

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 – Magnets and Forces

I can compare how things move on different surfaces  
I can notice that some forces need contact between 2 objects, but magnetic forces can act at a distance  
I can observe how magnets attract or repel each other & attract some materials & not others  
I can compare & group together a variety of everyday materials on the basis of whether they are attracted to a magnet,  
I can identify some magnetic materials  
I can describe magnets as having 2 poles

MUSIC - The Dragon Song

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 sound to create abstract effects.  
I can use drones as accompaniments.  
I can choose, order, combine & control sounds to create an effect.  
I can use the terms: duration, timbre, pitch, beat, tempo, texture & use of silence to describe music.  
I can evaluate music using musical vocabulary  
I can understand layers of sounds & discuss their effect on mood  
I can develop an understanding of the history of music.


RE- Moses/Passover

I can present the key teachings & beliefs of a religion.  
I can refer to religious figures & holy books to explain answers.  
I can explain the religious practices of clerics & individuals.

MFL – Family and Friends

I can identify family members  
I can use 'voici' to explain who's who in a picture  
I can use gestures to help me remember pets vocabulary  
I can link sounds & meanings  
I can make sentences about myself using 'je'  
I can use 'tu' to ask questions about a partner  
I can listen carefully to modelled pronunciation  
I can copy what I hear  
I can use a familiar tune to recall new sounds  
I can join in with a song to practise new language  
I can recognise how sentences can change to fit the subject  
I can use 'il' and 'elle' for 'he' and 'she'  
I can use a vocabulary bank  
I can make new sentences by swapping key vocabulary

Ancient Greece - Legacy



DT - Cranes and Archimedes Screw

I can use a frame to provide stability and form  
I can use recycled, natural & manmade materials in imaginative ways to create sculptures  
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.  
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.  
I can create mechanical structures – levers, linkages; pneumatics.  
I can strengthen with diagonal struts.  
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 e.g. Thomas Edison, Graham Bell, Isambard Kingdom Brunel.

PSHE - Healthy Me (Y4)

I can identify things, people & places that I need to keep safe from  
I can tell you some strategies for keeping myself safe including who to go to for help.  
I can express how being anxious or scared feels.  
I can recognise when people are putting me under pressure & can explain ways to resist this  
I can identify feelings of anxiety and fear associated with peer pressure.  
I can explain how my online identity can be different to the identity I present in 'real life'  
I can describe the right decisions about how I interact with others & how others perceive me.

COMPUTING - Data Logging

I can choose a data set to answer a given question  
I can suggest questions that can be answered using a given data set  
I can identify data that can be gathered over time  
I can explain that sensors are input devices  
I can use data from a sensor to answer a given question  
I can identify that data from sensors can be recorded  
I can identify a suitable place to collect data  
I can identify the intervals used to collect data  
I can talk about the data that I have captured  
I can import a data set  
I can use a computer to view data in different ways  
I can use a computer program to sort data  
I can propose a question that can be answered using logged data  
I can plan how to collect data using a data logger  
I can use a data logger to collect data  
I can interpret data that has been collected using a data logger  
I can draw conclusions from the data that I have collected  
I can explain the benefits of using a data logger

ENGLISH– ‘Tales of the Greek Heroes’

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 -Gymnastics

I can plan, perform & 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 & alignment of body parts  
I can swing and hang from equipment safely

PE - Outdoor Adventurous Activities

I can arrive properly equipped for outdoor and adventurous activity.  
I can understand the need to show accomplishment in managing risks.  
I can show an ability to both lead and form part of a team.  
I can support others & seek support if required when the situation dictates.  
I can show resilience when plans do not work & initiative to try new ways of working.  
I can use maps, compasses & digital devices to orientate themselves.  
I can remain aware of changing conditions & change plans if necessary.

HISTORY - Ancient Greece - achievements & their influence on the world

I can use evidence to ask questions & find answers to questions  
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.  
I can describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.  
I can suggest causes & consequences of some of the main events and changes in history.  
I can place events, artefacts & historical figures 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 & terms to describe events.  
I can give a broad overview of life in Britain from ancient until medieval times.  
I can compare some of 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.  
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.