

## Mathematics

### Number – Division

#### Fractions & Geometry - Properties of Shapes

I can write & calculate mathematical statements for division using the multiplication tables that I know

I can solve problems, including missing number problems, involving division, including positive integer scaling problems & correspondence problems

I can recognise & show, using diagrams, families of common equivalent fractions

I can count up & down in hundredths; recognise that hundredths arise when dividing an object by one hundred & dividing tenths by ten.

I can solve problems involving increasingly harder fractions to calculate quantities, & fractions to divide quantities, including non-unit fractions where the answer is a whole number

I can add and subtract fractions with the same denominator

I can compare & classify geometric shapes based on their properties & sizes

I can identify acute & obtuse angles & compare & order angles up to two right angles by size

I can identify lines of symmetry in 2-D shapes presented in different orientations

I can complete a simple symmetric figure with respect to a specific line of symmetry

# *Much Ado About Nothing*



## English

I can read books that are structured in different ways & 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 across my writing

I can plan, write, evaluate & edit my writing and help others to do the same

## Science

### States of Matter

I can compare and 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

### Life in Tudor & Elizabethan England

I can use evidence to ask questions and find answers to questions about the past.

I can suggest suitable sources of evidence for historical enquiries.

I can use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.

I can place events, artefacts and historical figures 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 give a broad overview of life in Britain from ancient until medieval times.

I can describe the social, ethnic, cultural or religious diversity of past society.

I can describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.

To communicate historically 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.

## French

### Food, Glorious Food!

I can take part in discussions and tasks.

I can demonstrate a growing vocabulary.

I can read short texts independently.

## Computing and Online Safety

I can use some of the advanced features of applications and devices in order to communicate ideas, work or messages professionally.

I can explain why copying someone else's work from the internet without permission can cause problems.

I can give examples of what those problems might be.

## P.E.

### Athletics

I can sprint over a short distance up to 60 metres.

I can run over a longer distance, conserving energy in order to sustain performance.

I can use a range of throwing techniques (such as under arm, over arm).

I can throw with accuracy to hit a target or cover a distance.

I can jump in a number of ways, using a run up where appropriate.

I can compete with others and aim to improve personal best performances

### Swimming

I can swim between 25 and 50 metres unaided.

I can use more than one stroke and coordinate breathing as appropriate for the stroke being used.

I can coordinate leg and arm movements.

I can swim at the surface and below the water.

## Art and Design

### Costume design

I can use different techniques e.g. hatching, cross/ contour hatching, to create textures of objects seen, remembered or imagined

I can use a sketchbook to collect and develop ideas – annotate sketches/ collages to explain ideas

I can engage in close observational drawing of people/ faces – proportion and placement

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

## PSHE & RSE

P.S.H.E & R.S.E – Changing Me (Y3 / Y4)

### Year 3

understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby.

I understand how babies grow and develop in the mother's uterus. I understand what a baby needs to live and grow.

I understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies I can identify how boys' and girls' bodies change on the outside during this growing up process.

I can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up.

I recognise how I feel about these changes happening to me and know how to cope with those feelings

I can start to recognise stereotypical ideas I might have about parenting and family roles. I can express how I feel when my ideas are challenged and might be willing to change my ideas sometimes start to think about changes I will make next year and know how to go about this.

### Year 4

I appreciate that I am a truly unique human being

I can correctly label the internal and external parts of male and female bodies that are necessary for making a baby. I understand that having a baby is a personal choice and can express how I feel about having children when I am an adult

I can describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this. I have strategies to help me cope with the physical and emotional changes I will experience during puberty

I know how the circle of change works and can apply it to changes I want to make in my life. I am confident enough to try to make changes when I think they will benefit me

I can identify changes that have been and may continue to be outside of my control that I learnt to accept. I can express my fears and concerns about changes that are outside of my control and know how to manage these feelings positively.

I can identify what I am looking forward to when I move to a new class. I can reflect on the changes I would like to make next year and can describe how to go about this.

## Music

I can sing from memory with accurate pitch & in tune.

I can maintain a simple part within a group.

I can play notes on an instrument with care I can perform with control and awareness of others.

I can compose and perform melodic songs.

I can create repeated patterns with a range of instruments.

I can devise non-standard symbols to indicate when to play and rest.

I can recognise the notes EGBDF & FACE on the stave.

I can recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent.

## RE

### Abraham

I can present the key teachings and beliefs of a religion.

I can refer to religious figures & holy books to explain answers.

I can give some reasons why religious figures may have acted as they did.

## Design Technology

### Textiles

I can use smaller eyed needles and finer threads. I can master a backstitch

I can develop my skills in stitching, cutting and joining

I can print onto fabric

I can learn the technique for tie dying/ dip dying

I can learn the technique for batik

I can learn to applique

I can weave to create different textural effects

I can use different information sources.

I can consider purpose, audience, appearance.

I can consider conservation of materials.

I can use annotated sketches, lists and CAD (foldify)

I can mark out and cut accurately using standard measures.

I can use tools with greater accuracy and control – saws, needles, knives.

I can use materials with awareness to functional qualities and conservation.

I can select appropriate techniques to decorate textiles - sew on buttons, make loops, simple applique.

I can use a running stitch and backstitch.