

Science

To work scientifically

I make careful observations and take accurate measurements using standard units.

I can record and present findings using simple scientific language, written and oral presentations, drawings, diagrams, keys, bar charts and tables.

I can identify differences, similarities or changes related to simple scientific ideas and processes.

I can ask relevant questions and use different types of scientific enquiry to answer them including comparative and fair tests.

I can use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.

States of Matter

I can describe the characteristics of different states of matter and group materials on this basis

I can describe how materials change state at different temperatures

I can identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.

Electrical circuits

I can construct and name the basic parts of a simple series circuit, including cells, wires, bulbs, switches and buzzers.

I can recognise and can explain why materials are good conductors and insulators.

I can identify common appliances that run on electricity.

Art Egyptian

Artists

I am able to research and appraise work of artists and designers and show their influences in my work.

Expression and Imagination

I am able to talk about my artistic intention and how I want my audience to feel or think.

Materials

I can use and explore a wide range of materials to add tone and depth to my work.

Techniques

I can revisit and review ideas and techniques to improve artistic techniques using my sketchbook

Geography UK / Egypt (modern day)

Human and physical geography

I can describe and explain the key features of different types of settlements and land use

I understand how settlements have changed over time

Place knowledge

I describe how some places are similar and dissimilar in relation to their human and physical features (U.K. and a contrasting region)

History—Ancient Egypt

Being a historian

I know the difference between primary and secondary sources.

I can explain how historical artefacts can be used to help build up a picture of the past.

I can discuss the impact that significant historical periods had on the world.

I know how events and periods studied fit chronologically with some other key events in history

I can present the information I have learnt in a variety of ways

Music Amazing Egyptians (Music Expressing) / Walk like an Egyptian

I can improvise and compose music for a range of purposes, controlling musical qualities.

History of music

I am aware of important pieces of music from some famous composers (eg: Beethoven, Mozart, John Williams)

Listening and appraising

I can evaluate how music is used to create different moods and atmosphere

I can describe the features of different styles of music (eg: early music, classical, jazz, rock etc...)

Singing and performing

I can sing songs with accurate pitch and perform a simple part rhythmically

Computing

E-safety

I understand how to protect my identity online and how to report an concerns

I understand how to be respectful and responsible online as well as offline

Information technology

I can use software to collect and present data

Design and Technology—Moving mummies

Design

I generate and develop ideas using exploded diagrams and prototypes.

I use different ways to creatively record and present my designs to show they are fit for purpose.

Evaluate

I can evaluate and suggest improvements for my design.

Make

I can choose and use appropriate tools from a wider range to perform practical tasks.

I can choose suitable materials from a wider range and explain its suitability.

Technical knowledge

I am able to understand and use mechanical systems in my products.

Walk like an Egyptian

R.E. Unit 3.1 Remembering / Christmas

To understand beliefs and teachings

*Present the key teachings and beliefs of a religion.

*Refer to religious figures and holy books to explain answers.

To understand practices and lifestyles

Identify religious artefacts and explain how and why they are used. *Describe religious buildings and explain how they are used.

To understand how beliefs are conveyed

*Identify religious symbolism in literature and the arts

To reflect

*Show an understanding that personal experiences and feelings influence attitudes and actions. *Give some reasons why religious figures may have acted as they did.

To understand values

*Explain how beliefs about right and wrong affect people's behaviour. *Describe how some of the values held by communities or individuals affect behaviour and actions. *Discuss and give opinions on stories involving moral dilemmas

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Jigsaw

Celebrating Difference

I can tell you about a time when my words affected someone's feelings and what the consequences were (Y3)

I can give and receive compliments and know how this feels (Y3)

I can tell you a time when my first impression of someone changed as I got to know them (Y4)

I can explain why it is good to accept people for who they are (Y4)

French Salut! Ça va?

Listening

I can listen for specific words and phrases

Speaking

I can communicate by asking and answering a wider range of questions and presenting short pieces of information

I can explore the patterns and sounds of language to help develop accurate pronunciation and intonation

I can name and describe people, places and objects

Reading

I read a wider range of words, phrases and sentences aloud

Writing

I can write a short text using a model

I can write a few simple sentences from memory

P.E.

To develop practical skills in order to participate, compete and lead a healthy lifestyle

Invasion Games

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

Gymnastics

I can include change of speed and direction with control

I can include a range of shapes in a sequence I work with a partner to create, repeat and improve a sequence with at least three phases

Dance

I can use dance to communicate an idea through a range of movements and patterns

Swimming Y4

I can use a range of strokes effectively

I perform safe self-rescue in different water based situations

I swim competently, confidently and proficiently over a distance of at least 25m

