

# Cultural Capital Opportunities: Anglo Saxon school visit

## Writing

I can plan writing by discussing and recording ideas.  
 I can discuss writing similar to that which I am planning to write.  
 I can use simple organisational devices.  
 I can propose changes to grammar and vocabulary to improve consistency.  
 I can extend the range of sentences with more than one clause by using a range of conjunctions.  
 I can choose nouns and pronouns for clarity and cohesion.  
 I can use fronted adverbials.  
 I can use possessive apostrophes with plural nouns.  
 I can use and punctuate direct speech.

## P.E.

I can use a combination of support shapes in a sequence.  
 I can recognise parts of their own performance which they are happy with and parts that need improving and further practise.  
 I can be able I can identify what they have done well and give possible reasons as I can why  
 I can change between different ways of travelling I can make a sequence more exciting.  
 I can compare different performances of a similar sequence.  
 I can be able I can identify skills which they need I can improve  
 I can take off and land with control and precision.  
 I can perform a range of jumps with good control.  
 I can be able I can think of their own activities which will develop identified skills  
 I can select one or two balances from a wider range that can be used as part of a sequence.  
 I can use more complex language I can describe what they are seeing (tense, relaxed, timing, flow, coordination).  
 I can work safely and effectively with a partner  
 I can improve the quality of the forward roll and develop and use different sideways rolls.  
 I can use appropriate gymnastic language.  
 I can know and understand the term flexibility and how regular stretching improves it.  
 I can perform a backwards roll safely and with good control.  
 I can use appropriate gymnastic language and communicate with others I can support/help  
 I can understand what makes a good warm up routine and take responsibility for planning and leading one section of the warm-up.

## History

### Vikings

I can continue to annotate a timeline throughout the study as they discover more about the time.  
 I can understand how this period built on what had gone before and how it further influence the world.  
 I can use artefacts from the time as a source of evidence; explain how useful they are for information.  
 I can understand the methods of historical enquiry, including how evidence is used to make historical claims.  
 I can give reasons for results of the main events and changes of a time studied and describe the significance for today.  
 I can record increasing knowledge about the effect of the Vikings on Europe, Britain and the local area, building on existing developments.  
 I can describe the significance of the Vikings and ideas from the period, which still exist today.

## Topic Driver- History

Key Question – What was life like for the Vikings?

Opportunities to apply British Values

## Maths

Decimals  
 I can write decimals in tenths and hundredths.  
 I can divide by 10 and 100  
 I can make number patterns  
 I can compare and order decimals  
 I can round decimals  
 I can write fractions as decimals  
 Length, Mass and Volume  
 I can convert units of length  
 I can estimate units of length  
 I can convert units of mass  
 I can estimate mass  
 I can convert units of volume  
 I can estimate volume  
 I can compare and order measurements

# Vikings

## Music

### Topic 4 – Singing

I can sing as part of a choir with awareness of size (the larger, the thicker and richer the musical texture)  
 I can sing expressively  
 I can copy back simple rhythmic patterns using minims, crotchets, quavers and their rests  
 I can copy back simple melodic patterns (up to five notes)  
 I can identify the tempo as fast, slow or steady  
 I can recognise the style of music I am listening to  
 I can discuss the structure of a song (introduction, verse, chorus)  
 I can recall by ear memorable phrases heard in the music.  
 I can recognise the sound and notes of the pentatonic scale by ear and from notation (WD)  
 I can describe legato and staccato (WD)

## Science

### Year 4 – Sound

I can conduct a sound survey of your school. How are those sounds made?  
 Vibrations of sound  
 I can investigate how vibrations change when the loudness of the sound changes.  
 I can investigate how to make a high and a low sound using different instruments.  
 I can investigate how sounds are made louder and the affect it has on the sound waves.  
 I can investigate how distance affects the volume of a sound and the affect it has on the sound waves.

## Reading

I can make reading fun by reading by reading a wide range of poetry, fiction, non-fiction and reference/text books  
 I can use a dictionary to check the meaning of words that I do not know  
 I can check what I have read and understood by telling someone else what has happened  
 I can tell from what I have read how a character is feeling and thinking and why they take action. I can show what parts of the text tell me this  
 I can predict what will happen in a text by using things that have happened to help me  
 I can summarise what has happened in a text using themes from a paragraph to help me  
 I can find and record information from non-fiction over a wide range of subjects I can apply my growing knowledge of root words, prefixes and suffixes to read aloud and understand the meaning of new words I meet.  
 To include words in English Appendix 1  
 I can read and decode further exception words

## PSHE

I can know how to show love and appreciation to the people and animals who are special to me.  
 I can recognise how different friendship groups are formed, their dynamic and how I fit into them.  
 I can understand the facts about smoking and the effects on health, and also some of the reasons some people start to smoke.  
 I can understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons people drink alcohol.  
 I can recognise when people are putting me under pressure, know ways to resist them and know myself well enough to have a clear picture of what I believe is right and wrong.  
 I can understand that God is Love as shown by the Trinity – a 'communion of persons supporting each other in their self-avina relationship'

## Spanish

I can join in and create a yoga sequence.  
 I can understand simple descriptions including face and body parts.  
 I can create an alien and write a simple description.  
 I can remember parts of the body and explain why I don't feel well or what hurts.  
 I can take part in role play dialogue at the doctor's.  
 I can understand and name jungle animals in Spanish.  
 I can understand a story. I can understand adjectives to describe jungle animals.

## Art

### Topic 4 – Printing – Viking Patterns

I can create tessellation patterns.  
 I can develop the use of layers and overlays (up to 6)  
 I can attempt some tessellating pattern rotation: clockwise or anticlockwise  $\frac{1}{4}$ ,  $\frac{1}{2}$ ,  $\frac{3}{4}$  or full turns  
 I can generate ideas from stimuli (significant historical/contemporary creative practitioners' work/other), using sketch books to support work  
 I can consider creative practitioners' reasons for working  
 I can consider similarities/difference between the kinds of work creative practitioners' create  
 I can describe how I might develop my work further  
 I can consider how a piece of artwork has been created

## D.T

### Topic 4 – Textiles - Fastenings

I can make and test a paper template with accuracy  
 I can measure, mark and cut fabric using a paper template  
 I can select a stitch style to join fabric  
 I can incorporate fastening to a design

## Computing

### Topic 4 – Creating Media – Audio Editing

I can record sound using a computer  
 I can play recorded audio  
 I can import audio into a project  
 I can delete a section of audio  
 I can change the volume of tracks in a project

## The Way, The Truth and The Life Jesus the Saviour

I can know that Jesus is truly God and, as man, truly human.  
 I can know about Jesus' entry into Jerusalem.  
 I can understand what happened on Holy Thursday.  
 I can know what happened on Good Friday.  
 I can begin to understand why Jesus died on the cross.  
 I can understand what happened on Easter Sunday.