



The Roman Empire

Art

I can use marks and lines to show texture in my art.
I can use line, tone, shape and colour to represent figure and forms in movement.
I can show reflections in my art.

Music

I can use notation to record compositions in a small group or on my own.
I can improvise using repeated patterns.
I can identify and describe the different purposes of music.

Design Technology

I can prove that my design meets some set criteria.
I can make a product, which uses electrical components.
I can work accurately to measure, make cuts and make holes.

History

I can appreciate that wars have happened from a very long time ago and are often associated with invasion, conquering or religious differences
I can appreciate that people who lived in the past cooked and travelled differently and used different weapons from ours
I can begin to recognise and quantify the different time periods that exists between different groups that invaded Britain
I can realise that invaders in the past would have fought fiercely, using hand to hand combat
I can begin to appreciate why Britain would have been an important country to have invaded and conquered
I can appreciate that war/s would inevitably have brought much distress and bloodshed
I can appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past
I can begin to picture what life would have been like for the early settlers

Geography

I can plan a journey to a place in England.
I can give accurate measurements between 2 given places within the UK.
I can suggest different ways that a locality could be changed and improved.
I can explain why people may be attracted to live in cities (e.g. trade links and natural resources)
I can describe the main features of a well-known city.
I can describe the main features of a village.
I can describe the main physical differences between cities and villages
I can carry out a survey to discover features of villages, towns or cities.
I can explain why people may choose to live in one place rather than another by comparing two regions in the UK.

Year 4 Spring



Computing

I can create an algorithm modelling the sequence of a simple event.
I can manipulate graphics in the design view to achieve the desired look for the program.
I can use an algorithm when making a simulation of an event on the computer.
I can make good attempts to break down their aims for a coding task into smaller achievable steps.
I recognise the need to start coding at a basic level of abstraction to remove superfluous details from their program that do not contribute to the aim of the task.
I can use a series of data in a spreadsheet to create a line graph.
Children can make practical use of a spreadsheet to help them plan actions.
Children can use a spreadsheet made in 2Calculate to check their understanding of a mathematical concept.

RE

I can suggest why there may be problems in the world and how people could help solve them.
I can recall one of the Buddha's stories and start to explain what the Buddha was teaching through it.
I can give an example of how Buddhists could learn from this and put the teaching into practice to make the world a better place.
I can talk about what sort of help I might need to show forgiveness.
I can describe what a Christian might learn about forgiveness from a Biblical text.
I can show an understanding of how Christians believe God can help them show forgiveness.

Science

I can describe how sound is made.
I can explain how sound travels from a source to our ears.
I can explain the place of vibration in hearing.
I can explore the correlation between pitch and the object producing the sound.
I can explore the correlation between the volume of a sound and the strength of the vibrations that produced it.
I can describe what happens to a sound as it travels away from its source.
I can identify and name appliances that require electricity to function.
I can construct a series circuit.
I can identify and name the components in a series circuit (including cells, wires, bulbs, switches and buzzers).
I can draw a circuit diagram.
I can predict and test whether a lamp with light within a circuit.
I can describe the function of a switch in a circuit.
I can describe the difference between a conductor and insulators; giving examples of each.
I can set up a simple enquiry to explore a scientific question.
I can set up a fair test and explain why it is fair.

PE

I can swim competently, confidently and proficiently over a distance of at least 25 metres
I can use a range of strokes effectively
I can perform safe self-rescue in different water-based situations
I can devise and perform a set of pre-determined moves in dance.
I can play a range of ball games

MFL

I can give a response using a short phrase.
I am starting to speak in sentences.
I can explain the main points in a short passage.
I can read a passage independently.
I can say what I like/dislike about a familiar topic.