



Art

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

Year 4 Spring

Music

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

Design Technology

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

History

(The Romans)

- I can appreciate that invaders were often away from their homes for very long periods and would have been ?homesick
- I can appreciate that people who lived in the past cooked and travelled differently and used different weapons from ours
- I can appreciate that war/s would inevitably have brought much distress and bloodshed
- 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 wars start for specific reasons and can last for a very long time.
- I can appreciate that weapons will have changed by the developments and inventions that would have occurred within a given time period.
- I can begin to appreciate why Britain would have been an important country to have invaded and conquered.
- I can begin to picture what life would have been like for the early settlers.
- 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

Geography

- I can explain the difference between the British Isles, Great Britain and the United Kingdom.
- I can explain why people may be attracted to live in cities (e.g. trade links and natural resources).
- I can give accurate measurements between 2 given places within the UK
- I can name a number of countries in the northern hemisphere.
- I can name and locate the capital cities of neighbouring European countries.
- I can name the two largest seas around Europe.
- I can plan a journey to a place in England.
- I can see differences in weather in different parts of the world, especially Europe.
- I can suggest different ways that a locality could be changed and improved.



Computing

- I can collaborate to create a 3D world on a computer
- I can explain how variables and loops are used in a game
- I can explain what player interaction is.
- I can use a program to build a simple structure
- I can use an application to create a computer game using artificial intelligence

Science

- I can construct a series circuit.
- I can describe how sound is made.
- I can describe the difference between a conductor and insulators; giving examples of each.
- I can describe the function of a switch in a circuit.
- I can describe what happens to a sound as it travels away from its source
- I can draw a circuit diagram.
- 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 identify and name appliances that require electricity to function.
- I can identify and name the components in a series circuit (including cells, wires, bulbs, switches and buzzers).
- I can predict and test whether a lamp with light within a circuit.
- I can set up a fair test and explain why it is fair.
- I can set up a simple enquiry to explore a scientific question.
- I can use findings to report in different ways, including oral and written explanations, presentation.

RE

- I can apply my own ideas thoughtfully in different forms including, eg reasoning, music, art and poetry.
- I can explore and describe a range of beliefs, symbols and actions.
- I can observe and describe varied examples of religions and worldviews.

MFL

- I am starting to speak in sentences.
- I can explain the main points in a short passage
- I can give a response using a short phrase
- I can read a passage independently
- I can read and understand a short passage using familiar language.

PE

- I can describe, interpret and evaluate a dance, using appropriate language
- I can perform dances clearly and fluently.
- I can respond imaginatively to a range of stimuli related to character and narrative.
- I can use simple motifs and movement patterns to structure dance phrases on my own or in a group.
- I can perform safe self-rescue in different water-based situations.
- I can swim competently, confidently and proficiently over a distance of at least 25 metres.
- I can use -? a range of strokes -? effectively