Science

Earth Sciences

To describe the movement of the Earth, and other planets, relative to the Sun in the solar system.

To use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.

To describe the movement of the Moon relative to the Earth.

To learn about a key figure in science.

Living Things and their Habitats

To describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.

To learn about a key figure in science.

Computing

Flat-File Databases

Compare paper and computer-based databases

Explain that tools can be used to select specific data

Apply knowledge of a database to ask and answer real-world questions

Selection in Physical Computing

Control a simple circuit connected to a computer.

Design write and create a program that uses selection.

Write programs including controlled loops.

R.E.

I can show an understanding of why people show commitment in different ways

I can describe how different practices enable Jews to show their commitment to God and understand that some of these will be more significant to some Jews than others

I can explain why I think some ways of showing commitment to God might be better than others for Jews

I can show an understanding of why people show commitment in different ways

I can describe how different practices enable Christians to show their commitment to God and understand that some of these will be more significant to some Christians than others
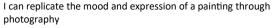
I can explain why I think some ways of showing commitment to God might be better than others for Christians

Art

I can create a photo montage using secondary source photographs

I can use text and image together to create meaningful and powerful photo posters

I can understand abstract art through photography

I can develop a self-portrait from a photograph and translate it into a drawing

I can replicate the mood and expression of a painting through photography

The Americas

History

I can explain the major achievements of one of the earliest civilization. (relating to the key concepts)

I can place a non-European civilisation on a timeline along with major historical periods of the same time including British and European history.

I can give a detailed overview of a non-European civilisation that contrasts with British history (relating to the key concepts)

Geography

I can use a map to locate the worlds countries, including the countries of Europe and North and South America

I can identify the position of the Northern and Southern Hemisphere, the Equator and the Tropic of Cancer and Capricorn

I understand scale factor / I can read and calculate distances from a scale

I describe how some places are similar and dissimilar in relation to their human and physical features (including North or South America)

Languages

I listen attentively and understand more complex phrases and sentences

I take part in short conversations using familiar structures and vocabulary

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

I can speak with increasing confidence and fluency

I can read a variety of short simple texts in different formats and in different contexts

I can focus on correct pronunciation and intonation, using tone of voice and gesture to convey meaning when reading aloud

I write simple sentences and short texts using a model

I can use a dictionary to check the spelling of words

I understand some basic grammar appropriate to the language being studied

P.E.

Athletics

To be able to control my body when taking off and landing

To be able to throw with accuracy

Net / Wall Games—Tennis

To develop techniques for ground strokes and volleys

To develop a backhand technique and use it in a game

To be able to serve overarm

Design and Technology

I use research and develop design criteria to design innovative functional and appealing products aimed at a specific group.

I generate and develop ideas using a variety of design techniques.

I can model ideas through prototypes.

I select and use specialist tools and equipment to perform practical tasks accurately.

I can evaluate my ideas and products against my own design criteria and consider the views of others to improve my work.

I understand and use electronics in my work.

Music

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)

Jigsaw

Relationships

I can explain how to stay safe when using technology to communicate with my friends.

I can recognise and resist pressure to use technology in ways that may be risky or cause harm to myself or others.

Changing Me

I can describe how boys and girls bodies change during puberty.

I can describe how I feel about the changes that will happen to me during puberty.