

NUMBER – ADDITION & SUBTRACTION Y3

I can add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate
I can estimate and use inverse operations to check answers to a calculation
I can solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why

NUMBER – ADDITION & SUBTRACTION Y4

I can add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate
I can estimate and use inverse operations to check answers to a calculation
I can solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why

SCIENCE – STATES OF MATTER (Y4)

I can compare & group materials together, according to whether they are solids, liquids or gases.
I can observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C).
I can identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.

HISTORY – STUDY – POMPEII

I can investigate and interpret learning about Roman life in AD79
the eruption of Mount Vesuvius in AD79
I can use evidence to ask questions and find answers to questions about Roman life in AD79
the eruption of Mount Vesuvius in AD79
I can place events & artefacts on a time line using dates.
I can understand the concept of change over time, representing this, along with evidence, on a time line.
I can use dates and terms to describe events.
I can describe the social, ethnic, cultural or religious diversity of Roman life in AD79
I can describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of the Roman people in AD79
I can use appropriate historical vocabulary to communicate, including: dates; time period; era; change; chronology.
I can use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.

GEOGRAPHY – VOLCANOS

I can describe and understand key aspects of physical geography – volcanoes (human & physical)
I can ask and answer geographical questions about the physical and human characteristics of a location (human & physical)
I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features (skills & fieldwork)

MFL – I CAN...

I can recognise and name 10 everyday activities/verbs – talking, dancing, singing
I can use 'je peux' in conjunction with 10 everyday activities
I can complete reading & listening exercises around je peux and 10 everyday activities

The Romans—Escape From Pompeii



MUSIC – Stop! – rap, dimensions of music, singing, composing

I can maintain a simple part within a group.
I can pronounce words within a song clearly.
I can show control of voice.
I can use digital technologies to compose pieces of music.
I can evaluate music using musical vocabulary to identify areas of likes and dislikes.
I can understand layers of sounds and discuss their effect on mood and feelings.
I can develop an understanding of the history of music.

COMPUTING – AUDIO EDITING

I can identify digital devices that can record sound and play it back
I can identify the inputs and outputs required to play audio or record sound
I can recognise the range of sounds that can be recorded
I can use a device to record audio and play back sound
I can suggest how to improve my recording
I can discuss what other people include when recording sound for a podcast
I can plan and write the content for a podcast
I can discuss why it is useful to be able to save digital recordings
I can save a digital recording as a file
I can open a digital recording from a file
I can discuss ways in which audio recordings can be altered
I can edit sections of an audio recording
I can discuss sounds that other people combine
I can choose suitable sounds to include in a podcast
I can use editing tools to arrange sections of audio
I can explain that digital recordings need to be exported to share them
I can discuss the features of a digital recording I like
I can suggest improvements to a digital recording

ART & DESIGN – Making a papier mâché 3D volcano

I can use mouldable materials including papier mâché and mod roc to create simple 3D effects
I can use a frame to provide stability and form

Mosaic – Roman Mosaics – printing day
Relief Printing - when different items are used on a printing block e.g. string, card
I can create more complex patterns - reflection, rotation, symmetry, tessellation

I can explore patterns in the local environment – curtains, wallpaper

ENGLISH – CORE TEXT – ESCAPE FROM POMPEII – Christina Balit

I can read books that are structured in different ways
I can read for a range of purposes
I can write to entertain, to persuade & to inform
I can write for a range of purposes - including poetry, play writing, story writing & newspaper reports
I can use a range of punctuation & cohesive devices in my writing
I can plan, write, evaluate & edit my writing & help others to do the same

RE - HOW DO FESTIVALS SHOW WHAT MATTERS TO A MUSLIM? [IBADAH!]

Make sense of belief:
I can identify some beliefs about God in Islam, expressed in Surah 1
I can make clear links between beliefs about God and ibadah (e.g. how God is worth worshipping; how Muslims submit to God)
Understand the impact:
I can give examples of ibadah (worship) in Islam (e.g. prayer, fasting, celebrating) and describe what they involve.
I can make links between Muslim beliefs about God and a range of ways in which Muslims worship (e.g. in prayer and fasting, as a family and as a community, at home and in the mosque)
Make connections:
I can raise questions and suggest answers about the value of submission and self-control to Muslims, and whether there are benefits for people who are not Muslims
I can make links between the Muslim idea of living in harmony with the Creator and the need for all people to live in harmony with each other in the world today, giving good reasons for their ideas.

PSHE – DREAMS & GOALS

I can tell you about someone who has faced challenges & achieved success
I can identify a dream / ambition which is important to me
I enjoy facing new learning challenges and working out the best ways for me to achieve them
I am motivated and enthusiastic about achieving our new challenge
I can recognise obstacles that may hinder my achievement and can take steps to overcome them
I can evaluate my own learning process & identify how it can be better next time.

SAFER INTERNET DAY

I can describe strategies for safe and fun experiences in a range of online social environments.
I can give examples of how to be respectful to others online.
I can identify some online technologies where bullying might take place.
I can describe ways people can be bullied through a range of media (e.g. image, video, text, chat).
I can explain why I need to think carefully about how content I post might affect others, their feelings and how it may affect how others feel about them

PE – INVASION GAMES

I can move and be still with basic control so that movements are performed with accuracy and clarity
I can repeat and co-ordinate simple movement combinations so that they link together effectively
I can use simple equipment with purpose and basic control
I can find and use space quite well showing an awareness patterns of movement, others and basic safety
I can use small range tactical ideas with consistency

PE – DANCE

I can move, stop and remain still with balance and clarity of movement and shape
I can repeat simple combinations of skills and actions showing co-ordination and changes in directions and speed
I can use a range of skills that make use of equipment with some consistency & accuracy
I can use my own and others' ideas for movements. Tactics and compositions
I can combine movements and actions with some flow and purpose