

Maths – Number – Place Value Y3

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 and order numbers up to 1000
I can identify, represent & estimate numbers using different representations
I can solve number problems & practical problems involving these ideas

Maths – Number – Place Value Y4

I can find 1000 more or less than a given number
I can count backwards through zero to include negative numbers
I can order and 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 & practical problems that involve all of the above

Maths – Number – Addition & Subtraction Y3

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

Maths – Number – Addition & Subtraction Y4

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

Science – Animals including humans

I can identify that humans and some other animals have skeletons and muscles for support, protection and movement.
I can identify the different types of teeth in humans and their simple functions.

MFL – On The Move (Y4)

I can name some types of transport;
I can use Je... and Tu... correctly in a simple sentence;
I can respond to simple instructions for direction and movement;
I can follow simple directions to find a place on a map
I can use the correct article to precede a noun according to gender;
I can use 1st person, 2nd person (singular) & 3rd person of 'to go'
I can give and respond to simple movement/direction instructions;
I can give simple directions by substituting vocabulary as necessary;
I can follow simple directions to find a place on a map.
I can talk about types of transport in full sentences;
I can use correct subject/verb agreement for all parts of the verb 'to go';
I can recognise and accurately say the phoneme /sh/ when I see the spelling pattern 'ch';
I can give and respond to a sequence of movements;
I can give 2-step directions by substituting vocabulary as necessary
I can follow 2-step direction instructions for finding places on a map

Music – Glockenspiel 1 – rhythm, motifs, playing & 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 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.
I can understand layers of sounds & discuss their effect on mood & feelings.
I can develop an understanding of the history of music.

Anglo Saxons, Vikings & Celts



P.S.H.E – Celebrating Difference

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.
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 (their reputation).

Computing – Desktop publishing

To recognise how text and images convey information

I can explain the difference between text and images
I can recognise that text and images can communicate messages clearly
I can identify the advantages & disadvantages of using text & images

To recognise that text and layout can be edited

I can change font style, size, and colours for a given purpose
I can edit text
I can explain that text can be changed to communicate more clearly

To choose appropriate page settings

I can define the term 'page orientation'
I can recognise placeholders and say why they are important
I can create a template for a particular purpose

To add content to a desktop publishing publication

I can choose the best locations for my content
I can paste text and images to create a magazine cover
I can make changes to content after I've added it

To consider how different layouts can suit different purposes

I can identify different layouts
I can match a layout to a purpose

Art & Design – Art

Sketching/printmaking – Celtic Tessellation Drawing

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

Printing

I can create a relief print e.g. collograph – 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

DT Saxon/Viking Cooking

Cooking and Nutrition

I can follow a recipe (preferably savoury)
I can measure ingredients to the nearest gram.
I can prepare, assemble or cook ingredients hygienically.
I can talk about seasonality of food and how it is grown, reared, caught and processed e.g. spices used in curry, chocolate

R.E – The Christmas Story / Christmas around the world

I can present the key teachings and beliefs of a religion.
I can identify religious symbolism in literature and the arts.
I can give some reasons why religious figures may have acted as they did.
I can describe how some of the values held by communities or individuals affect behaviour and actions.

English – Odd & The Frosts Giants – Neil Gaiman

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

P.E – 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 & 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
I can swing & hang from equipment safely
P.E – Invasion Games
I can throw and catch with control and accuracy.
I can strike a ball & 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 (with, e.g. feet, a hockey stick or hands).
I can pass to team mates at appropriate times.
I can lead others & act as a respectful team

History - Anglo Saxons, Vikings and Celts

To investigate and interpret the past

I can use evidence to ask questions & 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.

To understand chronology

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 on a time line.
I can use dates and terms to describe events.

To build an overview of world history

I can give a broad overview of life in Britain from ancient until medieval times.
I can compare the times studied with those of other areas of interest around the world.
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 & computing skills to a good standard in order to communicate information about the past.