



ASSESSING PROGRESS IN READING

Lexile range: 625-725

<b>2a - NL</b>	<b>I can</b> 	
	Find and copy a word from a text that means the same as a given word.	
	Read all Year 3 Orange words	
	Read 145 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 'forget' to read and understand forgotten, forgetful, unforgettable, forgetfulness	
Use a dictionary to check the meaning of unfamiliar words		

<b>2g- NL</b>	<b>I can</b> 	
	Explain the effect a given word has on the reader	

<b>Stage 1</b> (0-25%)	0-5
<b>Stage 2</b> (25-50%)	6-10
<b>Stage 3</b> (50-85%)	11-16
<b>At National Standard</b> (85-100%)	17-20

<b>2b- NL</b>	<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	

<b>2e - NL</b>	<b>I can</b> 	
	Make a logical prediction using evidence from the text	

<b>2h- NL</b>	<b>I can</b> 	
	Explain differences and similarities between two given things	

<b>2f- NL</b>	<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 how non-fiction books are structured in different ways and can use them effectively. E.g. Knows how to use contents page, index and glossary. Recognise labels and captions to pictures and diagrams add meaning.	
	Explain some of the different types of fiction books. E.g. fantasy, science fiction, myths Adventure, fables and mystery.	

<b>2d- NL</b>	<b>I can</b> 	
	Explain and justify inferences with one piece of evidence from the text	
	Provide arguments for and against a statement	

<b>2c- NL</b>	<b>I can</b> 	
	Summaries the main idea of a text	



## ASSESSING PROGRESS IN WRITING

<b>Composition</b>	<b>I can</b>	😊
	Discuss the structure, grammar and use of vocabulary in writing.	
	Compose sentences using a wider range of structures. E.g. Expanded noun phrases- The swaying, <u>green</u> leaves...	
	Write a narrative with a clear structure, setting, characters & plot.	
	Use simple organisational devices in non fiction writing E.g. headings and sub-headings.	
	Use two stars and a wish to assess my own and others' writing.	
	Make improvements to grammar/ vocabulary /punctuation.	
	Link my ideas, using conjunctions E.g. also/If/after/when/however /although	
	Use the perfect form of verbs to mark relationship of time and cause. E.g. I have <u>written</u> it down so we can check what he said.	
	Check my writing for mistakes in spelling and punctuation.	

<b>Grammar and Punctuation</b>	<b>I can</b>	😊
	I can use conjunctions, adverbs and prepositions to add detail about time, place and cause. E.g. <u>co-ordinating conjunctions</u> E.g. My heart was beating like a drum, <u>while</u> the vicious dragon approached. <u>Subordinating conjunctions</u> E.g. <u>As</u> the boy scored the goal, the crowd cheered. <u>Fronted adverbials/adverbs</u> E.g. <u>Slowly</u> , I crept up the stairs... <u>Seconds later</u> , the shadow moved... The kite zoomed <u>quickly</u> ... <u>Prepositions.</u> E.g. <u>Hovering above</u> on a lily pad, the frog...	
	Start to use paragraphs.	
	Use headings and sub headings.	
	Use the present perfect form of verbs instead of the simple past E.g. 'He has gone out to play' contrasted with 'He went out to play'	
	Use speech marks to punctuate direct speech. E.g. He asked, "What are you doing?"	

<b>Handwriting</b>	Use <u>diagonal</u> strokes to join letters an co he ku te ag (diagonal joins, no ascender) chi ul ck al et (diagonal join to an ascender)	
	use <u>horizontal</u> strokes to join letters ws rm on we va fu (horizontal join) ok fl wh ol (horizontal join to or from an ascender)	
	Know which 8 letters are un=joined. E.g. Break letters b g j p q x y z	



## ASSESSING PROGRESS IN WRITING

Spelling	I can	😊
	Understand the meaning of the prefixes un-, dis- and mis- and use them to change the meaning of words	
	Understand the meaning of the prefixes in-, im- and ir- and use them to change the meaning of words	
	Understand the meaning of the prefixes re-, sub-, inter-, super- and anti- and use them to change the meaning of words	
	Use the suffixes –ing, -ed and –er and understand the rule of when it is necessary to double a consonant	
	Use the suffix –ation, understanding that it is added to verbs to make nouns	
	Use the suffix –ly and –ally, understanding that it is added to adjectives to make adverbs	
	Use the suffixes –ous	
	Spell words ending in –tion, -sion and -cian	
	Spell words ending in –ture	

Spelling	I can	😊
	Spell words the contain the /u/ sound spelt ou e.g. young, touch, double, trouble, country	
	Spell words the contain the /c/ sound spelt ch e.g. scheme, chorus, chemist, echo, character	
	Spell words the contain the /sh/ sound spelt ch e.g. Chef, chalet, machine, brochure	
	Use a apostrophe for possession and contraction	
	Spell Red Words (Sets A-P)	
	Spell Year 3 Orange Words	
	Use a dictionary to check the meaning of words	

<b>Stage 1</b> (0-25%)	0-8
<b>Stage 2</b> (25-50%)	9-16
<b>Stage 3</b> (50-85%)	17-27
<b>At National Standard</b> (85-100%)	28-32



## ASSESSING PROGRESS IN MATHS

<b>Calculations</b>	<b>I can</b>	
	Add and subtract mentally, including: a 3-digit number and ones / a 3-digit number and tens / a 3-digit number and hundreds.	
	Add and subtract numbers with up to three digits, using written methods of columnar addition and subtraction.	
	Estimate the answer to a calculation and use inverse operation to check answers.	
	Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.	
	Recall and use multiplication and division facts for the 3, 4 and 8x tables.	
	Write and calculate mathematical statements for multiplication and division using the multiplication tables, including for 2-digit numbers, using mental and progressing to formal written methods.	
	Solve problems, including missing number problems, involving multiplication and division, including integer scaling problems and correspondence problems in which n objects are connected to m objects.	

<b>Number, place value, approximation and estimation/ rounding</b>	<b>I can</b>	
	Count from 0 in multiples of 4, 8, 50 and 100.	
	Compare and order numbers up to 1,000.	
	Read and write numbers to 1,000 in numerals and words.	
	Find 10 or 100 more or less than a given number.	
	Recognise the place value of each digit in a 3-digit number.	
	Identify, represent and estimate numbers using different representations.	
	Solve number problems and practical problems using above.	

<b>Stage 1</b> (0-25%)	0-12
<b>Stage 2</b> (25-50%)	13-24
<b>Stage 3</b> (50-85%)	25-39
<b>At National Standard</b> (85-100%)	40-48

<b>Fractions, decimals and percentages</b>	<b>I can</b>	
	I can count up and down in tenths.	
	I recognise that tenths arise from dividing an object into 10 equal parts and in dividing 1-digit numbers or quantities by 10.	
	I recognise and can find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators.	
	I can compare and order unit fractions and fractions with the same denominators.	
I can add and subtract fractions with the same denominator within one whole. I can solve problems involving the above.		

<b>Statistics</b>	<b>I can</b>	
	Interpret and present data using bar charts, pictograms and tables.	
	Solve one-step and two-step questions using information presented in scaled bar charts, pictograms and tables.	



## ASSESSING PROGRESS IN MATHS

<b>Measurement</b>	<b>I can</b>	
	Compare lengths using m, cm & mm.	
	Compare mass using kg & g.	
	Compare volume/capacity using l & ml.	
	Measure lengths using m, cm & mm.	
	Measure mass using kg & g.	
	Measure volume/capacity using l & ml.	
	Add and subtract lengths using m, cm & mm.	
	Add and subtract mass using kg & g.	
	Add and subtract volume/capacity using l & ml.	
	Tell and write the time from an analogue clock (12 hour clock).	
	Tell and write the time from an analogue clock (24 hour clock).	
Tell and write the time from an analogue clock (Roman numerals).		

<b>Measurement cont.</b>	<b>I can</b>	
	Estimate and read time with increasing accuracy to the nearest minute.	
	Record and compare time in terms of seconds, minutes and hours.	
	Use the following vocabulary: o'clock, am, pm, morning, afternoon, noon & midnight.	
	Know the number of seconds in a minute.	
	Know the number of days in each month, year and leap year.	
	Compare the duration of events.	
	Measure the perimeter of simple 2D shapes.	
	Add and subtract amounts of money to give change, using both £ and p in a practical context.	

<b>Geometry- properties of shape</b>	<b>I can</b>	
	Identify horizontal, vertical lines and pairs of perpendicular and parallel lines.	
	Draw 2D shapes.	
	Make 3D shapes using modelling materials.	
	Recognise 3D shapes in different orientations and describe them.	
	Recognise that angles are a property of shape or a description of a turn. Identify right angles.	
	Recognise that two right angles make a half-turn & three make a three quarter turn.	
	Identify whether angles are greater than or less than a right angle.	



## ASSESSING PROGRESS IN SCIENCE

## Biology

<b>I can</b>	
Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. (Y3)	
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. (Y3)	
Investigate the way in which water is transported within plants. (Y3)	
Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. (Y3)	
Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. (Y3)	
Identify that humans and some other animals have skeletons and muscles for support, protection and movement. (Y3)	

## Chemistry

<b>I can</b>	
Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. (Y3)	
Describe in simple terms how fossils are formed when things that have lived are trapped within rock. (Y3)	
Recognise that soils are made from rocks and organic matter. (Y3)	

## Physics

<b>I can</b>	
Compare how things move on different surfaces. (Y3)	
Notice that some forces need contact between two objects, but magnetic forces can act at a distance. (Y3)	
Observe how magnets attract or repel each other and attract some materials and not others. (Y3)	
Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials. (Y3)	
Describe magnets as having two poles. (Y3)	
Predict whether two magnets will attract or repel each other, depending on which poles are facing. (Y3)	
Recognise that they need light in order to see things and that dark is the absence of light. (Y3)	

## Physics cont.

<b>I can</b>	
Notice that light is reflected from surfaces. (Y3)	
Recognise that light from the sun can be dangerous and that there are ways to protect their eyes. (Y3)	
Recognise that shadows are formed when the light from a light source is blocked by a solid object. (Y3)	
Find patterns in the way that the size of shadows change. (Y3)	

<b>Stage 1</b> (0-25%)	1-5
<b>Stage 2</b> (25-50%)	6-10
<b>Stage 3</b> (50-85%)	11-17
<b>At National Standard</b> (85-100%)	18-20



## ASSESSING PROGRESS IN SCIENCE

For reference only

<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.	



## 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)	0-5
<b>Stage 2</b> (25-50%) ( 6 – 11)	6-11
<b>Stage 3</b> (50-85%) ( 12 – 18)	12-18
<b>At National Standard</b> (85-100%) (18-21)	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 4 countries of UK and capitals of UK	
	Locate and name counties of UK	
	Locate and name North East cities	
	Identify & locate rivers in UK & make comparison of World rivers making comparisons e.g. longest, shortest	
	Compare 2 different regions of UK (Urban & Rural)	

<b>Geographical skills and fieldwork</b>	<b>I can</b>	
	Use maps, atlases, globes and ICT to locate countries studied	
	Describe the areas studied using <b>geographical</b> language	
	Name the 8 compass points	
	Use 2 figure grid reference	
	Draw a basic map using symbols and keys	

<b>Human &amp; Physical Geography</b>	<b>I can</b>	
	Use geographical sources to gather information of UK including human & physical features	
	Identify & locate human & physical features of North East cities	
	Describe and understand the water cycle	

<b>Place knowledge</b>	<b>I can</b>	
	Compare 2 regions of the UK	
	Name and locate Cities of the North East of England	

<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 MFL

To read fluently	I can	☺
	Read sentences out loud independently	
	Read and understand the main point in sentences	

To write imaginatively	I can	☺
	Estimate how many objects I can see and check by counting them.	
	Use the language of 'more' and 'fewer' to compare two sets of objects.	

To speak confidently	I can	☺
	Ask others to repeat words or phrases if necessary	
	Ask and answer simple questions	
	Say short sentences about myself	

To understand French culture	I can	☺
	Identify and describe some aspects of countries or communities where the language is spoken	
	Identify similarities and differences between life in countries or communities where the language is spoken, and our own country	

### Topic List

- Numbers 0-20
- Greetings
- Asking how you are
- Classroom instructions
- Saying your name
- Saying your age
- Colours
- Names of fruit
- Food items
- Days of week
- Months of year
- Opinions (likes/dislikes)
- 
- Christmas lessons
- Easter Lessons

<b>Stage 1</b> (0-25%)	1-2
<b>Stage 2</b> (25-50%)	3-5
<b>Stage 3</b> (50-85%)	6-7
<b>At National Standard</b> (85-100%)	8-9



## 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	