













Subject	Topic	Key Knowledge and Skills
<p data-bbox="60 360 233 483">English Language and Literacy Units 1 &amp; 3</p> 	<p data-bbox="272 277 363 304"><b>Reading</b></p>	<ul data-bbox="603 215 1305 371" style="list-style-type: none"> <li>• I can infer meaning and use this to support my own ideas.</li> <li>• I can explain differences between oral and written stories.</li> <li>• I can read and follow instructions.</li> <li>• I can read a range of explanation texts and identify the key features.</li> <li>• I can use my voice effectively when reading playscripts aloud.</li> </ul>
	<p data-bbox="272 510 363 537"><b>Writing</b></p>	<ul data-bbox="603 383 1465 667" style="list-style-type: none"> <li>• I can write an alternative story ending from a particular point of view.</li> <li>• I can include actions that show what my character thinks and feels.</li> <li>• I can build suspense and vivid descriptions using interesting synonyms.</li> <li>• I can write a clear set of instructions.</li> <li>• I can structure instructions correctly.</li> <li>• I can use bullet points, time conjunctions and causal conjunctions in my instructions.</li> <li>• I can write a poem, building vivid images.</li> <li>• I can use similes, metaphors and personification to build images.</li> <li>• I can use persuasive techniques to put forward an argument.</li> </ul>
	<p data-bbox="272 725 523 752"><b>Grammar and Spelling</b></p>	<ul data-bbox="603 683 1369 801" style="list-style-type: none"> <li>• I can use conjunctions and adverbials to build cohesion within paragraphs.</li> <li>• I can use adverbs and adverbials to link paragraphs.</li> <li>• I can use modal verbs to show possibility of something happening.</li> <li>• I can use commas to clarify meaning and avoid ambiguity.</li> </ul>
<p data-bbox="108 887 185 913"><b>Maths</b></p> 	<p data-bbox="272 887 523 1077"><b>Decimals</b> <b>Properties of shape</b> <b>Position and direction</b> <b>Converting units</b> <b>Volume</b> <b>Negative numbers</b></p>	<ul data-bbox="603 813 1533 1160" style="list-style-type: none"> <li>• I can recognise and write decimal equivalents of any number of tenths or hundredths.</li> <li>• I can divide a one or two-digit number by 10 or 100.</li> <li>• I can identify 3-D shapes from 2-D representations.</li> <li>• I can estimate and compare acute, obtuse and reflex angles.</li> <li>• I can draw and measure angles using a protractor.</li> <li>• I can identify, describe and represent the position of a shape following a reflection or translation on a coordinate grid.</li> <li>• I can understand and use approximate equivalences between metric units and common imperial units.</li> <li>• I can estimate volume and capacity.</li> <li>• I can identify and use negative numbers.</li> </ul>
<p data-bbox="102 1167 191 1193"><b>Science</b></p> 	<p data-bbox="272 1167 539 1294"><b>Living Things (and Their Habitats)</b> Do all animals and plants start life as an egg?</p>	<ul data-bbox="603 1167 1321 1294" style="list-style-type: none"> <li>• I can observe how animals change over their lifetime.</li> <li>• I can classify different animals.</li> <li>• I can test how the level of salt affects how quickly brine shrimp hatch.</li> <li>• I can explain who Jane Goodall was.</li> </ul>
<p data-bbox="86 1339 207 1366"><b>Computing</b></p> 	<p data-bbox="272 1328 564 1384"><b>Programming Information</b> Quizzes</p>	<ul data-bbox="603 1317 1305 1406" style="list-style-type: none"> <li>• I can use Scratch to link my questions.</li> <li>• I can use the software to create an interactive model.</li> <li>• I can use a design card to create a question and answer format quiz.</li> </ul>
	<p data-bbox="272 1462 544 1518"><b>Information Technology</b> Vector Drawing</p>	<ul data-bbox="603 1417 1257 1576" style="list-style-type: none"> <li>• I can edit and manipulate images.</li> <li>• I can select parts of an image to copy.</li> <li>• I can use multiple layers, so changes only impact certain layers.</li> <li>• I can add abstract filters and brushes.</li> <li>• I can search a database using different operators.</li> </ul>
<p data-bbox="86 1592 207 1619"><b>Geography</b></p> 	<p data-bbox="272 1585 555 1771"><b>Trade links, natural resources, fieldwork, thematic maps, industry, farming, employment.</b> Where has my food come from?</p>	<ul data-bbox="603 1585 1528 1771" style="list-style-type: none"> <li>• I can understand knowledge of land-use patterns for farming in the UK and another area in the world.</li> <li>• I can see the distribution of natural resources, including food.</li> <li>• I can understand the economic activity, including food production.</li> <li>• I can understand how growing and producing food affects the physical geography of a place.</li> </ul>
<p data-bbox="108 1787 185 1814"><b>History</b></p> 	<p data-bbox="272 1787 523 1877"><b>A local history study</b> How has Great Lumley changed?</p>	<ul data-bbox="603 1787 1353 1843" style="list-style-type: none"> <li>• I know key features of the village (local historic environment) in the past.</li> <li>• I can develop my understanding of similarities and differences over time.</li> </ul>
<p data-bbox="108 1951 185 1977"><b>French</b></p> 	<p data-bbox="272 1939 411 1995"><b>Seasons (les saisons)</b></p>	<ul data-bbox="603 1895 978 2051" style="list-style-type: none"> <li>• I can say the names of seasons.</li> <li>• I can talk about seasonal activities.</li> <li>• I can recall my date of birth.</li> <li>• I can name craft materials.</li> <li>• I can follow craft instructions.</li> </ul>
	<p data-bbox="272 2096 475 2152"><b>The Environment (l'environnement)</b></p>	<ul data-bbox="603 2063 970 2184" style="list-style-type: none"> <li>• I can say what the weather is like.</li> <li>• I can name garden creatures.</li> <li>• I can talk about garden activities.</li> <li>• I can talk about recycling.</li> </ul>

 <p><b>Art</b></p>	<p><b>Design for Purpose</b></p>	<ul style="list-style-type: none"> <li>• I understand how visual language can be used to communicate personality and interests.</li> <li>• I can design, control and manipulate art materials to suit a purpose.</li> <li>• I am building confidence in using colour, shape and pattern.</li> <li>• I can express ideas and feelings about familiar products, designing and inventing new products.</li> <li>• I understand how artists use colour, pattern and shape to create positive visual effects.</li> <li>• I can work collaboratively to a specific design brief.</li> <li>• I can design a product which is appealing and purposeful.</li> <li>• I can present a product pitch.</li> <li>• I am able to present, discuss and critically appraise my work and the work of my peers using the language of art.</li> </ul>
 <p><b>DT</b></p>	<p><b>Food: What Could Be Healthier?</b></p>	<ul style="list-style-type: none"> <li>• I can explain where food comes from.</li> <li>• I can explain the term healthy.</li> <li>• I can adapt a traditional recipe.</li> <li>• I can make a complete product.</li> </ul>
 <p><b>Music</b></p>	<p><b>Looping and Remixing</b></p>	<ul style="list-style-type: none"> <li>• I can perform a looped body percussion rhythm, keeping in time with my group.</li> <li>• I can use loops to create a whole piece of music, ensuring that the different aspects of music work together.</li> <li>• I can play the first section of 'Somewhere Over the Rainbow' with accuracy.</li> <li>• I can choose a suitable fragment of music and be able to play it along to the back-beat.</li> <li>• I can perform a piece with some structure and two different loops.</li> </ul>
	<p><b>Musical Theatre</b></p>	<ul style="list-style-type: none"> <li>• I can explain what musical theatre is and I am able to recall at least three features of this kind of music.</li> <li>• I can categorise songs as action songs or character songs.</li> <li>• I can select appropriate existing music for my scene to tell the story of a journey.</li> <li>• I can perform in time with my group, ensuring smooth transitions between spoken dialogue, singing and dancing.</li> </ul>
 <p><b>PE</b></p>	<p><b>Athletics</b> Three Jump Challenge</p>	<ul style="list-style-type: none"> <li>• I can perform a range of basic jumps.</li> <li>• I can use a run up for my jump.</li> <li>• I can increase the distance I jump.</li> </ul>
	<p><b>Striking &amp; Fielding</b> Zone Rounders</p>	<ul style="list-style-type: none"> <li>• I can select different positions in the team.</li> <li>• I can move to retrieve the ball.</li> <li>• I can explain the tactics I have used.</li> </ul>
 <p><b>PSHE</b></p>	<p><b>Me and My Relationships</b></p>	<ul style="list-style-type: none"> <li>• I can describe the attributes needed to work collaboratively.</li> <li>• I can explain what is meant by negotiation and compromise.</li> <li>• I can describe how to resolve difficult issues or situations.</li> <li>• I understand that responsible and respectful behaviour is necessary when interacting online or face-to-face.</li> <li>• I can give examples of key qualities of friendship.</li> <li>• I can reflect on my own friendship qualities.</li> <li>• I can recognise what makes a relationship unhealthy.</li> <li>• I can identify risk factors in a range of situations.</li> <li>• I can understand and rehearse assertive skills.</li> </ul>
	<p><b>Growing and Changing</b></p>	<ul style="list-style-type: none"> <li>• I can deepen my understanding of good and not so good feelings.</li> <li>• I can understand change, including transitions, loss, separation, divorce and bereavement.</li> <li>• I can understand that my body will, and emotions may, change as I approach and move through puberty.</li> <li>• I can judge what kind of physical contact is acceptable or unacceptable and how to respond.</li> <li>• I know that differences and similarities between people arise from a number of factors.</li> <li>• 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.</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> </ul>
 <p><b>RE</b></p>	<p><b>How are Jewish beliefs expressed in the home?</b></p>	<ul style="list-style-type: none"> <li>• I know that the synagogue is a place of worship, prayer, education and community.</li> <li>• I can understand the importance of the home for demonstrating Jewish beliefs and practices e.g. daily prayer, Shabbat, key festivals, celebrations and kosher kitchen.</li> <li>• I can discuss beliefs and practices associated with daily prayer, including significance of Kippah, Tallit and Tzitzit.</li> <li>• I know how beliefs are expressed through practices of Pesach, Sukkot, Shavuot.</li> </ul>
	<p><b>Why do people use rituals today?</b></p>	<ul style="list-style-type: none"> <li>• I can show knowledge and understanding of what a ritual is and why rituals can be important today.</li> <li>• I can show detailed knowledge and understanding of the features and beliefs expressed in Christian Eucharist, Muslim ritual prayer (salah), the Jewish Pesach meal.</li> <li>• I can show similarities and differences between the religions studied in relation to ritual, meaning and significance.</li> </ul>