
















Subject	Topic	Key Knowledge and Skills
<p data-bbox="60 414 236 539">English Language and Literacy Units 3 & 4</p> 	<p data-bbox="272 277 363 309">Reading</p>	<ul data-bbox="603 212 1380 367" style="list-style-type: none"> • I can read narrative verse. • I can infer and deduce information about characters. • I can find and retrieve information in explanation texts. • I can read a range of explanation texts and identify the key features. • I can use my voice effectively when reading playscripts aloud.
	<p data-bbox="272 517 363 548">Writing</p>	<ul data-bbox="603 385 1508 674" style="list-style-type: none"> • I can write a narrative in the first person. • I can write in the past tense. • I can write an explanation text. • I can use subheadings to organise information. • I can write a playscript scene using characters from a traditional tale. • I can use playscript conventions including names before speech and stage directions. • I can develop characterisation by showing rather than telling. • I can evaluate, write and present evidence.
	<p data-bbox="272 779 523 810">Grammar and Spelling</p>	<ul data-bbox="603 687 1337 911" style="list-style-type: none"> • I can use adverbials to modify verbs. • I can use fronted adverbials followed by a comma. • I can use reported and direct speech with accurate punctuation. • I can use 'ing' verbs for stage directions. • I can use singular and plural possessive apostrophes. • I can learn a range of spelling strategies. • I can use Year 4 statutory spellings in my independent writing.
<p data-bbox="108 987 188 1019">Maths</p> 	<p data-bbox="272 987 523 1182">Decimals Money Time Statistics Properties of shape Position and Direction</p>	<ul data-bbox="603 922 1540 1247" style="list-style-type: none"> • I can compare numbers with up to two decimal places. • I can round decimals to the nearest whole number. • I can solve simple measure and money problems involving fractions and decimals to two decimal places. • I can solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days. • I can interpret information presented in bar charts, pictograms, tables and graphs. • I can identify acute and obtuse angles. • I can classify shapes. • I can recognise symmetry.
<p data-bbox="108 1258 188 1290">Science</p> 	<p data-bbox="272 1279 539 1339">Living Things (and Their Habitats)</p> <p data-bbox="272 1346 560 1397">Which wild animals and plants thrive in your locality?</p>	<ul data-bbox="603 1258 1428 1391" style="list-style-type: none"> • I can identify and classify different living things in my local environment. • I can test how different conditions are needed for different organisms. • I can show how the use of insecticides affected the bee population. • I can describe the changes to our environment over the course of a year.
<p data-bbox="92 1426 204 1458">Computing</p> 	<p data-bbox="272 1426 443 1458">Creating Media</p> <p data-bbox="272 1464 427 1496">Photo Editing</p>	<ul data-bbox="603 1426 1220 1516" style="list-style-type: none"> • I can edit and change photos for different uses. • I can select tools to retouch images. • I can combine text and images to complete a project.
	<p data-bbox="272 1547 427 1579">Programming</p> <p data-bbox="272 1585 496 1617">Repetition in Games</p>	<ul data-bbox="603 1527 1066 1617" style="list-style-type: none"> • I can use loops to create games. • I can modify a game. • I can design a game and create a game.
<p data-bbox="92 1639 204 1671">Geography</p> 	<p data-bbox="272 1662 491 1693">Coasts (and Rivers)</p> <p data-bbox="272 1700 443 1731">Local Fieldwork</p>	<ul data-bbox="603 1639 1485 1729" style="list-style-type: none"> • I can understand physical processes that shape the coast. • I can understand costal management and effectiveness. • I can understand coastal processes and the impact on people and landscapes.
<p data-bbox="108 1785 188 1816">History</p> 	<p data-bbox="272 1785 571 1845">Britain's settlement by the Anglo Saxons and Scots</p> <p data-bbox="272 1852 560 1904">What happened when the Romans left Britain?</p>	<ul data-bbox="603 1762 1508 1917" style="list-style-type: none"> • I understand what happened at the end of the Roman rule. • I understand the invasions and migrations of Angles/Saxons/Jutes. • I understand the key features of Anglo-Saxon life – power, beliefs, farming, conflict with later invaders. • I can use knowledge to make inferences from primary sources.
<p data-bbox="108 1975 188 2007">French</p> 	<p data-bbox="272 1975 491 2007">The Body (le corps)</p>	<ul data-bbox="603 1930 1141 2054" style="list-style-type: none"> • I can name parts of the face. • I can say basic verbs in the first person. • I can say that something hurts. • I can name fairy tale characters and locations.
	<p data-bbox="272 2110 443 2141">Sport (le sport)</p>	<ul data-bbox="603 2065 1310 2188" style="list-style-type: none"> • I can talk about the sports I play. • I can express likes. • I can use detailed vocabulary for football and tennis matches. • I can understand the use of the verb "savoir".

 <p>Art</p>	<p>Every Picture Tells a Story</p>	<ul style="list-style-type: none"> • I can describe the formal elements (line, shape, tone, texture, form, colour, pattern and composition) in artists' work. • I can engage in critical question and answer sessions through works of art. • I can express thoughts and feelings through art. • I understand how artists tell stories in their work. • I can use art to tell stories. • I can analyse and find meaning in a painting. • I can act out the story told in a painting. • I can analyse abstract paintings and describe the stories behind them. • I can recreate famous works of art. • I can study famous works of art in depth. • I can describe paintings using the correct language of art. • I can critically analyse paintings.
 <p>DT</p>	<p>Mechanisms: Slingshot Cars</p>	<ul style="list-style-type: none"> • I can identify electrical products and explain why they are useful. • I can help to make a working switch. • I can identify the features of a torch and how it works. • I can describe what makes a torch successful. • I can create suitable designs that fit the success criteria and my own design criteria. • I can create a functioning torch with a switch according to my design criteria.
 <p>Music</p>	<p>Changes in Pitch, Tempo and Dynamics</p>	<ul style="list-style-type: none"> • I can sing in tune and in harmony with others people while developing breath control. • I can explain how a piece of music makes me feel with some use of musical terminology. • I can perform a vocal ostinato in time. • I can listen to other members of my group as they perform. • I can create an ostinato and represent it on paper so that I can remember it. • I can create and perform a piece with a variety of ostinatos.
	<p>Samba and Carnival Sounds and Instruments</p>	<ul style="list-style-type: none"> • I can explain what samba music is and that it is mainly percussion instruments used in celebrations such as Carnival in Brazil. • I can clap on the off beat and am able to play a syncopated rhythm. • I can play my rhythm in time with the rest of my group. • I can play my break in time with the rest of my group and play in the correct place in the piece. • I can play in time and with confidence; accurately playing my break.
 <p>PE</p>	<p>Athletics Pass the Baton</p>	<ul style="list-style-type: none"> • I can develop my running skills. • I can practise baton changes. • I can work together well as a team.
	<p>Striking and Fielding Arc Rounders</p>	<ul style="list-style-type: none"> • I can hit the ball hard into space. • I can use different throwing and retrieving techniques. • I can discuss how to improve my performance.
 <p>PSHE</p>	<p>Me and My Relationships</p>	<ul style="list-style-type: none"> • I can define successful teamwork. • I can explain what a positive healthy relationship is. • I recognise when it is appropriate to say no to a friend. • I can describe 'good' and 'not so good' feelings and how they make me feel. • I can give examples as to how to respond to being bullied.
	<p>Growing and Changing</p>	<ul style="list-style-type: none"> • I know about change, including transitions, loss, separation, divorce and bereavement. • I can understand how my body will, and emotions may, change as I approach and move through puberty. • I know that marriage is a commitment freely entered into by both people; that no one should marry if they don't absolutely want to do so or are not making this decision freely for themselves.
 <p>RE</p>	<p>How and why do people show care for others?</p>	<ul style="list-style-type: none"> • I can describe some ways in which Christians, Jews and Sikhs help other people and the difference this makes to them. • I can begin to form a framework of connections between concepts. • I can identify some patterns between the religious and non-religious worldviews studied by comparing similarities and differences. • I can ask and explore relevant questions, express my opinions and support these with plausible reasons. • I can recognise that other people may hold different opinions.
	<p>Why do people visit Durham Cathedral?</p>	<ul style="list-style-type: none"> • I can describe some of the features of Durham Cathedral and their significance. • I can describe some of the ways in which the Cathedral is used for Christian worship and pilgrimage. • I can describe some of the ways in which the Cathedral is used for community use and cultural expression. • I can describe the significance and influence of St Cuthbert and The Venerable Bede on Christian worship, pilgrimage and life today. • I know about the varying reasons why Durham Cathedral is visited today.