

Name: \_\_\_\_\_ Class: \_\_\_\_\_

### Band 4 — Music



b

b+

w

w+

s

s+

- ☐ Confidently recognise a range of musical instruments and the different sounds they make.  
*I can confidently recognise a range of musical instruments and the different sounds they make.*
- ☐ Confidently recognise and explore a range of musical styles and traditions and know their basic style indicators.  
*I can confidently recognise and explore a range of musical styles and traditions and know their basic style indicators.*
- ☐ Use musical language to appraise a piece or style of music.  
*I can use musical language to appraise a piece or style of music.*
- ☐ Copy increasingly challenging rhythms using body percussion and untuned instruments where appropriate.  
*I can copy increasingly challenging rhythms using body percussion and untuned instruments.*
- ☐ Sing as part of an ensemble with confidence and precision.  
*I can sing as part of an ensemble with confidence and precision.*
- ☐ Play and perform in solo or ensemble contexts with increasing confidence.  
*I can play and perform in solo or ensemble contexts with increasing confidence.*
- ☐ Develop an understanding of formal, written notation which includes minims and quavers.  
*I can understand some formal, written notation which includes minims and quavers.*
- ☐ Listen to and recall sounds with increasing aural memory.  
*I can listen to and recall sounds with increasing aural memory.*

Name: \_\_\_\_\_ Class: \_\_\_\_\_

### Band 4 — History

Chronological understanding



b b+ w w+ **s** s+

☐ Place some historical periods in a chronological framework.  
*I can place some historical periods in a chronological framework.*

☐ Use historic terms related to the period of study.  
*I can use historic terms related to the period of study.*

### Band 4 — History

History enquiry



b b+ w w+ **s** s+

☐ Use sources of information in ways that go beyond simple observations to answer questions about the past.  
*I can use sources of information in ways that go beyond simple observations to answer questions about the past.*

☐ Use a variety of resources to find out about aspects of life in the past.  
*I can use a variety of resources to find out about aspects of life in the past (historical enquiry).*

### Band 4 — History

Historical interpretations



b b+ w w+ **s** s+

☐ Understand that sources can contradict each other.  
*I can understand that sources can contradict each other.*

### Band 4 — History

Organisation and communication



b b+ w w+ **s** s+

☐ Communicate his/her learning in an organised and structured way, using appropriate terminology.  
*I can explain what I have learned in an organised and structured way, using appropriate terminology.*

Name: \_\_\_\_\_ Class: \_\_\_\_\_

### Band 4 — Physical Education Swimming



b b+ w w+ **s** s+

- ☐ Perform a sequence of changing shapes whilst floating on the surface.  
*I can change my shape or position whilst floating in water.*
- ☐ Swim approx. 10m using a range of different strokes (back / breast / front crawl).  
*I can swim for a minimum of 10m using my preferred stroke.*

### Band 4 — Physical Education Health and fitness—Diet and hygiene



b b+ w w+ **s** s+

- ☐ Explain the types and amounts of food needed for a balanced healthy diet.  
*I know the main food groups and how I need to eat a balanced amount of these to keep healthy.*
- ☐ Identify the energy that certain foodstuffs give by looking at the packaging.  
*I know that the packaging of most food tells me how much energy it contains.*
- ☐ Understand that there are good and bad bacteria.  
*I know that some bacteria helps me stay healthy and other bacteria can be harmful.*
- ☐ Explain the benefits to the body of regular exercise.  
*I know that exercise can help keep my body fit, active and stronger.*

### Band 4 — Physical Education Health and fitness—Healthy bodies



b b+ w w+ **s** s+

- ☐ Identify that the blood transports materials and it also protects.  
*I know how my blood protects my body by transporting different materials around it.*
- ☐ Identify the main features of respiration.  
*I understand how the lungs are the main organs that help me breathe and the air is taken in through the windpipe.*
- ☐ Understand that muscles work in pairs to protect, support and move the body.  
*I know how muscles work in pairs to help move different parts of the body.*
- ☐ Understand the three functions of a skeleton and use scientific vocabulary to name specific bones.  
*I know that the skeleton supports my body, helps me to move and protects my organs.*

Name: \_\_\_\_\_ Class: \_\_\_\_\_

### Band 4 — Physical Education

Health and fitness—Healthy mind



b b+ w w+ **s** s+

- ☐ Identify stress and stressful situations.  
*I know what can cause people to be upset or worried.*
- ☐ Understand the importance of mental health.  
*I understand that it is important I feel good about myself.*
- ☐ Identify basic 'coping strategies' for dealing with difficult emotions.  
*I can suggest ways of dealing with difficult situations and emotions.*
- ☐ Identify the value of sleep for our health.  
*I know that sleep helps me keep healthy.*

### Band 4 — Physical Education

Health and fitness—Personal and social



b b+ w w+ **s** s+

- ☐ Identify ways to make himself/herself happy and share happiness.  
*I know what makes me happy and how to help others to feel happy too.*
- ☐ Discuss differences between the health of people from different countries / regions.  
*I know that peoples' health can vary depending on where they are in the country / world.*

### Band 4 — Physical Education

Skills—Acquiring and developing skills



b b+ w w+ **s** s+

- ☐ Complete a forward roll and land on the feet.  
*I can do a forward roll in a straight line and end up on my feet.*
- ☐ Skip forwards in a fluid motion.  
*I can skip forwards in a rhythmical movement swinging my arms in the opposite direction to my legs.*
- ☐ Kick a ball accurately.  
*I can kick a football accurately using my body to balance and help power the kick.*
- ☐ Pass a ball from chest height to a partner.  
*I can perform a chest pass accurately to a partner.*

Name: \_\_\_\_\_ Class: \_\_\_\_\_

### Band 4 — Physical Education

Skills—Applying skills and using tactics



b

b+

w

w+

s

s+

☐  
☐

Apply skills and tactics in combination with a partner or as part of a group / team.

*I can support teammates or a partner in different sports and games using tactics and skills to our advantage.*

### Band 4 — Physical Education

Skills—Evaluating and improving performance



b

b+

w

w+

s

s+

☐  
☐

Comment on skills and techniques applied in his/her own and others' work and use this understanding to improve performance.

*I can improve my performance by considering how others have performed.*

Name: \_\_\_\_\_ Class: \_\_\_\_\_

### Band 4 — PE (POS)

#### Dance



b b+ w w+ **s** s+

- ☐ Perform a variety of dance styles.  
*I can change the way I dance to match what I have been asked to do.*
- ☐ Use a component of dance in a composition.  
*I can make up a sequence which uses a dance skill have been shown.*
- ☐ Create a sequence of movement with a clear beginning, middle and ending.  
*I can make up a dance with a clear beginning, middle and ending.*
- ☐ Combine ideas with others to create a routine.  
*I can put ideas together in a group to create a dance together.*

### Band 4 — PE (POS)

#### Games



b b+ w w+ **s** s+

- ☐ Demonstrate confident control of equipment in opposed situations.  
*I can control equipment in a game against other people or a team.*
- ☐ Demonstrate relevant skills and techniques within the context of a competitive game.  
*I can use skills I have been shown in a game against other people or another team.*
- ☐ Apply the basic principles of attacking and defending to fulfil a role within a competitive game.  
*I can use attack and defence techniques in a game.*
- ☐ Identify the roles of team members in executing tactics.  
*I can organise my team mates in a game.*

### Band 4 — PE (POS)

#### Gymnastics



b b+ w w+ **s** s+

- ☐ Show variety in balances, jumps, travelling and turns across a range of apparatus and in a variety of spaces.  
*I can work on different apparatus and spaces using a variety of balances, jumps, movements and turns.*
- ☐ Create and perform sequences on the floor and using apparatus which demonstrates balance and flexibility.  
*I can make up and perform sequences using balances and flexibility.*
- ☐ Control subtle variations in level, speed and direction.  
*I can control small changes in my movements, such as level speed and direction.*
- ☐ Combine ideas with others to create a group sequence.  
*I can combine my ideas with others to create a group sequence.*

Name: \_\_\_\_\_ Class: \_\_\_\_\_

### Band 4 — PE (POS)

Athletics



b b+ w w+ **s** s+

- ☐ Demonstrate control and technique when running, sprinting, throwing and jumping.  
*I can show control and technique when I run, sprint, throw and jump.*

- ☐ Select technique intended to improve performance when competing.  
*I can choose the best ways to run, sprint, throw and jump.*

### Band 4 — PE (POS)

Evaluating Performance



b b+ w w+ **s** s+

- ☐ Identify what needs to improve about his/her own performance in different physical activities and sports.  
*I can analyse and improve my own performance in a range of activities and sports.*

- ☐ Compare his/her own performance to others' and recognise success.  
*I can compare my performance to how others have performed and explain what has been done well.*

Name: \_\_\_\_\_ Class: \_\_\_\_\_

### Band 4 — Languages

#### Listening



b b+ w w+ **s** s+

- ☐ Show understanding of a range of familiar spoken phrases, for example through acting out part of a familiar story heard.  
*I can recognise familiar phrases and sentences in stories.*
- ☐ Listen to and accurately repeat particular phonemes in songs and rhymes and begin to make links to spellings.  
*I can accurately repeat the sounds that I hear in songs and rhymes.*
- ☐ Notice that the target language may contain different phonemes and that some similar sounds may be spelt differently to English.  
*I can link some of the sounds of the language to their spellings.*

### Band 4 — Languages

#### Speaking



b b+ w w+ **s** s+

- ☐ Ask and answer a range of questions on different topic areas.  
*I can ask and answer questions about different topics.*
- ☐ Using familiar sentences as models, make varied adaptations to create new sentences.  
*I can change simple sentences I have heard in different ways to make new sentences.*
- ☐ Read aloud using accurate pronunciation and present a short learned piece for performance.  
*I can read aloud with good pronunciation.*

### Band 4 — Languages

#### Reading



b b+ w w+ **s** s+

- ☐ Read a range of familiar written phrases and sentences, recognising their meaning and reading them aloud accurately.  
*I can understand and read out several familiar phrases and sentences.*
- ☐ Follow the written version of a text he/she is listening to.  
*I can follow the words of a text when it is being read aloud.*
- ☐ Begin to work out the meaning of unfamiliar words within a familiar text using contextual and other clues.  
*I can work out the meaning of some new words when I am reading.*

### Band 4 — Languages

#### Writing



b b+ w w+ **s** s+

- ☐ Write words and short phrases from memory.  
*I can write a range of words and some short phrases from memory.*
- ☐ Use a range of adjectives to describe things in more detail, such as describing someone's appearance.  
*I can use different adjectives to describe people or a detailed picture.*
- ☐ Write descriptive sentences using a model but supplying some words from memory.  
*I can write sentences to describe something, using some words I've remembered and an example sentence to help me.*

Name: \_\_\_\_\_ Class: \_\_\_\_\_

### Band 4 — Languages

Grammar



b

b+

w

w+

s

s+

☐  
☐

Recognise a wider range of word classes including pronouns and articles, and use them appropriately.

*I can use pronouns and articles correctly.*

☐  
☐

Understand that adjectives may change form according to the noun they relate to, and select the appropriate form.

*I understand that adjectives sometimes change because of the noun they describe.*

☐  
☐

Recognise questions and negative sentences.

*I can recognise a question and a negative sentence.*

Name: \_\_\_\_\_ Class: \_\_\_\_\_

### Band 4 — Religious Education

Learning about religion—Beliefs and teachings



b b+ w w+ **s** s+

- ☐ Develop religious and moral vocabulary to describe key features and know beliefs, ideas and teachings for some religions.  
*I can understand stories that can help people make choices about right and wrong.*

### Band 4 — Religious Education

Learning about religion—Religious practices and lifestyles



b b+ w w+ **s** s+

- ☐ Know the function of objects/places/people within Religious practices and lifestyles and describe similarities and differences in Religious practices and lifestyles both within and between religions.  
*I can talk about how people follow their own religion.*

### Band 4 — Religious Education

Learning about religion—Ways of expressing meaning



b b+ w w+ **s** s+

- ☐ Begin to identify the impact of religious teachings, including the effect sacred texts have on believers' lives, identify religious symbols and how they may be interpreted in different ways both within and between religions.  
*I can talk about how the teachings of religions can affect peoples lives and that sometimes people think differently about the same things.*

### Band 4 — Religious Education

Learning from religion—Human identify, personality and experience



b b+ w w+ **s** s+

- ☐ Recognise what influences him/her in his/her life, and identify the influence religion has on lives, cultures and communities including his/her own.  
*I can talk about friendships and my family and famous people I like.*

### Band 4 — Religious Education

Learning from religion—Questions of meaning and purpose



b b+ w w+ **s** s+

- ☐ Identify ultimate questions and behaviour that there are no universally agreed answers to these and start to develop your own answers to these questions.  
*I can discuss questions that nobody really knows the answer to.*

### Band 4 — Religious Education

Learning from religion—Values and commitments



b b+ w w+ **s** s+

- ☐ Recognise and begin to ask important questions about how religious and moral values, commitments and beliefs can influence behaviour.  
*I can talk about how sometimes choices about what we do are difficult.*

Name: \_\_\_\_\_ Class: \_\_\_\_\_

### Band 4 — Geography

Geographical skills and fieldwork



b b+ w w+ **s** s+

- ☐ Understand and use a widening range of geographical terms e.g. specific topic vocabulary - contour, height, valley, erosion, deposition, transportation, headland, volcanoes, earthquakes etc.  
*I can understand and use a widening range of terms such as contour, height, valley, erosion, deposition, transportation, headland, volcanoes, earthquakes.*
- ☐ Measure straight line distances using the appropriate scale.  
*I can measure straight line distances using the right scale.*
- ☐ Explore features on OS maps using 6 figure grid references.  
*I can explore features on OS maps using 6 figure grid references.*
- ☐ Draw accurate maps with more complex keys.  
*I can draw accurate maps with more complex keys.*
- ☐ Plan the steps and strategies for an enquiry.  
*I can plan the steps for an enquiry.*

### Band 4 — Geography

Locational knowledge



b b+ w w+ **s** s+

- ☐ Recognise the different shapes of continents.  
*I can recognise the different shapes of continents.*
- ☐ Demonstrate knowledge of features about places around him/her and beyond the UK.  
*I can show I know features nearby and beyond the UK.*
- ☐ Identify where countries are within Europe; including Russia.  
*I can show where countries are within Europe, including Russia.*
- ☐ Recognise that people have differing quality of life living in different locations and environments.  
*I can recognise that people have differing quality of life living in different locations and environments.*
- ☐ Know how the locality is set within a wider geographical context.  
*I can explain how the locality is set within a wider geographical context.*

Name: \_\_\_\_\_ Class: \_\_\_\_\_

### Band 4 — Geography

Human and physical geography



b b+ w w+ **s** s+

- ☐ Describe human features of UK regions, cities and /or counties.  
*I can describe human features of UK regions, cities and /or counties.*
- ☐ Understand the effect of landscape features on the development of a locality.  
*I can understand the effect of landscape features on the development of a locality.*
- ☐ Describe how people have been affected by changes in the environment.  
*I can describe how people have been affected by changes in the environment.*
- ☐ Explain about key natural resources e.g. water in the locality.  
*I can explain about key natural resources e.g. water in the locality.*
- ☐ Explore weather patterns around parts of the world.  
*I can explore weather patterns around parts of the world.*

### Band 4 — Geography

Place knowledge



b b+ w w+ **s** s+

- ☐ Know about the wider context of places - region, country.  
*I can show I know about the wider context of places - region, country.*
- ☐ Understand why there are similarities and differences between places.  
*I can understand why there are similarities and differences between places.*

Name: \_\_\_\_\_ Class: \_\_\_\_\_

### Band 4—Computing Computers



b b+ w w+ **s** s+

- ☐ Use other input devices such as cameras or sensors.  
*I can use more complicated input devices.*

### Band 4—Computing Networks



b b+ w w+ **s** s+

- ☐ Understand what servers are and how they provide services to a network.  
*I understand that some computers on a network serve particular functions, such as controlling printers or sharing files.*

### Band 4—Computing Using Computer



b b+ w w+ **s** s+

- ☐ With support select and use a variety of software on a range of digital devices.  
*I can use different software programs and different types of hardware.*
- ☐ With support select, use and combine a variety of software on a range of digital devices to accomplish given goals.  
*I can use a range of programs to complete a task.*

### Band 4—Computing E-Safety



b b+ w w+ **s** s+

- ☐ Use technology responsibly and understand that communication online may be seen by others.  
*I understand that what I say or post on the internet might be copied, shared and stored by others.*
- ☐ Understand where to go for help and support when he/she has concerns about content or contact on the internet or other online technologies.  
*I know what to do if I see anything worrying online.*

### Band 4—Computing Net Searching



b b+ w w+ **s** s+

- ☐ Understand how results are selected and ranked by search engines.  
*I understand how search engines order their search results.*

### Band 4—Computing Coding



b b+ w w+ **s** s+

- ☐ Decompose programs into smaller parts.  
*I can break programs up into smaller parts.*
- ☐ Use logical reasoning to detect and correct errors in algorithms and programs.  
*I can use logical thinking to identify and solve potential bugs during coding.*
- ☐ Select, use and combine a variety of software, systems and content that accomplish given goals.  
*I can use other programs as I code.*



Name \_\_\_\_\_ Class \_\_\_\_\_

## Band 4 - Maths

### Number & Place Value



b

b+

w

w+

**s**

s+

☐  
☐

**Count in multiples of 6, 7, 9, 25 and 1000.**

*I can count in multiples of 6, 7, 9, 25 and 1000.*

☐  
☐

**Find 1000 more or less than a given number.**

*I can find 1000 more or less than a given number.*

☐  
☐

**Count backwards through zero to include negative numbers.**

*I can count backwards through 0 to include negative numbers.*

☐  
☐

**Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones).**

*I can recognise the place value of each digit of a 4 digit number (thousands, hundreds, tens and units).*

☐  
☐

**Order and compare numbers beyond 1000.**

*I can order and compare numbers beyond 1000.*

☐  
☐

**Identify, represent and estimate numbers using different representations including measures.**

*I can identify, represent and estimate numbers using different representations including measures.*

☐  
☐

**Round any number to the nearest 10, 100 or 1000.**

*I can round numbers to the nearest 10, 100 or 1000.*

☐  
☐

**Solve number and practical problems that involve all of the above, and with increasingly large positive numbers.**

*I can solve number and practical problems that involve large positive numbers.*

☐  
☐

**Read Roman numerals up to 100 (I to C) and know that, over time, the numeral system changed to include the concept of zero and place value.**

*I can read Roman numerals up to 100 and know that the number system has changed to include 0 and place value.*

## Band 4 - Maths

### Addition & Subtraction



b

b+

w

w+

**s**

s+

☐  
☐

**Add numbers with up to four digits using the formal written methods of columnar addition.**

*I can add numbers with up to four digits using formal column methods.*

☐  
☐

**Estimate and use inverse operations to check answers to a calculation.**

*I can use estimating and inverse operations to check my answers.*

☐  
☐

**Subtract numbers with up to four digits using the formal written methods of columnar subtraction.**

*I can subtract numbers with up to four digits using formal column methods.*

☐  
☐

**Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.**

*I can solve two step addition and subtraction problems, using different methods, and explain why I used them.*



Name \_\_\_\_\_ Class \_\_\_\_\_

## Band 4 - Maths

### Multiplication & Division



b

b+

w

w+

**s**

s+



**Recall multiplication and division facts for multiplication tables up to 12 x 12.**

*I can recall times tables facts up to 12 x 12.*



Use place value, and known and derived facts, to multiply and divide mentally, including: multiplying by 0 and 1, dividing by 1, multiplying together three numbers.

*I can use place value and number facts to multiply and divide mentally, including multiplying by 1 and 0, dividing by 1, and multiplying together 3 numbers.*



Recognise and use factor pairs and commutativity in mental calculations.

*I can use factor pairs in mental calculations.*



Multiply two-digit and three-digit numbers by a one-digit number using a formal written layout.

*I can multiply two digit and three digit numbers by a one digit number using a formal written method.*



Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.

*I can solve problems involving multiplication and addition, including using the distributive law e.g.  $3 \times (12 + 14) = 3 \times 12 + 3 \times 14$ .*

## Band 4 - Maths

### Fractions



b

b+

w

w+

**s**

s+



**Recognise and show, using diagrams, families of common equivalent fractions.**

*I can recognise and show, using diagrams, families of common equivalent fractions.*



**Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.**

*I can count up and down in hundredths and know that dividing an object by 100 creates hundredths as does dividing tenths by ten.*



Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number.

*I can solve problems involving fractions to calculate quantities and fractions to divide quantities.*



Add and subtract fractions with the same denominator.

*I can add and subtract fractions with the same denominator.*



Recognise and write decimal equivalents of any number of tenths or hundredths.

*I can find and write decimal equivalents of tenths and hundredths.*



Recognise and write decimal equivalents of  $\frac{1}{4}$ ,  $\frac{1}{2}$ ,  $\frac{3}{4}$ .

*I can find and write decimal equivalents of  $\frac{1}{4}$ ,  $\frac{1}{2}$  and  $\frac{3}{4}$ .*



Find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths.

*I can divide one and two digit numbers by 10 and 100 and can explain the effect this has on place value.*



**Round decimals with one decimal place to the nearest whole number.**

*I can round decimals using tenths to the nearest whole number.*



Compare numbers with the same number of decimal places (up to two decimal places).

*I can compare numbers with the same number of decimal places (up to two decimal places).*



**Solve simple measure and money problems involving fractions, and decimals to two decimal places.**

*I can solve simple money and measure problems involving fractions, and decimals to two decimal places.*



Name \_\_\_\_\_ Class \_\_\_\_\_

## Band 4 - Maths

### Measurement



b

b+

w

w+

S

s+

- ☐ **Convert between different units of measure e.g. kilometre to metre, hour to minute.**

*I can convert different units of measurement e.g. I can convert kilometres into metres or hours into minutes.*

- ☐ Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres.

*I can measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres.*

- ☐ Find the area of rectilinear shapes by counting squares.

*I can find the area of rectilinear shapes by counting squares.*

- ☐ Estimate, compare and calculate different measures, including money in pounds and pence.

*I can estimate, compare and calculate different measures, including money in pounds and pence.*

- ☐ Read, write and convert time between analogue and digital 12- and 24-hour clocks.

*I can read, write and compare time between analogue and digital 12-hour and 24-hour clocks.*

- ☐ Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.

*I can solve problems where I need to convert units of time, such as hours to minutes, minutes to seconds, years to months or weeks to days.*

## Band 4 - Maths

### Properties of Shape



b

b+

w

w+

S

s+

- ☐ **Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes.**

*I can compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes.*

- ☐ Identify acute and obtuse angles, and compare and order angles up to two right angles by size.

*I can identify acute and obtuse angles. I can compare and order angles up to two right angles by size.*

- ☐ **Identify lines of symmetry in 2-D shapes presented in different orientations.**

*I can identify lines of symmetry in 2-D shapes presented in different orientations.*

- ☐ Complete a simple symmetric figure with respect to a specific line of symmetry.

*I can complete a simple symmetric figure with respect to a specific line of symmetry.*

## Band 4 - Maths

### Position & Direction



b

b+

w

w+

S

s+

- ☐ Describe positions on a 2-D grid as coordinates in the first quadrant.

*I can plot positions on a 2-D grid as positive number coordinates.*

- ☐ Describe movements between positions as translations of a given unit to the left/right and up/down.

*I can describe movements between positions as translations of a given unit to the left/right and up/down.*

- ☐ **Plot specified points and draw sides to complete a given polygon.**

*I can plot points I am given and draw sides to complete a given polygon.*



Name \_\_\_\_\_ Class \_\_\_\_\_

## Band 4 - Maths

Statistics



b

b+

w

w+

s

s+

☐  
☐

Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.  
*I can interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.*

☐  
☐

Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.

*I can solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.*



Name \_\_\_\_\_ Class \_\_\_\_\_

### Band 4 - Spoken Language



b b+ w w+ **S** s+

- ☐ Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.  
*I can listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.*
- ☐ Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.  
*I can prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.*
- ☐ Discuss words and increasingly complex phrases that capture the reader's interest and imagination.  
*I can discuss words and increasingly complex phrases that capture the reader's interest and imagination.*
- ☐ Ask reasoned questions to improve his/her understanding of a text.  
*I can ask reasoned questions to improve my understanding of a text.*
- ☐ Participate in considered discussion about both books that are read to him/her and those that can be read for himself/herself, taking turns and listening to what others say.  
*I can take part in considered discussion about books that are read to me and those that I can read, taking turns and listening to what others say.*
- ☐ Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2).  
*I can make up and repeat sentences aloud (including conversations) increasing my vocabulary and my knowledge of sentence structure.*
- ☐ Read aloud his/her own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.  
*I can read aloud my own writing, to a group or the whole class, using the tone and volume of my voice so that the meaning is clear.*
- ☐ Describe positions on a 2-D grid as coordinates in the first quadrant.  
*I can describe positions on a 2-D grid using positive coordinates.*
- ☐ Describe movements between positions as translations of a given unit to the left/right and up/down.  
*I can describe movements between positions as translations of a given unit to the left/right and up/down.*
- ☐ Ask relevant questions with reasoning and use different types of scientific enquiries to answer them.  
*I can ask relevant questions with reasoning and use different types of scientific enquiries to answer them.*
- ☐ Make a clear and reasoned report on findings from scientific enquiries.  
*I can make a clear and reasoned report on findings from scientific enquiries.*
- ☐ Use relevant scientific language to discuss his/her ideas with reasoning, and communicate findings in ways that are appropriate for different audiences.  
*I can use relevant scientific language to discuss my ideas with reasoning, and communicate findings in ways that are appropriate for different audiences.*

### Band 4 - Reading

#### Word Reading



b b+ w w+ **S** s+

- ☐ Apply his/her growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words he/she meets, to include re-, sub-, inter-, super-, anti-, auto-, -ation, -ous; (English Appendix 1).  
*I can use my understanding of root words, prefixes (including re-, sub-, inter-, super-, anti-, auto-), and suffixes (including -ation, -ous), to help me understand the meaning of new words.*
- ☐ Read and decode further exception words accurately, noting the unusual correspondences between spelling and sound, and where these occur in the word, with reference to spelling English Appendix 1.  
*I can read and decode further exception words accurately, including words that do not follow spelling patterns.*



Name \_\_\_\_\_ Class \_\_\_\_\_

## Band 4 - Reading

### Comprehension



b

b+

w

w+

S

S+

- ☐ ☐ **Maintain positive attitudes to reading and understanding of what he/she reads by listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.**  
*I can show that I enjoy reading by reading a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.*
- ☐ ☐ **Maintain positive attitudes to reading and understanding of what he/she reads by reading for a range of purposes.**  
*I can show that I enjoy reading by reading lots of different types of books and for different reasons.*
- ☐ ☐ **Maintain positive attitudes to reading and understanding of what he/she reads by using dictionaries to check the meaning of words that he/she has read.**  
*I can use a dictionary to check the meaning of words.*
- ☐ ☐ **Maintain positive attitudes to reading and understanding of what he/she reads by reading a wide range of books, including fairy stories, myths and legends, and retell some of these orally.**  
*I can read a wide range of books, fairy stories, myths and legends and retell some of them to others.*
- ☐ ☐ **Maintain positive attitudes to reading and understanding of what he/she reads by discussing words and phrases that capture the reader's interest and imagination.**  
*I can discuss words and phrases that excite me in the books that I read.*
- ☐ ☐ **Maintain positive attitudes to reading and understanding of what he/she reads by recognising some different forms of poetry e.g. free verse, narrative poetry.**  
*I can discuss different types of poetry e.g. free verse and narrative poetry.*
- ☐ ☐ **Maintain positive attitudes to reading and understanding of what he/she reads by identifying themes and conventions in a wide range of books.**  
*I can identify themes and conventions in a wide range of books.*
- ☐ ☐ **Understand what he/she reads independently by checking that the text makes sense to him/her, discussing his/her understanding, and explaining the meaning of words in context.**  
*I can check what I have read, and that I have understood it, by telling someone else what has happened.*
- ☐ ☐ **Understand what he/she reads independently by asking questions to improve his/her understanding of texts of increasing complexity.**  
*I can ask questions about what I have read to help me understand a complicated text.*
- ☐ ☐ **Understand what he/she reads independently by drawing inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence clearly taken from the text.**  
*I can tell from what I have read how a character is feeling and thinking and why they take an action. I can show you the parts of the text that tell me this.*
- ☐ ☐ **Understand what he/she reads independently by predicting what might happen from details stated and implied.**  
*I can predict what will happen in a text, using details I have already read to help me.*
- ☐ ☐ **Understand what he/she reads independently by identifying main ideas drawn from more than one paragraph and summarise these.**  
*I can summarise what has happened in a text, using themes from paragraphs to help me.*
- ☐ ☐ **Understand what he/she reads independently by identifying how language, structure, and presentation contribute to meaning, to include: paragraphs, use of pronouns for cohesion, inverted commas for speech, apostrophes to mark possession, fronted adverbials.**  
*I can understand how the use of words in a text, how it is set out, and its presentation add to its meaning.*
- ☐ ☐ ☐ **Retrieve and record information from non-fiction over a wide range of subjects.**  
*I can find and record information from non-fiction texts over a wide range of subjects.*
- ☐ ☐ ☐ **Participate in clear reasoned discussion about books, poems and other material that is read to him/her and those he/she can read for himself/herself, taking turns and listening to what others say.**  
*I can join in a clear reasoned discussion about the books and poems that I have read, taking turns and listening to others.*

Name: \_\_\_\_\_ Class: \_\_\_\_\_

### Band 4— Design and Technology Cooking and Nutrition



b b+ w w+ **S** s+

- ☐ **Understand what makes a healthy and balanced diet, and that different foods and drinks provide different substances the body needs to be healthy and active.**  
*I can understand what makes a healthy and balanced diet, and that different foods and drinks provide different substances the body needs to be healthy and active.*
- ☐ **Understand seasonality and the advantages of eating seasonal and locally produced food.**  
*I can understand seasonality and the advantages of eating seasonal and locally produced food.*
- ☐ **Read and follow recipes which involve several processes, skills and techniques.**  
*I can read and follow recipes which involve several processes, skills and techniques*

### Band 4— Design and Technology Processes



b b+ w w+ **S** s+

- ☐ **Use knowledge of existing products to design a functional and appealing product for a particular purpose and audience.**  
*I can use my knowledge of existing products to design a functional and appealing product for a particular purpose and audience.*
- ☐ **Create designs using exploded diagrams.**  
*I can create designs using exploded diagrams.*
- ☐ **Use techniques which require more accuracy to cut, shape, join and finish his/her work e.g. Cutting internal shapes, slots in frameworks.**  
*I can use techniques which require more accuracy to cut, shape, join and finish my work e.g. Cutting internal shapes, slots.*
- ☐ **Use his/her knowledge of techniques and the functional and aesthetic qualities of a wide range of materials to plan how to use them**  
*I can use my knowledge of techniques and the functional and aesthetic qualities of a wide range of materials to plan how to use them*
- ☐ **Consider how existing products and his/her own finished products might be improved and how well they meet the needs of the intended user**  
*I can consider how existing products and my own finished products might be improved and how well they meet the needs of the intended user*
- ☐ **Apply techniques he/she has learnt to strengthen structures and explore his/her own ideas.**  
*I can apply techniques I have learnt to strengthen structures and explore my own ideas.*
- ☐ **Understand and use electrical systems in products.**  
*I can understand and use electrical systems in my products.*

Name: \_\_\_\_\_ Class: \_\_\_\_\_

### Band 4— Art and Design Learning



b b+ w w+ **s** s+

☐

Use a sketchbook for collecting ideas and developing a plan for a completed piece of artwork.

*I can use a sketchbook for collecting ideas and developing a plan for a completed piece of artwork.*

☐

Use taught technical skills to adapt and improve his/her work.

*I can use skills I have been taught to adapt and improve my work.*

☐

Articulate how he/she might improve their work using technical terms and reasons as a matter of routine.

*I can say how I would improve my work using technical terms and giving reasons.*

☐

Describe some of the key ideas, techniques and working practices of artists, architects and designers who he/she has studied.

*I can describe some of the key ideas, techniques and working practices of artists, architects and designers I have studied.*

### Band 4— Art and Design Techniques



b b+ w w+ **s** s+

☐

Draws familiar objects with correct proportions.

*I can draw familiar objects with correct proportions.*

☐

Create different effects by using a variety of tools and techniques such as bleeds, washes, scratches and splashes.

*I can create different effects by using a variety of tools and techniques such as bleeds, washes, scratches and splashes.*

☐

Plan a sculpture through drawing and other preparatory work.

*I can plan my sculpture using drawings or other preparatory work.*

☐

Experiment with creating mood, feeling, movement and areas of interest by selecting appropriate materials and learnt techniques.

*I can experiment with creating mood, feeling, movement and areas of interest by choosing the right materials and using techniques I have learnt.*

☐

Use a variety of techniques e.g. marbling, silkscreen and cold water paste.

*I can use different techniques e.g. marbling, silkscreen and cold water paste.*

☐

Print on fabrics using tie-dyes or batik.

*I can print on fabrics using tie-dyes or batik.*



Name \_\_\_\_\_ Class \_\_\_\_\_

### Band 4 - Writing

#### Spelling



b

b+

w

w+

s

s+

- ☐ Use the prefixes in-, im-, il-, ir-, sub-, inter-, super-, anti-, auto-.  
*I can use the prefixes in-, im-, il-, ir-, sub-, inter-, super-, anti-, auto-.*
- ☐ Understand and add the suffixes -ation, -ous.  
*I can understand and add the suffixes -ation, -ous.*
- ☐ Add endings which sound like 'shun' spelt -tion, -sion, -ssion, -cian e.g. invention, tension, discussion, magician.  
*I can add endings which sound like 'shun' spelt -tion, -sion, -ssion, -cian e.g. invention, tension, discussion, magician .*
- ☐ Spell words ending with the 'g' sound spelt 'gue' and the 'k' sound spelt -que e.g. rogue, tongue, antique, unique.  
*I can spell words ending with the 'g' sound spelt 'gue' and the 'k' sound spelt -que e.g. rogue, tongue, antique, unique.*
- ☐ Spell homophones such as accept/except, affect/effect, ball/bawl, berry/bury, knot/not, medal/meddle, missed/mist, rain/rein/reign, scene/seen, weather/whether, whose/who's.  
*I can spell words which sound the same but have different meanings such as accept/except, affect/effect, ball/bawl, berry/bury, knot/not, medal/meddle, missed/mist, rain/rein/reign, scene/seen, weather/whether, whose/who's.*
- ☐ Spell more complex words that are often misspelt with reference to (English Appendix 1).  
*I can spell more complex words that are often misspelt e.g. caught, occasionally, interest.*
- ☐ Spell words with the 's' sound spelt 'sc' e.g. science, scene.  
*I can spell words with the 's' sound spelt 'sc' e.g. science, scene.*
- ☐ Place the possessive apostrophe accurately in words with regular plurals e.g. girls', boys' and in words with irregular plurals e.g. children's.  
*I can use the possessive apostrophe correctly in words with regular plurals e.g. girls', boys' and in words with irregular plurals e.g. children's.*
- ☐ Use the first three or four letters of a word to check its spelling in a dictionary.  
*I can use the first three or four letters of a word to check its spelling in a dictionary.*
- ☐ Write sentences from memory, dictated by the teacher, that include words and punctuation taught so far.  
*I can accurately write sentences from memory, dictated by the teacher, that include words and punctuation taught so far.*

### Band 4 - Writing

#### Handwriting



b

b+

w

w+

s

s+

- ☐ Use the diagonal and horizontal strokes that are needed to join letters, and understand which letters, when adjacent to one another, are best left unjoined.  
*I can use some of the diagonal and horizontal strokes I need to join letters, and know which letters, when they are next to one another, are best left unjoined.*
- ☐ Increase the legibility, consistency and quality of his/her handwriting e.g. by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.  
*I can write so that my letters are easy to read, all the same way up and the same size; my writing is spaced properly so that my letters don't overlap.*



Name \_\_\_\_\_ Class \_\_\_\_\_

## Band 4 - Writing

### Composition



b

b+

w

w+

s

s+

- ☐ Plan his/her writing by discussing writing similar to that which he/she is planning to write, in order to understand and learn from its structure, vocabulary and grammar.  
*I can plan and improve my writing by discussing examples from other writers that I like, and looking at their use of sentence structure, words and grammar.*
- ☐ Plan his/her writing by discussing and recording ideas.  
*I can plan my writing by talking about the important parts to have in a story, poem, explanation or non-fiction piece, and I can redraft this work a number of times.*
- ☐ Draft and write by composing and rehearsing sentences orally (including dialogue), building a varied and rich vocabulary and using sentence structures with reference to English Appendix 2.  
*I can rewrite my work, making improvements by saying the work out loud, using the best words I know and the best sentence structures I can.*
- ☐ **Draft and write by organising paragraphs around a theme.**  
*I can use paragraphs to organise my writing so that blocks of text flow and ideas are grouped together.*
- ☐ **Draft and write in narratives, creating settings, characters and plot with consideration for the audience and purpose.**  
*I can draft and rewrite work that creates settings, characters and plots that excite the reader by using my best vocabulary, and I can adapt my work depending on the audience.*
- ☐ Draft and write non-narrative material, using simple organisational devices.  
*I can organise my non-narrative writing so that it has headings and sub-headings.*
- ☐ Evaluate and edit by assessing the effectiveness of his/her own and others' writing and suggesting improvements.  
*I can assess my work, and that of others, and suggest improvements.*
- ☐ Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences, expanded noun phrases and fronted adverbials.  
*I can edit my work by changing the grammar to improve the way my work reads.*
- ☐ **Proof-read for spelling and punctuation errors, including the use of the apostrophe for possession, speech punctuation and the use of the comma for fronted adverbials.**  
*I can proof-read my writing for spelling and use of punctuation.*
- ☐ Confidently read his/her own writing aloud, to a group or the whole class, using appropriate intonation and controlling tone and volume so that the meaning is clear.  
*I can read my work out to a group with confidence and make sure it sounds interesting, controlling tone and volume so that its meaning is clear.*



Name \_\_\_\_\_ Class \_\_\_\_\_

## Band 4 - Writing

Vocabulary, Grammar & Punctuation



b

b+

w

w+

s

s+

- ☐ Understand the grammatical difference between the plural and the possessive -s.  
*I can explain the difference between the plural and the possessive -s.*
- ☐ Use standard English forms for verb inflections instead of local spoken forms e.g. we were instead of we was, or I did instead of I done.  
*I can use the correct form of the verb inflection e.g. we were instead of we was.*
- ☐ Use noun phrases expanded 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 make my writing interesting by using adjectives and other descriptive methods.*
- ☐ Use fronted adverbials e.g. Later that day, I heard the bad news.  
*I can use an adverb phrase at the start of a sentence e.g. Later that day, I heard the bad news.*
- ☐ Use paragraphs to organise ideas around a theme.  
*I can use paragraphs to organise ideas around a theme.*
- ☐ Make the appropriate choice of pronoun or noun, within and across sentences, to aid cohesion and avoid repetition.  
*I can use a mixture of pronouns and nouns in my writing to aid continuity and avoid words being repeated.*
- ☐ Use inverted commas and other punctuation to indicate direct speech e.g. The conductor shouted, 'Sit down!' - a comma after the reporting clause, end punctuation within inverted commas.  
*I can use inverted commas and other punctuation to indicate direct speech e.g. The conductor shouted, 'Sit down!'.*
- ☐ Use apostrophes to mark plural possession e.g. the girl's name, the girls' names.  
*I can use apostrophes to mark plural possession e.g. the girl's name, the girls' names.*
- ☐ Use commas after fronted adverbials.  
*I can use commas after adverbials at the beginning of a sentence e.g. Later that day, we heard the good news.*
- ☐ Understand the following terminology: determiner, pronoun, possessive pronoun, adverbial.  
*I can understand and use the following terms: determiner, pronoun, possessive pronoun, adverbial.*



Name \_\_\_\_\_ Class \_\_\_\_\_

## Band 4 - Science

### Working Scientifically



b

b+

w

w+

S

s+

- ☐ Ask relevant questions and use different types of scientific enquiries to answer them (Year 4 focus).  
*I can ask relevant questions and use different types of scientific enquiries to answer them.*
- ☐ Set up simple practical enquiries, comparative and fair tests (Year 4 focus).  
*I can set up practical enquiries, comparative and fair tests.*
- ☐ Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers (Year 4 focus).  
*I can make systematic and careful observations, and take accurate measurements using standard units, using a range of Equipment, including thermometers and data loggers.*
- ☐ Gather, record, classify and present data in a variety of ways to help with answering questions (Year 4 focus).  
*I can gather, record, classify and present data in a variety of ways to help with answering questions.*
- ☐ Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables (Year 4 focus).  
*I can record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.*
- ☐ Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions (Year 4 focus).  
*I can report on findings from enquiries, including spoken and written explanations, displays or presentations of results and conclusions.*
- ☐ Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions (Year 4 focus).  
*I can use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.*
- ☐ Identify differences, similarities or changes related to simple scientific ideas and processes (Year 4 focus).  
*I can identify differences, similarities or changes related to scientific ideas and processes.*
- ☐ Use straightforward scientific evidence to answer questions or to support his/her findings (Year 4 focus).  
*I can use scientific evidence to answer questions or to support my findings.*

## Band 4 - Science

### Animals Including Humans



b

b+

w

w+

S

s+

- ☐ Describe the simple functions of the basic parts of the digestive system in humans.  
*I can explain some parts of the digestive system in humans.*
- ☐ Identify the different types of teeth in humans and their simple functions.  
*I can explain the different types of teeth in humans and what they do.*
- ☐ Construct and interpret a variety of food chains, identifying producers, predators and prey.  
*I can describe and explain a variety of food chains, naming producers, predators and prey.*



Name \_\_\_\_\_ Class \_\_\_\_\_

## Band 4 - Science

### Electricity



b

b+

w

w+

S

s+

- ☐ Identify common appliances that run on electricity.  
*I can talk about common appliances that run on electricity.*
- ☐ Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.  
*I can construct and draw with labels a simple series electrical circuit which includes cells, wires, bulbs, switches and buzzers.*
- ☐ Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery.  
*I can predict if a lamp will light or not in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery.*
- ☐ Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.  
*I can explain that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.*
- ☐ Recognise some common conductors and insulators, and associate metals with being good conductors.  
*I can show that some materials are conductors and some are insulators, and can explain that metals are good conductors.*

## Band 4 - Science

### Living Things & Their Habitats



b

b+

w

w+

S

s+

- ☐ Recognise that living things can be grouped in a variety of ways.  
*I can show that living things can be grouped together in various ways.*
- ☐ Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.  
*I can explore and use classification keys to help group, identify and name a variety of living things.*
- ☐ Recognise that environments can change and that this can sometimes pose dangers to living things.  
*I can explain that environments can change and that this sometimes means that living things are put in danger.*

## Band 4 - Science

### Sound



b

b+

w

w+

S

s+

- ☐ Identify how sounds are made, associating some of them with something vibrating.  
*I can explain how sounds are made, and show that some of them are linked to vibrations.*
- ☐ Recognise that vibrations from sounds travel through a medium to the ear.  
*I can explain that vibrations from sounds travel through a medium to the ear.*
- ☐ Find patterns between the pitch of a sound and features of the object that produced it.  
*I can find patterns between the pitch of a sound and features of the object that produced it.*
- ☐ Find patterns between the volume of a sound and the strength of the vibrations that produced it.  
*I can show that there is a pattern between the volume of a sound and the strength of the vibrations that produced it.*
- ☐ Recognise that sounds get fainter as the distance from the sound source increases.  
*I can show that sounds get fainter as the distance from the sound source increases.*



# Target Tracker

Name \_\_\_\_\_ Class \_\_\_\_\_

## Band 4 - Science

States of Matter



b

b+

w

w+

s

s+

- ☐ Compare and group materials together, according to whether they are solids, liquids or gases.  
*I can group materials together, according to whether they are solids, liquids or gases, including tricky ones like gels, foams, mists and pastes.*
- ☐ Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C).  
*I can demonstrate and explain that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C).*
- ☐ Identify the part played by evaporation and condensation in the water cycle, and associate the rate of evaporation with temperature.  
*I can correctly talk about the part played by evaporation and condensation in the water cycle, and can show a link between the rate of evaporation and temperature.*