

Literacy

I can read a range of age appropriate texts accurately
I recognise common prefixes, suffixes and root words to try and establish the meanings of root words
I can make positive independent decisions about the books I read, expressing preferences
I can infer characters' possible feelings and thoughts from actions in the text
I can demonstrate understanding of a wide range of poetry, stories and non-fiction
I can navigate a dictionary confidently
I can locate the relevant sections of non-fiction texts to answer questions
I can use the context of a text to suggest the meaning of unfamiliar words
I can identify words that add to meaning and explain the effect of a chosen word
I can explain similarities and differences of books by the same author
I can summarise sections of text and retell the key features of a story
I can write a variety of longer and shorter pieces of narrative, non-fiction and poetry for a range of purposes and audiences, demonstrating some appropriate features of the genre or text type.
I can create settings, characters and plots in narrative.
I can use a range of sentence structures and conjunctions.
I can vary vocabulary, making ambitious choices of most word-classes.
I can proof-read my own and others' writing and evaluates its effectiveness, editing for grammar, vocabulary, spelling and punctuation, making appropriate changes to improve consistency.
I can read aloud my own writing, to a group or the whole class, using varied intonation and starts to vary the tone and volume so that the meaning is clear.
I can edit for correct and consistent tense,
I am starting to use the standard English forms for verb inflections instead of local spoken forms I can create noun phrases using prepositional phrases,
I can use the correct form of past and present tense, including progressive and some present perfect in most writing.
I can express time, place and cause using an increasing variety of conjunctions,
I am starting to create cohesion by using a wide range of adverbials (phrases and clauses) to sequence time, identify place or describe manner.
I am starting to use pronouns to avoid repetition of nouns.
I organise paragraphs around a theme in both fiction and non-fiction written outcomes.
I am starting to use simple organisational devices in non-narrative material, e.g. headings and subheadings
I can use the range of punctuation mostly correctly: full stops; capital letters for proper nouns; exclamation and question marks;
commas in lists; apostrophes for contractions and singular and plural possession in regular and irregular nouns.
I sometimes follow a fronted adverbial with a comma.
I can use inverted commas to punctuate direct speech and includes other punctuation, mostly accurately.
I can use the possessive apostrophe in words with regular plurals and start to place the apostrophe correctly in nouns with irregular plurals, e.g. children's
I can identify root words to help understand a word's meaning and to support spelling.
I use diagonal and horizontal strokes consistently to join letters with an understanding that some adjacent letters may be best left un-joined.

The Arts/Music

Use accurate facial proportions for portraits
Consider the views of others to improve my work
Talk about my creative processes to create my work
Deliver lines audibly and clearly, using actions and facial expressions as well as voice to enhance meaning and emphasis
To create, perform and analyse expressive compositions and extend sound vocabulary
I can sing simple songs by memory
I can play at least 5 chords confidently on the ukulele: c, F, Am, Em7 and G7
I can listen to a variety of genres of music and describe differences of tempo, dynamics, rhythm or pitch
I can read chord charts and translate these into the correct fingering on the ukulele

Computing

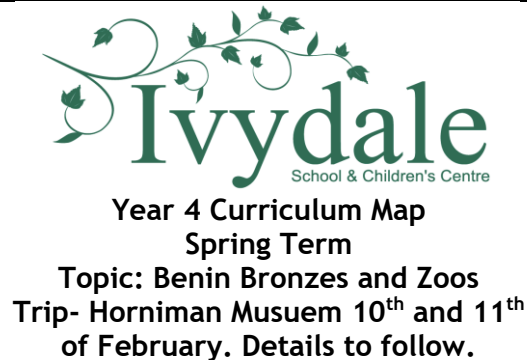
Create a survey to gather data

PE

I can swim a range of strokes safely and effectively
I can travel with a ball using my hands
I can pass the ball within a group, keeping the ball away from a defender
I can create space for teammates
To pass and receive a ball in different ways

RE/PSHE

Why is Easter important to Christians? What is special to me and the people in my community?
Why are holy books special and why is the Bible special to Christians?



Maths

I can read, write, order, compare and round numbers to at least 5,000 in numerals and words, recognising the place value in each digit
I can count, forwards and backwards, in multiples of 9 and 25
I can identify the number that is ten or one hundred more or less than a given number to 5,000.
I can read Roman numerals to 50 (L)
I can mentally add and subtract numbers with up to three-digits, including with the use of jottings such as a number line
I can add and subtract two four-digit numbers using the formal written method
I can recall and use multiplication and division facts for the 7 and 9 times tables up to the 12th multiple
I can use known multiplication and division facts and place value to derive other related facts
I can multiply and divide numbers by ten (including numbers with one decimal place)
I can recognise factor pairs
I can use a mental method, such as partitioning, to divide a two-digit numbers by a single-digit
I can multiply and divide any two-digit number by any one-digit number using formal written method of short multiplication and division including examples with remainders
I can recognise and show families of common equivalent fractions
I can add and subtract fractions with the same denominator, beginning to include examples where the total is greater than one whole
I can find unit and non-unit fractions of numbers and quantities and begin to relate to multiplication and division
I can recognise and write decimal equivalents of any number of tenths
I can understand place value in numbers with one decimal place and begin to round decimals with one decimal place to the nearest whole number I can compare and order numbers with one decimal place and recognise and write the decimal equivalent for $\frac{1}{4}$
I can understand the effect of dividing a one-digit or two-digit whole number by 10 and understand that hundredths are an object divided by 100 and record one hundredth as $\frac{1}{100}$ and 0.01
I can use the relationship between metric units of measure and units of time to convert I can calculate the perimeter of rectangles and other rectilinear shapes where the lengths of sides are given I can find the area of rectangles by counting squares I can estimate and begin to calculate using different measures, including mixed units of measurements and record measures using decimal notation I can begin to convert time between 12 and 24 hour clocks
I can identify different types of quadrilaterals (rhombus, parallelogram, trapezium) and begin to identify lines of symmetry in 2-D shapes with more than one line of symmetry I can complete a simple symmetric drawing where the line of symmetry does not dissect the original shape I can describe positions on a 2-D grid as coordinates in the first quadrant I can plot given coordinates on a 2-D grid in the first quadrant Interpret and present discrete data using appropriate graphical methods and a greater range of scales
I can begin to interpret and present continuous data using appropriate graphical methods such as time graphs
I can solve puzzles and problems and reason mathematically

Science/Technology

I can identify and describe living things and habitats, animals, grouping them in different ways

I can identify differences, similarities or changes related to simple scientific ideas and processes

I can construct and interpret a variety of food chains, identifying producers, predators and prey

I can explore and use classification keys to help group, identify and name a variety of living things in my local and wider environment

I can recognise that environments can change and that this can sometimes pose dangers to living things

I can consider aspects of your school grounds that have changed and have a class debate about a hypothetical scenario that would bring about environmental change

I can use straightforward scientific evidence to answer questions or to support their findings

I can describe the simple functions of the basic parts of the digestive system in humans

I can identify the different types of teeth in humans and their simple functions

I can set up simple practical enquiries, comparative and fair tests

I can make systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers

Geography and History

I can locate the world's countries, using maps to focus on Europe and Africa.

I can understand elements of human geography, including types of settlement and land use, economic activity including trade links and distribution of natural resources including energy, food, minerals and water.

I recognise who the Oba is and his role in the Ancient Kingdom of Benin.

I can understand geographical similarities and differences through a study of human and physical geography of a region of Europe and of Africa.

I can use a timeline to place the Benin Empire in the context of other significant historical events.

I can reflect upon the different perspectives around the artwork.

I can compare the Benin Bronzes to the Bronze Age metal works.

I can use stylisation (key features) of the Benin Bronzes to create my own piece of art using either clay or cardboard.

I can compare the Benin Bronze artwork to art from modern day Nigeria.