

KS2 – Year 3 and Year 4

History

National Curriculum	Chris Quigley	Y3	Y4
<ul style="list-style-type: none"> ♣ changes in Britain from the Stone Age to the Iron Age ♣ the Roman Empire and its impact on Britain ♣ Britain’s settlement by Anglo-Saxons and Scots ♣ the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor ♣ a local history study ♣ a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 ♣ the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China ♣ Ancient Greece – a study of Greek life and achievements and their influence on the western world ♣ a non-European society that provides contrasts with British history – one study chosen from: 	<p><u>Investigate and interpret the past</u></p> <ul style="list-style-type: none"> • Use evidence to ask questions and find answers to questions about the past. • Suggest suitable sources of evidence for historical enquiries. • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. • Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. • Suggest causes and consequences of some of the main events and changes in history. <p><u>Build an overview of world history</u></p> <ul style="list-style-type: none"> • Describe changes that have happened in the locality of the school throughout history. 	<ul style="list-style-type: none"> • 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 explain some of the times when Britain has been invaded. • I can use research skills to find answers to specific historical questions. • I can research in order to find similarities and differences between two or more periods of history. 	<ul style="list-style-type: none"> • 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 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.

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<p>early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</p>	<ul style="list-style-type: none">• Give a broad overview of life in Britain from ancient until medieval times.• Compare some of the times studied with those of other areas of interest around the world.• Describe the social, ethnic, cultural or religious diversity of past society.• Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. <p><u>Understand chronology</u></p> <ul style="list-style-type: none">• Place events, artefacts and historical figures on a time line using dates.• Understand the concept of change over time, representing this, along with evidence, on a time line.• Use dates and terms to describe events. <p><u>Communicate historically</u></p>		
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	<ul style="list-style-type: none">• Use appropriate historical vocabulary to communicate, including:<ul style="list-style-type: none">• dates• time period• era• change• chronology.• Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.		
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Geography

National Curriculum	Chris Quigley	Y3	Y4
<p><u>Locational knowledge</u></p> <ul style="list-style-type: none"> ♣ locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities ♣ name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time ♣ identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and 	<p><u>Investigate places</u></p> <ul style="list-style-type: none"> • Ask and answer geographical questions about the physical and human characteristics of a location. • Explain own views about locations, giving reasons. • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. • Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies. • Use a range of resources to identify the key physical and human features of a location. • Name and locate counties and cities of the United 	<ul style="list-style-type: none"> • 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 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 can name a number of countries in the northern hemisphere. • I can name and locate the capital cities of neighbouring European countries. 	<ul style="list-style-type: none"> • 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 locate the Tropic of Cancer and Tropic of Capricorn. • I can explain the difference between the British Isles, Great Britain and the United Kingdom.

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<p>Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p><u>Place knowledge</u></p> <ul style="list-style-type: none">♣ understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America <p><u>Human and physical geography</u></p> <p>Describe and understand key aspects of:</p> <ul style="list-style-type: none">♣ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle♣ human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water <p><u>Geographical skills and fieldwork</u></p>	<p>Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</p> <ul style="list-style-type: none">• Name and locate the countries of Europe and identify their main physical and human characteristics. <p><u>Investigate patterns</u></p> <ul style="list-style-type: none">• Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas.• Describe geographical similarities and differences between countries.• Describe how the locality of the school has changed over time. <p><u>Communicate geographically</u></p>		<ul style="list-style-type: none">• I know the countries that make up the European Union.• 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.
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<p>♣ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>♣ use the eight points of a compass, four and six-figure grid references, symbols and key</p> <p>(including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p>♣ use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<p>• Describe key aspects of:</p> <p>• physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle.</p> <p>• human geography, including: settlements and land use.</p> <p>• Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.</p>		
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Art

National Curriculum	Chris Quigley	Y3	Y4
<ul style="list-style-type: none"> ♣ to create sketch books to record their observations and use them to review and revisit ideas ♣ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] ♣ about great artists, architects and designers in history. 	<p><u>Develop ideas</u></p> <ul style="list-style-type: none"> • Develop ideas from starting points throughout the curriculum. • Collect information, sketches and resources. • Adapt and refine ideas as they progress. • Explore ideas in a variety of ways. • Comment on artworks using visual language. <p><u>Master techniques</u></p> <p><u>Painting</u></p> <ul style="list-style-type: none"> • Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. • Mix colours effectively. • Use watercolour paint to produce washes for backgrounds then add detail. • Experiment with creating mood with colour. <p><u>Collage</u></p> <ul style="list-style-type: none"> • Select and arrange materials for a striking effect. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.

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	<ul style="list-style-type: none">• Ensure work is precise.• Use coiling, overlapping, tessellation, mosaic and montage. <p><u>Sculpture</u></p> <ul style="list-style-type: none">• Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials).• Include texture that conveys feelings, expression or movement.• Use clay and other mouldable materials.• Add materials to provide interesting detail. <p><u>Drawing</u></p> <ul style="list-style-type: none">• Use different hardnesses of pencils to show line, tone and texture.• Annotate sketches to explain and elaborate ideas.• Sketch lightly (no need to use a rubber to correct mistakes).• Use shading to show light and shadow.	<ul style="list-style-type: none">• I recognise when art is from different historical periods.	
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	<ul style="list-style-type: none">• Use hatching and cross hatching to show tone and texture. <p>Print</p> <ul style="list-style-type: none">• Use layers of two or more colours.• Replicate patterns observed in natural or built environments.• Make printing blocks (e.g. from coiled string glued to a block).• Make precise repeating patterns. <p>Textiles</p> <ul style="list-style-type: none">• Shape and stitch materials.• Use basic cross stitch and back stitch.• Colour fabric.• Create weavings.• Quilt, pad and gather fabric. <p>Digital Media</p> <ul style="list-style-type: none">• Create images, video and sound recordings and explain why they were created.		
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	<p><u>Take inspiration from the greats</u></p> <ul style="list-style-type: none">• Replicate some of the techniques used by notable artists, artisans and designers.• Create original pieces that are influenced by studies of others.		
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Design and Technology

National Curriculum	Chris Quigley	Y3	Y4
<p><u>Design</u></p> <ul style="list-style-type: none"> ♣ use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups ♣ generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <p><u>Make</u></p> <ul style="list-style-type: none"> ♣ select from and use a wider range of tools and equipment to perform practical tasks <p>[for example, cutting, shaping, joining and finishing], accurately</p> <ul style="list-style-type: none"> ♣ select from and use a wider range of materials and 	<p><u>Master practical skills</u></p> <p><u>Food</u></p> <ul style="list-style-type: none"> • Prepare ingredients hygienically using appropriate utensils. • Measure ingredients to the nearest gram accurately. • Follow a recipe. • Assemble or cook ingredients (controlling the temperature of the oven or hob, if cooking). <p><u>Materials</u></p> <ul style="list-style-type: none"> • Cut materials accurately and safely by selecting appropriate tools. • Measure and mark out to the nearest millimetre. • Apply appropriate cutting and shaping techniques that include 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.

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<p>components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p><u>Evaluate</u></p> <ul style="list-style-type: none">♣ investigate and analyse a range of existing products♣ evaluate their ideas and products against their own design criteria and consider the views of others to improve their work♣ understand how key events and individuals in design and technology have helped shape the world <p><u>Technical knowledge</u></p> <ul style="list-style-type: none">♣ apply their understanding of how to strengthen, stiffen and reinforce more complex structures♣ understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]	<p>cuts within the perimeter of the material (such as slots or cut outs).</p> <ul style="list-style-type: none">• Select appropriate joining techniques. <p><u>Textiles</u></p> <ul style="list-style-type: none">• Understand the need for a seam allowance.• Join textiles with appropriate stitching.• Select the most appropriate techniques to decorate textiles. <p><u>Electricals and electronics</u></p> <ul style="list-style-type: none">• Create series and parallel circuits <p><u>Computing</u></p> <ul style="list-style-type: none">• Control and monitor models using software designed for this purpose. <p><u>Construction</u></p> <ul style="list-style-type: none">• Choose suitable techniques to construct products or to repair items.		
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<ul style="list-style-type: none">♣ understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]♣ apply their understanding of computing to program, monitor and control their products. <p><u>Food</u></p> <ul style="list-style-type: none">♣ understand and apply the principles of a healthy and varied diet♣ prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques♣ understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.	<ul style="list-style-type: none">• Strengthen materials using suitable techniques. <p><u>Mechanics</u></p> <ul style="list-style-type: none">• Use scientific knowledge of the transference of forces to choose appropriate mechanisms for a product (such as levers, winding mechanisms, pulleys and gears). <p><u>Design, make, evaluate and improve</u></p> <ul style="list-style-type: none">• Design with purpose by identifying opportunities to design.• Make products by working efficiently (such as by carefully selecting materials).• Refine work and techniques as work progresses, continually evaluating the product design.• Use software to design and represent product designs. <p><u>Take inspiration from design throughout history</u></p> <ul style="list-style-type: none">• Identify some of the great designers in all of the areas of study		
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	<p>(including pioneers in horticultural techniques) to generate ideas for designs.</p> <ul style="list-style-type: none">• Improve upon existing designs, giving reasons for choices.• Disassemble products to understand how they work.		
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Music

National Curriculum	Chris Quigley	Y3	Y4
<ul style="list-style-type: none"> ♣ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression ♣ improvise and compose music for a range of purposes using the inter-related dimensions of music ♣ listen with attention to detail and recall sounds with increasing aural memory ♣ use and understand staff and other musical notations ♣ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians 	<p><u>Perform</u></p> <ul style="list-style-type: none"> • Sing from memory with accurate pitch. • Sing in tune. • Maintain a simple part within a group. • Pronounce words within a song clearly. • Show control of voice. • Play notes on an instrument with care so that they are clear. • Perform with control and awareness of others. <p><u>Compose</u></p>	<ul style="list-style-type: none"> • I can sing a tune with expression. • I can play clear notes on instruments. • I can use different elements in my composition. • I can create repeated patterns with different instruments. • I can compose melodies and songs. • I can create accompaniments for tunes. • I can combine different sounds to create a specific mood or feeling. • I can use musical words to describe a piece of music and compositions. • I can use musical words to describe what I like and do not like about a piece of music. 	<ul style="list-style-type: none"> • I can perform a simple part rhythmically. • I can sing songs from memory with accurate pitch. • I can improvise using repeated patterns. • I can use notation to record and interpret sequences of pitches. • I can use notation to record compositions in a small group or on my own. • I can explain why silence is often needed in music and explain what effect it has. • I can identify the character in a piece of music.

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<p>♣ develop an understanding of the history of music.</p>	<ul style="list-style-type: none">• Compose and perform melodic songs.• Use sound to create abstract effects.• Create repeated patterns with a range of instruments.• Create accompaniments for tunes.• Use drones as accompaniments.• Choose, order, combine and control sounds to create an effect.• Use digital technologies to compose pieces of music. <p><u>Transcribe</u></p> <ul style="list-style-type: none">• Devise non-standard symbols to indicate when to play and rest.• Recognise the notes EGBDF and FACE on the musical stave.• Recognise the symbols for a minim, crotchet and semibreve and	<ul style="list-style-type: none">• I can recognise the work of at least one famous composer.• I can improve my work; explaining how it has been improved.	<ul style="list-style-type: none">• I can identify and describe the different purposes of music.• I can begin to identify the style of work of Beethoven, Mozart and Elgar.• Use symbols to represent sounds.• Make connections between notations and musical sounds.• Listen out for particular things when listening to music.• Improve my own work.
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	<p>say how many beats they represent.</p> <p><u>Describe music</u></p> <ul style="list-style-type: none">• Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music.• Evaluate music using musical vocabulary to identify areas of likes and dislikes.• Understand layers of sounds and discuss their effect on mood and feelings.		
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PE

National Curriculum	Chris Quigley	Y3	Y4
<p>♣ use running, jumping, throwing and catching in isolation and in combination</p> <p>♣ play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p> <p>♣ develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p>	<p><u>Games</u></p> <ul style="list-style-type: none"> • Use the terms ‘opponent’ and ‘team-mate’. • Use rolling, hitting, running, jumping, catching and kicking skills in combination. • Develop tactics. • Lead others when appropriate. <p><u>Dance</u></p> <ul style="list-style-type: none"> • Copy and remember moves and positions. • Move with careful control and coordination. • Link two or more actions to perform a sequence. • Choose movements to communicate a mood, feeling or idea. <p><u>Gymnastics</u></p>	<p><u>Games</u></p> <ul style="list-style-type: none"> • 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. <p><u>Gymnastics</u></p> <ul style="list-style-type: none"> • I can adapt sequences to suit different types of apparatus and criteria. • I can explain how strength and suppleness affect performance. 	<p><u>Games</u></p> <ul style="list-style-type: none"> • 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. <p><u>Gymnastics</u></p> <ul style="list-style-type: none"> • I can work in a controlled way.

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<ul style="list-style-type: none"> ♣ perform dances using a range of movement patterns ♣ take part in outdoor and adventurous activity challenges both individually and within a team ♣ compare their performances with previous ones and demonstrate improvement to achieve their personal best. ♣ swim competently, confidently and proficiently over a distance of at least 25 metres ♣ use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] ♣ perform safe self-rescue in different water-based situations. 	<ul style="list-style-type: none"> • Copy and remember actions. • Move with some control and awareness of space. • Link two or more actions to make a sequence. • Show contrasts (such as small/tall, straight/curved and wide/narrow). • Travel by rolling forwards, backwards and sideways. • Hold a position whilst balancing on different points of the body. • Climb safely on equipment. • Stretch and curl to develop flexibility. • Jump in a variety of ways and land with increasing control and balance. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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
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			<ul style="list-style-type: none"> • I can follow a map in a (more demanding) familiar context. • I can follow a route within a time limit.
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Computing

National Curriculum	Chris Quigley	Y3	Y4
<ul style="list-style-type: none"> ♣ design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts ♣ use sequence, selection, and repetition in programs; work with variables and various forms of input and output ♣ use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs 	<p><u>Coding</u></p> <ul style="list-style-type: none"> • Use specified screen coordinates to control movement. • Set the appearance of objects and create sequences of changes. • Create and edit sounds. Control when they are heard, their volume, duration and rests. • Control the shade of pens. • Specify conditions to trigger events. • Use IF THEN conditions to control events or objects. • Create conditions for actions by sensing proximity or by waiting for a user input (such as proximity to a specified colour or a line or responses to questions). 	<p>Algorithms and programming</p> <ul style="list-style-type: none"> • 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. <p>Information technology</p> <ul style="list-style-type: none"> • I can use a range of software for similar purposes. 	<p>Algorithms and programming</p> <ul style="list-style-type: none"> • 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. <p>Information technology</p>

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<p>♣ understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration</p> <p>♣ use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p> <p>♣ select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p> <p>♣ use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>	<ul style="list-style-type: none"> • Use variables to store a value. • Use the functions define, set, change, show and hide to control the variables. • Use the Reporter operators <p>() + ()</p> <p>() - ()</p> <p>() * ()</p> <p>() / ()</p> <p>to perform calculations.</p> <ul style="list-style-type: none"> • <u>Connect</u> • Contribute to blogs that are moderated by teachers. • Give examples of the risks posed by online communications. • Understand the term ‘copyright’. 	<ul style="list-style-type: none"> • 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. <p>Digital literacy</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • I can select and use software to accomplish given goals. • I can collect and present data. • I can produce and upload a pod cast. <p>Digital literacy</p> <ul style="list-style-type: none"> • I recognise acceptable and unacceptable behaviour using technology.
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	<ul style="list-style-type: none">• Understand that comments made online that are hurtful or offensive are the same as bullying.• Understand how online services work. <p><u>Communicate</u></p> <ul style="list-style-type: none">• Use some of the advanced features of applications and devices in order to communicate ideas, work or messages professionally. <p><u>Collect</u></p> <ul style="list-style-type: none">• Devise and construct databases using applications designed for this purpose in areas across the curriculum.		
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