

Cultural Capital Opportunities: Anglo Saxon school visit

Writing

I can plan writing by discussing and recording ideas.
I can discuss writing similar to that which I am planning to write.
I can use simple organisational devices.
I can propose changes to grammar and vocabulary to improve consistency.
I can extend the range of sentences with more than one clause by using a range of conjunctions.
I can choose nouns and pronouns for clarity and cohesion.
I can use fronted adverbials.
I can use possessive apostrophes with plural nouns.
I can use and punctuate direct speech.

Maths

Length, Mass and Volume
I can convert units of length
I can estimate units of length
I can convert units of mass
I can estimate mass
I can convert units of volume
I can estimate volume
I can compare and order measurements
Area and Figures
I can measure and calculate the perimeter of a rectilinear figure in centimetres and metres
I can find the area of rectilinear shapes by counting squares
Geometry
I can compare and classify geometric shapes based on their properties and size
I can identify acute and obtuse angles and compare and order angles up to two right angles by size
I can identify lines of symmetry in 2D shapes presented in different orientations
I can complete a simple symmetric figure with respect to a specific line of symmetry.

History

Vikings

I can continue to annotate a timeline throughout the study as they discover more about the time.
I can understand how this period built on what had gone before and how it further influence the world.
I can use artefacts from the time as a source of evidence; explain how useful they are for information.
I can understand the methods of historical enquiry, including how evidence is used to make historical claims.
I can give reasons for results of the main events and changes of a time studied and describe the significance for today.
I can record increasing knowledge about the effect of the Vikings on Europe, Britain and the local area, building on existing developments.
I can describe the significance of the Vikings and ideas from the period, which still exist today.

Topic Driver- History

Key Question – What was life like for the Vikings?

Opportunities to apply British Values

P.E.

I can perform standing long jump with increasing power and increased control
I can use the correct sprinting technique. I can use overarm throw for accuracy and distance.
I can use pacing over different distances.
I can demonstrate correct techniques of running, jumping and throwing and apply them into a competition.
I can use increased power and control when performing different types of throw.
I can change pace at different parts of a running activity; and do a sprint finish.

Vikings

Music

Topic 4 – Singing

I can sing as part of a choir with awareness of size (the larger, the thicker and richer the musical texture)
I can sing expressively
I can copy back simple rhythmic patterns using minims, crotchets, quavers and their rests
I can copy back simple melodic patterns (up to five notes)
I can identify the tempo as fast, slow or steady
I can recognise the style of music I am listening to
I can discuss the structure of a song (introduction, verse, chorus)
I can recall by ear memorable phrases heard in the music.
I can recognise the sound and notes of the pentatonic scale by ear and from notation (WD)
I can describe legato and staccato (WD)

Science

Year 4 – Electricity

I can identify common appliances that run on electricity
I can construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers
I can 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
I can recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit
I can recognise some common conductors and insulators, and associate metals with being good conductor

Reading

I can make reading fun by reading by reading a wide range of poetry, fiction, non-fiction and reference/text books
I can use a dictionary to check the meaning of words that I do not know
I can check what I have read and understood by telling someone else what has happened
I can tell from what I have read how a character is feeling and thinking, and why they take action. I can show what parts of the text tell me this
I can predict what will happen in a text by using things that have happened to help me
I can summarise what has happened in a text using themes from a paragraph to help me
I can find and record information from non-fiction over a wide range of subjects I can apply my growing knowledge of root words, prefixes and suffixes to read aloud and understand the meaning of new words I meet. To include words in English Appendix 1
I can read and decode further exception words

Art

Topic 4 – Printing – Viking Patterns

I can create tessellation patterns.
I can develop the use of layers and overlays (up to 6)
I can attempt some tessellating pattern rotation: clockwise or anticlockwise $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$ or full turns
I can generate ideas from stimuli (significant historical/contemporary creative practitioners' work/other), using sketch books to support work
I can consider creative practitioners' reasons for working
I can consider similarities/difference between the kinds of work creative practitioners' create
I can describe how I might develop my work further
I can consider how a piece of artwork has been created

PSHE

I can understand that the human family can reflect the Holy Trinity in charity and generosity.
The Church family comprises of home, school and parish (which is part of the diocese).
I can know that God wants His Church to love and care for others and devise practical ways of loving and caring for others.
I can tell you about some of my hopes and dreams.
I can understand that sometimes hope and dreams do not come true and that reflecting on positive experiences can help counteract disappointment.
I can know how to make a new plan, set new goals, work out steps to achieve a goal and identify contributions made by myself and others in achieving our goal.

Computing

Creating Media – Photo Editing

I can recognise that digital images can be manipulated
I can recognise that digital images can be changed for different purposes
I can choose the most appropriate tool for a particular purpose
I can consider the impact of changes made on the quality of the image

D.T

Electrical Systems - Torches

I can make a torch with a working electrical circuit and switch
I can use appropriate equipment to cut and attach materials

Spanish

I can write a sentence using a noun, a verb and adjectives to describe animals.
I can write my own jungle explorers' story.
I can say different weather statements in Spanish.
I can describe the weather in different seasons of the year.
I can say simple phrases to give the weather forecast.
I can understand and name ice cream flavours.
I can talk about ice creams I love, like and dislike.

The Way, The Truth and The Life Mission of the Church

I can understand that the Church is a family.
I can understand that the Church is 'good news' for people.
I can know about the different seasons in the Church's year.
I can know about the Communion of Saints and the Holy Souls.
I can know about God's call to individuals.
I can deepen our understanding of Mary.