

**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 – Multiplication & Division Y4**  
I can recall multiplication & division facts for tables up to 12 × 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

**SCIENCE – Plants**  
I can identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.  
I can explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) & how they vary from plant to plant.  
I can investigate the way in which water is transported within plants.  
I can explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

**MUSIC - Bringing Us Together – disco music, singing, playing, improvising**  
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 evaluate music using musical vocabulary to identify areas of likes & 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.

**MFL – Our School Year**  
I can read, listen & respond to vocabulary  
I can ask/answer questions (in short phrases)  
I can use simple sentences in French connected to the theme  
I can choose the appropriate indefinite article (un/une)  
I can use simple sentences in French, connected to a theme  
I can speak and write sentences using J'aime and the negative Je n'aime pas  
I can listen to commands and follow instructions  
I know the French names for familiar places.  
I can ask/answer questions (in short phrases)  
I can use simple sentences in French connected to the theme  
I can write sentences in French, which include a preposition



**ENGLISH – Core Text - The Paradise Garden 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

**ART—Watercolour Painting/Mixed Media – Landscape Art**  
**Drawing**  
I can make initial sketches (light sketching) as preparation for painting  
**Painting**  
I can experiment with how to start a painting: blocking in colour (under painting in large shapes to lay out composition); colour wash backgrounds; mixed media – printed/ collage background.  
I can experiment with creating texture: impasto – add paint in thickened layers to add depth and distance; paint on textured fabrics  
I can apply colour using dotting, scratching, splashing with different painting tools  
I can confidently mix secondary & tertiary colours & use tints (add white), tones (add grey) & shades (add black)  
**Collage**  
I can add collage to a printed or painted background  
I can make colour wheels. I understand complimentary colours

**PSHE - Relationships**  
I can explain how some of the actions & work of people around the world help & influence my life & can show an awareness of how this could affect my choices.  
I can explain different points of view on an animal rights issue & express my own opinion & feelings on this.  
I can explain how using technology can distract me from other things I might do or should be doing.  
I can identify times or situations when I might need to limit the amount of time I use technology.  
I can suggest strategies to help me limit this time.

**COMPUTING - Events & Actions in programs**  
**To explain how a sprite moves in an existing project**  
I can explain the relationship between an event and an action  
I can choose which keys to use for actions and explain my choices  
I can identify a way to improve a program  
**To create a program to move a sprite in four directions**  
I can choose a character for my project  
I can choose a suitable size for a character in a maze  
I can program movement  
**To adapt a program to a new context**  
I can use a programming extension  
I can consider the real world when making design choices  
I can choose blocks to set up my program  
**To develop my program by adding features**  
I can identify additional features (from a given set of blocks)  
I can choose suitable keys to turn on additional features  
I can build more sequences of commands to make my design work  
**To identify and fix bugs in a program**  
I can test a program against a given design  
I can match a piece of code to an outcome  
I can modify a program using a design  
**To design and create a maze-based challenge**  
I can make design choices and justify them

**PE -Athletics and Striking & Fielding**  
**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.

**GEOGRAPHY - Physical Geography – climate zones, biomes &vegetative belts**  
**To investigate patterns**  
I can name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones.  
I can describe some of the characteristics of these geographical areas.  
I can describe geographical similarities and differences between countries.

**RE - Sukkhot**  
I can present the key teachings and beliefs of a religion.  
I can refer to religious figures and holy books to explain answers.  
I can explain some of the religious practices of both clerics and individuals.