

**Computing**  
**Y3—**  
**Understand how inputs and outputs work in digital technology and use this to achieve an aim.**  
**Understand why we choose to use technology.**  
**Understand the difference between digital and analogue out-comes.**  
**Begin to understand how networks connect people and how they work.**

**Y4 -**  
**Understand how computers are physically connected in networks.**  
**Start to understand the role of some of the devices in a network.**  
**Know what the internet and WWW are and that they are different**  
**Understand that people create webpages.**

**R.E.**  
**Y3—**  
 Make connections between the beliefs that underpin different celebrations, forms of worship, pilgrimages and rituals.  
 Describe and show understanding of links between different sacred texts and how those faith teachings influence communities and society today.

**Y4-**  
 Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect.

**Science**  
**Y3—** To 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.  
 To identify that humans and some other animals have skeletons and muscles for support, protection and movement.

**To compare and group together different kinds of rocks and soil on the basis of their appearance and simple physical properties.**  
**To describe in simple terms how fossils are formed when things that have lived are trapped within rock.**  
**To learn about a key figure in science.**

**Y4—**  
 I recognise that environments can change and that these changes can sometimes pose dangers to living things

**Spanish—I’m learning spanish**  
 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)

**History**  
 I can give an overview of the Roman Empire by 42 AD and the power of its army.  
 I can explain the impact of the Roman Invasion and settlement.

**Art**  
**Making skills: Craft, design, materials and techniques**  
 I can make art from recycled materials, create sculptures, print and create using a range of materials  
**Colour**  
 I can mix, apply colour using natural pigments  
**Making skills: Drawing**  
 I can draw using different media  
**Making skills: Painting**  
 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  
**Knowing and applying formal elements: Tone•**I can use a variety of tones to create different effects  
**Knowing and applying formal elements: Form**  
 I can further develop my ability to describe and model form in 3D using a range of materials  
**Knowing and applying formal elements: Line•**I can apply symmetry to draw accurate shapes•I can analyse and describe how artists use line in their work  
**Knowing and applying formal elements: Shape**  
 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  
**Knowledge of artists and designers**  
 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  
**Sketchbooks•**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

**Geography**  
**Geographical skills and fieldwork**  
 I can use various sources to identify different locations around the world  
**Place knowledge**  
 I describe how some places are similar and dissimilar in relation to their human and physical features (U.K. and a contrasting region) Y4  
**Human and physical geography**  
 I can explain how physical features of a landscape influence where settlements have developed and how the land is used (e.g. coasts, rivers) Y4

**Design and Technology**  
**Year 3—structures- castles**  
 I can identify a design criteria and target audience,  
 I am able to develop a design through discussion and annotated sketches to add detail to my designs.  
 I can choose a material for both its suitability and its appearance and explain why it has been selected.  
 I can use a wider range of materials and equipment safely.  
 I can evaluate my ideas and products against set design criteria.  
 I can identify aspects of peers work that I like and say why.  
 I can apply my understanding of how to strengthen, stiffen and reinforce more complex structures.  
**Year 4—mechanical systems—slingshot car**  
 I generate and develop ideas using exploded diagrams and prototypes.  
 I can choose and use appropriate tools from a wider range to perform practical tasks.  
 I can choose suitable materials from a wider range.  
 I can test and evaluate my product against the original design criteria.

**PHSE**  
**Y3 Being me in my World**  
 To be able to explain how your behaviour can affect how others’ feel and behave.  
 To be able to explain why it is important to have rules and how that helps you and others in the class learn.  
 To know why it is important to feel valued.  
**Y3 Celebrating Difference**  
 To be able to describe different conflicts that might happen in family or friendship groups and the effects of what people say in these situations Y6 Being me in my World

**Y4 Being me in my world**  
 To be able to explain why being listened to and listening to others is important in the school community.  
 To be able to explain why being democratic is important and can help you and others feel valued.

**Y4 Celebrating difference**  
 To be able to talk about a time when your first impression of someone changed as you got to know them. To be able to also explain why bullying might be difficult to spot and what to do about it if not sure.

**PE**  
**Autumn 1 Dancu/ Gymnastics/ Rugby**  
 To be able to improvise freely and translate ideas from a stimulus into movement individually or with a partner  
 To be able to share and create phrases and actions with a partner and small group  
 To be able to repeat, remember and perform phrases  
 To be able to adapt sequences to suit different types of apparatus and criteria  
 To be able to explain how strength and suppleness affect performance  
 To be able to compare and contrast gymnastic sequences  
 To develop throwing, catching and running  
 To be aware of space and use it to support team-mates and to cause problems for the opposition  
 To know and apply rules fairly

**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)



# Romans

## Y3/4