

Maths – Number - Place Value Y3

I can **count** from 0 in multiples of 4, 8, 50 & 100  
I can find 10 or 100 **more or less** than a given number  
I can recognise the **place value** of each **digit** in a **three-digit number**  
I can **compare & order** numbers up to 1000  
I can **identify, represent & estimate** numbers using different representations  
I can **read & write** numbers up to 1000 in numerals and in words  
I can **solve number problems** & practical problems involving these ideas

Maths – Number - Place Value Y4

I can **count** in multiples of 6, 7, 9, 25 & 1000  
I can find 1000 **more or less** than a given number  
I can **count backwards** through zero to include **negative numbers**  
I can recognise the **place value** of each **digit** in a **four-digit number**  
I can **order & compare** numbers beyond 1000  
I can **identify, represent & estimate** numbers using different representations  
I can **round** any number to the nearest 10, 100 or 1000  
I can **solve number problems** & practical problems that involve all of the above and with increasingly large **positive** numbers  
I can read **Roman numerals to 100** (I to C) and know that, over time, the numeral system changed to include the concept of zero and place value

HISTORY - Changes in Britain from the Stone Age to the Iron Age

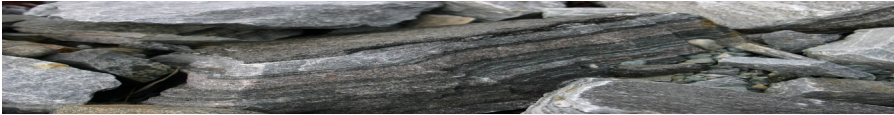
I can investigate and interpret learning about late Neolithic hunter-gatherers and early farmers; Bronze Age religion, technology and travel; Iron Age forts: tribal kingdoms, farming, art and culture  
I can use evidence to ask questions and find answers to questions about late Neolithic hunter-gatherers and early farmers; Bronze Age religion, technology and travel; Iron Age forts: tribal kingdoms, farming, art and culture  
I can suggest suitable sources of evidence for historical enquiries  
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 describe changes that have happened in the locality of the school throughout history.  
I can describe the social, ethnic, cultural or religious diversity of late Neolithic hunter-gatherers and early farmers  
I can describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of late Neolithic hunter-gatherers and early farmers  
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.

PSHE - Celebrating Difference (Y3)

I can tell you about a time when my words affected someone's feelings and what the consequences were.  
I can give and receive compliments and know how this feels.  
I can tell you a time when my first impression of someone changed as I got to know them.  
I can explain why it is good to accept people for who they are.

Rocks



SCIENCE – Rocks

I can compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.  
I can describe in simple terms how fossils are formed when things that have lived are trapped within rock.  
I can recognise that soils are made from rocks and organic matter.

ART AND DESIGN - Andy Goldsworthy

**DRAWING** - 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 draw on different scales  
**3D** - I can use recycled, natural and manmade materials in imaginative ways to create sculptures  
**COLLAGE** - I can experiment with a range of collage techniques such as layering, coiling, montage, tessellation, mosaic to create images  
I can use collage as a means of collecting ideas and information and building up visual vocabulary

COMPUTING - Animation

I can draw a sequence of pictures  
I can create an effective flip book—style animation  
I can explain how an animation/flip book works  
I can predict what an animation will look like  
I can explain why little changes are needed for each frame  
I can create an effective stop-frame animation  
I can break down a story into settings, characters and events  
I can describe an animation that is achievable on screen  
I can create a storyboard  
I can use onion skinning to help me make small changes between frames  
I can review a sequence of frames to check my work  
I can evaluate the quality of my animation  
I can explain ways to make my animation better  
I can evaluate another learner's animation  
I can improve my animation based on feedback  
I can add other media to my animation  
I can explain why I added other media to my animation  
I can evaluate my final film

MUSIC - Glockenspiel Stage 2 – rhythm, motifs, playing and composing

I can play notes on an instrument with care so that they are clear.  
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 create accompaniments for tunes.  
I can devise non-standard symbols to indicate when to play and rest.  
I can recognise the notes EGBDF and FACE on the musical stave.  
I can recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent.

ENGLISH – Core Text - Maroo of the Winter Caves by Ann Turnbull

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

PE - Gymnastics and Invasion Games

GAMES

I can throw and catch with control and accuracy.  
I can strike a ball and field with control.  
I can choose appropriate tactics to cause problems for the opposition.  
I can follow the rules of the game and play fairly.  
I can maintain possession of a ball  
I can pass to team mates at appropriate times.  
I can lead others and act as a respectful team member.

GYMNASTICS

I can plan, perform and repeat sequences.  
I can move in a clear, fluent and expressive manner.  
I can refine movements into sequences.  
I can show changes of direction, speed and level during a performance.  
I can travel in a variety of ways, including flight, by transferring weight to generate power in movements.  
I can show a kinaesthetic sense in order to improve the placement and alignment of body parts (e.g. in balances experiment to find out how to get the centre of gravity successfully over base and organise body parts to create an interesting body shape).  
I can swing and hang from equipment safely (using hands).

GEOGRAPHY – Maps & Atlases

I can locate the world's countries, using maps to focus on Europe, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities (locational knowledge)  
I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied (**skills & fieldwork**)

RE - What do Christians learn from the creation story? [Creation]  
Make sense of belief:

I can place the concepts of God and Creation on a timeline of the Bible's 'big story'  
I can make clear links between Genesis 1 and what Christians believe about God and Creation  
I can recognise that the story of 'the Fall' in Genesis 3 gives an explanation for why things go wrong in the world  
**Understand the impact:**  
I can describe what Christians do because they believe God is Creator  
I can describe how and why Christians might pray to God, say sorry and ask for forgiveness  
**Make connections:**  
I can ask questions and suggest answers about what might be important in the Creation story for Christians and for non- Christians living today.

MFL - Ancient Britain

I can say "I am a man..." and "I am a woman..." from each of the ages of Ancient Britain (Stone Age, Bronze Age and Iron Age)  
I can say "I have..." plus a typical tool from each of the ages of Ancient Britain (Stone Age, Bronze Age and Iron Age)  
I can say "I live..." plus a typical dwelling from each of the ages of Ancient Britain (Stone Age, Bronze Age and Iron Age)  
I can speak, listen, read & write with the vocabulary & phrases I have learnt