
















Subject	Topic	Key Knowledge and Skills
<b>English</b> 	<b>Reading</b>	<ul style="list-style-type: none"> <li>I can make comparisons within and across books.</li> <li>I can summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.</li> </ul>
	<b>Writing</b>	<ul style="list-style-type: none"> <li>I can write character setting and descriptions.</li> <li>I can write to build atmosphere.</li> <li>I can write a non-chronological report</li> <li>I can write using non-fiction devices</li> <li>I can write an information text.</li> <li>I can write an explanation text.</li> </ul>
	<b>Grammar and Spelling</b>	<ul style="list-style-type: none"> <li>I can convert nouns and adjectives into verbs using suffixes.</li> <li>I can link ideas across paragraphs using adverbials of time.</li> <li>I can use brackets, dashes or commas to indicate parenthesis.</li> </ul>
<b>Maths</b> 	<b>Multiplication and division</b> <b>Fractions</b> <b>Decimals and percentages</b> <b>Perimeter and Area</b> <b>Statistics</b>	<ul style="list-style-type: none"> <li>I can multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for 2-digit numbers.</li> <li>I can use the formal written method for short division.</li> <li>I can recognise mixed numbers and improper fractions and convert from one form to the other.</li> <li>I can add and subtract fractions with denominators that are multiples of the same number.</li> <li>I can multiply proper fractions and mixed numbers by whole numbers.</li> <li>I can read, write, order and compare numbers with up to three decimal places.</li> <li>I can understand that per cent relates to 'number of parts per hundred'.</li> <li>I can round decimals to one decimal place or the nearest whole number.</li> <li>I can find area and perimeter of composite rectilinear shapes</li> <li>Solve problems in line graphs and timetables</li> </ul>
<b>Science</b> 	<b>Forces</b> Can you feel the force?	<ul style="list-style-type: none"> <li>I can demonstrate how gravity works on objects.</li> <li>I can demonstrate how friction affects movement.</li> <li>I can demonstrate how air resistance can make things fall slower.</li> <li>I can demonstrate how water resistance slows the speed things sink in water.</li> <li>I can research how gears, pulleys, leavers and springs work.</li> </ul>
	<b>Reversible and Irreversible Changes</b> How can we manipulate different materials?	<ul style="list-style-type: none"> <li>I can observe and test how sugar dissolves in water.</li> <li>I can test how the temperate affects the speed sugar dissolves.</li> <li>I can find patterns in the size of a particle and how well it filters.</li> <li>I can find patterns in how long it takes water to evaporate.</li> <li>I can explain who Spencer Silver was.</li> </ul>
<b>Computing</b> 	<b>Programming A</b> A selection in physical computing	<ul style="list-style-type: none"> <li>I can create a simple circuit and connect it to a microcontroller.</li> <li>I can connect more than one output component to a microcontroller.</li> <li>I can design a conditional loop.</li> <li>I can test and debug my project.</li> </ul>
	<b>Data and Information</b> Fact-file databases	<ul style="list-style-type: none"> <li>I can create a database using cards.</li> <li>I can explain what a field and a record is in a database.</li> <li>I can explain that data can be grouped using chosen values.</li> <li>I can explain the benefits of using a computer to create charts.</li> </ul>
<b>Geography</b> 	<b>Key countries and features of the world. Regions, tropics, hemispheres, , biomes, times zones, Longitude/Latitude</b> Where could we go? Fantastic journeys!	<ul style="list-style-type: none"> <li>I can understand physical geography at a global scale including climate zones and biomes.</li> <li>I can use knowledge of Longitude and Latitude, equator and time zones.</li> <li>I can understand the interactions of climate with landscape and development.</li> <li>I can understand the role of climate in vegetation.</li> </ul>
<b>History</b> 	<b>A non-European society that provides contrasts with British history</b> Who was making history in faraway places around the year 1000?	<ul style="list-style-type: none"> <li>I know the key features of a Mayan society in contrast to Britain at a similar time.</li> <li>I can use chronological knowledge around contemporaneous development and duration.</li> <li>I can use of primary sources and artefacts in unfamiliar style and language to make supported inferences.</li> <li>I can consider how useful a primary source is for a particular enquiry.</li> </ul>
<b>French</b> 	<b>Hobbies (les passe-temps)</b>	<ul style="list-style-type: none"> <li>I can name hobbies</li> <li>I can talk about types of music and giving a variety of opinions.</li> <li>I can say what musical instruments I play.</li> <li>I can talk about different genres of film.</li> </ul>
	<b>A School Trip (une excursion scolaire)</b>	<ul style="list-style-type: none"> <li>I can use the perfect past tense.</li> <li>I can use the future tense.</li> <li>I can use some common verbs.</li> <li>I can use vocabulary associated with a trip to a museum and the countryside.</li> </ul>

<p><b>Art</b></p> 	<p><b>Art and Design</b> Every picture tells a story.</p>	<ul style="list-style-type: none"> <li>• I can study familiar packaging to inspire art.</li> <li>• I can express thoughts and feelings about familiar products.</li> <li>• I can design a new invention.</li> <li>• I can improve the mastery of drawing and painting skills, learning how to scale art using mathematical processes.</li> <li>• I can create drawings using the continuous line method.</li> <li>• I can link artwork to work produced in English poetry lessons.</li> <li>• I can create visual representations of poetry.</li> <li>• I can draw using observation, imagination and creativity.</li> <li>• I can control line with a pencil to create detailed drawings.</li> <li>• I can describe lines, textures and shape using the language of art.</li> <li>• I can create a collage and draw this from observation.</li> <li>• I can successfully upscale a drawing and paint accurately.</li> <li>• I understand how animators and artists invent and create ideas for products.</li> <li>• I can use self and peer evaluation to develop ideas and improve outcomes.</li> <li>• I can use imagination and visualisation to create an original piece of artwork.</li> <li>• I can develop and discuss my ideas through sketches.</li> <li>• I understand the processes of creating original art.</li> </ul>
<p><b>DT</b></p> 	<p><b>Doodlers</b></p>	<ul style="list-style-type: none"> <li>• I can create a high-quality product suitable for a target user.</li> <li>• To understand how motors are used in electrical systems</li> <li>• To assess features and factors that can affect a product's form and function</li> <li>• To research and develop an existing product</li> <li>• To create a DIY kit for another to use in order to assemble a product</li> </ul>
<p><b>Music</b></p> 	<p><b>African Drumming</b></p>	<ul style="list-style-type: none"> <li>• I can listen and respond to rhythms played on the African Drums.</li> <li>• I can make different sounds using the African Drums.</li> <li>• I can put sounds together to create a rhythm.</li> <li>• I can follow a rhythm, counting beats to keep in time.</li> <li>• I can play a rhythm in unison with my class mates.</li> <li>• I can perfect two African rhythms.</li> <li>• I know why the rhythms would be played.</li> <li>• I know which region of Africa the rhythms come from.</li> <li>• I can develop a class performance of the African Drums.</li> <li>• I can perform the African Drum for an audience.</li> </ul>
<p><b>PE</b></p> 	<p><b>Dance</b> What's so funny? <b>Net and Wall</b> Mini-Tennis Long &amp; Thin, Short &amp; Fat</p>	<ul style="list-style-type: none"> <li>• I can show an understanding of the form and structure of the dance.</li> <li>• I can plan and perform dances confidently</li> <li>• I can use forehand, backhand and overhead shots</li> <li>• I can consistently get the ball near the target</li> <li>• I can apply rules consistently and fairly</li> </ul>
<p><b>PSHE</b></p> 	<p><b>Valuing Difference</b></p> <p><b>Rights and Responsibilities</b></p>	<ul style="list-style-type: none"> <li>• I can appreciate the range of national, regional, religious and ethnic identities in the United Kingdom.</li> <li>• I can examine critically what is presented to me in social media and why it is important to do so; understand how information contained in social media can misrepresent or mislead; the importance of being careful what I forward to others.</li> <li>• I can recognise different types of relationships.</li> <li>• I know that my actions affect myself and others.</li> <li>• I can listen and respond respectfully to a wide range of people.</li> <li>• I can understand that differences and similarities between people arise from a number of factors.</li> <li>• I can recognise and challenge stereotypes.</li> <li>• I know about the difference between, and the terms associated with, sex, gender identity and sexual orientation.</li> <li>• I can research, discuss and debate topical issues, problems and events concerning health and wellbeing.</li> <li>• I know why and how rules and laws that protect me, and others, are made and enforced and why different rules are needed in different situations.</li> <li>• I know that I have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment.</li> <li>• I can recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing.</li> <li>• I know about the role money plays in my own and others' lives, including how to manage money and about being a critical consumer.</li> <li>• I can develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax'.</li> <li>• I can explore and critique how the media present information.</li> </ul>
<p><b>RE</b></p> 	<p><b>What do Christians believe about God?</b></p>	<ul style="list-style-type: none"> <li>• I can demonstrate detailed knowledge and understanding of the links between Christian beliefs in God and Biblical metaphor, symbols/other forms of Christian expression.</li> <li>• I can demonstrate detailed understanding of how such beliefs have an impact on the lives of Christians.</li> <li>• I can suggest meanings for some of the ways in which beliefs about God are represented in art/symbolism.</li> <li>• I can respond to the questions about Christian belief in God.</li> </ul>