

Science

To work scientifically

I make careful observations and take accurate measurements using standard units.

I can record and present findings using simple scientific language, written and oral presentations, drawings, diagrams, keys, bar charts and tables. I can identify differences, similarities or changes related to simple scientific ideas and processes. I can ask relevant questions and use different types of scientific enquiry to answer them including comparative and fair tests. I can use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.

Plants Y3

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.

Electricity Y4

I can construct and name the basic parts of a simple series circuit, including cells, wires, bulbs, switches and buzzers. I can identify whether or not a lamp will light in a simple series circuit, based on whether a lamp is part of a complete loop with a battery. I recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a series circuit.

I can recognise and can explain why materials are good conductors and insulators.

I can identify common appliances that run on electricity.

Y4 Animals including humans

I can describe the simple functions of the basic parts of the digestive system in humans.

I can identify the different types of teeth in humans and their simple functions.

Geography

I can use various sources to identify different locations around the world Y3 I can explain trends or patterns observed by making comparisons or by noting cause and consequence Y4

Locational Knowledge

I can identify the position of the Arctic and Antarctic Circles on a map. Y3 I can identify the Equator, Northern and Southern hemispheres on a globe Y4

Human and Physical Geography

I can describe and understand the key aspects of volcanoes and locate and name some of the world's most famous volcanoes Y3 I can describe and understand the key aspects of earthquakes

Y3 I understand the structure of the earth and features such as tectonic plates and molten lava Y3

Responsibility

I understand some of the effects of climate change Y3 I understand and demonstrate some of the actions humans can take to reduce the effects of climate change Y3

Art

I can make art from recycled materials, create sculptures, print and create using a range of materials

I can mix, apply colour using natural pigments

I can draw using different media

I can paint with expression, analysing painting by artists

Knowing and applying formal elements: Colour

I can analyse and describe colour and painting techniques in artists' work

I can use a variety of tones to create different effects

I can further develop my ability to describe and model form in 3D using a range of materials

I can apply symmetry to draw accurately I can analyse and describe how artists use line in their work

I can analyse and describe the use of shape in artists' work I can further develop my ability to describe a 3D form in a range of materials, including drawing

Knowing and applying formal elements: Texture

I can use a range of materials to express complex textures

I have an understanding of significant artists throughout history and am able to link my work to them. I can explain the historical or cultural significance of the work of a chosen artist or art form.

I can use sketchbooks for planning and refining work, to record observations and ideas and develop skill and technique

Creating original artwork; Identify similarities and differences to others' work; Reflecting

I can discuss my own and others' work using an increasingly sophisticated use of art language

Evaluating their own work

I can compare ideas, methods and approaches used in my own artwork and the work of others.

RE

Year 3 Faith founders

Express understanding of the key concepts underpinning different faiths, linking sources of authority to belief.

Y3 Easter

I can make connections between the beliefs that underpin different celebrations, forms of worship, pilgrimages and rituals.

I can describe and show understanding of links between different sacred texts and how those faith teachings influence communities and society today.

Y4 People who inspire us

I can demonstrate understanding of how people express their identity and their spirituality through symbols and actions.

I can articulate the responses of different religious and non-religious worldviews to ethical questions, including ideas about what is right and wrong and what is just and fair.

Y4 Easter

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Design and Technology

Y3 Food—Eating seasonally

I can identify a design criteria and target audience.

I am able to develop a design through discussion.

I can prove that my design meets some set criteria and evaluate how well it works.

I can use a range of ingredients to prepare a healthy dish, explain why the ingredients were chosen and the effects on the body. I can use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading or kneading. I can work with cooking equipment safely and hygienically.

Y4 Electrical systems

Torches I use different ways to creatively record and present my designs to show they are fit for purpose. I can write a design criteria. I can choose and use appropriate tools from a wider range to perform practical tasks. I can choose suitable materials from a wider range and explain its suitability. I can test and evaluate my product against the original design criteria. I can evaluate and suggest improvements for my design. I understand how electrical systems work.

Extreme Earth

Computing

Y3 Branching data bases

I can create questions with yes/no answers. I can identify the object attributes needed to collect relevant data. I can create a branching database. I can identify objects using a branching database. I can explain why it is helpful for a database to be well structured. I can compare the information shown in a pictogram with a branching database.

Y3 Sequencing sounds

I can explore a new programming environment. I can identify that each sprite is controlled by the commands I choose. I can explain that a program has a start. I can recognise that a sequence of commands can have an order. I can change the appearance of my project. I can create a project from a task description. I can explain how a sprite moves in an existing project. I can create a program to move a sprite in four directions. I can adapt a program to a new context. I can develop my program by adding features. I can identify and fix bugs in a program. I can design and create a maze-based challenge.

Y4 Repetition in Shape

I can identify that accuracy in programming is important. I can create a program in a text-based language. I can explain what 'repeat' means. I can modify a count-controlled loop to produce a given outcome. I can decompose a program into parts. I can create a program that uses count-controlled loops to produce a given outcome. I can develop the use of count-controlled loops in a different programming environment. I can explain that in programming there are infinite loops and count-controlled loops. I can develop a design which includes two or more loops which run at the same time. I can modify an infinite loop in a given program. I can design a project that includes repetition. I can create a project that includes repetition.

Jigsaw

Dreams and Goals

Y3 To be able to explain the different ways that help you learn and what you need to do to improve.

Y4 To be able to plan and set new goals even after a disappointment

Healthy me

Y3 To be able to identify things, people and places that you need to keep safe from, and can tell you some strategies for keeping yourself safe and healthy including who to go to for help.

Y4 To be able to recognise when people are putting you under pressure and can explain ways to resist this when you want to.

Languages Spanish LAS VERDURAS

I can repeat and recognise 5 vegetables in Spanish with their correct article. I can attempt to possibly spell five of these words unaided from memory with good accuracy. I can name and recognise all ten colours presented in this unit with good accuracy. I can ask somebody in Spanish for a particular vegetable but I may need a reminder of how to specify the weight. I can ask somebody in Spanish for a particular vegetable but I may need a reminder of how to specify the weight.

Music

I can recognise and move to a steady beat in a 3/4 metre. I can talk about the song together. I can embed a deeper understanding of the musical concepts related to the song. I can understand and/or connection to the song or music. I can learn to sing the song as part of an ensemble/choir.

P.E.

Outdoor Adventurous

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

To be able to follow a route within a time limit

Crickets

To be able to catch with one hand. To be able to hit, bowl, throw and catch with increasing accuracy

To be able to vary my tactics and adapt my skills depending on what is happening in a game

Football

To be able to pass, throw and catch accurately with control. To be able to keep possession of the ball. To be able to vary my tactics and adapt my skills depending on what is happening in a game

