

**Maths – Number – Division, Number -
Fractions & Geometry - Properties of Shapes**

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

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.

MUSIC - Reflect, Rewind and Replay – dimensions of music, singing, playing, composing, performing

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

MFL – Time

I can say & order the days of the week
I can say & order the months of the year
I can count on from 11-31
I can say my own birthday

It's Not Easy Being Green



ART - Paper Engineering/Quilling

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

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.

Technical Knowledge

I can create shell structures - (nets, giftboxes, lunchboxes, packaging, party boxes...)

PSHE - Changing Me

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 these feeling.
I can identify what I am looking forward to in the next academic year
I can reflect on the changes I would like to make when I am in the next academic year and can describe how to go about this.

COMPUTING - Repetition in Games

I can list an everyday task as a set of instructions including repetition
I can predict the outcome of a snippet of code
I can modify a snippet of code to create a given outcome
I can modify loops to produce a given outcome
I can choose when to use a count-controlled and an infinite loop
I can recognise that some programming languages enable more than one process to be run at once
I can choose which action will be repeated for each object
I can explain what the outcome of the repeated action should be
I can evaluate the effectiveness of the repeated sequences used in my program
I can identify which parts of a loop can be changed
I can explain the effect of my changes
I can re-use existing code snippets on new sprites
I can evaluate the use of repetition in a project
I can select key parts of a given project to use in my own design
I can develop my own design explaining what my project will do
I can refine the algorithm in my design
I can build a program that follows my design

ENGLISH – Core Text - The Paperbag Prince by Colin Thompson

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 & help others to do the same

PE - Games, Athletics and Swimming

Games

I can throw and catch with control & 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 (with, e.g. feet, a hockey stick or hands).
I can pass to team mates at appropriate times.
I can lead others and act as a respectful team member.

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.

GEOGRAPHY - Rivers, Mountains, Volcanoes, Earthquakes, Water cycle

I can describe and understand key aspects of physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle.

RE - Symbols of Judaism and Christianity

I can refer to religious figures and holy books to explain answers.
I can identify religious symbolism in literature and the arts.
I can identify religious artefacts and explain how and why they are used.