

Science

Working scientifically.

I can ask relevant questions and use different types of scientific enquiry to answer them.

I can set up simple practical enquiries, including comparative and fair tests.

I can make systematic and careful observations, where appropriate
I can take accurate measurements using standard units and using a range of equipment

I can present data in a variety of ways to help in answering questions.

I can record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.

I can report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.
I can use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.

I can identify differences, similarities or changes related to simple scientific ideas and processes.

I can use straightforward scientific evidence to answer questions or to support my findings.

Science

Animals including Humans

I can identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.

I can identify that humans and some other animals have skeletons and muscles for support, protection and movement.

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) and how they vary from plant to plant

I understand 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.

Rocks

I can compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.

I can describe in simple terms how fossils are formed when things that have lived are trapped within rock.

I recognise that soils are made from rocks and organic matter.

Design and Technology Food

Cooking and Nutrition

I can use a range of ingredients to prepare a healthy dish and explain why the ingredients were chosen.

I can use a range of ingredients to prepare a healthy dish and explain why the ingredient were chosen and the effects on the body

Design

I can research similar products to develop their own design ideas.

I use different ways to creatively record and present my designs to show they are fit for purpose.

Evaluate

I can prove that my design meets some set criteria.

I can evaluate and suggest improvements for my design.

Make

I can think ahead about the order of my work, select tools needed for a given task and give reasons for my choices.

I can choose and use appropriate tools from a wider range to perform practical tasks.

PSHE Jigsaw Relationships/ Changing Me Relationships

I can explain how some of the actions and work of people around the world help and influence my life and can show an awareness of how this could affect my choices

I can explain different points of view on an animal rights issue and express my own opinion and feelings on this

Changing Me

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 recognise how I feel about these changes happening to me and know how to cope with these feelings

I can identify what I am looking forward to when I am in Year 5

I can reflect on the changes I would like to make when I am in Year 5 and can describe how to go about this

Art

Expression and Imagination

I can respond to the work of others and say how it makes me feel or think and give reasons why.

I am able to talk about my artistic intention and how I want my audience to feel or think.

Materials

I am able to use and combine different materials and give reasons for my choice.

I can use and explore a wide range of materials to add tone and depth to my work.

Techniques

I can develop and use a wide range of techniques and record these in a sketch book.

I am able to refine techniques and record observations in a sketch book.

Music

Composing

I can combine different sounds to create a specific mood or feeling

I can create accompaniments for tunes

I use notation (standard or graphic) to record and interpret music

Listening and Appraising

I can use musical words to describe a piece of music and to explain what I like and dislike about it

I can evaluate how music is used to create different moods and atmosphere

I can describe the features of different styles of music (eg: early music, classical, jazz, rock etc.

Year 4

Singing and Performing

I can perform in a group showing control and awareness of others

I can sing songs with accurate pitch and perform a simple part rhythmically

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ASIA

Geography World

Geography skills and fieldwork

I can use various sources to identify different locations around the world.

I can use an atlas using the index to find places.

Human and physical geography

I can explain why people may choose to live in one place rather than another.

I understand the features of villages, towns and cities, including land use and physical features and how these have changed over time.

I explain why people may be attracted to live in cities

I can describe and understand the key aspects of volcanoes

and locate and name some of the world's most famous volcanoes.

I describe and understand the key aspects of earthquakes.

History

Being a historian

I can present the information I have learnt in a variety of ways

I can explain how historical artefacts can be used to help build up a picture of the past.

R.E. 3.2 Faith founders 4.3 Our world

Faith Founders

I can recall a key teaching of a faith founder

I can recognise the influence of a faith founder

I can talk about a faith founder

I can share thoughts about a story of a faith founder

Our world

I can express thoughts and feelings about different views on how the world began

I can recognise that what people believe influences how they respect the world

I can compare different faith beliefs about how the universe began

I can say which creation story I prefer and why

Computing

Computer Science

I can create programs that accomplish a simple goal

I can debug a simple program

I can work with input variables and output

I can write programs that control real or simulated technology

I can make an accurate prediction and explain why I believe something will happen (linked to programming)

French

Jacques et les haricots magiques

Listening

I listen and respond to familiar spoken words and phrases

Speaking

I can communicate with others using simple words, phrases and short sentences

I can name and describe people, places and objects

Reading

I recognise and understand some familiar written words and phrases

I can follow text while listening and reading at the same time.

I apply phonic knowledge to support reading and read words, phrases and sentences aloud with increasingly accurate pronunciation.

Writing

I write some familiar simple words and sentences using a model and some from memory

Grammar

I understand some basic grammar appropriate to the language being studied:

P.E.

Athletics

I show control, accuracy and coordination within running, throwing and jumping movements at different speeds

I can take part in a relay, remembering when to run and how to work within a team

Outdoor Adventurous

I can follow a map in a familiar context

I can use clues to follow a route

I work in a team and individually to use a map and solve problems with greater confidence and can identify risks whilst advising others

Team Games

I can throw and catch with control

I am aware of space and use it to support team-mates and to cause problems for the opposition

I know and use rules fairly

I can catch with one hand

I can hit a ball accurately with control

I can keep possession of the ball

I can vary my tactics and adapt my skills depending on what is happening in a game