

Maths – Number – Addition & Subtraction Y3

I can add & subtract numbers with up to 4 digits using the formal written methods of columnar addition & subtraction where appropriate

I can estimate & use inverse operations to check answers
I can solve addition & subtraction two-step problems in contexts, deciding which operations & methods to use & why

Maths – Number – Addition & Subtraction Y4

I can add & subtract numbers with up to 4 digits using the formal written methods of columnar addition & subtraction where appropriate

I can estimate & use inverse operations to check answers to a calculation
I can solve addition & subtraction two-step problems in contexts, deciding which operations & methods to use & why

Ancient Greece - Legends



English – 'Illustrated Stories from the Greek Myths'

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 and help others to do the same

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, & identify some magnetic materials
I can describe magnets as having 2 poles
I can predict whether 2 magnets will attract or repel each other, depending on which poles are facing.

MFL – All Around Town (Y4)

I can name some of the major cities of France, identify and say typical amenities to be found in French towns
I can say and order multiples of ten
I can ask and give a simple address in French
I can locate the correct part of a bilingual dictionary to translate from French-English or vice versa

Music – Three Little Birds (reggae, singing, playing, improvising, composing)

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 digital technologies to compose pieces of music.
I can evaluate music using musical vocabulary to identify areas of likes and dislikes.
I can understand layers of sounds & discuss their effect on mood & feelings.

Art Sculpture (clay)

I can develop skills in joining, extending & modelling clay – pinch, coil, slab & slip
I can use mouldable materials including papier-mache & mod roc to create simple 3D effects
I can use a frame to provide stability & form

P.S.H.E – Dreams & Goals

I can evaluate my own learning process & identify how it can be better next time.
I am confident in sharing my success with others & know how to store my feelings of success in my internal treasure chest.
I know how to make a new plan & set new goals even if I have been disappointed.
I know what it means to be resilient and to have a positive attitude.

R.E – Life and parables of Jesus

I can present key teachings & beliefs of a religion.
I can refer to religious figures and holy books to explain answers.
I can identify religious symbolism
I can give some reasons why religious figures may have acted as they did.
I can explain how beliefs about right and wrong affect people's behaviour.
I can discuss and give opinions on stories involving moral dilemmas.

P.E – Dance

I can plan, perform & repeat sequences.
I can move in a clear, fluent & expressive manner.
I can refine movements into sequences.
I can create dances & movements that convey an idea.
I can change speed & levels within a performance.

P.E – Cricket

I can throw & catch with control & accuracy.
I can strike a ball & field with control.
I can choose appropriate tactics & follow the rules of the game & play fairly.
I can maintain possession of a ball
I can pass to team mates at appropriate times.
I can develop physical strength & suppleness by practising moves & stretching.
I can lead & be a respectful team member

Computing – Photo Editing

I can identify changes that we can make to an image
I can explore how images can be changed in real life
I can explain the effect that editing can have on an image
I can explain what has changed in an edited image
I can change the composition of an image I can consider why someone might want to change the composition of an image
I can talk about changes made to images
I can choose effects to make my image fit a scenario
I can explain why my choices fit a scenario
I can identify how an image has been retouched
I can give examples of positive & negative effects that retouching can have on an image
I can choose appropriate tools to retouch an image
I can sort images into 'fake' or 'real' & explain my choices
I can combine parts of images to create new images
I can talk about fake images around me
I can consider the effect of adding other elements to my work
I can compare the original image with my completed publication
I can evaluate the impact of my publication on others through feedback

History - Ancient Greece – a study of Greek life & stories

I can use evidence to ask questions & find answers to questions about the past.
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 place events, artefacts & historical figures on a time line
I can understand the concept of change over time.
I can use dates & terms to describe events.
I can give a broad overview of life 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 & experiences of adults & children.
I can use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology
I can use literacy, numeracy & computing skills in order to communicate information about the past.