



Reading Comprehension

I can read books that are structured in different ways and read for a range of purposes.

I can provide reasoned justifications for my views.

I can predict what might happen from details stated and implied.

I can participate in discussions about books that are read to me and those I can read myself.

I can make comparisons within and across books.

I can increase my familiarity with a wide range of books.

I can identify how language, structure and presentation contribute to meaning

I can identify and discuss themes and conventions in and across a wide range of writing.

I can check that a book makes sense, discussing my understanding and exploring the meaning of words in context.

Word Reading

I can read further exception words, noting the unusual correspondences between spelling and sound.

Writing

I can continue to distinguish between homophones and other words which are often confused.

When writing narratives, I can, consider how authors have developed characters and settings in what I have read, listened to or seen performed.

I can select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.

In narratives, I can describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action.

I can ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.

I can use commas to clarify meaning or avoid ambiguity in writing.

I can use hyphens to avoid ambiguity

I can use brackets, dashes or commas to indicate parenthesis.

I can use semi-colons, colons or dashes to mark boundaries between independent clauses.

I can use a colon to introduce a list punctuating bullet points consistently.

Spelling

I can add suffixes beginning with vowel letters to words ending in -fer

I can use the hyphen with prefix co- and re-

I can spell words with the /i:/ sound spelt ie and the /i:/ sound spelt ei after c, including exceptions to the rule.

I can spell words containing the letter-string ough

Speaking and Listening

I adapt my spoken language depending on the audience, the purpose of the context.

I show that I understand the main points, including implied meanings in a discussion.

I listen carefully in discussions.

I begin to select the appropriate register according to the context.



Maths

- I can read and write decimal numbers as fractions.
- I can recognise the % symbol and understand percent relates to a number of parts per hundred.
- I can write percentages as a fraction with denominator hundred and as a decimal fraction.
- I can compare and add 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 multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams.
- I can solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.
- I can solve 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 fractions with a denominator of a multiple of 10 or 25.
- I can recognise and use thousandths and relate them to tenths, hundredths and decimals equivalents.
- I can multiply numbers up to 4-digit by a 1 or 2-digit number using formal written methods, including long multiplication for a 2-digit number.
- I can divide numbers up to 4-digits by a 1-digit number using the formal written method of long division and interpret remainders appropriately.
- I can solve problems involving multiplication and division where large numbers are used by decomposing them into factors.
- I can complete, read and interpret information in tables, including timetables.
- I can solve comparison, sum and difference problems using information presented in a line graph.
- I can measure and calculate the perimeter of composite rectilinear shapes in cm and m.



Science

Scientific Knowledge

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 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

Working Scientifically

I can take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.

I can record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.

I can plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.

Scientific Knowledge

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.

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.

Working Scientifically

I can take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.

I can record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.

I can plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.

History Local

Historical Chronology

I can identify specific changes within my local areas over a period of time.

Historical Concepts

I can understand how and why my local area has developed in the way it has.

Historical Interpretation

I can suggest relationships between why some things change and why others remain the same.

Historical Enquiry

I can investigate the people and events that took place where I live.

Historical Communication

I can research how my locality was involved in, responded to and was affected by regional, national and international events and actions.

Geography Local Study (NW Region)

Locational

I can identify the position and significance of latitude and meridian of longitude.

Place

I can compare and contrast my local area with another in the NW (ie. Partington/Huyton and Blackpool/Southport/Kendal)

Human/Physical

I can map land use of my local area, with my own criteria using geographical terminology.

Skills/fieldwork

I can use Ordnance Survey and 6 figure grid references.

MUSIC

I can sing in the appropriate style whilst observing phrasing.
Listening

I can compare and contrast music by the same composer.
Composing

I can use chords to compose music that evokes a specific mood or atmosphere.
Performing

I can play a short rhythmic phrase using conventional symbols for known rhythms and note duration.
Musical Notation

I can read pitch notation within an octave.

Art

To distinguish between textures.

To create rubbings of different textures and patterns.

To create patterns in print and malleable materials.

To cut, roll and coil materials.

To evaluate my work.



RE

I can describe some of the characteristics that make me, me even when I am playing different roles.

I can make links between Hindu beliefs regarding

Brahman and gods with how they choose to live their lives.

I can express my understanding of how Brahman can/cannot be in everything.

I can give an example of someone with a strong sense of

purpose for their life and give my opinions on this.

I can start to explain whether God intended Jesus to be crucified or whether Jesus' crucifixion was the

consequence of events during Holy Week.

I can start to express my opinion about Jesus' crucifixion being his destiny/purpose.

Computing

I can explain how selection is used in computer programs.

I can relate that a conditional statement connects a condition to an outcome.

I can explain how selection directs the flow of a program.

I can design a program that uses selection.

I can create a program that uses selection.

I can evaluate my program.

I can identify that drawing tools can be used to produce different outcomes.

I can create a vector drawing by combining shapes.

I can use tools to achieve a desired effect.

I can recognise that vector drawings consist of layers.

I can group objects to make them easier to work with.

I can create a vector drawing for a specific purpose.

MFL

Speaking

I can describe what I am wearing using colour adjectives.

Listening

I can listen to an extract and describe what people are wearing.

Reading

I can read an extract and explain what people are wearing.

Writing

I can write three or more phrases in Spanish describing what someone is wearing.

Grammar

I can conjugate the verb 'llevar' (to wear) and use it in a sentence.

DT

Design

I can explore a range of well-known structures of the world and identify their strengths and weaknesses.

I can design a structure considering tension and compression in my design.

Make

I can build a structure using the appropriate tools and equipment safely.

Evaluate

I can evaluate the success of my structure and make suggestions on how to improve it.

Technical Knowledge

I can measure and cut materials accurately and safely.

I can articulate the definition of tension and compression.

PE

I can make complex or extended sequences of movements.

I can contrast my partner's moves so that we work at different levels and in different pathways.

I can perform a range of movements accurately with a sense of rhythm, clarity, and confidence.

I can perform symmetry and asymmetry individually, in pairs and as a group.

I can develop flexibility, strength, control, technique, and balance.

I can refine my own performance in response to comments from others and self-analysis.

I can demonstrate the 'ready' position during a rally.

I can send and return a ball with confidence.

I can play a range of basic shots on both sides of the body.

I can use my knowledge of space when in a rally.

I can use tactics against an opponent.

I can follow the rules and begin to keep track of my own score.