



Art

I can experiment with the styles used by other artists.
I can show reflections in my art.
I can integrate my digital images into my art.

The Viking Age

History

I can create a timeline to show where in history the Vikings are positioned in relation to other topics we have learnt about.

I can explain when and where the Vikings came from and why they invaded Britain.

I can use a range of historical sources to understand about the beliefs and weapons of the Viking warriors.

I can research the life of Alfred the Great and understand the significance of his resistance to the Viking invasion.

I can explain who King Ethelred II was and why he brought in Danegeld.

I can appreciate how historical artefacts have helped us understand more key aspects of Viking life.

I can understand as to how crime and punishment has changed over the years.

I can explain and understand the significance of Edward the Confessor and his death in 1066.

Geography

I can label the same features on an aerial photograph as on a map.

I can use appropriate symbols to represent different physical features on a map.

I can explain the difference between the British Isles, Great Britain and the United Kingdom.

I can locate and name some of the main islands that surround the UK.

I can name the two largest seas around Europe.

I can name and locate the capital cities of neighbouring European countries.

I can identify similarities and differences between a UK region and another European country.

I can plan a journey to a place in England.

I can give accurate measurements between 2 given places within the UK.

Music

I can sing songs from memory with accurate pitch.

I can use notation to record and interpret sequences of pitches.

I can begin to identify the style of different musical periods.

Design Technology

I can evaluate and suggest improvements for my designs.

I can evaluate products for both their purpose and appearance.

Year 4 Autumn



Computing

I can recognise when something encountered online does not feel right.
I can identify some of the risks of sharing publicly online.
I can understand some of the measures that can be taken to stay safe.
I can raise awareness about appropriate and inappropriate content for online sharing.
I can understand potential consequences of sharing without consent.
I can understand some of the ways we can protect ourselves online against manipulation.
I can understand the ways the internet can make young people feel about themselves.

RE

I can start to show an understanding of why people think it is difficult to be happy all the time.
I can tell you some of the things Siddhattha did to try to be happy and explain why I think they didn't work for him.
I can begin to show an understanding of what being happy means to Buddhists.
I can design a symbolic object to show the significance of Christmas or the Christmas holiday to me.
I can describe one thing a Christian might learn about Jesus from a Christmas symbol.
I can ask questions about what Christmas means to Christians and compare this with what it means to me.

Science

I can ask relevant questions and use different types of scientific enquiries to answer them.
I can set up simple practical enquiries, comparative and fair tests.
I can make systematic and careful observations.
I can take accurate measurements using standard units.
I can use a thermometer or data logger.
I can gather, record, classify and present data in a variety of ways to help in answering questions.
I can record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.
I can report on my findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.
I can use straightforward scientific evidence to answer questions or to support my findings.
I can identify and name the parts of the human digestive system.
I can describe the functions of the organs in the human digestive system.
I can identify and describe the different types of teeth in humans.
I can describe the functions of different human teeth.
I can construct and interpret food chains to identify producers, predators and prey.

PE

I can include a range of shapes into my individual and group apparatus performances.
I can include a range of shapes into my individual and group floor performances.
I can perform an individual routine that includes a change of direction.
I can perform an individual routine that includes a change of speed.

MFL

I can name and describe people.
I can name and describe a place.
I can name and describe an object.
I can have a short conversation saying 3-4 things.
I can use a bilingual dictionary or glossary to look up new words.