

### Maths – 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

### Maths – Number – Multiplication & Division Y3

I can recall & use multiplication & division facts for the 3, 4 & 8 X tables  
I can write & calculate mathematical statements for multiplication & division using the X tables that I know, using mental & progressing to formal written methods  
I can solve problems involving multiplication & division, including positive integer scaling problems & correspondence problems

### Maths – 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

### Maths – Number – Multiplication & Division Y4

I can recall multiplication & division facts for tables up to  $12 \times 12$   
I can use place value, known & derived facts to multiply & divide mentally, including: X by 0 & 1; dividing by 1; X together three numbers  
I can recognise & use factor pairs & commutativity in mental calculations  
I can multiply 2-digit & 3-digit numbers by a one-digit number using formal written layout  
I can solve problems involving multiplying & adding, including using the distributive law to multiply 2-digit numbers by 1-digit, integer scaling problems & harder correspondence problems

### RE - What kind of world did Jesus want? (Gospel)

#### Make sense of belief:

I can identify texts that come from a Gospel, which tells the story of the life and teaching of Jesus  
I can make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'  
I can suggest ideas and then find out about what Jesus' actions towards outcasts mean for a Christian

#### Understand the impact:

I can give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus' teaching in different ways

#### Make connections:

I can make links between the importance of love in the Bible stories studied and life in the world today, giving a good reason for their ideas.

### HISTORY – How hard was it to invade and settle in Britain?

I can develop an understanding of why people invaded Britain  
I can develop an understanding of why people settled in Britain  
I can learn about Anglo-Saxon beliefs and the spread of Christianity  
I can assess the contribution of the Anglo-Saxons to modern Britain

### MFL – Little Red Riding Hood

I can develop my listening skills  
I can develop my understanding  
I can name body parts  
I can speak, listen, read and write with the vocabulary and phrases I have learnt

## Tell me a silly story!



### DESIGN & TECHNOLOGY – Constructing a castle

I can draw and label a simple castle that includes the most common features.  
I can recognise that a castle is made up of multiple 3D shapes.  
I can design a castle with key features which satisfy a given purpose.  
I can score or cut along lines on the net of a 2D shape.  
I can use glue to securely assemble geometric shapes.  
I can utilise skills to build a complex structure from simple geometric shapes.  
I can evaluate their work by answering simple questions.

### COMPUTING – Sequencing Sounds

I can identify the objects in a Scratch project (sprites, backdrops)  
I can explain that objects in Scratch have attributes (linked to)  
I can recognise that commands in Scratch are represented as blocks  
I can identify that each sprite is controlled by the commands I choose  
I can choose a word which describes an on-screen action for my design  
I can create a program following a design  
I can start a program in different ways  
I can create a sequence of connected commands  
I can explain that the objects in my project will respond exactly to the code  
I can explain what a sequence is  
I can combine sound commands  
I can order notes into a sequence  
I can build a sequence of commands  
I can decide the actions for each sprite in a program  
I can make design choices for my artwork  
I can identify and name the objects I will need for a project  
I can relate a task description to a design  
I can implement my algorithm as code

### PSHE – Relationships

I can identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females  
I can identify and put in to practice some of the skills of friendship – taking turns, being a good listener  
I know and can use some strategies for keeping myself safe  
I can explain how some of the actions and work of people around the world help and influence my life  
I can understand how my needs and rights are shared by children around the world and can identify how our lives may be different

### ENGLISH – CORE TEXT – Fortunately the milk – Neil Gaiman

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

### SCIENCE – Electricity

I can identify common appliances that run on electricity.  
I can construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.  
I can identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery.  
I can recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.  
I can recognise some common conductors and insulators, and associate metals with being good conductors.

### MUSIC – Blackbird – The Beatles, history of music, singing, playing

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.

### PE – Invasion Games – Tag Rugby

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 – 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).