

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 – Living things and their habitats

I can recognise that living things can be grouped in a variety of ways.
I can explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.
I can recognise that environments can change and that this can sometimes pose dangers to living things.

HISTORY – The Roman Empire & its impact on Britain

I can investigate and interpret learning about

- the Roman Empire and the power of its army
- Julius Caesar's attempted invasion in 55-54BC
- the successful invasion by Claudius & conquest, inc Hadrian's wall
- British resistance – e.g Boudica
- the 'Romanisation' of Britain
- the Roman withdrawal from Britain in AD410 and the fall of the western Roman Empire

I can use evidence to ask questions and find answers to questions about

- the Roman Empire and the power of its army
- Julius Caesar's attempted invasion in 55-54BC
- the successful invasion by Claudius & conquest, inc Hadrian's wall
- British resistance – e.g Boudica
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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 the Roman Empire

I can describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of the Roman Empire

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 – 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)

MFL – Musical Instruments

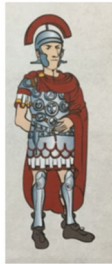
I can name the nouns for 10 instruments

I can name the article for 10 instruments

I can focus on the correct use of the article

I can use 'je joue...' (I play...) in relation to the 10 musical instruments I have learnt so far

The Romans - The Empire Strikes Back



DESIGN & TECHNOLOGY – Mechanical Systems (focus) Pneumatics – To make a Roman Soldier Catapult

Design

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 plan a sequence of actions.

I can assemble and rearrange a range of materials and components to model ideas.

Make

I can mark out and cut accurately using standard measures.

I can use simple joining, shaping and finishing techniques to construct products.

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

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

Technical Knowledge

I can create mechanical structures – levers, linkages; pneumatics.

I can strengthen with diagonal struts.

Evaluation

I can evaluate against design criteria – purpose, appearance, conservation of materials.

I can evaluate, disassemble and analyse a range of existing products.

I can consider the view of others to improve work.

I know about great designers/ inventors

MUSIC – Lean on Me – soul/gospel, dimensions of music, musical learning, singing

I can sing from memory with accurate pitch.

I can sing in tune.

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 play notes on an instrument with care so that they are clear.

I can perform with control and awareness of others.

I can use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe 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.

PSHE – Healthy Me

I can understand how exercise affects my body and know why my heart and lungs are such important organs

I can tell you my knowledge and attitude towards drugs

I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe including who to go to for help.

I can understand, like medicines, some household substances can be harmful if not used correctly.

I can understand how complex my body is and how important it is to take care of it.

ENGLISH – CORE TEXT – The Roman Soldier's Handbook by Usborne Official Books

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 and family life show what matters to Jewish people?

Make sense of belief:

I can identify some Jewish beliefs about God, sin and forgiveness and describe what they mean

I can make clear links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people

I can offer informed suggestions about the meaning of the Exodus story for Jews today

Understand the impact:

I can make simple links between Jewish beliefs about God and his people and how Jews live

I can describe how Jews show their beliefs through worship in festivals, both at home and in wider communities

Make connections:

I can raise questions and suggest answers about whether it is good for Jews and everyone else to remember the past and look forward to the future

I can make links with the value of personal reflection, saying sorry, being forgiven, being grateful, seeking freedom and justice in the world today, including pupils' own lives, and giving good reasons for my ideas.

COMPUTING – Branching Databases

I can investigate questions with yes/no answers

I can make up a yes/no question about a collection of objects

I can create two groups of objects separated by one attribute

I can select an attribute to separate objects into groups

I can create a group of objects within an existing group

I can arrange objects into a tree structure

I can select objects to arrange in a branching database

I can group objects using my own yes/no questions

I can prove my branching database works

I can create yes/no questions using given attributes

I can explain that questions need to be ordered carefully to split objects into similarly sized groups

I can compare two branching database structures

I can select a theme and choose a variety of objects

I can create questions and apply them to a tree structure

I can use my branching database to answer questions

I can explain what a pictogram tells me

I can explain what a branching database tells me

I can compare two ways of presenting information

PE – INVASION GAMES

I can move & be still with basic control so that movements are performed with accuracy & clarity

I can repeat & co-ordinate simple movement combinations so that they link together effectively

I can use simple equipment with purpose & basic control

I can find & 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