Let's go on a River Journey!

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

RE - How and why do people try to make the world a better place?

Make sense of belief:
I can identify some beliefs about why the world is not always a good place (e.g. Christian ideas of sin)
I can make links between religious beliefs and teachings and why people try to live and make the world a better place
Understand the impact:
I can make simple links between teachings about how to live and ways in which people try to make the world a better place
I can describe some examples of how people try to live (e.g. individuals and organisations)
I can identify some differences in how people put their beliefs into action
Make connections:
I can raise questions and suggest answers about why the world is not always a good place, and what are the best ways of making it better
I can make links between some commands for living from religious traditions, non-religious worldviews and my own ideas
I can express their own ideas about the best ways to make the world a better place, making links with religious ideas studied, giving good reasons for my views.

ART & DESIGN – Drawing Power Prints

I can create several pencil tones when shading & create a simple 3D effect.
I can explore the effect of holding a pencil in different ways & applying different pressures.
I can use charcoal & rubber to show areas of light & dark in my drawings.
I can demonstrate an awareness of the relative size of the objects I draw.
I can use scissors with care and purpose to cut out images.
I can try out multiple arrangements of cut images to decide on my composition.
I can use different tools to create marks & patterns when scratching into a painted surface.
I can show some awareness of how to create contrast by including areas with more and less marks.
I can create an interesting finished drawing based on their original composition, including detail such as contrast and pattern.
I can work co-operatively to create a joint artwork, experimenting with their methods.

MFL – Fruit & Vegetables

I can name 10 fruit nouns in their singular form using the indefinite articles "une" and "un"
I can name ten fruit nouns in their plural form using "les" in preparation for use with an opinion.
I can say a positive opinion using "J'aime…" (I like…) and combine it with all ten of the fruits in their plural form.

COMPUTING - Repetition in Shapes

I can program a computer by typing commands
I can explain the effect of changing a value of a command
I can create a code snippet for a given purpose
I can use a template to draw what I want my program to do
I can write an algorithm to produce a given outcome
I can test my algorithm in a text-based language
I can identify repetition in everyday tasks
I can identify patterns in a sequence
I can use a count-controlled loop to produce a given outcome
I can identify the effect of changing the number of times a task is repeated
I can predict the outcome of a program containing a count-controlled loop
I can choose which values to change in a loop
I can identify 'chunks' of actions in the real world
I can use a procedure in a program
I can explain that a computer can repeatedly call a procedure
I can design a program that includes count-controlled loops
I can make use of my design to write a program
I can develop my program by debugging it

PSHE - Changing Me—Y3

I can understand that in animals and humans lots of changes happen between conception and growing up and that usually it is the female who has a baby
I understand how babies grow and develop in the mother's uterus
I understand what a baby needs to live and grow
I can understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies
I can identify how boys' and girls' bodies change on the outside during this growing up process
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 can start to recognise stereotypical ideas I might have about parenting and family roles

PSHE - Changing Me—Y4

I understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm
I can correctly label the internal and external parts of male and female bodies that are necessary for making a baby
I can describe how a girls' body changes in order for her to be able to have babies when she is an adult, and that menstruation is a natural part of this
I know how the circle of change works and can apply it to changes I want to make in my life
I can identify changes that have been and may continue to be outside of my control that I learnt to accept
I can identify what I am looking forward to when I am in Year 5.

ENGLISH – CORE TEXT – River Stories by Timothy Knapman

I can read books that are structured in different ways
I can 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 in my writing
I can plan, write, evaluate & edit my writing & help others to do the same

SCIENCE – Light

I can recognise that I need light in order to see things and that dark is the absence of light.
I can notice that light is reflected from surfaces.
I can recognise that light from the sun can be dangerous and that there are ways to protect my eyes.
I can recognise that shadows are formed when the light from a light source is blocked by an opaque object.
I can find patterns in the way that the size of shadows change

GEOGRAPHY – What are rivers and how are they used?

I can identify water stores and processes in the water cycle.
I can describe the three courses of a river.
I can name the physical features of a river.
I can name some major rivers and their location.
I can describe different ways a river is used.
I can list some of the problems around rivers.
I can describe human and physical features around a river.
I can identify the location of a river on an OS map.
I can make a judgement on the environmental quality in a river environment.
I can make suggestions on how a river environment could be improved.

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.

PE - 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.

PE - 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.