Reading

* I can read aloud and understand the meaning of new words
* I can use dictionaries to check the meaning of words
* I can discuss words and phrases that capture the reader’s interest and imagination
* I can discuss my understanding and explain the meaning of words in context
* I can predict what might happen from details stated and implied
* I can identify main ideas and summarise these
* I can retrieve and record information

Online Safety

* I understand that people’s identities online can be different to their identities in real life
* I understand how people with similar interests are connected online
* I can give examples of technology specific forms of communication
* I can explain some risks of communication online.

PSHE – Basic First Aid

* I know how to respond and act in an emergency
* I know the basic techniques for dealing with burns and scalds
* I know the basic techniques for dealing with asthma
* I know the basic techniques for dealing with bleeding

Thought box – changing climates

* I understand the difference between weather and climate
* I understand the impact of climate change
* I know what fossil fuels are and how they cause climate change
* I understand the importance of individual and collective action to help the planet

Key Text – How to Train your Dragon

**Literacy** – character description/ non-chronological report

* I can discuss writing similar to mine to learn from its structure, vocabulary and grammar
* I can compose and rehearse sentences orally to improve my writing
* I can organise my work into paragraphs around a theme
* I can use fronted adverbials and use commas after a fronted adverbial
* I can use expanded noun phrases using adjectives, additional nouns and prepositional phrases
* I can extend sentences using a range of conjunctions
* I can use conjunctions, adverbs and prepositions to express time and cause
* I can use pronouns
* I can use simple organisational devices such as headings and subheadings
* I can use possessive apostrophes
* I can plan my writing
* I can evaluate and edit by proof-reading for spelling and punctuation errors and propose changes to grammar and vocabulary
* I can assess the effectiveness of my own and others’ writing and suggest improvements
* I can read my writing aloud to a group/whole class using appropriate intonation, tone and volume

Science – How does your garden grow?

* I know the names of the main parts of a plant (root, stem/trunk leaf and flower)
* I understand the functions of the parts of a plant and how they relate to their appearance and structure.
* I can explain the absorption and transport of water/ nutrients and the role of the leaf in making food for the plant
* I know the parts of the flower, their roles in plant reproduction and the stages of the life cycle of a flowering plant
* I can ask and answer my own questions about plants through classifying, observing over time, conducting fair test investigations and using secondary sources.
* I can make and record detailed observations using labelled and annotated diagrams.

RE (Diwali)

* I know that what happens during Diwali and why this is important for a Hindu child.

Trips and events

* Supermarket visit to Morrisons
* Rocks workshop in school
* Harvest Festival at St Agnes

Oracy – cognitive (structure and reasoning)

* I can use and share supporting evidence in my discussion, e.g. citing a text, a previous example or historical event.
* I can explain events and ideas in chronological order.
* I can ask probing questions.
* I can reflect on my own oracy skills, identifying areas of strength and areas to improve.
* I can reach a shared agreement in discussions.
* I can disagree with someone’s opinion, politely
* **Oracy outcome -** to present my character description and give/ receive feedback

**From Farm to Fork**

Music

* I can play simple rhythms varying pitch and dynamics
* I can create a simple rhythmical pattern using an increased number of notes
* I can recognise and explore the ways sounds can be combined and used’
* I can listen with attention and recall patterns of sounds with increasing accuracy

DT

* I can prepare and cook a variety of dishes using a range of cooking techniques (chopping, peeling, grating slicing, mixing)
* I can prepare dishes and cook safely and hygienically
* I can understand that ingredients can be fresh, pre-cooked or processed.

PE – gymnastics

* I can perform a circle roll, rocket jump and bunny hops with control and coordination, precision and fluency.
* I can perform a complex balance with control, coordination and precision.
* I can perform a sequence using complex jumps, rolls and balances with good control, precision and fluency
* I can copy, remember, explore & repeat simple actions varying speed & levels.
* I am beginning to select simple actions to construct basic sequences.
* I am beginning to identify the difference between my performance and that of others.
* I understand the need for warm-up & cool down, and also what is happening to my body during exercise.

Maths

* I can find 1,000 more or less than a given number
* I can count backwards through 0 to include negative numbers
* I can recognise the place value of each digit in a four-digit number (1,000s, 100s, 10s, and 1s)
* I can order and compare numbers beyond 1,000
* I can identify, represent and estimate numbers using different representations
* I can round any number to the nearest 10, 100 or 1,000
* I can solve number and practical problems that involve all of the above
* I can read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of 0 and place value

**Big Questions**

* **Where does our food come from?**
* **What is farming?**
* **How can we improve the sustainability of farming and food transport?**

**Intent**

* To understand that our food comes from all over the world.
* To understand the impact farming and food transport has on the world.
* To think about how we can eat and farm more sustainably.

Spanish

* I know some of the different countries that speak Spanish
* I know how to give some basic classroom instructions in Spanish

Geography

* I can locate and name world countries using maps and atlases.
* I can give reasons why some features are as they are and ask, “What may this place be like in the future?”
* I can ask and answer geographical questions about the physical and human characteristics of a location.
* I can summarise the impact that people have on their environment and how they are trying to manage an environment.
* I can use a range of resources to identify the key physical and human features of a location.
* I can make connections and consider different perspectives about a place.
* I can apply my understanding of human and physical geographical aspects of place to help answer questions.
* I can apply my understanding of differences and similarities to solve problems.
* I can use my own views and experiences to understand other people’s views and experiences of places using key vocabulary.