interlocking flaps, to secure my structure?

- Geography – Settlers, Settlements and Migration**
Place Knowledge, Locational Knowledge, Human and Physical Features, Map Skills
- Can I define the terms *migration*, *push factor*, *pull factor*, and *refugee*?
 - Can I identify the physical features required for a successful early settlement (e.g., fresh water, fertile soil, high ground for defense)?
 - Can I map historical and modern migration routes using map keys and compass points?
 - Can I begin to understand the impact of displacement and immigration on human geography?
 - Can I compare places with historical settlements; compare UK with European regions?
- History – The Anglo-Saxons**
Chronological Understanding, Historical Enquiry and Interpretation, Knowledge & Understanding of Places, People and Events
- Can I place the Anglo-Saxon period accurately on a timeline relative to the Romans?
 - Can I explain the "push" and "pull" factors that led Anglo-Saxon tribes to leave Germany, Denmark, and the Netherlands?
 - Can I identify how Anglo-Saxons lived using physical evidence (e.g., the Sutton Hoo ship burial)?
 - Can I use a range of sources to explore Anglo-Saxon life and culture?

- Music**
Body and tuned percussion
- Identify the structure of a piece of music.
 - Have an idea as to when there is one layer in a piece of music and when there are two.
 - Play a sequence in the correct order in time with their partner.
 - Have two contrasting rhythms being played together.
 - Have two different melodies being played together.
 - Have a complete piece of music with four different layers with an appropriate structure.
- Rock and Roll**
- Perform the hand jive hand actions in sequence and in time with the music.
 - Sing in tune and perform their actions in time.
 - Play the notes of the walking bass in the correct sequence.
 - Independently play their part with some awareness of the

- PSHE**
- Being part of a class team/Being a school citizen/Rights, responsibilities and democracy (school council)/Rewards and consequences/Group decision-making /Having a voice/ What motivates behaviour/Challenging assumptions/Judging by appearance/Accepting self and others/Understanding influences/Understanding bullying/Problem-solving/Identifying how special and unique everyone is/First impressions
- RE – Hinduism & Islam**
Living a Faith
- How do Hindus reflect their faith in the way they live?
 - What is karma and how does it drive the cycle of samsara?
 - How might a Hindu seek to achieve moksha?
 - What does the Qur'an teach Muslims about how they should treat others?
 - How do Muslim teachings guide the way Muslims act in the world?
 - How are Muslim beliefs expressed in practice?
 - How do beliefs impact on action: expectations of behaviour, ways in which people act, examples of contemporary individuals?