

Science

Physics—light

To recognise and understand the properties of light.

To recognise that light is reflected from surfaces.

To recognise that shadows are formed when the light from a light source is blocked by a solid object.

To gather, record, classify and present data in a variety of different ways to help answer questions. (Working Scientifically)

To record findings and present data using simple scientific language, written and oral explanations, diagrams, pictures, keys, bar charts and tables. (Working Scientifically)

Biology—Animals including humans.

To describe the simple functions of the basic parts of the digestive system in humans.

To identify the different types of teeth in humans and their simple functions.

To learn about a key figure in science.

To ask relevant questions and use different types of scientific enquiry to answer them including comparative and fair tests. (Working Scientifically)

To make careful observations and take accurate measurements using standard units. (Working Scientifically)

To identify scientific evidence that has been used to support or refute ideas or arguments. (Working Scientifically)

Music—wider ops

Singing (developing pitch, melody, rhythm and control individually and as part of a group)

Listening (exploring feelings and emotions in response to music, giving opinions, identifying instruments, structure and musical features)

Composing (improving, composing, notating: representing sounds through symbols, standard and non-standard notation)

Performing (singing, playing instruments, individual and groups, practicing, rehearsing, presenting, recording and evaluating)

Musicianship (understanding music: pulse/beat/metre, rhythm, pitch/melody, tempo, dynamics, timbre, texture and structure/form)

Chronology (history of music and changes over time)

Similarity and difference (comparing pieces of music, identifying common/different styles and techniques)

Significance (significant composers, pieces of music and musical movements)

Written, oral and creative expression (using music terminology, responding, refining, describing, experimenting and exploring)

Art

Making skills: Craft, design, materials and techniques

- I can make art from recycled materials, create sculptures, print and create using a range of materials
- I can display and present my own artwork

Making skills: Drawing

- I show an understanding of geometry and proportion in my drawings
- I can draw still life from observation

Making skills: Painting

- I can paint with expression, analysing painting by artists

Knowing and applying formal elements: Colour

- I can analyse and describe colour and painting techniques in artists work

Knowing and applying formal elements: Tone

- I can use a variety of tones to create different effects

Knowing and applying formal elements: Form

- I can further develop my ability to describe and model form in 3D using a range of materials
- I can analyse and describe how artists use and apply form in their work

Knowing and applying formal elements: Line

- I can apply symmetry to draw accurate shapes
- I can analyse and describe how artists use line in their work

Knowing and applying formal elements: Shape

- I can create geometric compositions using mathematical shapes

Knowledge of artists and designers

- I can explain the historical or cultural significance of the work of a chosen artist or art form
- I use my sketchbook to experiment with techniques used by studied artists

Sketchbooks

- I can use sketchbooks for planning and refining work, to record observations and ideas and develop skill and technique

Creating original artwork; Identify similarities and differences to others' work; Reflecting

- I can build a more complex vocabulary when discussing my own and others' art
- I can use my own and others' opinion to identify areas of improvement

Knowing and applying formal elements: Shape

I can create geometric compositions using mathematical shapes

Design and Technology

Electrical systems

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

I can write a design criteria.

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.

I can test and evaluate my product against the original design criteria.

I can evaluate and suggest improvements for my design.

I understand how electrical systems work.

Computing

Repeating shapes

To identify that accuracy in programming is important

To create a program in a text-based language

To explain what 'repeat' means

To modify a count-controlled loop to produce a given outcome

To decompose a program into parts

To create a program that uses count-controlled loops to produce a given outcome

To develop the use of count-controlled loops in a different programming environment

To explain that in programming there are infinite loops and count controlled loops

To develop a design which includes two or more loops which run at the same time

To modify an infinite loop in a given program

To design a project that includes repetition

To create a project that includes repetition

P.E.

Football

To be able to pass, throw and catch accurately with control

To be able to keep possession of the ball

To be able to vary my tactics and adapt my skills depending on what is happening in a game

Cricket

To be able to catch with one hand

To be able to hit, bowl, throw and catch with increasing accuracy

To be able to vary my tactics and adapt my skills depending on what is happening in a game

OOA—

To be able to work in a team and individually to use a map and solve problems with greater confidence and can identify risks whilst advising others

To be able to follow a route within a time limit

Jigsaw Dreams and Goals / Healthy Me

To be able to plan and set new goals even after a disappointment.

To be able to recognise when people are putting you under pressure and can explain ways to resist this when you want to.

Spanish

I can

Phonics (the system of the sounds of a language and how these are represented in written words)

Vocabulary (building a body of useful words for different contexts and situations to enable communication and understanding)

Grammar (including syntax and inflectional and/or derivational features i.e.: the systems for changing the form of a word and for creating new words respectively)

R.E.

People who inspire us

can explain what prompts people to commit to an ethical cause.

I can explain and give reasons why a person of faith devoted themselves to a cause.

I can give examples of altruistic actions in the community.

Easter

I can explain the meaning of the cross for Christians and how it conveys the Easter message.

Geography

Geographical skills and field work

I can use various sources to identify different locations around the world

Locational knowledge

I can locate all continents, oceans and major countries on a world map

I understand that countries are separated by borders

Human and physical geography

I can describe and explain the key physical features of mountains

Around the world