

Science Y3 Physics Forces -

I can notice contact and non-contact forces and recognise similarities and differences.

I can compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet. I can predict whether two magnets will attract or repel each other, depending on which poles are facing. I can describe how magnetic forces act at a distance. I can describe magnets as having two poles.

Working Scientifically

Identifying and classifying: (identifying and naming materials/living things and making observations or carrying out tests to organise them into groups.)

Comparative and fair testing: (observing or measuring the effect of changing one variable when controlling others)

Y3 Physics - Light Energy

I recognise and understand the properties of light. I recognise that shadows are formed when the light from a light source is blocked by a solid object. I can find patterns in the way that the size of shadows changes.

Y4 Biology 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.

Working Scientifically

Identifying and classifying: (identifying and naming materials/living things and making observations or carrying out tests to organise them into groups.)

Answering questions using secondary sources of evidence: (answering questions using data or information that they have not collected first hand)

Y4 Physics 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 describe the relationship between the volume of a sound, the strength of the vibrations and the distance from its source. I can describe the relationship between the pitch of sound and the features of its source. I can recognise that sound gets fainter as the distance from the sound source increases.

Geography

Geographical skills and field work

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

I can follow a structure for presenting fieldwork investigations and findings.

Human and physical geography

I can explain the importance of ports and the role they play in trade and distributing resources around the world.

Responsibility

I understand how energy use in settlements has changed over time and the responsibilities humans have for sustainable energy in the future.

History

I can explain where the Anglo Saxons came from and why they invaded Britain. Hierarchy and power.

I know that the Scots were people that invaded Northern Britain from Ireland which resulted in the formation of Scotland. Conflict and disaster.

I know why the Vikings invaded Britain and why they were so successful. Conflict and disaster/Hierarchy and power.

I can explain the struggle between the Anglo Saxons and the Vikings from the kingdom of England. Conflict and disaster.

Music

Singing (developing pitch, melody, rhythm and control individually and as part of a group)

Listening (exploring feelings and emotions in response to music, giving opinions, identifying instruments, structure and musical features)

Composing (improving, composing, notating: representing sounds through symbols, standard and non-standard notation)

Performing (singing, playing instruments, individual and groups, practicing, rehearsing, presenting, recording and evaluating)

Musicianship (understanding music: pulse/beat/metre, rhythm, pitch/melody, tempo, dynamics, timbre, texture and structure/form)

Y4 Wider opportunities

Art I can draw using different media.

I can use materials such as paper weaving, tie dying, sewing and other craft skills to design and make products. I can use aspects of colour such as tints and shades for different purposes.

Knowing and applying formal elements: Form. I can further develop my ability to describe a 3D form in a range of materials, including drawing. I can identify, draw and label shapes within images and objects. I can use sketchbooks to generate ideas and record thoughts and observations and make records of visual experiments. I use my sketchbook to record ideas and to plan and refine work. I am able to talk about my artistic intention and how I want my audience to feel or think. I show confidence and independence when working creatively. I can compare ideas, methods and approaches used in my own artwork and the work of others. I use annotations in my sketchbook to describe ideas that work well and areas that could be developed or improved. I can discuss my own and others' work using an increasingly sophisticated use of art language (formal elements). I can reflect on my own work in order to make improvements.

R.E. Unit

3.3 Sacred places

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

4.3 Our world

I can express understanding of the key concepts underpinning different faiths, linking sources of authority to belief. I can offer some answers to ultimate questions from different religious and non-religious perspectives.

Design and Technology

Textiles—Cushions Y3

I can identify a design criteria.

I am able to develop a design through discussion and annotated sketches to add detail to my designs.

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

I can sew cross stitch to join fabrics.

I can decorate fabric using applique.

Digital World: Mindful Moments Timer

I generate and develop ideas using exploded diagrams and prototypes.

I can use CAD.

I can test and evaluate my product against the original design criteria.

I can evaluate and suggest improvements for my design.

I can program a micro: bit in the Microsoft micro: bit editor, to time a set number of seconds/minutes upon button press.

Vicious Vikings

Computing

Y3 Animation

I can explain that animation is a sequence of drawings or photographs.

I can relate animated movement with a sequence of images. I can plan an animation.

I can identify the need to work consistently and carefully. I can review and improve an animation.

I can evaluate the impact of adding other media to an animation.

Y4 Audio editing

I can identify that sound can be digitally recorded. I can use a digital device to record sound.

I can explain that a digital recording is stored as a file. I can explain that audio can be changed through editing.

I can show that different types of audio can be combined and played together.

I can evaluate editing choices made.

Y4 Data logging

I can explain that data gathered over time can be used to answer questions. I can use a digital device to collect data automatically. I can explain that a data logger collects 'data points' from sensors over time. I can use data collected over a long duration to find information. I can identify the data needed to answer questions. I can use collected data to answer questions.

Jigsaw

Relationships

Y3 I know that different family members carry out different roles or have different responsibilities within the family. I know some of the skills of friendship, e.g. taking turns, being a good listener. I know some strategies for keeping themselves safe online. I know that they and all children have rights (UNCRC).

Y4 I know some reasons why people feel jealousy. I know that loss is a normal part of relationships. I know that negative feelings are a normal part of loss. I know that sometimes it is better for a friendship/relationship to end if it is causing negative feelings or is unsafe.

Changing me

Y3 I know that the male and female body needs to change at puberty so their bodies can make babies when they are adults. I know some of the outside body changes that happen during puberty. I know some of the changes on the inside that happen during puberty.

Y4 I know that personal characteristics are inherited from birth parents and this is brought about by an ovum joining with a sperm. I know that babies are made by a sperm joining with an ovum. I know the names of the different internal and external body parts that are needed to make a baby. I know how the female and male body change at puberty. I know that change can bring about a range of different emotions.

Languages Spanish—My classroom

Phonics (the system of the sounds of a language and how these are represented in written words).

Vocabulary (building a body of useful words for different contexts and situations to enable communication and understanding).

Grammar (including syntax and inflectional and/or derivational features i.e.: the systems for changing the form of a word and for creating new words respectively).

P.E.

To develop practical skills in order to participate, compete and lead a healthy lifestyle.

Tennis

I can play a variety of shots.

I can demonstrate and use the correct grip on a racket. I can develop greater accuracy of strokes.

Athletics

I can run over a long distance and sprint a short distance. I can throw in different ways and hit a target. I can jump in different ways.

Evaluation of performance

I can confidently evaluate my own performance and discuss improvements.

