



GEOGRAPHY - RAINFORESTS

- To describe a biome and give an example.
- To state the location and some key features of the Amazon rainforest.
- To name and describe the four layers of tropical rainforests.
- To understand that trees and plants adapt to living in the rainforest and give an example.
- To define the word indigenous and give an example of how indigenous peoples use the Amazon's resources.
- To name one way in which the Amazon is changing.
- To articulate why the Amazon rainforest is important.
- To give an example of how humans are having a negative impact on the Amazon and an action that can be taken to help.
- To use a variety of data collection methods with support.
- To summarise how the local woodland is used and suggest changes to improve the area.

SCIENCE - LIGHT



- To recognise that we need light in order to see things and that dark is the absence of light.
- To notice that light is reflected from surfaces.
- To recognise that light from the Sun can be dangerous and that there are ways to protect the eyes.
- To recognise that shadows are formed when the light from a light source is blocked by a solid object.
- To find patterns in the way that the sizes of shadows change.
- To set up simple practical enquiries, comparative and fair tests.
- To make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment including thermometers and data loggers.

- To report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.
- To use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions

ART - EXPLORING STILL LIFE

- I have explored the work of contemporary and more traditional artists who work within the still life genre.
- I have felt able to express my thoughts about other artists' work, and talk about the meanings of objects as artists present them.
- I can use my sketchbook to make visual notes, record and reflect.
- I can draw from observation and think about how I can use line, colour, shape, texture, form and composition to make my artwork interesting.
- I can present and share my artwork, and explain how my sketchbook work helped build my knowledge and skills towards my final piece.

PE

- To select from different movements and add their own ideas to create a short dance inspired by the layers of the rainforest;
- To use different levels in a dance and begin to use these to represent ideas;
- To use prompts to improvise movements inspired by rainforest weather;
- To select movements and perform them, making choices about the length of their dance;
- To use different speeds in a dance and begin to use these to represent ideas;
- To join their own movement phrases of different speeds in a chosen order, to create a dance that is inspired by the animals of the rainforest;
- To use suggested dance vocabulary;
- To evaluate their dance and give ideas for ways to improve their performance;
- To perform a combination of suggested movements and own actions, to represent features of the rainforest;
- To begin to consider the order in which to perform their chosen movements;
- To link movement phrases with some success by considering the order in which to perform them;
- To use suggested dance vocabulary to evaluate their dance performance.

RE



Year 3 - Is scripture central to religion?

- Explain what some people mean by revelation.
- Evaluate the significance of scripture to some Jewish, Christian and Muslim people.
- Explain how some ways of using and treating the Qur'an, the Christian Bible and the Torah show its importance.
- Discuss the similarities and differences between scripture considered by some to be the word of God and human interpretations or commentary.
- Make links between scripture from the Abrahamic religions.
- Identify similarities within and between worldviews in the way scripture is viewed and used, including in places of worship.

Year 4 - Just how important are our beliefs?

- Describe what baby welcoming ceremonies mean to some people.
- Explain the role of adults in these ceremonies, especially the promises or commitments they make.
- Describe the significance of commitment ceremonies to some people.
- Understand the cultural and religious importance of commitment ceremonies.
- Identify various items of clothing that people wear to express their beliefs.
- Explain what items may signify about an individual's commitments or convictions.
- Give examples of religious fasting and dietary restrictions.
- Explain some reasons why people might demonstrate their commitment to beliefs through their diet.
- Evaluate the ways people may demonstrate their commitment to beliefs in seen and unseen ways.
- Justify their ideas about how sacrifice and commitment may show how important a person's beliefs may be.

PSHE - DIVERSITY AND COMMUNITY

- To be able to describe aspects of their identity, and to recognise similarities and differences between themselves and others.
- To recognise difference and respect diversity, including the importance of challenging stereotypes.
- To know about groups and communities that exist locally, and the roles some people play in the community.

- To understand some different forms and roles of the media.
- To understand some of the needs of the local environment.
- To know some needs of animals, including pets, and the responsibilities of humans towards them

COMPUTING

Year 4 - Programming – Repetition in shapes

- To identify that accuracy in programming is important
- To create a program in a text-based language
- To explain what 'repeat' means
- To modify a count-controlled loop to produce a given outcome
- To decompose a task into small steps
- To create a program that uses count-controlled loops to produce a given outcome

FRENCH

Year 4 - French numbers, calendars and birthdays

- Say the numbers to 31 in French.
- Read and calculate maths sums correctly in French.
- Say all the days of the week, working out the words for the days that are yesterday and today.
- Match most of the French months to their English equivalents.
- Ask when someone's birthday is and give the number and month of their own birthday.
- Say the seasons of the year.
- Translate the date from English to French.
- Say the similarities and differences between birthdays in the UK and France.

