



Reading

- I can maintain positive attitudes to reading and understanding of what they read
- I can continue to read and discuss an increasingly wide range of fiction, poetry, plays, nonfiction and reference books or textbooks
- I can read books that are structured in different ways and reading for a range of purposes increasing their familiarity with a wide range of books, including myths, legends and traditional stories, fiction from our literary heritage, and books from other cultures and traditions
- I can identify and discuss themes and conventions in and across a wide range of writing making comparisons within and across books
- I can learn a range of poetry by heart
- I can prepare poems to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear
- I can check that the book makes sense to me, discussing their understanding and exploring the meaning of words in context
- I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied
- I can summarise the main ideas drawn, identifying key details that support the main ideas identifying how language, structure and presentation contribute to meaning
- I can discuss and evaluate how authors use language, considering the impact on the reader distinguish between statements of fact and opinion
- I can retrieve, record and present information from non-fiction
- I can participate in discussions about books that are read to me and those I can read for myself, building on my own and others' ideas and challenging views courteously
- I can explain and discuss my understanding of what I have read, including through formal presentations, maintaining a focus on the topic and using notes

Writing

- I can select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- I can propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- I can use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun (e.g. the boy, who was feeling very ill ..., the boy, feeling very ill ...)
- I can use modal verbs or adverbs to indicate degrees of possibility (e.g. could, might, should)
- I can use evidence of the perfect form of verbs to mark relationships of time and cause (e.g. I have/had found a necklace)
- I can use precise expanded noun phrases to add interest and detail (e.g. the paisley patterned tie with a Windsor knot...)
- I can use commas and hyphens to clarify meaning or avoid ambiguity in writing

- I can use a colon to introduce a list
- I can select the appropriate form and use other similar writing as models when planning
- In narratives I can: describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- I can use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining)
- I can ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing appropriate register
- I can ensure viewpoint (opinion, attitude, position) is expressed, but may not be consistently maintained
- I can redraft a section of writing to strengthen impact

Sentence	Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun
	Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]
Text	Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]
	Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]
Punctuation	Brackets, dashes or commas to indicate parenthesis
	Use of commas to clarify meaning or avoid ambiguity

Maths

Number and Place Value

- I can read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit
- I can count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000
- I can interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero
- I can round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000
- I can solve number problems and practical problems that involve all of the above
- I can read Roman numerals to 1000 (M) and recognise years written in Roman numerals
- I can round decimals with two decimal places to the nearest whole number and to one decimal place
- I can read, write, order and compare numbers with up to three decimal places
- I can solve problems involving number up to three decimal places

Calculation

- I can add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)
- I can add and subtract numbers mentally with increasingly large numbers
- I can use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy
- I can solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.
- I can identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers
- I know and use the vocabulary of prime numbers, prime factors and composite (nonprime) numbers
- I can establish whether a number up to 100 is prime and recall prime numbers up to 19
- I can use numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers
- I can multiply and divide numbers mentally drawing upon known facts
- I can divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context
- I can multiply and divide whole numbers and those involving decimals by 10, 100 and 1000
- I can recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3)
- I can solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes
- I can solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign
- I can solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.

Fractions and Decimals

- I can compare and order fractions whose denominators are all multiples of the same number
- I can identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths
- I can recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number [for example: $\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1 \frac{1}{5}$]
- I can add and subtract fractions with the same denominator and denominators that are multiples of the same number
- I can multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams
- I can read and write decimal numbers as fractions [for example, $0.71 = \frac{71}{100}$]
- I can recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents
- I can recognise the percent symbol (%) and understand that percent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal

- I can problems which require knowing percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ and those fractions with a denominator of a multiple of 10 or 25.

Measurement

- I can convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre)
- I can understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints
- I can measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres
- I can calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm²) and square metres (m²) and estimate the area of irregular shapes
- I can estimate volume [for example, using 1 cm³ blocks to build cuboids (including cubes)] and capacity [for example, using water]
- I can solve problems involving converting between units of time
- I can use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling

Geometry

- I can identify 3-D shapes, including cubes and other cuboids, from 2-D representations
- I know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles
- I can draw given angles, and measure them in degrees (°) identify:
- I can measure angles at a point and one whole turn (total 360°)
- I can measure angles at a point on a straight line and 2 a turn (total 180°) other multiples of 90°
- I can solve problems involving similar shapes where the scale factor is known or can be found
- I can solve problems involving unequal sharing and grouping using knowledge of fractions and multiples
- I can use the properties of rectangles to deduce related facts and find missing lengths and angles
- I can distinguish between regular and irregular polygons based on reasoning about equal sides and angles
- I can identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.

Statistics

- I can solve comparison, sum and difference problems using information presented in a line graph
- I can complete, read and interpret information in tables, including timetables.

SCIENCE

Animals and humans

- Describe the changes as humans develop from birth to old age.

Materials

- I can compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets
- I understand that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution
- I can use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating
- I can give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic
- I can demonstrate that dissolving, mixing and changes of state are reversible changes
- I can explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.

Living things and their habitats

- I can describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- I can describe the life process of reproduction in some plants and animals.

Earth and Space

- I can describe the movement of the Earth, and other planets, relative to the Sun in the solar system.
- I can describe the Sun, Earth and Moon as approximately spherical bodies.
- I can describe the movement of the Moon relative to the Earth.
- I can use the idea of the Earth's rotation to explain day and night and the apparent movement of the Sun across the sky.

Forces

- I can explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object
- I can identify the effects of air resistance, water resistance and friction, that act between moving surfaces
- I can recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have either effect.
- I can recognise some common conductors and insulators, and associate metals with being good conductors.

Computing

- I can solve problems by decomposing them into smaller parts
- I can use selection in programs
- I can work with variables
- I can use logical reasoning to explain how some simple algorithms work
- I can use logical reasoning to detect and correct errors in algorithms
- I can understand computer networks, including the internet
- I can appreciate how search results are ranked
- I can combine a variety of software to accomplish given goals
- I can select, use and combine software on a range of digital devices
- I can analyse data
- I can evaluate data
- I can design and create systems
- I can understand the opportunities computer networks offer for collaboration
- I can be discerning in evaluating digital content
- I know and understand significant aspects of the history of the wider world: the achievements of past non-European societies.
- I gain and deploy a historically- grounded understanding of the abstract term: parliament.
- I understand the historical concept of continuity and change.
- I can frame historically-valid questions and create own structured accounts, including narratives and analyses.

History

- I understand the methods of historical enquiry including how evidence is used rigorously to make historical claims.
- I can gain historical perspective by placing growing knowledge into different contexts, understanding the connections between national and international history and between economic and political history.
- I can study a significant turning point in British history-WWII
- I can study the achievements of the earliest civilisations – with an in depth study of Aztecs and Mayans.
- I can understand Greek Life and achievements and their influence on the western world.
- I can explore a non-European society that provides contrasts with British History (Mayas).

Geography

Place knowledge:

- I have a detailed and extensive framework of knowledge of the world, including places in the news.
- I have an awareness of spatial patterns in human and physical geography, the conditions which influence these, and the processes that lead to change.
- I have an understanding of the connection between people, places and environments.

- I can compare the physical and human geography of Britain in comparison to a country within North America/South America.
- I can explore a contrasting non-European society – Mayan Civilisation
- I can understand Greek life and achievements and their influence on the western world.
- I can identify the position and significance of latitude, longitude and time zones

Human and Physical geography:

- I can describe and understand key aspects of physical geography, including: climate zones, biomes.
- I can describe and understand key aspects 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.

Geographical skills and fieldwork:

- I can use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.
- I can use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
- I can carry out investigations using a range of geographical questions, skills and information sources, including a variety of maps, graphs and images.
- I can understand and use a widening range of geographical terms such as urban, rural, land use, sustainability, trade links.

Art & Design

- I can use sketch books to collect, record and evaluate ideas
- I can use choose and use a range of pencil techniques to explore shading, texture, line and tone
- I can use a variety of techniques to add effects and can choose a technique to fit the purpose
- I have developed sketching and painting techniques using pencil, pen, watercolour and acrylic paint
- I can use a range of tools to add shape, texture, pattern and can combine these qualities.
- I can create a framework to provide stability and form to a sculpture
- I can improve mastery of techniques - digital media (computing link), textiles and collage learn about great artists, architects and designers
- I can give details about notable artists and designers and create original pieces that show influence from their work in my own.

Design & Technology

- I can use research and criteria to develop products which are fit for purpose and aimed at specific groups
- I can select from and use a wider range of tools and equipment to perform practical tasks i.e. cutting, shaping, joining and finishing

- I can evaluate existing products and improve own work
- I can apply my understanding of how to strengthen, stiffen and reinforce more complex structures
- I can understand and use mechanical systems in their products i.e. gears and pulleys
- I can cook savoury dishes for a healthy, varied diet

PE

- I can use running, jumping, throwing and catching in isolation and in combination
- I can play competitive games, modified where appropriate such as: badminton, basketball, cricket, football, hockey, netball, rounders and tennis
- I can apply basic principles for attacking and defending
- I can develop flexibility, strength, control and balance, for example through gymnastics and athletics
- I can perform dances using a range of movement patterns
- I can take part in outdoor and adventurous activity challenges both individually and within a team
- I can compare their performances with previous ones and demonstrate improvement to achieve their personal best

Music

- I can play and perform in solo and ensemble contexts, using my voice and playing musical instruments with increasing accuracy, fluency, control and expression
- I can improvise and compose music for a range of purposes using the inter-related understand dimensions of music
- I can listen with attention to detail and recall sounds with increasing aural memory
- I can use and understand staff and other musical notations
- I can appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- I can develop an understanding of the history of music

Modern Foreign Languages

- I can appreciate stories, songs, poems and rhymes in the language
- I can read carefully and show understanding of words, phrases and simple writing
- I can broaden my vocabulary and develop my ability to understand new words that are introduced into familiar written material, including through using a dictionary
- I can describe people, places, things and actions orally and in writing
- I can write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- I can present ideas and information orally to a range of audiences
- I can develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- I can engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help

Religious Education

Christianity:

- I can explain the roles of 'Father, Son and Holy Spirit' (Trinity) in the Christian view of God.
- I can describe why Christians say Jesus is the 'Son of God'; the 'Christ' and both 'God and man'.
- I can identify ways in which Christians believe the Old Testament prophecies speak about Jesus.
- I can explain how the celebration of Easter links to the idea of Jesus reconciling people to God so that Christians can live forgiven in relationship with God.
- I can suggest answers to questions that the resurrection of Jesus might raise.
- I can identify ways that Christians believe God is with them: prayer; worship; peace in hard times.
- I can explain the Christian idea of the 'Kingdom of God' and how Christians seek to live to advance the Kingdom on earth.
- I can describe how signs of salvation in a church reinforce the Christian idea of forgiveness.
- I can analyse how diverse expressions of Christian worship can reinforce faith & belief.

Islam:

- I can identify and understand that Muslims believe the Prophets who came before Muhammad (pbuh) all taught the same message.
- I can explain how Muslims believe that Muhammad (pbuh) is the last and final prophet.
- I understand Muslims believe that to have 'inner peace with God' humans must follow and submit to Allah's guidance and will.
- I can explain and assess how all Muslims are part of the 'Ummah' by showing how the Five Pillars enable Muslims to have peace with God.
- I can identify, describe and explain key Muslim beliefs related to Allah (God); marriage and life after death;
- I can describe three ways in which Muslim worship shows devotion to Allah making reference to life at home and in the mosque.
- I can explain why the Qur'an is so important to Muslims.
- I can analyse how the main features of a mosque explain Muslim key beliefs.

Hinduism:

- I can describe various forms of worship that happen in the Hindu Temple, including Puja.
- I can outline some of the stories of Vishnu, Rama and Sita and explain their significance for a Hindu.
- I can identify key Hindu symbols and explain their meaning.
- I can describe how and suggest why Hindus celebrate Diwali and Holi.
- I can compare/contrast Hindu ways of welcoming a child with all religious/non-religious views previously studied.
- I can analyse and evaluate Hindu beliefs about reincarnation, vegetarianism & caring for the environment.
- I can compare and contrast Hindu ways of understanding family with other religious/non-religious views about family.
- I can explain the Hindu idea of 'Karma and how actions have consequences.

Cross religious/Non-religious viewpoints:

- I can outline, compare and contrast key Christian, Hindu and Muslim beliefs about God and make links to other perspectives and viewpoints.
- I can identify some of the reasons people believe/don't believe in God.
- I can compare and contrast Christians/Hindu/Muslim pilgrimages and reflect on how they affect believers.
- I can compare & contrast what motivates people of a religious and a non-religious belief to work together to impact UK society & the wider world through environmental and global charities (Islamic Aid, Christian Aid).