

Art

To consider the techniques and media used by an artist to create reflections.
To use watercolours to create reflections
To create reflections in the style of Andy Goldsworthy.
To demonstrate textures with a pencil.
To create a cityscape using collage.

Music

Singing
I can sing a broad range of songs with a range of an octave (do-do).

Listening
I can listen to a piece of music and say whether it is in a major or minor key.

Composing
I can improvise using a limited range of pitches making use of musical features including smooth (legato) and detached (staccato).

Performing
I can perform melodies following staff notation using a small range C-G (do-so) as a class or small group.

Musical Notation
I can understand the difference between minims, crotchets, paired quavers and rests.

Design & Technology

Design
I can analyse current products similar to that which I will create.
I can use set criteria to design a product fit for purpose.

Make
I can select and use a range of materials and tools to perform practical tasks accurately.

Evaluate
I can research and understand how key engineers have developed technology.
I can evaluate my own designs and suggest improvements.

Technical Knowledge
I can understand the use of mechanical systems in my products.

Geography

Locational
I can locate and name the main islands surrounding the UK.
I can link settlements to key events in History.

Place
I can name and locate the capital cities of neighbouring European countries.

Human/Physical
I can identify similarities and differences between a UK region and another European country.

Skills/fieldwork
I can give accurate measurements between two given places within the UK.

MFL

Speaking
I can name 6 parts of the body.

Listening
I can follow classroom instructions.

Reading
I can read words in Spanish and match them to the correct part of the body.

Writing
I can use a bilingual dictionary to look up new words.

Grammar
I can understand the concept of singular and plural words.



History

Historical Chronology
I can create a timeline to show where in history the Vikings are positioned in relation to other topics we have learnt about.

Historical Concepts
I can understand and explain when and where the Vikings came from and why they invaded Britain.

Historical Interpretation
I can explain the significance of an individual during the Viking period. (Alfred the Great, King Etherel II, Edward the Confessor)

Historical Enquiry
I can appreciate how historical artefacts (primary and secondary sources) have helped us understand more key aspects of Viking life.

Historical Communication
I can present the main events, people and the changes that the Viking period had on Britain.

PSHE

Families and People Who Care For Me
I understand how to show that I respect the differences of other children's families.
I understand that healthy families support each other in times of difficulty.
I understand the importance of spending time with family.

Respectful Relationships
I can respect others and if necessary constructively challenge their point of view.
I can recognise ways in which friendships and other relationships can be unhealthy and whom to talk to if I need support.
I understand that people sometimes behave differently online and may pretend to be someone they're not.

Mental Health:
I understand how the balance of physical, mental and emotional health affects my wellbeing.
I can realise and understand the consequences of bullying and discrimination on individuals and communities.

Computing

Image Editing

- To explain that the composition of digital images can be changed
- To explain that colours can be changed in digital images
- To explain how cloning can be used in photo editing
- To explain that images can be combined
- To combine images for a purpose
- To evaluate how changes can improve an image

RE

Buddhism

- I can start to show an understanding of why people think it is difficult to be happy all the time.
- I can tell you some of the things Siddhattha did to try to be happy and explain why I think they didn't work for him.
- I can begin to show an understanding of what being happy means to Buddhists.

Christianity

- I can design a symbolic object to show the significance of Christmas or the Christmas holiday to me.
- I can describe one thing a Christian might learn about Jesus from a Christmas symbol.
- I can ask questions about what Christmas means to Christians and compare this with what it means to me.



PE

Outdoor Adventurous Activities (OAA)

- I can accurately follow and give instructions.
- I can confidently communicate ideas and listen to others.
- I can use simple maps to follow a short trail, going from one place to another.
- I can plan and apply strategies to solve problems.
- I can reflect on when and why I was successful at solving challenges.

Swimming

- I can swim competently, confidently and proficiently over a distance of at least 25 metres.
- I can use a range of strokes effectively.
- I can perform safe self-rescue in different water-based situations.

Gymnastics

- I can plan and perform longer sequences that include a change of speed, level and pathway with a partner.
- I can perform gymnastics actions, balances, shapes and rolls with confidence, fluency and control.
- I can use unison, cannon, symmetry and asymmetry.
- I can describe and evaluate my own and others performance using gymnastics vocabulary.
- I understand that strength and flexibility can improve my performance.