

2a - RL	<b>I can</b> 	
	Find and copy a word from a text that means the same as a given word.	
	Use a dictionary to check the meaning of unfamiliar words	
2a - NL	Read all Year 4 Orange words	
	Read 160 words per minute	
	Read and understand the meaning of unknown words by applying my knowledge of root words, prefixes and suffixes. E.g. uses knowledge of 'agree' to read and understand disagree, agreeable, agreed	
	Discuss and record words and phrases that writers use to engage and impact on the reader.	
2g - RL	<b>I can</b> 	
	Explain the effect a given word has on the reader	
2g - NL	Find and copy a word that shows a given a description	
2h - RL	<b>I can</b> 	
	Explain differences and similarities between two given things	



**ASSESSING PROGRESS IN READING**

2b - RL	<b>I can</b> 	
	Find and copy a word that identifies a key detail in the text	
	Find and copy a phrase that identifies a key detail in the text	
	Ask relevant questions to improve my understanding of a text.	
	Provide a piece of evidence to support a statement	
	Order events within a text chronologically	
2f - RL	<b>I can</b> 	
	Read and talk about a wide range of fiction and non-fiction texts including poetry	
	Explain why the author has included a certain part of the text and discuss the impact	
	Explain the structure and features found in fiction and non-fiction texts	

2c - RL	<b>I can</b> 	
	Summarises the main idea of a text	
2c - NL	Identify a logical summary of a text from a choice of different options	
2d - RL	<b>I can</b> 	
	Explain and justify inferences with one piece of evidence from the text	
	Provide arguments for and against a statement	
2d - RL	Explain and justify inferences with two pieces of evidence from the text	
2e - RL	<b>I can</b> 	
	Make a logical prediction using evidence from the text	
<b>Stage 1</b> (0-25%)		0-6
<b>Stage 2</b> (25-50%)		7-12
<b>Stage 3</b> (50-85%)		14-19
<b>At National Standard</b> (85-100%)		20-23



ASSESSING PROGRESS IN WRITING

<b>Grammar and Punctuation</b>	<b>I can</b>	😊
	Use a range of adjectives, different nouns and preposition phrases to improve my sentences. E.g. Despite the <u>thick, murky</u> clouds, the <u>excited</u> children were scurrying <u>between</u> the classroom and the field, hoping to find clues.	
	Use fronted adverbials. E.g. <b>How?</b> <u>Quickly and quietly</u> , I slipped under the water. <b>When?</b> <u>After the clock struck twelve</u> , I slipped under the water. <b>Where?</b> <u>Behind the huge rock</u> , I slipped under the water.	
	Write in paragraphs.	
	Make an appropriate choice of pronoun and noun within and across sentences.	
	Use inverted commas and other punctuation to indicate direct speech. E.g. ? ! “ , .	
	Use apostrophes to show plural possession. E.g. The <u>witches'</u> broomsticks were all out of control.	
	Use commas after fronted adverbials. E.g. At the end of the day, I ate a huge bar of chocolate.	

<b>Composition</b>	<b>I can</b>	😊
	Compose sentences using a range of structures. E.g. Expanded noun phrases The teacher expanded to... The <u>strict</u> teacher <u>with curly hair</u> ...	
	Orally rehearse a sentence or a sequence of sentences.	
	Write a narrative with a clear structure, characters and plot.	
	Improve my writing by changing my grammar and vocabulary so that it flows.	
	Use a range of subordination conjunctions at the beginning and within sentences to add detail to my sentences. E.g. We put up our umbrellas <u>when</u> it rained. <u>When</u> it rained, we put up our umbrellas.	
	Choose and correctly use nouns or pronouns consistency to avoid repetition. E.g. After <u>he</u> scored the penalty, <u>Kieran</u> was both delighted and relieved at the same time.	
	Use direct speech in my writing and punctuate it correctly. E.g. The wicked wizard shouted, "Abracadabra!"	

<b>Handwriting</b>	Use <u>diagonal</u> strokes to join letters <b>an co he ku te ag</b> (diagonal joins, no ascender) <b>chi ul ck al et</b> (diagonal join to an ascender) use <u>horizontal</u> strokes to join letters <b>ws rm on we va fu</b> (horizontal join) <b>ok fl wh ol</b> (horizontal join to or from an ascender)	
	Know which 8 letters are un-joined. E.g. Break letters <b>b g j p q x y z</b>	
	Write consistently in cursive handwriting using the correct handwriting joins. Space my writing so that ascenders and descenders letters do not touch.	

<b>Appendix 1: homophones and near homophones</b>	
accept/except	ball/bawl
affect/effect	berry/bury
brake/break	grate/great
fair/fare	groan/grown
here/hear	knot/not
heel/heal/he'll	mail/male
main/mane	medal/meddle
meat/meet	missed/mist
peace/piece	rain/rein/reign
plain/plane	scene/seen
weather/whether	which/witch
whose/who's	



## ASSESSING PROGRESS IN WRITING

Spelling	I can	😊	Spelling	I can	😊
	Understand the meaning of the prefixes un-, il-, dis- and mis- and use them to change the meaning of words			Spell words the contain the /i/ sound spelt y e.g. myth, gym, Egypt, pyramid, mystery	
	Understand the meaning of the prefixes in-, im- and ir- and use them to change the meaning of words			Spell words the contain the /s/ sound spelt sc e.g. science, scene, discipline, fascinate, crescent	
	Understand the meaning of the prefixes inter- and auto- and use them to change the meaning of words			Spell words the contain the /ei/ sound spelt ei, eigh or ey e.g. vein, weigh, eight, neighbour, they, obey	
	Use the suffix -ly and -ally, understanding that it is added to adjectives to make adverbs			Use a possessive apostrophe with plural words	
	Use the suffixes -ous			Spell Year 4 Orange Words	
	Spell words ending in -tion, -sion and -cian			Use a dictionary to check the meaning of words	
	Spell words ending in -sure				
	Spell words ending with the /g/ sound spelt -gue e.g. league, tongue				
	Spell words ending with the /k/ sound spelt -que e.g. antique, unique				
	Recognise and spell homophones and near homophones See appendix 1				

  

<b>Stage 1</b> (0-25%)	0-8
<b>Stage 2</b> (25-50%)	9-17
<b>Stage 3</b> (50-85%)	16-28
<b>At National Standard</b> (85-100%)	29-33



## ASSESSING PROGRESS IN MATHS

Calculations	I can	😊
	Add and subtract numbers with up to 4-digits using written methods of column addition and subtraction.	
	Estimate and use inverse operations to check answers in a calculation.	
	Solve addition and subtraction 2-step problems in contexts, deciding which operations and methods to use and why.	
	Recall multiplication and division facts up to $12 \times 12$ .	
	Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers.	
	Recognise and use factor pairs and commutativity in mental calculations.	
	Multiply 2-digit numbers by a 1-digit number using formal written layout.	
	Solve problems involving multiplying and adding, including using the distributive law to multiply 2-digit numbers by 1-digit. E.g. $3 \times (2 + 4) = 3 \times 2 + 3 \times 4$	
	Solve integer scaling problems and harder correspondence problems such as n objects are connected to m objects.	

Number, place value, approximation and estimation/ rounding	I can	😊
	Count in multiples of 6, 7, 9, 25 and 1,000.	
	Order and compare numbers beyond 1,000.	
	Find 1,000 more or less than a given number.	
	Recognise the place value of each digit in a 4-digit number.	
	Read Roman numerals to 100 and know that over time the numeral system changed to include the concept of zero and place value.	
	Identify, represent and estimate numbers using different representations.	
	Round any number to the nearest 10, 100 or 1,000.	
	Count backwards through zero to include negative numbers.	
	Solve number and practical problems with the above (involving increasingly large numbers).	

Fractions, decimals and percentages	I can	😊
	Count up and down in hundredths.	
	Recognise that hundredths arise when dividing an object by a hundred and dividing tenths by ten.	
	Recognise and show using diagrams, families of common equivalent fractions.	
	Add and subtract fractions within the same denominator.	
	Recognise and write decimal equivalents to $\frac{1}{4}$ , $\frac{1}{2}$ and $\frac{3}{4}$ .	
	Recognise and write decimal equivalents of any number of tenths or hundredths.	
	Round decimals with one decimal place to the nearest whole number.	
	Compare numbers with the same number of decimal places up to 2 decimal places.	
	Find the effect of dividing a 1-digit or 2-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths.	
Solve problems involving increasingly harder fractions and fractions to divide quantities, including non-unit fractions where the answer is a whole number.		
Solve simple measure and money problems involving fractions and decimals to 2 decimal places.		



## ASSESSING PROGRESS IN MATHS

<b>Geometry- properties of shape</b>	<b>I can</b>	
	Compare and classify geometric shapes, including quadrilateral and triangles based on their properties and sizes.	
	Identify lines of symmetry in 2D shapes presented in different orientations.	
	Complete a simple symmetric figure with respect to a specific line of symmetry.	
	Identify acute and obtuse angles and compare and order angles up to two right angles by size.	

<b>Geometry- position</b>	Describe movements between positions as translations of a given unit to the left/right and up/down.	
	Describe positions on a 2D grid as coordinates in the first quadrant.	
	Plot specified points and draw sides to complete a given polygon.	

<b>Measurement</b>	<b>I can</b>	
	Compare different measures, including money in £ and p.	
	Estimate different measures, including money in £ and p.	
	Calculate different measures. Including money in £ and p.	
	Read, write and convert time between analogue and digital 12 hour clocks.	
	Read, write and convert time between analogue and digital 24 hour clocks.	
	Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.	
	Convert between different units of measurements	
	Measure and calculate the perimeter of a rectilinear figure in cm and m.	
	Find the area of rectilinear shapes by counting squares.	
I can calculate different measures.		

<b>Statistics</b>	<b>I can</b>	
	Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.	
	Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.	

<b>Stage 1</b> (0-25%)	0-11
<b>Stage 2</b> (25-50%)	12-22
<b>Stage 3</b> (50-85%)	23-38
<b>At National Standard</b> (85-100%)	39-46



## ASSESSING PROGRESS IN SCIENCE

<b>Biology</b>	<b>I can</b>	😊
	Recognise that living things can be grouped in a variety of ways. (Y4)	
	Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. (Y4)	
	Recognise that environments can change and that this can sometimes pose dangers to living things. (Y4)	
	Describe the simple functions of the basic parts of the digestive system in humans. (Y4)	
	Identify the different types of teeth in humans and their simple functions. (Y4)	
	Construct and interpret a variety of food chains, identifying producers, predators and prey. (Y4)	

<b>Chemistry</b>	<b>I can</b>	😊
	Compare and group materials together, according to whether they are solids, liquids or gases. (Y4)	
	Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C). (Y4)	
	Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. (Y4)	

<b>Physics cont.</b>	<b>I can</b>	😊
	Identify common appliances that run on electricity. (Y4)	
	Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. (Y4)	
	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. (Y4)	
	Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. (Y4)	
	Recognise some common conductors and insulators, and associate metals with being good conductors. (Y4)	
	Identify how sounds are made, associating some of them with something vibrating. (Y4)	
	Recognise that vibrations from sounds travel through a medium to the ear. (Y4)	
	Find patterns between the pitch of a sound and features of the object that produced it. (Y4)	
	Find patterns between the volume of a sound and the strength of the vibrations that produced it. (Y4)	
Recognise that sounds get fainter as the distance from the sound source increases. (Y4)		

<b>Working Scientifically</b>	<b>I can</b>	😊
	Asking relevant questions and using different types of scientific enquiries to answer them.	
	Setting up simple practical enquiries, comparative and fair tests.	
	Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.	
	Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions.	
	Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.	
	Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.	
	Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.	
	Identifying differences, similarities or changes related to simple scientific ideas and processes	
	Using straightforward scientific evidence to answer questions or to support their findings.	

<b>Stage 1</b> (0-25%)	1-7
<b>Stage 2</b> (25-50%)	8-14
<b>Stage 3</b> (50-85%)	15-24
<b>At National Standard</b> (85-100%)	25-28



## Curriculum Overview

	<b>Autumn Term</b>	<b>Christmas Unit: What is the meaning of Christmas?</b>	<b>Spring Term</b>	<b>Easter Unit What is the meaning of Easter?</b>	<b>Summer Term</b>
<b>Year A</b>	<p><b><u>Sikhism</u></b></p> <p>What does worship mean for Sikhs?</p> <p>How do Sikhs worship?</p> <p>Demonstrating understanding of beliefs and practices within Sikhism and how beliefs make a difference to individual and communal life.</p>	<p>How and why is Advent important to Christians?</p>	<p><b><u>Sikhism</u></b></p> <p>What are the key teachings of Sikhism?</p> <p>How do Sikh's beliefs influence their daily lives?</p> <p>How and why do religious people show care for each other?</p>	<p>What do Christians remember on Palm Sunday?</p>	<p><b><u>Christianity</u></b></p> <p>What does worship mean to Christians?</p> <p>What can we learn about Christian symbols and beliefs by visiting churches?</p> <p>Develop knowledge of Christian worship, differing practices and symbols.</p>
<b>Year B</b>	<p><b><u>Islam</u></b></p> <p>What do Muslims believe?</p> <p>Develop an understanding about the beliefs of the Qur'an as the final revelation of God, how it was revealed to Muhammad, passages from the Qur'an.</p> <p>How is it use by Muslims today?</p>	<p>How do Christians prepare to celebrate Jesus' birth?</p> <p>Why do Christians call Jesus the light of the world?</p>	<p><b><u>Islam</u></b></p> <p>What is the meaning of worship to Muslims?</p> <p>How do Muslim's beliefs influence their daily life?</p>	<p>What is the Christian meaning behind Easter?</p> <p>Why is Lent such an important period for Christians?</p>	<p><b><u>Christianity</u></b></p> <p>What do Christians believe about Jesus?</p> <p>Developing knowledge about the significance of Jesus. The impact of Jesus on lives Christians have today.</p> <p>What do Christians believe about God?</p> <p>Develop knowledge of Christians belief in God. Life after death and how this affects hoe Christians feel and act.</p>



## ASSESSING PROGRESS IN COMPUTING

<b>E- Safety</b>	<b>I can</b>	☺
	Log on using my user name and a safe password	
	I can recognise types of cyber bullying	
	Use technology safely	
	Know how to report problems	

<b>Search engines</b>	<b>I can</b>	☺
	use search technologies effectively,	
	appreciate how results are selected and ranked,	
	and be discerning in evaluating digital content	

<b>Computer Science</b>	<b>I can</b>	☺
	Design programs	
	Write programs	
	Write programs that accomplish goals using selection (if, then functions) and repetition.	
	Control or simulate a physical system	
	Solve problems by decomposing them	
	use a 2 types of coding (espresso block and scratch/python)	
	use logical reasoning to explain how some simple algorithms work	
	detect and correct errors in algorithms and programs	

<b>Digital literacy</b>	<b>I can</b>	☺
	Begin to understand how computer networks are linked together	
	Use technology purposefully to create, organise, store, manipulate and retrieve digital content	
	understand how saving my work is saved in small chunks (small packet0 then put together when you open it like a jigsaw.	
	Understand the terms, server, router, browser, WWW	
	List a name of digital communications (skype, video calls, email, Wikipedia)	
	I can use software which the teacher tells me to use	

<b>Stage 1</b> (0-25%)	0-5
<b>Stage 2</b> (25-50%)	6-11
<b>Stage 3</b> (50-85%)	12-18
<b>At National Standard</b> (85-100%)	18-21



## ASSESSING PROGRESS IN HISTORY

<b>Chronology</b>	<b>I can</b>	😊
	Develop increasingly secure chronological knowledge and understanding of history, local, British and world	
	Put events, people, places and artefacts on a timeline	
	Use correct terminology to describe events in the past	

<b>Historical Terms</b>	<b>I can</b>	😊
	Develop use of appropriate subject terminology such as empire, civilisation and monarch	

<b>Interpreting History</b>	<b>I can</b>	😊
	Be aware that different versions of the past may exist and begin to suggest reasons for this	

<b>Historical Enquiry</b>	<b>I can</b>	😊
	Ask and answer questions about the past considering aspects of change, cause, similarity and difference, and significance	
	Suggest where we might find answers to questions considering a range of sources	
	Understand that knowledge about the past is constructed from a variety of sources	
	Construct and organise responses by selecting relevant historical data	

<b>Stage 1</b> (0-25%)	1-4
<b>Stage 2</b> (25-50%)	5-7
<b>Stage 3</b> (50-85%)	8-12
<b>At National Standard</b> (85-100%)	13-14

<b>Continuity &amp; Change</b>	<b>I can</b>	😊
	Describe and begin to make links between main events, situations and changes within and across different periods and societies	

<b>Causes &amp; Consequences</b>	<b>I can</b>	😊
	Identify and give reasons for historical events, situations and changes	
	Identify some of the results of historical events, situations and changes	

<b>Similarities &amp; Differences</b>	<b>I can</b>	😊
	Describe some similarities and differences between periods e.g. social, belief, local, individual	

<b>Significance</b>	<b>I can</b>	😊
	Identify and begin to describe historically significant people and events in situations	



**ASSESSING PROGRESS IN Geography**

<b>Locational knowledge</b>	<b>I can</b>	☺
	Locate and name the countries of Europe (including Russia)	
	Locate and name the capital cities of the countries of Europe (including Russia)	

<b>Place knowledge</b>	<b>I can</b>	☺
	Identify & understand geographical features of an area of Europe	
	Understand geographical similarities and differences through studying a small area of UK with and area of a European country	

<b>Geographical skills and fieldwork</b>	<b>I can</b>	☺
	Use maps, atlases, globes & digital/computer mapping to locate countries and describe features studied (using <b>geographical</b> language)	
	Use the 8 points of the compass	
	Use 4 figure grid references	
	Use field work to observe, measure and record human & physical features	
	Use maps, graphs & plans to record my fieldwork findings	

<b>Human &amp; Physical Geography</b>	<b>I can</b>	☺
	Describe and understand volcanoes, earthquakes and Tsunamis	
	Investigate and understand trade between UK, Europe and the rest of the World	

<b>Stage 1</b> (0-25%)	1-3
<b>Stage 2</b> (25-50%)	4-6
<b>Stage 3</b> (50-85%)	7-9
<b>At National Standard</b> (85-100%)	10-11



## ASSESSING PROGRESS IN MFL

<b>To read fluently</b>	<b>I can</b>	☺
	Read and understand the main point in sentences	
	Read short texts independently	
	Use a translation dictionary or glossary to look up new words	

<b>To write imaginatively</b>	<b>I can</b>	☺
	Write a few short sentences using familiar expressions	
	Express personal experiences and responses	
	Write short phrases from memory with spelling that is readily understandable	

Topic List

- Parts of the body
- Zoo animals
- Verbs (To be, he is, she)
- French stories
- Pets
- Dictionary skills
- Numbers 0-40
- Food and drink
- Clothes
- Family
- Opinions
  
- Christmas lessons
- Easter lessons

<b>To speak confidently</b>	<b>I can</b>	☺
	Understand the main points from spoken passages	
	Ask and answer simple questions and talk about interests	
	Demonstrate a growing vocabulary	

<b>To understand French culture</b>	<b>I can</b>	☺
	Describe with some interesting details some aspects of countries or communities where the language is spoken	
	Make comparisons between life in countries or communities where the language is spoken and our own country	

<b>Stage 1</b> (0-25%)	1-3
<b>Stage 2</b> (25-50%)	4-6
<b>Stage 3</b> (50-85%)	7-9
<b>At National Standard</b> (85-100%)	10-11



## ASSESSING PROGRESS IN ART

<b>Sculpture</b>	<b>I can</b>	😊
	Replicate the work of Ray Lonsdale to gain understanding and improve technique and control. (Y3)	
	Plan, create and evaluate a sculpture using clay. (Y3)	
	Add texture to show forms of expression. (wrinkles) (Y3)	
	Create a 3D model using paper mache. Add paper curlings to add detail and make it more interesting. (Y4)	
	Replicate the work of Alexander Calder to gain understanding and improve technique and control. (Y4)	

<b>Drawing</b>	<b>I can</b>	😊
	Develop my drawing skills using charcoal, pencils and sketching. I can incorporate previously learned techniques i.e. line, shape, colour and space. (Y3)	
	Create visual texture using shading to add effect. Use a range of different grades of pencil. (Y4)	

<b>Painting</b>	<b>I can</b>	😊
	Use acrylic paints to recap on the techniques previously learned. Review and evaluate work. (Y3)	
	Refer to the artist Andy Warhol for inspiration or comparison. (Y3)	
	Conduct an in-depth analysis of a watercolour painting, referring to the artist Claude Monet. (Y4)	
	Begin to create a sketch book of what I have discovered. (Y4)	
	Plan, create and evaluate a painting using watercolours. (Y4)	
	Develop my drawing skills using charcoal and pencils. Choose the appropriate techniques i.e. line, shape, colour and space. (Y4)	
	Introduce the concept of negative space. (Background of a painting) (Y4)	

<b>Stage 1</b> (0-25%)	1-4
<b>Stage 2</b> (25-50%)	5-7
<b>Stage 3</b> (50-85%)	8-12
<b>At National Standard</b> (85-100%)	13-14



## ASSESSING PROGRESS IN DESIGN AND TECHNOLOGY

<b>Design</b>	<b>I can</b>	☺
	develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups	
	generate, develop, model and communicate their ideas through discussion and annotated sketches	

<b>Make</b>	<b>I can</b>	☺
	select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]	
	select from and use a wider range of materials, including textiles and ingredients, according to their functional properties and aesthetic qualities	

<b>Evaluate</b>	<b>I can</b>	☺
	investigate and analyse a range of existing products	
	evaluate their ideas and products against their own design criteria to improve their work	

<b>Cooking and Nutrition</b>	<b>I can</b>	☺
	understand and apply the principles of a healthy and varied diet	
	prepare and cook predominantly savoury dishes using a range of cooking techniques	
	understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.	

<b>Stage 1</b> (0-25%)	1-3
<b>Stage 2</b> (25-50%)	4-5
<b>Stage 3</b> (50-85%)	6-8
<b>At National Standard</b> (85-100%)	9-10

<b>Technical Knowledge</b>	<b>I can</b>	☺
	apply their understanding of how to strengthen, stiffen and reinforce more complex structures	