

# Rural Church Schools Academy Trust

## Lower KS2 Connected Curriculum

Warmingham CE Primary



**Year A Delivered:**

Whilst the children were in Y3/Y4 (please select)  
Completed Objectives Highlighted Green

**Year B Delivered:**

Whilst the children were in Y3/Y4 (please select)  
Completed Objectives Highlighted Purple

**Year A Class Teacher:**

**Year B Class Teacher:**



**RCSAT Curriculum Overview 2021**  
**LET YOUR LIGHT SHINE**  
**Matthew 5:16**



Article 29: Children’s education should develop each child’s personality, talents and abilities to the fullest. It should encourage children to respect others, human rights and their own and other cultures. It should also help them learn to live peacefully, protect the environment and respect other people.

Our Curriculum Policy details our intent behind our curriculum, how we implement it and our desired impact. At RCSAT, the school curriculum consists of all those activities designed or encouraged within its organisational framework to provide the intellectual, emotional, personal, social, spiritual and physical development of all its pupils. It includes not only the subject specific curriculum but also the ‘informal’ programme of enrichment and extra-curricular activities.

The curriculum at RCSAT, developed over a number of years, is firmly rooted in and stems directly from our Vision, Mission and Core Values.

Our Vision – ‘**Let your Light shine**’ *Matthew v5:16*

Our Mission – ‘**A Caring Christian Family Where We Grow Together**’

Our Core Values – WE aim to create an enjoyable, inclusive, safe, and nurturing environment that allows all children to develop spiritually, morally and socially. – *every child is a child of God, made to contribute to our world.*

We aim to create an inspiring environment, which encourages enthusiasm for lifelong learning and establishes an expectation of high standards – *knowing the way, showing the way and going the way.*

We aim to encourage caring, sensitive, and inclusive attitudes where individuals feel secure, valued and respected by others. – *like Jesus showed us through his teachings.*

We aim to provide a broad and connected curriculum which challenges and develops the potential of each child – *as Jesus needed his disciples to support and guide, so we look to others with more knowledge.*

We aim to develop a positive relationship between home, school and our wider community - *as a family – as brothers and sisters.*

**The RCSAT curriculum is designed to:**

**Embody - the Christian values we live by**

**Enable – all children to flourish in mind, body and spirit**

**Ensure – that all pupils are given the experiences to ‘Let their Light Shine.’**

Reading	<ul style="list-style-type: none"> <li>Loving God, loving and accepting ourselves and loving and responding well to others</li> <li>A joy of learning</li> <li>A peaceful classroom environment</li> <li>Kindness and generosity towards others</li> <li>Gentle interactions</li> <li>Patience and understanding</li> <li>Excellent behaviour and positive attitudes</li> </ul>	PSHE and Pastoral	Religious Education
Writing	<p style="text-align: center;"><b>The Fruit of the Spirit is Love, Joy, Peace, Patience, Kindness, Generosity, Faithfulness, Gentleness and Self control</b> Galatians 5: 22-23</p> <p style="text-align: center;"><b>GROWING THE FRUIT OF THE SPIRIT</b></p> <p style="text-align: center;"><b>Christian Distinctiveness</b></p>	<p style="text-align: center;"><b>Love the Lord God with all your heart, with all your soul and with all your mind. Love your neighbour as yourself.</b> Matthew 22: 36-40</p> <ul style="list-style-type: none"> <li>Positive relationships</li> <li>High levels of praise</li> <li>Love and care for others</li> <li>Learning from mistakes</li> <li>Fostering a growth mindset &amp; perseverance</li> <li>Equal opportunity for all pupils</li> <li>Nurturing positive self-esteem</li> </ul>	Art
Spelling & Grammar			Art & Design & Technology
Speaking	Computing & E-safety		
Maths	Music		
Science	Physical Education		
History	Modern Foreign Languages		
Geography	Early Years Curriculum		

Being an inclusive school that celebrates diversity and ensures that all pupils are given equality of opportunity regardless of gender, special needs, disability or race.

**‘Let Your Light Shine’ Matthew 5:16**

**Intent:**

The schools within RCSAT are strongly committed to helping our children grow and develop the skills required to be successful in life. Our curriculum is designed to promote every child's individuality giving them the skills, knowledge and understanding to prepare them for the future. At RCSAT, our Connected Curriculum is planned around the development of Knowledge, Skills and Understanding. We ensure a curriculum that nurtures fascination and imagination and promotes an appreciation of creativity & individuality. One that also works in strong partnership with parents and carers to ensure high standards, engendering a strong sense of community, where all children and families are key to the delivery of a challenging, inspirational and innovative curriculum.

As a trust, we provide varied opportunities throughout their time with us, which promote independent, interactive and collaborative learning that builds on the children's natural curiosity and eagerness to learn. We teach children to aspire to be the best possible version of themselves through our key drivers.

**Our Key Drivers:**

- Inspirational and connected curriculum which instils a love of learning
- Curiosity and appreciation of God's world through our Christian Values
- A culture of care for everyone in our community and in the world around us (RRSA, Global Learning, British Values)
- Aspiring to become the best person God created us to be – Let your light shine (Matthew 5:16)

Academic success comes through creativity and problem solving; responsibility and resilience, as well as physical development, well-being and mental health all being key elements in supporting the whole child through their learning journey. Our curriculum also celebrates diversity and utilises the skills and knowledge of the community to enhance our curriculum while supporting the children's emotional and spiritual development.

**Implementation:**

Our curriculum is driven by a desire to develop the whole child and therefore delivers much more than just the National Curriculum.

Our connected curriculum provides opportunities for the children to learn about managing themselves, relationships and situations.

Our curriculum is not simply a set of encounters from which children form ad hoc memories; it is designed to be remembered in detail – to be stored in our children's long-term memories so that they can later build on it, forming an ever wider and deeper pool of knowledge.

Our curriculum is connected. It is planned vertically between year groups, horizontally within the academic year and diagonally to build on prior knowledge.

Our connected curriculum stems from a key question linked to a specific concept which then underpins the children's learning. Knowledge around this concept is delivered through primary sources such as high-quality texts, music, art and technologies, enabling connections to be made across a range of National Curriculum subjects. Our teachers skillfully plan to ensure the children in their class experience a curriculum that inspires a love for learning.

Our curriculum is predominantly organised around rich and engaging, high-quality texts, making links and connecting to all curriculum areas where relevant. There is always an overarching text which connects the curriculum across the school. Beneath which sit key texts in each year group. Subject leads ensure progression and coverage of knowledge, skills and understanding are weaved into a meaningful and cohesive curriculum drawing in learning based on local, national and international events.

Medium term plans outline the learning to take place for the term and are developed as mind maps using the phrases; As Artists, As Geographers, As Historians, As Writers, As Readers, As Mathematicians, As Musicians, As Programmers, As Designers, As Performers, As respectful, responsible citizens to frame ideas and concepts to be taught. The core basic skills of English and Maths are planned and delivered to reflect the National Curriculum 2014 changes and many elements of the new statutory orders are reflected in our practice.

***'Let Your Light Shine' Matthew 5:16***

## **We also feel that the following are necessary to support the implementation of our connected curriculum:**

**Learning Environment** – We work hard to make sure that our learning environment supports the development of the whole child both inside, outside and beyond. Our classrooms are well organised and resourced allowing children to choose resources independently to support their learning. Our outdoor areas have been developed to enhance our connected curriculum with developments such as: running paths, outdoor stage, mini woodland, outdoor reading provision, wilderness area and forest schools. This enables pupils to explore at break and lunch-times and gives teachers a range of resource to tap into to support teaching and learning at various points within the year.

**Learning Partners** – It is important that as a school we engage with external partner, locally, nationally and internationally to bring added dimensions to our curriculum offer. We partner with artists, musicians, coaches, poets, cultural organisations, engineers, other schools to bring expertise and difference to our curriculum offer. These may be short term projects over a few weeks or much longer endeavours. It is through these partnerships that we may light a spark of interest, enthusiasm and passion within our children that they may carry forward with them into their future lives and schooling.

**New Pedagogies** – As we continue to develop our curriculum, our approach to teaching and learning also develops. We take a blended learning approach where multiple disciplines will be touched upon within a lesson. It may be a 'Science' based lesson where problem solving, maths, literacy and art disciplines are enveloped within the taught session. Project based inquiry learning coupled with direct instruction ensure that our curriculum is relevant and provides children with opportunities to develop the skills of communication, collaboration, critical thinking, citizenship and creativity whilst also building their own character.

### **Impact:**

Through our connected approach:

- Our children will have the capacity to control and express their emotions and handle interpersonal relationships whilst keeping themselves safe.
- Our children will become confident and successful lifelong learners, demonstrating the Christian Values to ensuring they let their individual lights shine as they make the right choices about their learning.
- Our curriculum has an ambition for high achievement of all pupils irrespective of their background or starting point.
- Our curriculum promotes a love of learning.

The curriculum also includes those features which produce the school's ethos (i.e. the 'hidden curriculum') such as the quality of relationships and the values exemplified by the way the school sets about its task. Our aim is to provide a curriculum which will firstly expand the pupil's knowledge, experience and imaginative understanding, and thus his/her awareness of moral and Christian values and capacity for enjoyment, and secondly, enable the pupil to enter the world after formal education is over as an active participant in society and a responsible contributor to it, capable of achieving as much independence as possible.

There is an Act of Worship every day. Worship is a time where we come together to reflect on the school's vision and to learn about the '*person, love & work of Jesus*' which is central to the school's vision and curriculum. The daily Act of Worship promotes the Christian and Learning values which permeate the ethos of the school. As such, Worship is an essential part of the school day and the contributions of staff, pupils, clergy and other visitors are valued highly.

### Year A Connected Curriculum Topics

The Vocabulary, Knowledge and Skills for **Lower Key Stage 2** are delivered through the following topics and curriculum content is taught across **Year A** as shown:

Subject Area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	History Based Enquiry		STEM Based Enquiry		Geography Based Enquiry	
<b>Geography</b>	<b>Hadrian's Wall</b> – Human geographic features of UK. <b>The Romans in Chester</b> - linking to how the <b>city</b> changed/stayed the same since Roman times		<b>Exploring Europe with maps, atlases, globes</b> (Viking routes) <b>Geography of the UK – Major cities</b> such as York and linking to how its changes/stayed the same since Viking times		<b>Volcanoes</b> – physical geographic features of Europe	
<b>History</b>	<b>The Romans</b> - Empire, downfall and legacy in the UK		<b>The Vikings</b> Inventions -Long boats, sun compass. Navigation of the world		<b>Ancient Greece</b> - Mythology linked to English and philosophy.	
<b>Science</b>	<b>States of Matter</b>		<b>Forces and Magnets</b>	<b>Electricity</b>	<b>Living things and their habitats</b>	
<b>Technology</b>	<b>Food Technology</b> – Pizza design		<b>Design, make, evaluate</b> Viking Long boat Design, make evaluate item using <b>electrical component</b> (light, buzzer, motor)		<b>Structures linked</b> to volcanoes	
<b>Art</b>	<b>Mosaics</b>		<b>Sketching</b> , cross hatching, portraits showing emotions – <b>Leonardo Da Vinci</b>		<b>Painting</b> – brush technique linked to the work of <b>Margaret Godfrey</b>	
<b>Computing</b>	<b>Purple Mash</b> – Unit 3.1 2Code & Unit 3.2 Online Safety		<b>Purple Mash</b> – Unit 3..3 spreadsheets, unit 3.4 touch typing, unit 3.5 email		<b>Purple Mash</b> – unit 3.6 Branching databases, Unit 3.7 simulation, Unit 3.8Graphing	
<b>Music</b>	Music Express 1	Music Express 2	Music Express 3	Music Express 4	Music Express 5	Music Express 6

*'Let Your Light Shine' Matthew 5:16*

Year A	Autumn Term	Spring Term	Summer Term
	History Based Enquiry	STEM Based Enquiry	Geography Based Enquiry
Umbrella Text			
Key Question			
Supporting Texts, Trips & Visitors			

*'Let Your Light Shine' Matthew 5:16*

### Year B Connected Curriculum Topics

The Vocabulary, Knowledge and Skills for **Lower Key Stage 2** are delivered through the following topics and curriculum content is taught across **Year B** as shown:

Subject Area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	History Based Enquiry		STEM Based Enquiry		Geography Based Enquiry	
Geography	Weather		Map reading skills – Ordnance survey symbols, reading and giving grid references		Rivers Study – Local Area field work linked to the River Wheelock. Compare to the Nile and other significant rivers of the world	
History	Stone Age to Iron Age		History of Chester Zoo and its founding		Ancient Egypt	
Science	Rocks	Sound	Animals including humans		Plants	Light
Technology	Textiles - Weaving		Design, make and evaluate a model arm		Design, make and evaluate bridges	
Art	Cave painting	Clay sculpture	Drawing and painting techniques - LS Lowry		Digital Images	
Computing	Purple Mash – Coding Unit 4.1, Unit 4.2 Online Safety Unit 4.3 Spreadsheets,		Purple Mash – Unit 4.4 Writing for different audiences. Unit 4.5 Logo		Purple Mash – Unit 4.6 animation, unit 4.7 Effective Search, Unit 4.8 Hardware Investigators.	
Music	Music Express 1	Music Express 2	Music Express 3	Music Express 4	Music Express 5	Music Express 6

*'Let Your Light Shine' Matthew 5:16*

Year B	Autumn Term	Spring Term	Summer Term
	History Based Enquiry	STEM Based Enquiry	Geography Based Enquiry
Umbrella Text			
Key Question			
Supporting Texts, Trips & Visitors			

*'Let Your Light Shine' Matthew 5:16*



### **A Year 3 Speaker at RCSAT**

- I can sequence and communicate ideas in an organised and logical way, always using complete sentences.
- I vary the amount of detail and choice of vocabulary, depending on the purpose and the audience.
- I take a full part in paired and group discussions.
- I show that I know when Standard English is required and use it (beginning).
- I can retell a story using narrative language and add relevant detail.
- I can show that I have listened carefully because I make relevant comments.
- I can present ideas or information to an audience.
- I recognise that meaning can be expressed in different ways, depending on the context.
- I can perform poems from memory adapting expression and tone as appropriate.

### **Greater Depth in Speaking**

- I can speak with good diction so that those at the rear of the audience can hear clearly what I am saying.
- I can talk about my personal feelings in relation to the way a story starts and ends.
- I can ensure that my persuasive talk provokes a strong response.
- I can listen to others responsively in discussion and link ideas clearly to what others have said, even when my point of view is different.
- I can make use of what is learnt from a discussion, presentation, or broadcast
- I can ensure the language and structure I use when giving instructions are appropriate for the task.
- I can give instructions with clear diction, so that everything can be heard and understood.
- I can adapt instructions to suit different audiences, for example, for adults or younger children.
- I am happy to attempt different roles/responsibilities according to what is needed.
- I am happy to look at a different viewpoint to influence my feelings about a character or situation.

### **A Year 4 Speaker at RCSAT**

- I ask questions to clarify or develop my understanding.
- I can sequence, develop, and communicate ideas in an organised and logical way, always using complete sentences.
- I show that I understand the main point and the details in a discussion.
- I adapt what I am saying to the needs of the listener or audience (increasingly).
- I show that I know that language choices vary in different contexts.
- I can present to an audience using appropriate intonation; controlling the tone and volume so that the meaning is clear.
- I can justify an answer by giving evidence.
- I use Standard English when it is required.
- I can perform poems or plays from memory, conveying ideas about character and situations by adapting expression and tone.

### **Greater Depth in Speaking**

- I can prepare and deliver a talk to the class on an aspect of learning in science, history or geography.
- I can present a strong argument in a formal debate on an issue, using the language and procedures of debating.
- I can propose and discuss possible explanations and questions (E.g RE, phenomena in science, history or geography) as a basis for planning an investigation with roles, activities and resources.
- I can develop a group presentation that reports recent learning to the class, with vocabulary and grammar appropriate to the subject.
- I can listen to a debate with an open mind, recall the main arguments and decide, for clear reasons, which one was most convincing.
- I can comment on the language used in the arguments presented in a debate.
- I can take roles to argue opposing views on an issue, and then discuss ways of dealing constructively with disagreement.
- I can reflect on and evaluate my dramatic presentations and those of others.
- I can explain the advantages and disadvantages of the formal rules of debating.
- I show a good understanding of what has been said and can introduce new ideas that are valid.

### **Year 3 Reader at RCSAT**

#### **Word Reading**

- I can apply my knowledge of root words, prefixes and suffixes to read and aloud to understand the meaning of unfamiliar words.
- I can read further exception words, noting the unusual correspondences between spelling and sound.
- I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.

#### **Comprehension**

- I read a range of fiction, poetry, plays, and non-fiction texts.
- I can discuss the texts that I read.
- I can read aloud and independently, taking turns, and listening to others.
- I can explain how non-fiction books are structured in different ways and can use them effectively.
- I can describe some of the different types of fiction books.
- I can ask relevant questions to get a better understanding of a text.
- I can predict what might happen based on the details I have read.
- I can draw inferences, such as inferring a characters' feelings, thoughts and motives from their actions.
- I can use a dictionary to check the meaning of unfamiliar words.
- I can identify the main point of a text.
- I can explain how structure and presentation contribute to the meaning of texts.
- I can use non-fiction texts to retrieve information.
- I can prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume, and action.

### **Greater Depth in Reading**

- I can skim materials and note down different views and arguments.
- I pause appropriately in response to punctuation and/or meaning.
- I can justify predictions by referring to the story.
- I am beginning to find meaning beyond the literal, e.g. the way impressions of people are conveyed through choice of detail and language.
- I can read ahead to determine direction and meaning in a story.
- I can investigate what is known about the historical setting and events and their importance to the story.
- I can work out from the evidence in the text what characters are like.
- I can explore figurative language (simile, metaphor etc.) and the way it conveys meaning effectively.
- I can identify the way a writer sets out to persuade.
- I can explore the relationship between a poet and the subject of a poem.

### **A Year 4 Reader at RCSAT**

#### **Word Reading**

- I can apply my knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.
- I can read further exception words, noting the unusual correspondences between spelling and sound.
- I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.

#### **Comprehension**

- I know which books to select for specific purposes, especially in relation to science, geography and history learning.
- I can use a dictionary to check the meaning of unfamiliar words.
- I can discuss and record words and phrases that writers use to engage and impact on the reader.
- I can identify some of the literary conventions in different texts.
- I can identify the (simple) themes in texts.
- I can prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.
- I can explain the meaning of words in context.
- I can ask relevant questions to improve my understanding of a text.
- I can infer meanings and begin to justify them with evidence from the text.
- I can predict what might happen from details stated and from the information I have deduced.
- I can identify where a writer has used precise word choices for effect to impact on the reader.
- I can identify some text type organisational features, for example, narrative, explanation, and persuasion.
- I can retrieve information from non-fiction texts.
- I can build on others' ideas and opinions about a text in discussion.

### **Greater Depth in Reading**

- I can locate and use information from a range of sources, both fiction and non-fiction.
- I can compare fictional accounts in historical novels with the factual account.
- I can appreciate the bias in persuasive writing, including articles and advertisements.
- I can talk widely about different authors, giving some information about their backgrounds and the type of literature they produce.
- I can use inference and deduction to work out the characteristics of different people from a story.
- I can compare the language in older texts with modern Standard English (spelling, punctuation and vocabulary).
- I can skim, scan and organise non-fiction information under different headings.
- I can refer to the text to support my predictions and opinions.
- I can recognise complex sentences.
- I can show awareness of the listener through the use of pauses, giving emphasis and keeping up an appropriate pace so as to entertain and maintain interest.

### **A Year 3 Writer at RCSAT**

#### **Transcription**

##### *Spelling*

- I can spell words with additional prefixes and suffixes and understand how to add them to root words.
- I recognise and spell homophones.
- I can use the first two or three letters of a word to check its spelling in a dictionary.
- I can spell words which are in a family correctly.
- I can spell the commonly mis-spelt words from the Year 3/4 word list.
- I can identify the root in longer words.

##### *Handwriting*

- I use the diagonal and horizontal strokes that are needed to join letters.
- I understand which letters should be left unjoined.

#### **Composition**

- I can discuss models of writing, noting its structure, grammatical features and use of vocabulary.
- I can compose sentences using a wider range of structures.
- I can write a narrative with a clear structure, setting, characters and plot.
- I can produce non-narrative writing using simple organisational devices such as headings and sub-headings.
- I can suggest improvements to my own writing and that of others.
- I can make improvements to grammar, vocabulary and punctuation.
- I use a range of sentences with more than one clause by using a range of conjunctions.
- I use the perfect form of verbs to mark the relationship of time and cause.
- I can proof-read to check for errors in spelling and punctuation.

Year 3/4 Statutory Spelling List

accident(ally)	early	knowledge	purpose
actual(ly)	earth	learn	quarter
address	eight/eighth	length	question
answer	enough	library	recent
appear	exercise	material	regular
arrive	experience	medicine	reign
believe	experiment	mention	remember
bicycle	extreme	minute	sentence
breath	famous	natural	separate
breathe	favourite	naughty	special
build	February	notice	straight
busy/business	forward(s)	occasion(ally)	strange
calendar	fruit	often	strength
caught	grammar	opposite	suppose
centre	group	ordinary	surprise
century	guard	particular	therefore
certain	guide	peculiar	though/although
circle	heard	perhaps	thought
complete	heart	popular	through
consider	height	position	various
continue	history	possess(ion)	weight
decide	imagine	possible	woman/women
describe	increase	potatoes	
different	important	pressure	
difficult	interest	probably	
disappear	island	promise	

## Vocabulary, Grammar and Punctuation

### Word

- I can form **nouns** using a range of **prefixes** for example [*super-*, *anti-*, *auto-*].
- I understand the use of the **forms** 'a or an' according to whether the next **word**
- begins with a **consonant** or a **vowel** [for example, *a rock*, *an open box*].
- I know **word families** based on common **words**, showing how words are related in form and meaning [for example, *solve*, *solution*, *solver*, *dissolve*, *insoluble*].

### Sentence

- I can express time, place and cause using **conjunctions** [for example, *when*, *before*, *after*, *while*, *so*, *because*], **adverbs** [for example, *then*, *next*, *soon*, *therefore*], or **prepositions** [for example, *before*, *after*, *during*, *in*, *because of*].

### Text

- I can use paragraphs as a way to group related material.
- I can use headings and sub-headings to aid presentation.
- I can use the **present perfect** form of **verbs** instead of the simple past [for example, *He has gone out to play* contrasted with *He went out to play*].

### Punctuation

- I can use inverted commas to **punctuate** direct speech.

### Terminology

- Preposition
- conjunction
- word family
- prefix
- clause
- subordinate clause
- direct speech
- consonant
- consonant letter
- vowel
- vowel letter
- inverted commas (or 'speech marks')

## Greater Depth in Writing

- I can use adjectives and adverbs with confidence and attempt to think of different ones to use in different situations.
- I give careful thought to the planning of writing and re-read it as a matter of course.
- I ensure that descriptions have just enough detail to help the reader gain a better understanding about the way the story is unfolding.
- I use words that have not been used before when describing events, characters and feelings.
- I can use powerful verbs to show character or add impact.
- I can vary sentences, adding phrases to make the meaning more precise.
- I can include descriptions of events and characters in a variety of styles and can sometimes use humour.
- I can describe characters and include feelings and emotions where needed.
- I can choose the most appropriate style of writing to suit the needs of the situations
- I can check punctuation and use speech marks and apostrophes accurately.

## A Year 4 Writer at RCSAT

### Transcription

#### Spelling

- I can spell words with prefixes and suffixes and can add them to root words.
- I can recognise and spell homophones.
- I can use the first two or three letters of a word to check a spelling in a dictionary.
- I can spell the commonly mis-spelt words from the Year 3/4 word list.

#### Handwriting

- I can use the diagonal and horizontal strokes that are needed to join letters.
- I understand which letters should be left unjoined.
- My handwriting is legible and consistent; down strokes of letters are parallel and equidistant; lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch.

### Composition

- I can compose sentences using a range of sentence structures.
- I can orally rehearse a sentence or a sequence of sentences.
- I can write a narrative with a clear structure, setting and plot.
- I can improve my writing by changing grammar and vocabulary to improve consistency.
- I use a range of sentences which have more than one clause.
- I can use appropriate nouns and pronouns within and across sentences to support cohesion and avoid repetition.
- I can use direct speech in my writing and punctuate it correctly.

### Vocabulary, Grammar and Punctuation

#### Word

- I know the grammatical difference between **plural** and **possessive** –s.
- I know the standard English forms for **verb inflections** instead of local spoken forms [for example, *we were* instead of *we was*, or *I did* instead of *I done*].

#### Sentence

- I can expand noun phrases by the addition of modifying adjectives, nouns and preposition phrases (e.g. *the teacher* expanded to: *the strict maths teacher with curly hair*).
- I can use **Fronted adverbials** [for example, *Later that day, I heard the bad news*].

#### Text

- I can use of paragraphs to organise my ideas around a theme.
- I can appropriately choose either **pronoun** or **noun** within and across.
- **sentences** to aid cohesion and avoid repetition.

#### Punctuation

- I can use of inverted commas and other **punctuation** to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: *The conductor shouted, "Sit down!"*].
- I can use **apostrophes** to mark **plural** possession [for example, *the girl's name, the girls' names*].
- I can use commas after **fronted adverbials**.

#### Terminology

- Determiner
- Pronoun
- possessive pronoun
- adverbial

### **Greater Depth in Writing**

- I am prepared to carry out some research to find words that are particular to the event being written about.
- I can check to see if there are any sentences that can be re-organised to give my writing a greater impact.
- I can deliberately use short sentences to speed up action sequences.
- I can use dialogue and reactions from other characters to make my characters interesting.
- I can recognise when a simile may generate more impact than a metaphor, and vice versa.
- I can recognise when it is reasonable to allow direct speech to tell the reader more about an individual's personality.
- I can recognise that a combination of good adjectives, similes and metaphors may help create a powerful image of the characters I am writing about.
- I know how to re-order sentences so that they create maximum effect.
- I can vary my choice of pronouns correctly to refer to the first, second and third person, both singular and plural.
- I can use commas or ellipses in order to create greater clarity and effect in my writing.

### **A Year 3 Mathematician at RCSAT**

#### **Number, place value, approximation and estimation/rounding**

- I can count from 0 in multiples of 4, 8, 50 and 100.
- I can compare and order numbers up to 1,000.
- I can read and write numbers to 1,000 in numerals and words.
- I can find 10 or 100 more or less than a given number.
- I can recognise the place value of each digit in a 3-digit number.
- I can identify, represent and estimate numbers using different representations.
- I can solve number problems and practical problems using above.

#### **Calculations**

- I can add and subtract 3-digit numbers with ones, tens and hundreds.
- I can add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction.
- I can estimate the answer to a calculation and use inverse operation to check answers.
- I can solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.
- I can recall and use multiplication and division facts for the 3, 4 and 8x tables.
- I can write and calculate mathematical statements for multiplication and division using the multiplication tables, including for 2-digit numbers, using mental and progressing to formal written methods.
- I can solve problems, including missing number problems, involving multiplication and division, including integer scaling problems and correspondence problems in which n objects are connected to m objects.

#### **Fractions, decimals and percentages**

- I can count up and down in tenths.
- I recognise that tenths arise from dividing an object into 10 equal parts and in dividing 1-digit numbers or quantities by 10.
- I recognise and can find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators.
- I can compare and order unit fractions and fractions with the same denominators.
- I can add and subtract fractions with the same denominator within one whole.
- I can solve problems involving the above.



## **Measurement**

- I can compare lengths using m, cm & mm.
- I can compare mass using kg & g.
- I can compare volume/capacity using l & ml.
- I can measure lengths using m, cm & mm.
- I can measure mass using kg & g.
- I can measure volume/capacity using l & ml.
- I can add and subtract lengths using m, cm & mm.
- I can add and subtract mass using kg & g.
- I can add and subtract volume/capacity using l & ml.
- I can tell and write the time from an analogue clock (12 hour clock).
- I can tell and write the time from an analogue clock (Roman numerals).
- I can estimate and read time with increasing accuracy to the nearest minute.
- I can record and compare time in terms of seconds, minutes and hours.
- I can use the following vocabulary: o'clock, am, pm, morning, afternoon, noon and midnight.
- I know the number of seconds in a minute.
- I know the number of days in each month, year and leap year.
- I can compare the duration of events.
- I can measure the perimeter of simple 2D shapes.
- I can add and subtract amounts of money to give change, using both £ and p in a practical context.

## **Geometry – Properties of Shapes**

- I can identify horizontal, vertical lines and pairs of perpendicular and parallel lines.
- I can draw 2D shapes.
- I can make 3D shapes using modelling materials.
- I recognise 3D shapes in different orientations and describe them.
- I recognise that angles are a property of shape or a description of a turn.
- I can identify right angles.
- I recognise that two right angles make a half-turn & three make a three-quarter turn.
- I can identify whether angles are greater than or less than a right angle.

## **Statistics**

- I can interpret and present data using bar charts, pictograms and tables.
- I can solve one-step and two-step questions using information presented in scaled bar charts, pictograms and tables.

## **Greater Depth in Mathematics**

- I can solve problems with a greater complexity.
- I can independently investigate and explore mathematical concepts.
- I can explain what I have discovered clearly.
- I can use higher order skills such as creating, modifying, convincing, justifying, comparing, and evaluating.

## **A Year 4 Mathematician at RCSAT**

### **Number, place value, approximation and estimation/rounding**

- I can count in multiples of 6, 7, 9, 25 and 1,000.
- I can order and compare numbers beyond 1,000.
- I can find 1,000 more or less than a given number.
- I recognise the place value of each digit in a 4-digit number.
- I can read Roman Numerals to 100 and know that over time the numeral system changed to include the concept of zero and place value.
- I can identify, represent and estimate numbers using different representations.
- I can round any number to the nearest 10, 100 or 1,000.
- I can count backwards through zero to include negative numbers.
- I can solve number and practical problems with the above (involving increasingly large numbers).

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### **Calculations**

- I can add and subtract numbers with up to 4-digits using the formal written methods of column addition and subtraction.
- I can estimate and use inverse operations to check answers in a calculation.
- I can solve addition and subtraction 2-step problems in contexts, deciding which operations and methods to use and why.
- I can recall multiplication and division facts up to  $12 \times 12$ .
- I can use place value, known and derived facts to multiply and divide mentally including multiplying by 0 and 1; dividing by 1; multiplying together three numbers.
- I recognise and use factor pairs and commutativity in mental calculations.
- I can multiply 2-digit numbers by a 1-digit number using formal written layout.
- I can solve problems involving multiplying and adding, including using the distributive law to multiply 2-digit numbers by 1-digit, integer scaling problems and harder correspondence problems such as  $n$  objects are connected to  $m$  objects.

### **Fractions, decimals and percentages**

- I can count up and down in hundredths.
- I recognise that hundredths arise when dividing an object by a hundred and dividing tenths by ten.
- I recognise and show using diagrams, families of common equivalent fractions.
- I can add and subtract fractions within the same denominator.
- I recognise and write decimal equivalents to a  $\frac{1}{4}$   $\frac{1}{2}$  and  $\frac{3}{4}$ .
- I recognise and write decimal equivalents of any number of tenths or hundredths.
- I can round decimals with one decimal place to the nearest whole number.
- I can compare numbers with the same number of decimal places up to 2 decimal places.
- I can find the effect of dividing a 1-digit or 2-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths.
- I can solve problems involving increasingly harder fractions and fractions to divide quantities, including non-unit fractions where the answer is a whole number.
- I can solve measure & money problems involving fractions & decimals to 2 decimal places.

**Measurement**

- I can compare different measures, including money in £ and p.
- I can estimate different measures, including money in £ and p.
- I can calculate different measures, including money in £ and p.
- I can read, write and convert time between analogue and digital 12 hour clocks.
- I can read, write and convert time between analogue and digital 24 hour clocks.
- I can solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.
- I can convert between different units of measurements
- can measure and calculate the perimeter of a rectilinear figure in cm and m.
- I can find the area of rectilinear shapes by counting squares.
- I can calculate different measures.

**Geometry – Properties of Shapes**

- I can compare and classify geometric shapes, including quadrilateral and triangles based on their properties and sizes.
- I can identify lines of symmetry in 2D shapes presented in different orientations.
- I can complete a simple symmetric figure with respect to a specific line of symmetry.
- I can identify acute & obtuse angles and compare and order angles up to two right angles by size.

**Geometry – Position and Direction**

- I can describe movements between positions as translations of a given unit to the left/right and up/down.
- I can describe positions on a 2D grid as coordinates in the first quadrant.
- I can plot specified points and draw sides to complete a given polygon.

**Statistics**

- I can interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.
- I can solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.

**Greater Depth in Mathematics**

- I can solve problems with a greater complexity.
- I can independently investigate and explore mathematical concepts.
- I can explain what I have discovered clearly.
- I can use higher order skills such as creating, modifying, convincing, justifying, comparing, and evaluating.

## **A Year 3 Scientist at RCSAT**

- I can ask relevant scientific questions.
- I can use observations and knowledge to answer scientific questions.
- I can set up a simple enquiry to explore a scientific question.
- I can set up a test to compare two things.
- I can set up a fair test and explain why it is fair.
- I can make careful and accurate observations, including the use of standard units.
- I can gather, record, classify and present data in different ways to answer scientific questions.
- I can use diagrams, keys, bar charts and tables, using scientific language.
- I can use findings to report in different ways, including oral and written explanations and presentation.
- I can draw conclusions and suggest improvements.
- I can make a prediction with a reason.
- I can identify differences, similarities and changes related to an enquiry.

## **Biology**

### **Plants**

- I can describe the function of different parts of flowering plants and trees.
- I can explore and describe the needs of different plants for survival.
- I can explore and describe how water is transported within plants.
- I can describe the plant life cycle, especially the importance of flowers.

### **Animals, including humans**

- I can explain the importance of a nutritious, balanced diet.
- I can explain how nutrients, water and oxygen are transported within animals and humans.
- I can describe and explain the skeletal system of a human.
- I can describe and explain the muscular system of a human.
- I can describe the purpose of the skeleton in humans and animals.

## **Chemistry**

### **Rocks**

- I can compare and group rocks based on their appearance and physical properties, giving a reason.
- I can describe how fossils are formed.
- I can describe how soil is made.
- I can describe and explain the difference between sedimentary and igneous rock.

## **Physics**

### **Light**

- I can describe what dark is (the absence of light).
- I can explain that light is needed in order to see.
- I can explain that light is reflected from a surface.
- I can explain and demonstrate how a shadow is formed.
- I can explore shadow size and explain.
- I can explain the danger of direct sunlight and describe how to keep protected.

### **Forces and magnets**

- I can explore and describe how objects move on different surfaces.
- I can explain how some forces require contact and some do not, giving examples.
- I can explore and explain how objects attract and repel in relation to objects and other magnets.
- I can predict whether objects will be magnetic and carry out an enquiry to test this out.
- I can describe how magnets work.
- I can predict whether magnets will attract or repel and give a reason.

## **Greater Depth in Science**

- I can record and present what I have found using scientific language, drawings, labelled diagrams, bar charts and tables.
- I can use my findings to draw a simple conclusion.
- I can explain how the muscular and skeletal systems work together to create movement.
- I classify living things and non-living things by a number of characteristics that I have thought of.
- I can explain how some living things depend on one another to survive.
- I can explore the role of flowers in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.
- I am beginning to relate the properties of rocks with their uses.
- I can investigate the strengths of different magnets and find fair ways to compare them.
- I can explain why lights need to be brighter or dimmer according to need.
- I can explain why a shadow changes when the light source is moved closer or further from the object.

## **A Year 4 Scientist at RCSAT**

### **Working scientifically**

- I can ask relevant scientific questions.
- I can use observations and knowledge to answer scientific questions.
- I can set up a simple enquiry to explore a scientific question.
- I can set up a test to compare two things.
- I can set up a fair test and explain why it is fair.
- I can make careful and accurate observations, including the use of standard units.
- I can use equipment, including thermometers and data loggers to make measurements.
- I can gather, record, classify and present data in different ways to answer scientific questions.
- I can use diagrams, keys, bar charts and tables, using scientific language.
- I can use findings to report in different ways, including oral and written explanations, presentation.
- I can draw conclusions and suggest improvements.
- I can make a prediction with a reason.
- I can identify differences, similarities and changes related to an enquiry.

## **Biology**

### **Living Things and their Habitats**

- I can group living things in different ways.
- I can use classification keys to group, identify and name living things.
- I can create classification keys to group, identify and name living things (for others to use).
- I can describe how changes to an environment could endanger living things.

### **Animals, including Humans**

- 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 use food chains to identify producers, predators and prey.
- I can construct food chains to identify producers, predators and prey.

## **Chemistry**

### **States of Matter**

- I can group materials based on their state of matter (solid, liquid, gas).
- I can describe how some materials can change state.
- I can explore how materials change state.
- I can measure the temperature at which materials change state.
- I can describe the water cycle.
- I can explain the part played by evaporation and condensation in the water cycle.

## **Physics**

### **Electricity**

- 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 will 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.

### **Sound**

- 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 a 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.

## **Greater Depth in Science**

- I can plan and carry out a scientific enquiry by controlling variables fairly and accurately.
- I can use test results to make further predictions and set up further comparative tests.
- I can record more complex data and results using scientific diagrams, classification keys, tables, bar charts, line graphs and models.
- I can report findings from scientific enquiries through written explanations and conclusions.
- I can explain how people, weather and the environment can affect living things.
- I can group and classify a variety of materials according to the impact of temperature upon them.
- I can relate temperature to the change of state of materials.
- I can work out which metals can be used to connect across a gap in a circuit.

**A Year 3 Historian at RCSAT**

- I can explain where the first civilizations were located.
- I can describe key features of ancient civilizations.
- I can recognise the achievements of ancient civilisations.
- I can describe hunter gatherers and early farmers, for example Skara Brae
- I can explain how our locality has changed over time.
- I can describe events from the past using dates when things happened.
- I can use a timeline within a specific period of history to set out the order that things may have happened.
- I can use my mathematical knowledge to work out how long-ago events happened.
- I can use research skills to find answers to specific historical questions about Ancient Egypt.
- I can research in order to find similarities and differences between two or more periods of history.
- I can summarise how Britain may have learnt from other countries and civilizations (historically and more recently).

**A Year 4 Historian at RCSAT**

- I can plot events on a timeline using centuries.
- I can use my mathematical skills to round up time differences into centuries and decades.
- I can explain how the lives of wealthy people were different from the lives of poorer people.
- I can explain how historic items and artefacts can be used to help build up a picture of life in the past.
- I can explain some of the times when Britain has been invaded.
- I can explain how an event from the past has shaped our life today.
- I can research two versions of an event and explain how they differ.
- I can research what it was like for children in a given period of history and present my findings to an audience.
- I can describe a key event from Britain's past using a range of evidence from different sources.
- I can explain some of the times when Britain was invaded.

**A Year 3 Geographer at RCSAT**

- I can explain why people are attracted to live by rivers.
- I can explain why many cities are situated on or close to rivers.
- I can explain the course of a river.
- I can name and locate many of the world's most famous rivers in an atlas.
- I can use the correct geographical words to describe a place.
- I can use some basic Ordnance Survey map symbols.
- I can use grid references on a map.
- I can use an atlas by using the index to find places.
- I can name a number of countries in the northern hemisphere.
- I can name and locate the capital cities of neighbouring European countries.
- I know the countries that make up the European Union.
- I can describe key physical and human characteristics of different countries and cities in Europe.

**A Year 4 Geographer at RCSAT**

- I can carry out research to discover features of villages, towns or cities.
- I can plan a journey to a place in England.
- I can collect and accurately measure information (E.g rainfall, temperature, wind speed, noise levels etc).
- I can explain why people may be attracted to live in cities.
- I can explain why people may choose to live in one place rather than another.
- I can explain the difference between the British Isles, Great Britain and the United Kingdom.
- I can find at least six cities in the UK on a map.
- I can name and locate some of the main islands that surround the United Kingdom.
- I can name the areas of origin of the main ethnic groups in the United Kingdom and in our school.
- I can describe how volcanoes are created.
- I can locate and name some of the world's most famous volcanoes.
- I can describe how earthquakes are created.
- I know about different rivers and mountains in Europe, including natural disasters such as volcanic eruptions and earthquakes.

**A Year 3 Artist at RCSAT**

- I can show facial expressions in my art.
- I can use sketches to produce a final piece of art.
- I can use different grades of pencil to shade and to show different tones and textures.
- I can create a background using a wash.
- I can use a range of brushes to create different effects in painting.
- I can identify the techniques used by different artists.
- I can use digital images and combine with other media in my art.
- I can use IT to create art which includes my own work and that of others.
- I can compare the work of different artists.
- I recognise when art is from different cultures.
- I recognise when art is from different historical periods.

**A Year 4 Artist at RCSAT**

- I can show facial expressions and body language in sketches and paintings.
- 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.
- I can print onto different materials using at least four colours.
- I can sculpt clay and other mouldable materials.
- I can integrate my digital images into my art.
- I can experiment with the styles used by other artists.
- I can explain some of the features of art from historical periods.



**A Year 3 Designer at RCSAT**

- I can prove that my design meets some set criteria.
- I can follow a step-by-step plan, choosing the right equipment and materials.
- I can design a product and make sure that it looks attractive.
- I can choose a textile for both its suitability and its appearance.
- I can select the most appropriate tools and techniques for a given task.
- I can make a product which uses both electrical and mechanical components.
- I can work accurately to measure, make cuts and make holes.
- I can describe how food ingredients come together.

**A Year 4 Designer at RCSAT**

- I can use ideas from other people when I am designing.
- I can produce a plan and explain it.
- I can evaluate and suggest improvements for my designs.
- I can evaluate products for both their purpose and appearance.
- I can explain how I have improved my original design.
- I can present a product in an interesting way.
- I can measure accurately.
- I can persevere and adapt my work when my original ideas do not work.
- I know how to be both hygienic and safe when using food.

**A Year 3 Computer User at RCSAT****Algorithms and Programming**

- I can design a sequence of instructions, including directional instructions.
- I can write programs that accomplish specific goals.
- I can work with various forms of input.
- I can work with various forms of output.

**Information Technology**

- I can use a range of software for similar purposes.
- I can collect information.
- I can design and create content.
- I can present information.
- I can search for information on the web in different ways.
- I can manipulate and improve digital images.

**Digital Literacy**

- I use technology respectfully and responsibly.
- I know different ways I can get help if I am concerned.
- I understand what computer networks do and how they provide multiple services.
- I can discern where it is best to use technology and where it adds little or no value.

### **A Year 3 Safe Computer User at RCSAT**

#### **Knowledge and Understanding**

- I understand the need for rules to keep me safe when exchanging learning and ideas online.
- I recognise that information on the internet may not be accurate or reliable and may be used for bias, manipulation, or persuasion.
- I understand that the internet contains fact, fiction and opinion and begin to distinguish between them.
- I use strategies to verify information, E.g cross-checking.
- I understand the need for caution when using an internet search for images and what to do if I find an unsuitable image.
- I understand that copyright exists on most digital images, video and recorded music.
- I understand the need to keep personal information and passwords private.
- I understand that if I make personal information available online it may be seen and used by others.
- I know how to respond if asked for personal information or feel unsafe about content of a message.
- I recognise that cyber bullying is unacceptable and will be sanctioned in line with the school's policy.
- I know how to report an incident of cyber bullying.
- I know the difference between online communication tools used in school and those used at home.
- I understand the need to develop an alias for some public online use.
- I understand that the outcome of internet searches at home may be different than at school.

#### **Skills**

- I follow the school's safer internet rules.
- I recognise the difference between the work of others which has been copied (plagiarism) and re-structuring and re-presenting materials in ways which are unique and new.
- I can identify when emails should not be opened and when an attachment may not be safe.
- I can explain and demonstrate how to use email safely.

### **A Year 4 Computer User at RCSAT**

#### **Algorithms and Programming**

- I can experiment with variables to control models.
- I can give an on-screen robot specific instructions that takes them from A to B.
- I can make an accurate prediction and explain why I believe something will happen (linked to programming).
- I can de-bug a program.

#### **Information technology**

- I can select and use software to accomplish given goals.
- I can collect and present data.
- I can produce and upload a pod cast.

#### **Digital Literacy**

- I recognise acceptable and unacceptable behaviour using technology.

## **A Year 4 Safe Computer User at RCSAT**

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- I can explain and demonstrate how to use email safely.

## **A Year 3 Musician at RCSAT**

### **Exploring Sounds**

- I can explain how sounds are produced.
- I can classify instruments.

### **Beat**

- I can identify a metre in a piece of music.
- I can identify and perform an ostinato.

### **Pitch**

- I can use the pentatonic scale.
- I can demonstrate variations in pitch whilst composing and reading graphic notation.
- I can demonstrate variations in pitch in my notations.
- I can read simple pitch notations.

### **Rhythm**

- I can use my voice to perform simple rhythms with a steady beat.
- I can combine rhythms in layers.
- I can combine two rhythmic patterns.
- I can recognise rhythm patterns in staff notation.

### **Timbre**

- I can explore timbre whilst creating a piece of music.

Performing & Composing

- I can sing a two-part harmony, in a round or as part of a call and response song.
- I can sing with expression.
- I can organise my composition into sequences.
- I can represent sounds with symbols.
- I can create and perform from a symbol scale.
- I can read notations to play a melody.

**A Year 4 Musician at RCSAT**Exploring Sounds

- I can classify instruments by the way sounds are produced.
- I can describe the structure of a piece of orchestral music.
- I can describe a piece of music using musical and non-musical terms.

Pitch

- I can use the pentatonic scale.
- I can identify the metre in a new song.

Rhythm

- I can use a layered structure in a rhythmic piece of music.
- I can copy rhythms.
- I can create a rhythmic ostinato.
- I can perform repeated rhythms.

Timbre

- I can explore how different timbres can be descriptive.
- I can explore how different timbres can change the feel of a piece of music.

Performing & Composing

- I can read and perform music notations.
- I can compose a piece of music with tuned and untuned percussion instruments.
- I can perform a piece of music as part of an ensemble.
- I can compose a rap.

**A Year 3 International Speaker at RCSAT**Spoken Language

- 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 give a response using a short phrase.
- I am starting to speak in sentences.

Reading

- I can read and understand a short passage using familiar language.
- I can explain the main points in a short passage.
- I can read a passage independently.

Writing

- I can write phrases from memory.
- I can write 2-3 short sentences on a familiar topic.

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*'Let your Light Shine' Matthew 5v16*

## **A Year 4 International Speaker at RCSAT**

### **Spoken Language**

- 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 give a response using a short phrase.
- I am starting to speak in sentences.

### **Reading**

- I can read and understand a short passage using familiar language.
- I can explain the main points in a short passage.
- I can read a passage independently.
- I can use a bilingual dictionary or glossary to look up new words.

### **Writing**

- I can write phrases from memory.
- I can write 2-3 short sentences on a familiar topic.
- I can say what I like/dislike about a familiar topic.

## **A Year 3 Sports Person at RCSAT**

### **Games**

- I can throw and catch with control.
- I am aware of space and use it to support team-mates and to cause problems for the opposition.
- I know and use rules fairly.

### **Gymnastics**

- I can adapt sequences to suit different types of apparatus and criteria.
- I can explain how strength and suppleness affect performance.
- I can compare and contrast gymnastic sequences.

### **Dance**

- I can improvise freely and translate ideas from a stimulus into movement.
- I can share and create phrases with a partner and small group.
- I can repeat, remember and perform phrases.

### **Athletics**

- I can run at fast, medium and slow speeds, changing speed and direction.
- I can take part in a relay, remembering when to run and what to do.

### **Outdoor and Adventurous**

- I can follow a map in a familiar context.
- I can use clues to follow a route.
- I can follow a route safely.

## **A Year 4 Sports Person at RCSAT**

### **Games**

- I can catch with one hand.
- I can throw and catch accurately.
- I can hit a ball accurately with control.
- I can keep possession of the ball.

- I can vary tactics and adapt skills depending on what is happening in a game.

### Gymnastics

- I can work in a controlled way.
- I can include change of speed and direction.
- I can include a range of shapes.
- I can work with a partner to create, repeat and improve a sequence with at least three phases.

### Dance

- I can take the lead when working with a partner or group.
- I can use dance to communicate an idea.

### Athletics

- I can run over a long distance.
- I can sprint over a short distance.
- I can throw in different ways.
- I can hit a target.
- I can jump in different ways.

### Outdoor and adventurous

- I can follow a map in a (more demanding) familiar context.
- I can follow a route within a time limit.

