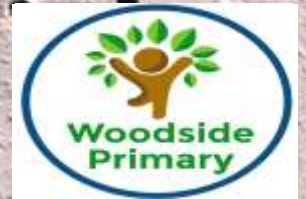


Autumn Term 2 - Epping



English

Pupil orally rehearses and then writes in simple sentences

Pupil reads own writing to peers, teacher or other adult

Pupil punctuates most simple sentences with capital letters and full stops

Pupil uses capital letters for names of people, places and days of the week

Pupil can identify, and is beginning to experiment with, question marks and exclamation marks

We are reading...



A naughty swan steals the Queen's handbag, so naturally, the Queen races after it. She follows it all around the United Kingdom in various modes of transport, including an Aston Martin car, a motorbike, a Red Arrow plane, a speedboat, a train and a horse. Taking in sights such as Stonehenge, Snowdonia, Giants Causeway, Edinburgh Castle, Oxford and then arriving back in London, this chase includes the Queen's butler and an awful lot of policemen.

Maths

- Add and subtract numbers mentally and using formal written method of column addition and subtraction. (up to 3-digit numbers – Year 3; up to 4-digit numbers – Year 4)

- Estimate the answer to a calculation and use inverse operations to check answers.

- Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.

Science

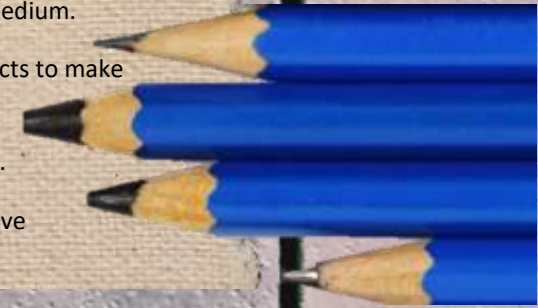
Light

- I can describe what dark is (the absence of light)
- I can explain that light is needed in order to see.
- I can explain that light is reflected from a surface.
- I can explain and demonstrate how a shadow is formed.
- I can explore shadow size and explain.
- I can explain the danger of direct sunlight and describe how to keep protected.

Art

Painting and mixed media: Prehistoric Painting

- I can understand how prehistoric man made art, and to reflect this style in their work.
- I can scale up drawings and sketches in a different medium.
- I can experiment with the pigments in natural products to make different colours.
- I can select and apply a range of painting techniques.
- I can apply painting skills when creating a collaborative artwork.



Geography

The UK

- I can name and locate some of the UK's regions and counties
- I can sue enquiry to understand how images can be used to describe people and places
- I can explain what is meant by migration and begin to explain why different people have settled in the UK
- I can begin to explain some of the changes in the UK population, including its age, location and impact of migration

Computing

Creating Media Stop Frame Animation

- I can explain that animation is a sequence of drawings or photographs
- I can relate animated movement with a sequence of images
- I can plan an animation
- I can identify the need to work consistently and carefully
- I can review and improve an animation
- I can evaluate the impact of adding other media to an animation

RE

Who should we follow?

Pupils will develop an understanding of the importance of the Prophet Muhammad for the Islamic community. They should know why he is seen as a good role model. Pupils should learn about the Islamic beliefs and values found within the story of the Prophet Muhammad and understand the impact these might have on a Muslim

French

- I can recognise and name colour words.
- I can describe shapes by their size and colour.
- I can give and receive instructions that include shape, size and colour vocabulary.
- I can create an original piece of artwork in the style of Matisse, following instructions in French.
- I can create and describe a festive picture.

PSHE

Families and relationships

In this unit we will be learning about how to stay healthy and how our diet affects our bodies and our teeth, identifying our strengths, learning how to celebrate mistakes and develop a growth mindset, considering how we can increase our happiness.

DT

Adapting a recipe

- I can follow a baking recipe
- I can cook to a recipe and adapt it to create a new biscuit prototype
- I can design a biscuit to a given budget
- I can make a biscuit that fits a given design brief