



RE

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

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

I can think of some ways of showing commitment to God that would be better than others for Muslims.

I can explain the qualities needed in different people because of the important jobs they are chosen to do.

I can make links between the Virgin Birth and Christian beliefs about Jesus (Incarnation).

I can start to consider my own response to the Christian belief in the Virgin birth, showing respect to Christian views.

Speaking

I can say what I eat and drink to stay healthy.

Listening

I can listen to someone describing what they do in order to stay healthy and answer questions about it.

Reading

I can read an extract and answer questions about how to stay healthy.

Writing

I can write a letter to Father Christmas.

Grammar

I can use the first person singular of the verbs 'comer' and 'beber' in their positive and negative form.

The Victorians

Art

To critique the works of William Morris.
To create a motif
To recognise and name pattern types
To identify pattern types within famous works.
To over-print to create a design.

Design Technology

Design
I can explore a range of products and identify how the mechanism works.
I can use computer aided design to create a mechanical product.

Make
I can measure, mark and check the pieces required to make my project accurately.

Evaluate
I can test and evaluate the success of my project and suggest how to improve it.

Technical Knowledge
I can use tools safely to measure and cut the required components accurately.

MFL

History

Historical Chronology

I can explain where the Victorian era was in history & how events from one time period (the Stuarts/Tudors) affect another (the Victorians).

Historical Concepts

I can identify features (industrial revolution, art, culture, scientific progress) of past societies (the Victorians) and identify links to different historical periods (the Stuarts/Tudors)

Historical Interpretation

I understand the complexity of people's lives in the Victorian era and how their society was very different due to changes or challenges at the time (industrial revolution, school, etc).

Historical Enquiry

I know how our knowledge of the past is constructed from a range of sources.

Historical Communication

I can carefully select relevant historical information, considering different viewpoints or thinking about possible bias

Geography

Locational

I can identify key topographical features and land use patterns of a known area.

Place

I can compare key topographical features and land use patterns of two contrasting localities (Russia/area of choice).

Human/Physical

I can explain how biomes have influenced the way land is used.

Skills/fieldwork

Using a range of media, I can plot key human and physical features of an area on a map.

Music

Singing

I can sing songs that involve a syncopated rhythm.

Listening

I can listen to a piece of music and comment on the genre or style of the music using a range of musical vocabulary.

Composing

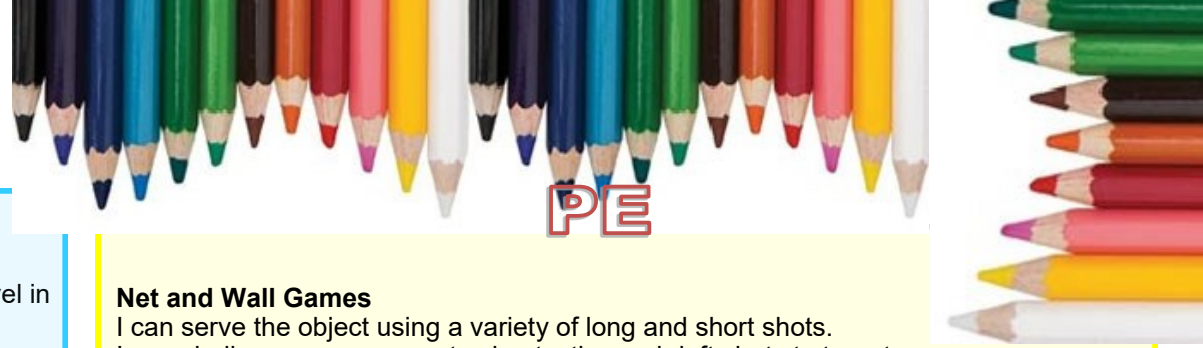
I can create music with multiple sections that include repetition and contrast.

Performing

I can perform melodies following staff notation using a small range C -C'/do-do whilst making decisions about dynamic range.

Musical Notation

I can understand the difference between semibreves, minims, crotchets, quavers and semibreves and their equivalent rests.



Computing

CEOPS

I can distinguish between safe and unsafe behaviours online.
I can Articulate advice on how children can stay safe online.
I can find the Thinkuknow 8-10s website and locate advice and support pages.

Excel

I can create a data set in a spreadsheet
I can build a data set in a spreadsheet
I can explain that formulas can be used to produce calculated data
I can apply formulas to data
I can create a spreadsheet to plan an event
I can choose suitable ways to present data

Algorithms

I can identify examples of information that is a variable
I can explain why a variable is used in a program
I can choose how to improve by using variables
I can design a project that builds on a given example
I can use my design to create a project
I can evaluate my project

Light

Scientific Knowledge

I can recognise that light appears to travel in straight lines.

I can use the idea of light travelling in straight lines to explain that objects are seen because they give out or reflect light into the eye.

I can explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.

I can explain why shadows have the same shape as the object that casts them.

Working Scientifically

I can plan a scientific enquiry to answer a question, recognising and controlling variables.

Electricity

Scientific Knowledge

I can associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit

I can compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches.

I can use recognised symbols when representing a simple circuit in a diagram.

Working Scientifically

I can use equipment to make systematic observations.

Net and Wall Games

I can serve the object using a variety of long and short shots.
I can challenge my opponent using tactics and deft shots to target their weaknesses.

I can master the use of space when playing on my own or part of a team.

I can change my grip on the racket to demonstrate different techniques (forehand, backhand, serve, volley).

I can keep score of my own game and umpire that of my peers.

Athletics

I can throw with greater force and accuracy using the pull technique.

I can perform a variety of jumps with a run up, maintaining control at the different stages

I can transfer a relay baton as part of a team when racing competitively.

I can start a relay effectively and change pace when racing in a relay.

Gymnastics

I can jump and balance independently, paired or as a group using my own body and my peers.

I can evaluate performances using technical language (balance, unison, counter-balance and body tension) to improve my own work and that of others.

I can compete and challenge myself to improve across the fundamental areas (balancing, jumping, rolling, using apparatus).

I can seamlessly perform routines and a range of skills.

I can confidently use equipment when choreographing sequences and routines.

Dance

I can develop a motif demonstrating agility, precision, balance and co-ordination.

I can creatively change static actions into travelling movements.

I can communicate effectively with a partner and in a group.

I can use canon, formation changes, direction and level to improve my dance.

I can use timing, execution and performance skills to assess work of my own and that of my peers.