Exminster Community Primary School

Year Four

Context

The most important part of any curriculum is the children and therefore we believe in a very child led curriculum. On the following pages you will find a range of skills and knowledge that we will support your children in learning but his will done in a context driven by the children.

Before the start of the new term teachers share with the children the skills and knowledge that they need to teach them and then ask them to come up with ideas about what they want to know about the different areas and the topics and themes that could be used. We call this 'Pupil Voice'.
Teachers then use these ideas to begin to plan for that term.

Planning however is not a fixed entity and if the class start to take a theme/topic in a particular direction the teachers will follow these interests.

Each term you will be provided with a curriculum letter which will outline the skills and knowledge which the children will be learning along with the theme/topic that will link much of the work together.

Mathematics

Foundational/ Conceptual	Power Statements	Curriculum Code	Achievement Statements
Foundational	**Y**	**npv**	**I can name, order and compare numbers above 1000**
Foundational	**Y**	**npv**	**I can say the value of each digit in a 4-digit number (Thousands, hundreds, tens, ones)**
Foundational	**Y**	**npv**	**I can count in multiples of 6, 7, 9, 25 and 1000.**
Foundational		npv	I can read and write Roman numerals from 1 to 100 (I to C)
Foundational	**Y**	**npv**	**I can add multiples of 10, 100 or 1 000 to any number up to 9 999 mentally**
Foundational	**Y**	**npv**	**I can count backwards through zero to include negative numbers**
Foundational	**Y**	**npv**	**I can round any number to 10, 100 or 1 000 and add multiples of 10, 100 or 1 000 mentally**
Foundational	**Y**	**+/-**	**I can use column addition to add numbers with up to 4-digits**
Foundational	**Y**	**+/-**	**I can use column subtraction to subtract numbers with up to 4-digits**
Foundational	**Y**	**x/÷**	**I can multiply 2-digit and 3-digit numbers by a 1-digit number using the grid methods**
Foundational	**Y**	**x/÷**	**I can divide 2-digit and 3-digit numbers by a 1-digit number using repeated subtraction (WDIK) methods**
Foundational		x/÷	I can count in multiples of 6, 7, 9, 25 and 1000
Foundational	**Y**	**x/÷**	**I can recall and use multiplication and division facts for multiplication tables up to 12 x 12**
Foundational		x/÷	I can use place value, known and derived facts to multiply and divide mentally, including: multiplying together three numbers
Foundational		x/÷	I can use place value, known and derived facts to multiply and divide mentally, including: doubling and halving any number
Foundational		x/÷	I can use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1
Foundational		x/÷	I can use place value, known and derived facts to multiply and divide mentally, including: dividing by 1
Foundational		f	I can recognise show and name, using diagrams, families of common equivalent fractions including tenths and hundredths
Foundational	**Y**	**f**	**I can count up and down in hundredths**
Foundational	**Y**	**f**	**I can recognise and write decimal equivalents of n/10 and n/100**
Foundational	**Y**	**f**	**I can recognise and write decimal equivalents of ¼, ½ and ¾**
Foundational	**Y**	**d**	**I can read, write, compare and order numbers with the same number of decimal places up to two decimal places**
Foundational	**Y**	**m**	**I can read, write, convert time between analogue and digital 12 hour clocks**
Foundational		m	I can read, write, convert time between analogue and digital 12 and 24 hour clocks
Foundational	**Y**	**m**	**I can convert between different units of measure for length, mass, capacity and time**
Foundational	**Y**	**m**	**I can measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres**
Foundational		pos	I can compare and classify geometric shapes, including quadrilaterals and triangles based on their properties and sizes
Foundational		pos	I can identify acute and obtuse angles and compare and order angles by size up to two right angles
Foundational	**Y**	**pdm**	**I can calculate the angle of turn associated with movement between any of the eight compass points**
Conceptual	**Y**	**npv**	**I can estimate the answer to, and solve, number and practical problems that involve making decisions about applying number facts, place value, rounding and estimation with numbers greater than 1000**
Conceptual		npv	I can check my answers using estimates and by applying inverse operations
Conceptual	**Y**	**+/-**	**I can solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and explaining why**
Conceptual		x/÷	I can estimate the answer to, and solve problems, involving multiplying and adding, including the distributive law and harder multiplication problems such as 'which n objects are connected to which m objects' (Harder multiplications include

			2-digit x 2-digit and 2-digit x 3-digit problems)
Conceptual		f	I can estimate the answer to, and solve simple measure and money problems involving fractions and decimals to 2 decimal places
Conceptual	**Y**	**f**	**I can recognise that hundredths arise when dividing an object by a hundred and dividing tenths by ten**
Conceptual		f	I can solve problems involving increasingly harder fractions to include non-unit fractions where the answer is not a whole number
Conceptual		d	I can round decimals with one decimal place to the nearest whole number
Conceptual		m	I can estimate and find the area of squares, rectangles and related composite shapes by counting standard units, including centimetre squared (cm2) and metre squared (m2)
Conceptual		m	I can estimate, compare and calculate with measures of length, mass, capacity and money
Conceptual		m	I can estimate, compare and calculate with measures of time (including the 12 and 24 hour clock)
Conceptual	**Y**	**m**	**I can solve problems including converting from hours to minutes; minutes to second; years to months; weeks to days**
Conceptual		pdm	I can describe positions, and movements between positions, on a 2-D grid, and as coordinates in the first quadrant
Conceptual		pdm	I can describe movements between positions as translations of a given unit to the left/right and up/down
Conceptual		pos	I can identify lines of symmetry in 2-D shapes presented in different orientations, and complete symmetry diagrams for specific lines of symmetry
Conceptual	**Y**	**pos**	**I can plot specified points and draw sides to complete a given polygon**
Conceptual		s	I can solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and simple line graphs
Conceptual	**Y**	**s**	**I can interpret and present discrete data using bar charts**
Conceptual		s	I can interpret and present continuous data using appropriate graphical methods e.g. time graphs

Reading

Foundational/ Conceptual	Power Statements	Curriculum Code	Achievement Statements
Foundational		d	I can identify unusual matches between spellings and sounds to help me read exception words
Foundational	**Y**	**c**	**I can use a dictionary to speedily look up unknown word's meaning or its spelling**
Foundational	**Y**	**c**	**I can use a contents page, index, chapters, headings and glossary to get information to answer a question**
Foundational		c	I can name literary features (e.g. simile) in a wide range of books
Foundational		c	I can recognise and name some different forms of poetry (e.g. free verse, narrative)
Foundational		c	I use pauses and body language when I am reading aloud
Conceptual	**Y**	**c**	**I can explain what genre of text I am reading and describe some of its features (e.g. fiction, poetry, play, non-fiction)**
Conceptual	**Y**	**c**	**I can consistently use my knowledge of root words, prefixes and suffixes (KS1 and Lower KS2) to get the likely meaning of unfamiliar words (See Appendix in NC Programme of Study)**
Conceptual	**Y**	**c**	**I can identify and explain the main ideas in a fiction or non- fiction text at my reading level**
Conceptual		c	I can identify themes in a wide range of books - Delete
Conceptual	**Y**	**c**	**I can summarise the main ideas from more than one paragraph**
Conceptual	**Y**	**c**	**I can answer questions by searching quickly for key words or phrases by scanning the text**
Conceptual		c	I can talk about the possible meanings of new words within a sentence using the context
Conceptual	**Y**	**c**	**I can identify when what I am reading is not making sense and use strategies to self-correct**
Conceptual	**Y**	**c**	**I can name and describe some similarities and differences between books I have read**
Conceptual		c	I can describe some similarities and differences between poems I have read
Conceptual		c	I can compare different versions of the same myth and legend
Conceptual		c	I can identify different types of sentences a writer has used
Conceptual	**Y**	**c**	**I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying them with evidence**
Conceptual	**Y**	**c**	**I can talk about the way a writer's choice of words makes me feel or think**
Conceptual	**Y**	**c**	**I can justify my predictions about a text through talking about what I have noticed so far**
Conceptual		c	I can find and tell the main arguments for or against a particular point of view in a text

Writing

Foundational/ Conceptual	Power Statements	Curriculum Code	Achievement Statements
Foundational	**Y**	**h**	**I can write in a consistent, neat, legible and joined style**
Foundational		t	I can take notes and use the information when writing
Foundational	**Y**	**t**	**I can use the rules and conventions in spelling from the Y3/4 lists most of the time (see NC guidance)**
Foundational	**Y**	**t**	**I can spell the majority of the words on the Y3/4 word list (see NC guidance)**
			I can make the correct choice between two homophones from the Year 3/4 list in my writing
Foundational		t	I can write down a short passage dictated by my teacher and get most of the spelling and punctuation correct
Foundational	**Y**	**c**	**I can re-read my writing or that of my friends and identify one or two changes that need to be made**
Foundational		c	I can use pronouns to substitute for a noun without confusing someone reading my work
Foundational	**Y**	**c**	**I can check my work, identify and correct some mistakes in my punctuation**
Foundational	**Y**	**c**	**I can redraft to improve my punctuation and vocabulary**
Foundational		vgp	I can use '-s' correctly to show plural and possession
Foundational		vgp	I can use possession apostrophes accurately in words with regular and irregular plurals (e.g. girls', boys', children's)
Foundational	**Y**	**vgp**	**I can use inverted commas and other punctuation for direct speech correctly in my writing**
Foundational	**Y**	**vgp**	**I can organise direct speech where more than one person is speaking by using a new line when a new person starts speaking**
Foundational	**Y**	**vgp**	**I can use all of the prefixes from the Y3/4 lists (in-, il-, im-, re-, inter-, super-) and explain their meaning**
Foundational	**Y**	**vgp**	**I can use all of the key words to explain the grammar in my writing (determiner, pronoun, possessive pronoun, adverbial)**
Foundational		vgp	I can use capital letters, full stops, question marks and exclamation marks correctly
Foundational		vgp	I use commas for lists and apostrophes for contraction correctly
Foundational	**Y**	**vgp**	**I can use fronted adverbials and conjunctions to link paragraphs and sentences**
Conceptual		c	I can write descriptions that give the reader a clear picture of how my story progresses
Conceptual		c	I can write about how my characters feel
Conceptual	**Y**	**c**	**I can consistently use paragraphs to sequence ideas and can explain the change from one paragraph to another**
Conceptual		c	I can use subheadings for paragraphs in non-fiction writing
Conceptual		c	I can read my writing aloud to groups or the class, using my voice so that the meaning is obvious to the listener.
Conceptual	**Y**	**vgp**	**I can use a wide range of adjectives and adverbs in my writing**
Conceptual		vgp	I can use interesting and varied vocabulary in my writing
Conceptual		vgp	I can improve my work by checking that verbs are powerful and changing them when I need to
Conceptual	**Y**	**vgp**	**I can use fronted adverbials followed by a comma (e.g. Later that day,)**
Conceptual	**Y**	**vgp**	**I can correctly use different forms of the past and present tense throughout my writing**
Conceptual		c	I can correctly use the future tense across a piece of writing
Conceptual		vgp	I can recognise and know when to use formal and informal language.

Statutory Spelling List

accident(ally)	increase
actual(ly)	important
appear	knowledge
bicycle	length
breath	library
breathe	material
business	medicine
busy	naughty
certain	occasion(ally)
complete	opposite
consider	particular
continue	peculiar
different	possess(ion)
difficult	probably
disappear	purpose
eight	quarter
eighth	reign
exercise	remember
experience	separate
experiment	special
favourite	straight
February	strength
guard	surprise
guide	therefore
height	thought
history	through

Spoken Language

Strand	Objective
Speaking	Listen and respond appropriately to adults and their peers.
Speaking	Ask relevant questions to extend their understanding and knowledge.
Speaking	Use relevant strategies to build their vocabulary.
Speaking	Articulate and justify answers, arguments and opinions.
Speaking	Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.
Speaking	Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.
Speaking	Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.
Speaking	Speak audibly and fluently with an increasing command of Standard English.
Speaking	Participate in discussions, presentations, performances, role play, improvisations and debates.
Speaking	Gain, maintain and monitor the interest of the listener(s).
Speaking	Consider and evaluate different viewpoints, attending to and building on the contributions of others.
Speaking	Select and use appropriate registers for effective communication.

Science

Planning	Obtaining and Presenting Evidence	Considering Evidence and Evaluating
• Can they set up a simple fair test to make comparisons? • Can they plan a fair test and isolate variables, explaining why it was fair and which variables have been isolated? • Can they suggest improvements and predictions? • Can they decide which information needs to be collected and decide which the best way for collecting it is? • Can they use their findings to draw a simple conclusion?	• Can they take measurements using different equipment and units of measure and record what they have found in a range of ways? • Can they make accurate measurements using standard units? • Can they explain their findings in different ways (display, presentation, writing)?	• Can they find any patterns in their evidence or measurements? • Can they make a prediction based on something they have found out? • Can they evaluate what they have found using scientific language, drawings, labelled diagrams, bar charts and tables? • Can they use straightforward scientific evidence to answer questions or to support their findings? • Can they identify differences, similarities or changes related to simple scientific ideas or processes?
Greater Depth		
• Can they plan and carry out an investigation by controlling variables fairly and accurately? • Can they use test results to make further predictions and set up further comparative tests?	• Can they record more complex data and results using scientific diagrams, classification keys, tables, bar charts, line graphs and models?	• Can they report findings from investigations through written explanations and conclusions? • Can they use a graph or diagram to answer scientific questions?

States of Matter
• Can they compare and group materials together, according to whether they are solids, liquids or gases? • Can they explain what happens to materials when they are heated or cooled? • Can they measure or research the temperature at which different materials change state in degrees Celsius? • Can they use measurements to explain changes to the state of water? • Can they identify the part that evaporation and condensation has in the water cycle? • Can they associate the rate of evaporation with temperature?
Greater Depth
• Can they group and classify a variety of materials according to the impact of temperature on them? • Can they explain what happens over time to materials such as puddles on the playground or washing hanging on a line? • Can they relate temperature to change of state of materials?

Animals including Humans	Living Things and Their Habitats
• Can they identify and name the basic parts of the digestive system in humans? • Can they describe the simple functions of the basic parts of the digestive system in humans? • Can they identify the simple function of different types of teeth in humans? • Can they compare the teeth of herbivores and carnivores? • Can they explain what a simple food chain shows? • Can they construct and interpret a variety of food chains, identifying producers, predators and prey?	• Can they recognise that living things can be grouped in a variety of ways? • Can they explore and use a classification key to group, identify and name a variety of living things? (plants, vertebrates, invertebrates) • Can they compare the classification of common plants and animals to living things found in other places? (under the sea, prehistoric) • Do they recognise that environments can change and this can sometimes pose a danger to living things?
Greater Depth	
• Can they classify living things and non-living things by a number of characteristics that they have thought of? • Can they explain how people, weather and the environment can affect living things? • Can they explain how certain living things depend on one another to survive?	• Can they give reasons for how they have classified animals and plants, using their characteristics and how they are suited to their environment? • Can they explore the work of pioneers in classification? (e.g. Carl Linnaeus) • Can they name and group a variety of living things based on feeding patterns? (producer, consumer, predator, prey, herbivore, carnivore, omnivore)

Electricity	Sound
• Can they describe a range of sounds and explain how they are made? • Can they associate some sounds with something vibrating? • Can they compare sources of sound and explain how the sounds differ? • Can they explain how to change a sound (louder/softer)? • Can they recognise how vibrations from sound travel through a medium to a ear? • Can they find patterns between the pitch of a sound and features of the object that produce it? • Can they find patterns between the volume of the sound and the strength of the vibrations that produced it? • Can they recognise that sounds get fainter as the distance from the sound source increases? • Can they explain how you could change the pitch of a sound? • Can they investigate how different materials can affect the pitch and volume of sounds?	• Can they identify common appliances that run on electricity? • Can they construct a simple series electric circuit? • Can they identify and name the basic part in a series circuit, including cells, wires, bulbs, switches and buzzers? • Can they identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery? • Can they recognise that a switch opens and closes a circuit? • Can they associate a switch opening with whether or not a lamp lights in a simple series circuit? • Can they recognise some common conductors and insulators? • Can they associate metals with being good conductors?
Greater Depth	
• Can they explain why sound gets fainter or louder according to the distance? • Can they explain how pitch and volume can be changed in a variety of ways? • Can they work out which materials give the best insulation for sound?	• Can they explain how a bulb might get lighter? • Can they recognise if all metals are conductors of electricity? • Can they work out which metals can be used to connect across a gap in a circuit? • Can they explain why cautions are necessary for working safely with electricity?

Computing

We are programmers: Programming an animation	We are bug fixers: Finding and correcting bugs in programs.	We are presenters: Videoing performance.
• Can they create an algorithm for an animated scene in the form of a storyboard? • Can they write a program in Scratch to create the animation? • Can they correct mistakes in their animation programs?	• Can they develop a number of strategies for finding errors in programs? • Can they build up resilience and strategies for problem solving? • Can they increase their knowledge of Scratch? • Can they recognise a number of common types of bug in software?	• Can they gain skills in shooting live video, such as framing shots, holding the camera steady and reviewing? • Can they edit video including adding narration and editing clips by setting in/out points? • Can they understand the qualities of effective video such as the importance of narrative, consistency, perspective and scene length?
We are network engineers: Exploring computer networks including the Internet.	We are communicators: Communicating safely on the Internet.	We are opinion pollsters: Collecting and analysing data.
• Can they understand the physical hardware connections necessary for computer networks to work? • Can they understand some features of internet protocols? • Can they understand some diagnostic tools for investigating network connections? • Can they develop a basic understanding of how domain names are converted to IP addresses?	• Can they develop a basic understanding of how e-mail works? • Can they gain skills in using e-mail? • Are they aware of broader issues surrounding e-mail, including e-safety? • Can they work collaboratively with a remote partner?	• Can they understand some elements of survey design? • Can they understand some ethical and legal aspects of online data collection? • Can they use the web to facilitate data collection? • Can they gain skills in using charts to analyse data? • Can they gain skills in interpreting results?

PE

Gymnastics	Dance	Invasion Games
- perform actions, balances, body shapes and agilities with control - plan, perform and repeat longer sequences that include changes of speed and level, clear shapes and quality of movement - adapt their own movements to include a partner in a sequence - understand that strength and suppleness can be improved - lead a partner through short warm-up routines - recognise criteria that lead to improvement, eg changing a level; watch, describe and suggest possible improvements to others' performances - suggest improvements to their own performance	- respond imaginatively to a range of stimuli related to character and narrative - use simple motifs and movement patterns to structure dance phrases on their own, with a partner and in a group - refine, repeat and remember dance phrases and dances - perform dances clearly and fluently - show sensitivity to the dance idea and the accompaniment - show a clear understanding of how to warm up and cool down safely - describe, interpret and evaluate dance, using appropriate language	- play games with some fluency and accuracy, using a range of throwing and catching techniques - find ways of attacking successfully when using other skills - use a variety of simple tactics for attacking well, keeping possession of the ball as a team, and getting into positions to score - know the rules of the games - understand that they need to defend as well as attack - understand how strength, stamina and speed can be improved by playing invasion games - lead a partner through short warm-up routines - watch and describe others' performances, as well as their own, and suggest practices that will help them and others to play better own play
Athletics	**Swimming**	**Striking and Fielding**
- understand and demonstrate the difference between sprinting and running for sustained periods - know and demonstrate a range of throwing techniques - throw with some accuracy and power into a target area - perform a range of jumps, showing consistent technique and sometimes using a short run-up - play different roles in small groups - relate different types of activity to different heart rates and body temperatures, and use some of these activities when warming up - compare and contrast performances using appropriate language	- swim between 50 and 100 metres and keep swimming for 45 to 90 seconds - use three different strokes, swimming on their front and back - control their breathing - swim confidently and fluently on the surface and under water - work well in groups to solve specific problems and challenges, sharing out the work fairly - recognise how swimming affects their body, and pace their efforts to meet different challenges - suggest activities and practices to help improve their own performance	- use a range of skills, eg throwing, striking, intercepting and stopping a ball, with some control and accuracy - choose and vary skills and tactics to suit the situation in a game - carry out tactics successfully - set up small games; know rules and use them fairly to keep games going - explain what they need to do to get ready to play games - carry out warm ups with care and an awareness of what is happening to their bodies - describe what they and others do that is successful - suggest what needs practising

History

Topics to be covered:

- Stone Age to Iron Age (Late Neolithic hunter gathers/Bronze Age/Iron Age)
- Romans (Julius Caesar 55-54 BC/Romanisation of Britain

Chronological understanding	Knowledge and interpretation	Historical enquiry
• Can they place periods of history and recent history on a timeline using centuries? • Can they use their mathematical skills to round up time differences into centuries and decades?	• Do they appreciate that wars have happened from a very long time ago and are often associated with invasion, conquering or religious differences? • Do they know that people who lived in the past cooked and travelled differently and used different weapons from ours? • Do they recognise that the lives of wealthy people were very different from those of poor people? • Do they appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past?	• Can they research two versions of an event and say how they differ? • Can they research what it was like for a child in a given period from the past and use photographs and illustrations to present their findings? • Can they give more than one reason to support an historical argument? • Can they communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out?
Greater Depth		
• Can they use their mathematical skills to help them work out the time differences between certain major events in history? • Can they begin to build up a picture of what main events happened in Britain/ the world during different centuries?	• Can they recognise that people's way of life in the past was dictated by the work they did? • Do they appreciate that the food people ate was different because of the availability of different sources of food? • Do they appreciate that weapons will have changed by the developments and inventions that would have occurred within a given time period? • Do they appreciate that wealthy people would have had a very different way of living which would have impacted upon their health and education?	• Can they independently, or as part of a group, present an aspect they have researched about a given period of history using multi-media skills when doing so?

Geography

Geographical Enquiry	Physical Geography	Human Geography	Geographical Knowledge
• Can they carry out a survey to discover features of cities and villages? • Can they find the same place on a globe and in an atlas? • Can they label the same features on an aerial photograph as on a map? • Can they plan a journey to a place in England? • Can they accurately measure and collect information(e.g. rainfall, temperature, wind speed, noise levels etc.)?	• Can they describe the main features of a well-known city? • Can they describe the main features of a village? • Can they describe the main physical differences between cities and villages? • Can they use appropriate symbols to represent different physical features on a map?	• Can they explain why people are attracted to live in cities? • Can they explain why people may choose to live in a village rather than a city? • Can they explain how a locality has changed over time with reference to human features? • Can they find different views about an environmental issue? • What is their view? • Can they suggest different ways that a locality could be changed and improved?	• Can they locate the Tropic of Cancer and the Tropic of Capricorn? • Do they know the difference between the British Isles, Great Britain and UK? • Do they know the countries that make up the European Union? • Can they name up to six cities in the UK and locate them on a map? • Can they locate and name some of the main islands that surround the UK? • Can they name the areas of origin of the main ethnic groups in the UK & in their school?
Greater Depth			
• Can they give accurate measurements between 2 given places within the UK?	• Can they explain how a locality has changed over time with reference to physical features?	• Can they explain how people are trying to manage their environment?	• Can they name the counties that make up the home counties of London? • Can they name some of the main towns and cities in Yorkshire and Lancashire?

RE

How should we live and who can inspire us? Theme: Inspirational People
This enquiry explores how people's values and commitments might be demonstrated in the lives of [religious] leaders and believers. It can also include a study of a particular religious or belief community (a) What positive examples have people given that show us how to live? (b) What values and commitments have inspired or been taught by founders of faiths or community, leaders, believers and specific community? (c) How have the actions and example of people of faith or belief changed our world? (d) How might we change our lives in the light of the qualities demonstrated by other people? How and why do people express their beliefs in different ways? Theme: Symbols and Religious Expression
What does it mean to belong to a religion? Themes: Religion and the Individual/Religion and Community
This enquiry explores aspects of Christian festivals, celebrations, practices and community and the beliefs to which they relate (a) How do Christians celebrate and live out their beliefs in: · the journey of life? · their main festivals and practices? · their faith community? · the wider world? (b) Within the different Christian groups what are the most important similarities and key differences? Why do they differ? How do they seek to work together?
What is important to me? Theme: Beliefs and Questions
This enquiry explores ideas of what it is to be human and relates them to religious and other beliefs (a) Who am I and what does it mean to be human? (Physical and non-physical aspects of human identity) (b) Where do I belong? (My school, home, family, tradition, cultures, organisations including those involving religion and belief, local community enquiry, the UK, the global community) (c) What am I worth? (Beliefs about the value of human beings) (d) How might stories, hymns and prayers help people understand more about themselves and their relationships?

Art

Drawing	Painting	Printing	Textiles
• Can they begin to show facial expressions and body language in their sketches? • Can they identify and draw simple objects, and use marks and lines to produce texture? • Can they organise line, tone, shape and colour to represent figures and forms in movement?	• Can they create all the colours they need? • Can they create mood in their paintings? • Do they successfully use shading to create mood and feeling?	• Can they create an accurate print design using different colours?	• Can they use their sketch books to express their feelings about various subjects and outline likes and dislikes? • Do they keep notes in their sketchbook? E.g. to adapt and improve their ideas; about the purpose of their work.

3D	Collage	Use of IT	Knowledge
• Can they begin to sculpt clay and other mouldable materials?	• Can they use ceramic mosaic? • Can they combine visual and tactile qualities? To be covered in Yr3, 4, 5 please check Teacher Sketchbook for record of coverage.	• Can they present a collection of their work on a slide show?	• Can they experiment with different styles which artists have used? • Can they explain art from other periods of history?

DT

Developing, planning and communicating ideas	Working with tools, equipment, materials and components to make quality products	Evaluating processes and products
• Have they thought of how they will check if their design is successful? • Can they begin to explain how they can improve their original design? • Can they evaluate their product, thinking of both appearance and the way it works? • Do they take time to consider how they could have made their idea better?	• Can they tell if their finished product is going to be good quality? • Are they conscience of the need to produce something that will be liked by others? • Can they show a good level of expertise when using a range of tools and equipment? • Do they work at their product even though their original idea might not have worked?	• Have they thought of how they will check if their design is successful? • Can they begin to explain how they can improve their original design? • Can they evaluate their product, thinking of both appearance and the way it works? • Do they take time to consider how they could have made their idea better?
Breath of Study		
Cooking and Nutrition	**Electrical and mechanical components**	**Mouldable materials**
• Do they know what to do to be hygienic and safe? • Have they thought what they can do to present their product in an interesting way?	• Do they select the most appropriate tools and materials for a given task? • Can they make a product which uses both electrical and mechanical components? • Can they use a simple circuit? • Can they use a number of components? • Can they add things to their circuits? • How have they altered their product after checking it? • Are they confident about trying out new and different ideas?	• Can they use a range of advanced techniques to shape and mould? • Do they use finishing techniques, showing an awareness of audience?

Music

Performing	Composing (including Notation)	Appraising
• Can they perform a simple part rhythmically? • Can they sing songs from memory with accurate pitch? • Can they improvise using repeated patterns?	• Can they use notations to record and interpret sequences of pitches? • Can they use standard notation? • Can they use notations to record compositions in a small group or on their own? • Can they use their notation in a performance?	• Can they explain the place of silence and say what effect it has? • Can they start to identify the character of a piece of music? • Can they describe and identify the different purposes of music? • Can they begin to identify with the style of work of Beethoven, Mozart and Elgar?
Greater Depth		
• Can they use selected pitches simultaneously to produce simple harmony?	• Can they explore and use sets of pitches, e.g. 4 or 5 note scales? • Can they show how they can use dynamics to provide contrast?	• Can they identify how a change in timbre can change the effect of a piece of music?

MFL

Listening and Responding	Speaking	Reading and Responding	Writing
• Do they understand short passages made up of familiar language? • Do they understand instructions, messages and dialogues within short passages? • Can they identify and note the main points and give a personal response on a passage? Spoken at near normal speed with no interference. May need short sections repeated.	• Can they have a short conversation where they are saying 2-3 things? • Can they use short phrases to give a personal response? Although they use mainly memorised language, they occasionally substitute items of vocabulary to vary the questions or statements.	• Can they read and understand short texts using familiar language? • Can they identify and note the main points and give a personal response? • Can they read independently? • Can they use a bilingual dictionary or glossary to look up new words?	• Can they write 2-3 short sentences on <a familiar topic>? • Can they say what they like and dislike about <a familiar topic>? They write short phrases from memory and their spelling is readily understandable.