
















Subject	Topic	Key Knowledge and Skills
English 	Reading	<ul style="list-style-type: none"> I can identify and discuss themes and conventions in and across a wide range of writing. I can make comparisons within and across books. I can provide reasoned justifications for their views.
	Writing	<ul style="list-style-type: none"> I can write a character and setting description. I can write a discussion text. I can write a narrative ending I can write dialogue. I can write instructions.
	Grammar and Spelling	<ul style="list-style-type: none"> I can use a semi-colon, colon and dash to mark the boundary between independent clauses. I can use passive to affect the presentation of information in a sentence.
Maths 	Ratio Algebra Decimals Percentages Fractions Perimeter, Area and Volume Statistics	<ul style="list-style-type: none"> I can solve problems with numbers up to three decimal places. I can solve problems involving the calculation of percentages. I can identify fraction, decimal and percentage equivalents. I can use simple formulae. I can describe linear number sequences. I can read, write and convert between measurements of length, mass, volume and time. I can calculate the area of parallelograms and triangles. I can find the volume of cubes and cuboids. I can use ratios. I can interpret and construct pie charts and line graphs.
Science 	Light Does light really light up my life?	<ul style="list-style-type: none"> I can describe how light travels. I can observe and record how my shadow changes over the course of a day. I can explain and model the law of reflection. I can explain and model refraction. I can explain who Sir Isaac Newton was.
	Electricity Will electricity give us that lightbulb moment?	<ul style="list-style-type: none"> I can group electrical appliances and components based on what electricity makes them do. I can test how the voltage of the batteries in a circuit affect the brightness of a light and volume of a buzzer. I can find patterns in the temperatures of a lightbulb.
Computing 	Programming A Variables in games	<ul style="list-style-type: none"> I can identify examples of information that is a variable. I can explain that a variable has a name and a value. I can create algorithms. I can test the code I have written.
	Data and Information Spreadsheets	<ul style="list-style-type: none"> I can collect data. I can construct a formula in a spreadsheet. I can produce a chart.
Geography 	Biomes and different types of forests, rainforests with a case study in South America. Fantastic Forests – Why are they so important?	<ul style="list-style-type: none"> I can name the different types of forests. I can use longitude and latitude coordinates to locate a forest using an atlas. I can research how local resources allow people to live in the forest.
History 	Aspect or theme since 1066 (review) Can we choose the UK's most important monarch?	<ul style="list-style-type: none"> I understand the key features of the role and power of selected monarch in differing periods in the past. I can discuss some of the key dates and key terms of UK History.
French 	Family (la famille)	<ul style="list-style-type: none"> I can name extended family members. I can say how many siblings I have. I can talk about the household tasks I do and have done I can form sentences using "on". I can use vocabulary associated with birthday parties.
	A Weekend with Friends (un weekend avec des amis)	<ul style="list-style-type: none"> I can talk about activities that I might do at the weekend. I can express what I would and wouldn't like. I can ask others if they would like to do something. I can name foods associated with midnight feasts. I can give a reason for accepting/declining an invitation.

<p>Art</p> 	<p>Make My Voice Heard</p>	<ul style="list-style-type: none"> • I can create 3D forms in clay. • I can develop my drawing and painting skills. • I can create graffiti art. • I can draw emotions. • I can create an impactful piece of art. • I can produce a finished piece of art. • I am developing an understanding of line, tone and 3D form.
<p>DT</p> 	<p>Structures: Playgrounds</p>	<ul style="list-style-type: none"> • I can design a playground with a variety of structures. • I can build a range of structures. • I can improve and add detail to my structures. • I can create a surrounding landscape.
<p>Music</p> 	<p>African Drumming</p>	<ul style="list-style-type: none"> • I can listen and respond to rhythms played on the African Drums. • I can make different sounds using the African Drums. • I can put sounds together to create a rhythm. • I can follow a rhythm, counting beats to keep in time. • I can play a rhythm in unison with my class mates. • I can perfect two African rhythms. • I know why the rhythms would be played. • I know which region of Africa the rhythms come from. • I can develop a class performance of the African Drums. • I can perform the African Drum for an audience.
<p>PE</p> 	<p>Gymnastics Group Dynamics</p>	<ul style="list-style-type: none"> • I can warm up safely and effectively • I can compose a balanced sequence with a clear start, middle and end • I can perform a wide range of actions and pair balances • I can perform fluently and with control and clarity
	<p>Net and Wall What a Racket</p>	<ul style="list-style-type: none"> • I can choose tactics effectively. • I can consistently get the ball over the net using forehand and backhand. • I can create a scoring system.
<p>PSHE</p> 	<p>Valuing Difference</p>	<ul style="list-style-type: none"> • I can appreciate the range of national, regional, religious and ethnic identities in the United Kingdom. • I can recognise different types of relationships. • I can listen and respond respectfully to a wide range of people. • I know that differences and similarities between people arise from a number of factors. • I can realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling') and how to respond and ask for help. • I can recognise and challenge stereotypes. • I know about the difference between, and the terms associated with, sex, gender identity and sexual orientation.
	<p>Rights and Responsibilities</p>	<ul style="list-style-type: none"> • I can recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves. • I know why and how rules and laws that protect me, and others, are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules. • I know that I have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment. • I can recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing. • I know about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer. • I can develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax'.
<p>RE</p> 	<p>How and why do people care about the environment?</p>	<ul style="list-style-type: none"> • I can demonstrate detailed knowledge and understanding of the teachings of Christianity, Buddhism and Islam in relation to care of the natural world by humans. • I can show understanding of some of the ways Christians, Buddhists and Muslims may act on these teachings and describe the impact this may have for them and for others. • I can describe some of the similarities and differences between these teachings and actions across Christianity, Buddhism and Islam. • I can ask questions raised by these teachings and actions within Christianity, Buddhism and Islam. • I can reflect on my own feelings and values in relation to care for the natural world.