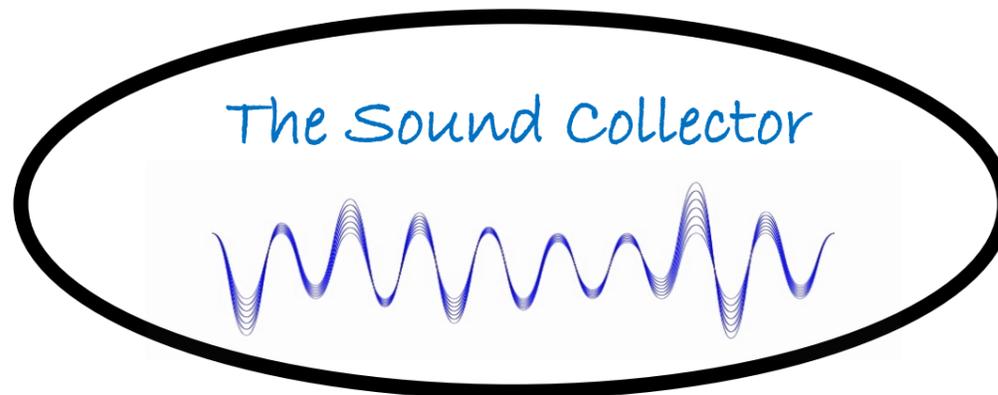


### PSHE - Being Me in My World

I can recognise my worth and can identify positive things about myself and my achievements.  
I can set personal goals  
I can face new challenges positively, make responsible choices and ask for help when I need it  
I can understand why rules are needed and how they relate to rights and responsibilities  
I can understand that my actions affect myself and others and I care about other people's feelings  
I can make responsible choices and take action.  
I can understand my actions affect others and try to see things from their points of view  
I can describe ways people who have similar likes and interests can get together online.  
I can give examples of technology-specific forms of communication (e.g. emojis, acronyms, text speak).  
I can explain some risks of communicating online with others I don't know well.  
I can explain how my and other people's feelings can be hurt by what is said or written online.



### ENGLISH – Core Text - Leon and The Place Between by Angela McAllister & Grahame Baker-Smith

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

### Maths – Number - Place Value Y3

I can **count** from 0 in multiples of 4, 8, 50 & 100  
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 & order** numbers up to 1000  
I can **identify, represent & estimate** numbers using different representations  
I can **read & write** numbers up to 1000 in numerals and in words  
I can **solve number problems** & practical problems involving these ideas

### Maths – Number - Place Value Y4

I can **count** in multiples of 6, 7, 9, 25 & 1000  
I can find 1000 **more or less** than a given number  
I can **count backwards** through zero to include **negative numbers**  
I can recognise the **place value** of each **digit** in a **four-digit number**  
I can **order & 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 problems** & practical problems that involve all of the above and with increasingly large **positive** numbers  
I can read **Roman numerals to 100** (I to C) and know that, over time, the numeral system changed to include the concept of zero and place value

### PE - Dance and Athletics

**Dance**  
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 create dances and movements that convey a definite idea.  
I can change speed and levels within a performance.

I can develop physical strength and suppleness by practising moves and stretching.

### 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.

### SCIENCE – Sound

I can identify how sounds are made, associating some of them with something vibrating  
I can recognise that vibrations from sounds travel through a medium to the ear  
I can find patterns between the pitch of a sound and features of the object that produced it  
I can find patterns between the volume of a sound and the strength of the vibrations that produced it

### MUSIC - Mamma Mia – pop music, singing and 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 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.

### DT - Cooking & 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.

### COMPUTING - Connecting Computers

I can explain how I use digital devices for different activities  
I can recognise similarities between using digital devices and non-digital tools  
I can suggest differences between using digital devices and non-digital tools  
I can recognise different connections  
I can explain how messages are passed through multiple connections  
I can discuss why we need a network switch  
I can recognise that a computer network is made up of a number of devices  
I can demonstrate how information can be passed between devices  
I can explain the role of a switch, server, and wireless access point in a network  
I can identify how devices in a network are connected with one another  
I can identify networked devices around me  
I can identify the benefits of computer networks

### GEOGRAPHY – Compass & Grid Reference

I can use the 8 points of a compass, 4 and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build my knowledge of the United Kingdom and the wider world (**skills & fieldwork**)

### RE - What is it like for someone to follow God? [People of God]

#### Make sense of belief:

I can make clear links between the story of Noah and the idea of covenant

#### Understand the impact:

I can make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony

#### Make connections:

I can make links between the story of Noah and how we live in school and the wider world.

### MFL – Core Vocabulary & Phonetics and I'm Learning French

I can learn key facts about France, basic geography of France and the countries that surround it.  
I can identify and name French speaking countries  
I can speak in fixed phrases in French to say how I am feeling answering the question 'ça va?'  
I can engage in role play activity  
I can speak in fixed phrases in French to say what I am called answering the question comment 'tu t'appelles?'  
I can recite the numbers from 1 to 10  
I can name 10 basic colours.