

<p>Literacy</p> <p>I can apply my phonic knowledge and skills to read a range of familiar and unfamiliar texts quickly, accurately and with pleasure, offering plausible inferences and predictions and demonstrating an understanding of the stories, poems and non-fiction texts that I have read</p> <p>I can identify unfamiliar words and start to make sense of them using the context</p> <p>I can use new vocabulary from my reading in my writing</p> <p>I can write a variety of longer and shorter pieces of narrative, non-fiction and poetry using appropriate features of genre or text type.</p> <p>I creates settings, characters in narrative and may develop own plots, using some ambitious vocabulary</p> <p>I use the correct form of past and present tense and sometimes use progressive or present perfect tense.</p> <p>I express time, place and cause using conjunctions, e.g. <i>when, so, because</i>, adverbs, e.g. <i>then, next</i>, or prepositions, e.g. <i>before, after, in</i>.</p> <p>I can use adverbials (phrases and clauses) to sequence time, identify place or describe manner, e.g. <i>later on, in the garden, without warning</i>.</p> <p>I usually organise paragraphs around a theme in both fiction and non-fiction</p> <p>I can use the full range of punctuation taught to the end of year 3 usually correctly:</p> <p>full stops; capital letters for proper nouns; exclamation and question marks;</p> <p>commas in lists; apostrophes for contractions and singular and plural possession in regular and irregular nouns.</p> <p>I try to follow a fronted adverbial with a comma</p> <p>I can use inverted commas and places punctuation within them appropriately.</p> <p>I can spell words using the spelling rules for Years 1, 2 and many of the rules from Years 3 and 4</p> <p>I almost always appropriately and consistently space words in relation to the size of the letters.</p>	<p>The Arts/Music</p> <p>I can use accurate facial proportions in portraits</p> <p>I can talk about my creative choices when discussing my work and take into account the views of others when improving my work</p> <p>I can sing well known songs confidently and fluently with clear diction and control of breathing</p> <p>I can strum chords in time to beats at different tempos</p> <p>I can offer comments about my own and other's work and find ways to improve</p> <p>I can improvise 1 bar rhythms for others to copy</p>	<p>Maths</p> <p>I can read, write, order and compare numbers to at least 2,000 in numerals and words, identifying one hundred more or less than any given number</p> <p>I can count, forwards and backwards, in multiples of 3, 4, 6, 8, 50 and 100</p> <p>I can round two and three-digit numbers to the nearest 10</p> <p>I can recognise the place value of each digit in a three-digit number and in a four-digit number</p> <p>I can read Roman numerals 1-12 (I to XII) in the context of time</p> <p>I can mentally add and subtract a three-digit number and a two-digit number, including with the use of jottings such as a number line</p> <p>I can add and subtract two three-digit numbers using the formal written method</p> <p>I can recall and use multiplication and division facts for the 6 times table up to the 12th multiple</p> <p>I can multiply and divide whole numbers by ten</p> <p>I can recognise and use commutatively in mental calculations for multiplication</p> <p>I understand the effect of multiplying numbers by 0 and 1 and dividing numbers by 1</p> <p>Using known multiplication facts, I can multiply mentally (with jottings) a two-digit number by a one-digit number using the distributive law (partitioning), multiply any two-digit number by a one-digit number using the formal written method and use the formal written layout for division, including examples with remainders e.g. 48 divided by 6; 37 divided by 4</p> <p>I can group families of common equivalent fractions for 1/ 2</p> <p>I can add and subtract fractions with the same denominator within one whole, confidently</p> <p>I can find unit and non-unit fractions with small denominators of numbers and a discrete sets of objects, using diagrams and resources to support e.g. 1/8 of 32 apples, 3/8 of 32 apples</p> <p>I can understand that tenths arise by dividing an object into ten equal parts and record one tenth as 1/10 and 0.1</p> <p>I am beginning to understand place value in numbers with one decimal place, to compare and order numbers with one decimal place</p> <p>I can recognise and write the decimal equivalent for 1/ 2</p> <p>I understand the effect of dividing a one-digit number by 10</p> <p>I can identify hundredths in contexts such as money and length and use decimal notation e.g. 145cm = 1.45 m; 268p = £2.68</p> <p>I am beginning to use the relationship between units of measure to convert</p> <p>I can measure the perimeter of rectangles (including squares) in centimetres and/or metres</p> <p>I can estimate and measure using different measures, including mixed units of measurements</p> <p>I can record measures beginning to use decimal notation, in practical contexts</p> <p>I can read and write analogue and digital time (12 hour) to the nearest minute; convert between analogue and digital time; continue to use a.m. and p.m.</p> <p>I can identify regular and irregular geometric shapes including quadrilaterals and triangles, different types of triangles (isosceles, equilateral, scalene and right angled), acute, obtuse and right angles (without using a protractor)</p> <p>I can complete a simple symmetric figure with respect to a horizontal or vertical line of symmetry, where the line of symmetry dissects the figure/shape</p> <p>I am beginning to read coordinates on a 2-D grid in the first quadrant</p> <p>I can interpret and present discrete data using appropriate graphical methods including bar charts</p> <p>I can interpret a range of scales, for example units of 2, 5, 10 reading unmarked divisions confidently</p> <p>I can solve puzzles and problems and reason mathematically</p>
	 <p>Year 4 Curriculum Map Autumn Term Topic: Vikings and Ancient Egypt Visit/visitor: Parent event:</p>	
	<p>PE</p> <p>I can show developing ball skills</p> <p>I can swim competently, confidently and proficiently over a distance of up to 25m</p> <p>I can perform safe self-rescue</p>	
	<p>RE/PSHE</p> <p>How and why do Hindus worship at home and in the mandir?</p> <p>What religions and world views are represented in our neighbourhood?</p>	
	<p>Computing</p> <p>I can describe the history of computing and consider how computing has changed our lives</p>	

Science/Technology

I can identify how sounds are made, associating some of them with something vibrating
I can recognise that vibrations from sounds travel through a medium to the ear
I can find patterns between the pitch of a sound and features of the object that produced it
I can find patterns between the volume of a sound and the strength of the vibrations that produced it
I recognise that sounds get fainter as the distance from the sound source increases.

Geography

I can locate the world's countries, using maps to focus on Europe
I can name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
I can understand elements of human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

History

I know that the Saxons settled after the Roman withdrawal and to be able to locate the Saxons and Vikings on a timeline.
I understand what invading and settling means in historical terms. I can use sources to find out about Viking village life, art and culture, Viking raids
I can understand and respond to historical evidence about famous individuals that have impacted on British History
I can compare and contrast invasions in the past with invasions today.
I can find out about the achievements of the earliest civilizations from historical sources
I can ask historical questions about civilizations outside Britain
I can make deductions about Ancient Egyptian life, art and culture from historical artefacts
I can compare and contrast the validity of a range of sources