Marsh Mallow Autumn 2, 2026 Value - Resilience

Anchored in the community; a place to belong, a world to explore

Subject	Objectives Covered
English	Leaf *by Sandra Dieckmann* Narrative: Outsider Narrative Purpose: To narrate WORD – I can... I can use a range of interesting and descriptive vocabulary to describe characters, settings and emotions. I can choose precise verbs and adjectives to help the reader understand my characters and their feelings. I can use Standard English verb forms correctly, such as we were instead of we was. I can use plural and possessive -s correctly in my writing. SENTENCE – I can... I can expand noun phrases using adjectives, nouns and prepositional phrases to add detail to my descriptions. I can use prepositions to show time, place and cause, such as before, after, during, in and because of. I can use fronted adverbials to show when, where or how events happen. I can vary my sentence openers to make my narrative more interesting.

	TEXT – I can... I can organise my narrative into paragraphs to show changes in time, place or events. I can use nouns and pronouns carefully to link my ideas and avoid repetition. I can develop a character who feels like an outsider and show how they experience events. I can build tension and develop events to engage the reader. PUNCTUATION – I can... I can use apostrophes to show possession, including with plural nouns. I can use commas after fronted adverbials. I can use a range of punctuation accurately to make my writing clear. Information Report Purpose: To inform WORD – I can... I can recognise the difference between plural -s (more than one) and possessive -s (showing ownership). I can use Standard English verb forms correctly, such as we were instead of we was. SENTENCE – I can... I can expand noun phrases using adjectives, nouns and prepositional phrases to add detail. I can use prepositions to explain time, place and cause, such as before, after, during, in and because of.

	I can use fronted adverbials to explain when, where or how something happens. TEXT – I can... I can choose appropriate nouns and pronouns within and across sentences to make my writing flow. I can use pronouns to avoid repeating the same nouns and names too often. PUNCTUATION – I can... I can use apostrophes to show possession with plural nouns. I can use commas after fronted adverbials.
Outcomes	I can write an outsider narrative. I can write a report.
Reading	The Girl from the Sea, Annie Lumsden *By David Almond* I can check that what I read makes sense and explain the meaning of words in context. I can ask and answer questions to help me understand a text better. I can find clues in the text to explain what characters are thinking, feeling, or doing, and use evidence to support my ideas.I can predict what might happen next by using details that are stated or implied in the text. I can find the main ideas from across paragraphs and summarise them clearly. I can explain how the language, structure, and layout of a text help to create meaning, and I can find and record key information from non-fiction. I can also take part in discussions about what I read, listening and responding to others.
Maths	Fractions. I can compare and order unit fractions and fractions with the same denominators (including on a number line) (continued from Year 3) I can recognise and show, using diagrams, families of common equivalent fractions

	Multiplication and Division I can use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers I can recognise and use factor pairs and commutativity in mental calculations I can multiply two-digit and three-digit numbers by a one-digit division (including interpreting remainders) number using formal written layout Grid method I can solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder. Grid method and bar model. I can solve correspondence problems such as n objects are connected to m objects
Science	Environmental Changes Natural Habitats I can use classification keys to identify and group living things. I can observe and record features of plants and animals in local and other habitats. I can describe how different habitats support different living things. I can discuss and evaluate the effects of environmental changes on living things. I can use scientific vocabulary accurately when talking about habitats and classification.
Outcome	I can create a wildlife guide for a local habitat.
Geography	Seas and Coasts I can locate Sheringham Shoal on a map using atlases, coordinates and digital mapping. I can describe how wind farms work and why they are built off-shore. I can understand the impact of renewable energy on the environment and spaces. I can use geographical vocabulary to discuss energy sustainability and coastal geography. I can compare different types of energy sources (renewable and non renewable) and discuss their pros and cons.

Outcome	I can write an informative piece explaining why Sheringham Shoal is important to us
Computing	Audio production I can understand that audio production means recording and editing sound using digital tools. I can record sounds using a microphone and store them as digital files. I can explore editing that lets us trim, rearrange, and improve our recordings. I can layer different audio tracks, like voice, music, and sound effects. I can show that audio files can be saved and shared in formats like MP3 or WAV.
Art and DT	Christmas textile project I can choose colours and materials that work well together for my Christmas decoration. I can measure and cut lengths of ribbon carefully and safely. I can bend and shape wire to create the structure of my decoration. I can attach and tie ribbon securely to make my decoration look attractive. I can evaluate my finished decoration and explain what I would improve next time
Outcome	I can make two decorations-one for the church festival, and one to take home.
Music	Christmas performance I can identify and describe the inter-related dimensions of music – pitch, tempo, dynamics, texture, and structure. I can perform with awareness of ensemble singing, intonation, and musical expression. I can work as part of a team to rehearse and prepare for our Christmas production. I can sing and recite a poem clearly, confidently and with expression. I can perform confidently in front of a large audience and support others in my group
Outcomes	I can perform in the Christmas concert at APHS.
R.E.	Christian talk about God I can understand and explain the different ways Christians describe God. I can recognise how images like “shepherd” help explain God’s nature. I can reflect on how and why Christians talk about God in different ways.

	I can notice similarities and differences in descriptions of God in Bible stories. I can use appropriate vocabulary to describe Christian beliefs about God.
PSHE	Celebrating differences . I can understand that, sometimes, we make assumptions based on what people look like I can understand what influences me to make assumptions based on how people look I can identify that sometimes bullying is hard to spot and I know what to do if I think it is going on but I'm not sure I can tell you why witnesses sometimes join in with bullying and sometimes don't tell I can identify what is special about me and value the ways in which I am unique
PE	Hockey I can develop passing techniques appropriate to the game with increasing success. Catch and receive a ball with feet/object with increasing success. I can link dribbling the ball with other actions and change direction whilst dribbling with some control. I can develop moving into space to help my team. I can change direction to lose an opponent with some success. I can develop defending one on one and begin to intercept. Dance I can respond imaginatively to a range of stimuli related to character and narrative. I can change dynamics confidently within a performance to express changes in character. I can confidently use changes in level, direction and pathway. I can use action and reaction to represent an idea. I can perform complex dances that communicate narrative and character well, performing clearly and fluently.
Spanish	Talk about where you're going I can say where I'm going or how they're getting there. I can respond to and ask simple questions (e.g. *¿Cómo vas al parque?*). I can use *voy a...* and *vamos a...* in short sentences. I can recognise and recall vocabulary from spoken and written texts. I can write short phrases or sentences using models and familiar structures.
Links to: anchored in the community; a place to belong, a world to explore.	

Pantomime Trip: Experience live theatre, developing an appreciation of the performing arts, storytelling and British traditions.

Christmas Production at APHS: Strengthen links with our local secondary school, celebrating the talents of older pupils and building connections with the wider school community.

Community Reader: Welcome members of the local community into school to share stories, promote a love of reading and celebrate the different people and experiences within our community.