Science

Y3 Biology—Plants -
To identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.
To 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.
To ask relevant questions and use different types of scientific enquiry to answer them, including comparative and fair tests. (Working Scientifically)
To identify differences, similarities or changes related to simple scientific ideas and processes. (Working Scientifically)
To use results to draw simple conclusions, suggest improvements and ask new questions. (Working Scientifically)
To record findings and present data using simple scientific language, written and oral explanations, diagrams, pictures, keys, bar charts and tables. (Working Scientifically)

Y4 Physics—light
To recognise and understand the properties of light.
To recognise that light is reflected from surfaces.
To recognise that shadows are formed when the light from a light source is blocked by a solid object.
To gather, record, classify and present data in a variety of different ways to help answer questions. (Working Scientifically)
To record findings and present data using simple scientific language, written and oral explanations, diagrams, pictures, keys, bar charts and tables. (Working Scientifically)

Y4 Biology—Animals including humans.
To describe the simple functions of the basic parts of the digestive system in humans.
To identify the different types of teeth in humans and their simple functions.
To learn about a key figure in science.
To ask relevant questions and use different types of scientific enquiry to answer them including comparative and fair tests. (Working Scientifically)

Music

Y3 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)
Chronology (history of music and changes over time)
Similarity and difference (comparing pieces of music, identifying common/ different styles and techniques)
Significance (significant composers, pieces of music and musical movements)
Written, oral and creative expression (using music terminology, responding, refining, describing, experimenting and exploring)

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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
•I can display and present my own artwork
Making skills: Drawing
•I show an understanding of geometry and proportion in my drawings
•I can draw still life from observation
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
•I can analyse and describe how artists use and apply form in their work
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 create geometric compositions using mathematical shapes
Knowledge of artists and designers
•I can explain the historical or cultural significance of the work of a chosen artist or art form
•I use my sketchbook to experiment with techniques used by studied artists
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 build a more complex vocabulary when discussing my own and others' art
•I can use my own and others' opinion to identify areas of improvement
Knowing and applying formal elements: Shape
I can create geometric compositions using mathematical shapes

R.E.

Y3 founders of Faith
I can recognise key events in the lives of some faith founders and the impact they made.
I can describe and make links between the teachings of different faith founders
Easter
I can explain the meaning of the cross for Christians and how it conveys the Easter message. .
Y4 People who inspire us
can explain what prompts people to commit to an ethical cause.
I can explain and give reasons why a person of faith devoted themselves to a cause.
I can give examples of altruistic actions in the community.
Easter
I can explain the meaning of the cross for Christians and how it conveys the Easter message.

Design and Technology

Y3 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
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.

Around the world

Computing

Y3 Branching databases
To understand that attributes can be used to refine data.
Select appropriate attributes required to find desired data.
To understand what a branching database is.
To use a branching database to sort information.
To compare branching databases/pictograms.
Y3 Sequencing sounds
To explore a new programming environment
I can identify that each sprite is controlled by the commands I choose
To explain that a program has a start
To recognise that a sequence of commands can have an order
To change the appearance of my project
To create a project from a task description
To explain how a sprite moves in an existing project
To create a program to move a sprite in four directions
To adapt a program to a new context
To develop my program by adding features
To identify and fix bugs in a program
To design and create a maze-based challenge
Y4 Repeating shapes
To identify that accuracy in programming is important
To create a program in a text-based language
To explain what 'repeat' means
To modify a count-controlled loop to produce a given outcome
To decompose a program into parts
To create a program that uses count-controlled loops to produce a given outcome
To develop the use of count-controlled loops in a different programming environment
To explain that in programming there are infinite loops and count controlled loops
To develop a design which includes two or more loops which run at the same time
To modify an infinite loop in a given program
To design a project that includes repetition
To create a project that includes repetition

Jigsaw Dreams and Goals / Healthy Me

To try new things *Try new things when encouraged. *Talk about new experiences with others.
To work hard *Enjoy working hard in a range of activities.
To concentrate *Focus on activities. *'Tune out' some distractions.
To push themselves *Begin to take encouragement and advice from others. *Keep trying after a first attempt
To imagine *Ask some questions in order to develop ideas. *Show enjoyment in trying out some ideas
To improve *Share with others a number of positive features of own efforts. *Identify a few areas for improvement.
To understand others *Think of the effect of behaviour on others before acting.
To not give up *Find alternative ways if the first attempt does not work. *Bounce back after a disappointment or failure.
*See oneself as lucky.

Spanish

Fruits
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.

Y3 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

Y4 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

Y3 Cricket
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

Y4 Cricket
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

Geography

Geographical skills and field work
• I can use various sources to identify different locations around the world Y3
Locational knowledge
• I can locate all continents, oceans and major countries on a world map Y3
• I understand that countries are separated by borders Y3
Human and physical geography
• I can describe and explain the key physical features of mountains Y3