

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 from direct observation, applying shapes and some tonal shading when drawing

Making skills: Painting

I can use aspects of colour such as tints and shades for different purposes

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

Exploring and developing ideas

- 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

Knowledge of artists and designers

I am able to research and appraise work of artists and designers and show their influences in my work

R.E. 3.2 Faith founders Express understanding of the key concepts underpinning different faiths, linking sources of authority to belief.

R.E. Easter 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.

Science

Plants Y3

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 sci-

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)

Geography

Geographical skills and field work

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 volcanos 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 action's humans can take to reduce the effects of climate change Y3

Design and Technology

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.

Computing

Branching database

Understand that attributes can be used to refine data.

Select appropriate attributes required to find desired data.

Understand what a branching database is. Use a branching database to sort information.

Compare branching databases/pictograms.

Sequencing sounds

Understand that commands have outcomes.

Write a program from a task description.

Develop, adapt and refine a program

Develop a process for debugging.

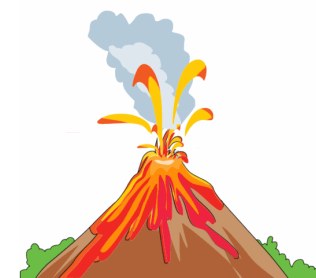
MFL—Vegetables

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)

Extreme Earth



Jigsaw

Dreams and goals

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

Healthy me

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.

P.E.

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

OOA—

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

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

