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| <p data-bbox="108 405 185 432">English</p>  | <p data-bbox="272 277 363 304">Reading</p> | <ul data-bbox="603 219 1433 360" style="list-style-type: none"> • I can use evidence to make predictions about characters' actions. • I can recognise the stylistic features of newspapers and magazines. • I can recognise the style and features of writing used in journalistic texts. • I can recognise poetic features and language. • I can understanding the deeper meaning of some poems. |
| | <p data-bbox="272 501 363 528">Writing</p> | <ul data-bbox="603 383 1533 645" style="list-style-type: none"> • I can write a first person narrative with a historical theme. • I can write in a journalistic style using the past tense. • I can use the 5 Ws (who, what, where, when, why) in my journalistic writing. • I can write an unbiased news report. • I can use adverbs, prepositional phrases and expanded noun phrases to add precision in a narrative. • I can enhance a narrative using sensory description, variety of sentence openers and figurative language. • I can use a variety of punctuation to engage the reader. |
| | <p data-bbox="272 712 523 739">Grammar and Spelling</p> | <ul data-bbox="603 656 1509 797" style="list-style-type: none"> • I can use expanded noun phrases to create ambitious vocabulary. • I understand all of the KS1 and KS2 grammar terms. • I can use commas, dashes and semicolons correctly to indicate stronger subdivisions than commas. • I can use layout devices to present information clearly. |
| <p data-bbox="108 898 185 925">Maths</p>  | <p data-bbox="272 936 555 1032">Properties of shape Geometry – Position and Direction</p> | <ul data-bbox="603 808 1501 1162" style="list-style-type: none"> • I can draw, name and classify 2D shapes. • I can measure and find missing angles. • I can find angles in triangles, quadrilaterals and polygons. • I can draw shapes accurately. • I can identify shapes from their nets. • I can name parts of a circle. • I can describe positions on the full coordinate grid. • I can read and plot points in all 4 quadrants. • I can translate shapes in all 4 quadrants. • I can reflect shapes in all 4 quadrants. • I can solve problems with coordinates. • I can apply my skills to solve a range of problems in themed consolidation units. |
| <p data-bbox="108 1173 185 1200">Science</p>  | <p data-bbox="272 1182 539 1240">Living Things (and Their Habitats)</p> <p data-bbox="272 1249 528 1308">Could Spiderman really exist?</p> | <ul data-bbox="603 1173 1485 1314" style="list-style-type: none"> • I can find patterns in the number of petals a flower has. • I can observe how mould grows. • I can research what different types of microorganisms do. • I can test how temperature affects how much gas is produced by yeast. • I can explain who Carl Linnaeus was and his importance for classification keys. |
| <p data-bbox="84 1330 204 1357">Computing</p>  | <p data-bbox="272 1339 443 1366">Creating Media</p> <p data-bbox="272 1375 419 1402">3D Modelling</p> | <ul data-bbox="603 1330 1129 1413" style="list-style-type: none"> • I can lift and move 3D objects using software. • I can colour 3D objects using software. • I can combine multiple 3D objects. |
| | <p data-bbox="272 1433 424 1460">Programming</p> <p data-bbox="272 1469 483 1496">Sensing Movement</p> | <ul data-bbox="603 1424 1509 1507" style="list-style-type: none"> • I can test my program on an emulator. • I can use a variable in an if, then, else statement to select the flow of a program. • I can decide what variables to include in a project. |
| <p data-bbox="84 1543 204 1570">Geography</p>  | <p data-bbox="272 1529 547 1648">Human and physical features, villages/cities/lifestyle. Comparative writing</p> <p data-bbox="272 1657 552 1704">Destination Sao Paulo! What do places have in common?</p> | <ul data-bbox="603 1525 1533 1693" style="list-style-type: none"> • I can use my own knowledge of key physical and human characteristics of a region of South America. • I can use my own knowledge of the effects of settlement. • I can understand geographical similarities and differences through the study of human and physical geography in the region of the United Kingdom and a region within South America. |
| <p data-bbox="108 1744 185 1771">History</p>  | <p data-bbox="272 1727 520 1785">Aspect or theme since 1066 (review)</p> <p data-bbox="272 1794 552 1877">Having fun in the UK! What's changed since the Romans left?</p> | <ul data-bbox="603 1722 1533 1863" style="list-style-type: none"> • I can develop a chronological understanding and an awareness of the key features of differing periods in the past. • I can use dates and key terms as appropriate. • I understand concepts of change/continuity and similarity/difference. • I can suggest new lines of enquiry and make supported inference. |
| <p data-bbox="108 1935 185 1962">French</p>  | <p data-bbox="272 1935 499 1962">The Future (le futur)</p> | <ul data-bbox="603 1890 1517 2009" style="list-style-type: none"> • I can use the future tense in the first, second and third person (singular and first-person plural). • I can use adjectives to compare people. • I can think of more ways to describe how I am feeling. |
| | <p data-bbox="272 2069 467 2096">Jobs (les metiers)</p> | <ul data-bbox="603 2018 1305 2136" style="list-style-type: none"> • I can name several jobs in French. • I can say what I want to be when I'm older. • I can name some workplaces. • I can say vocabulary linked to space stations and fire stations. |

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|  <p>Art</p> | <p>Still Life</p> | <ul style="list-style-type: none"> • I can sketch ideas for a still life. • I can draw a still life study using charcoal. • I can draw using a negative medium. • I can paint a still life study in colour. • I can create a box to showcase my work. |
|  <p>DT</p> | <p>Digital World: Navigating the World</p> | <ul style="list-style-type: none"> • I can incorporate key information from a client's design request such as 'multifunctional' and 'compact' in their design brief. • I can write a program that displays an arrow to indicate cardinal compass directions with an 'On start' loading screen. • I can identify errors (bugs) in the code and suggest ways to fix (debug) them. • I can self and peer evaluate a product concept against a list of design criteria with basic statements. • I can identify key industries that use 3D CAD modelling and why. • I can recall and describe the name and use of key tools used in Tinkercad (CAD) software. • I can combine more than one object to develop a finished 3D CAD model in Tinkercad. • I can complete a product pitch plan that includes key information. |
|  <p>Music</p> | <p>Songs of WW2</p> | <ul style="list-style-type: none"> • I can use musical and comparative language in discussion. • I can follow the melody line. • I can follow the scores with a good sense of timing, showing that I understand which section of pitch I am singing. • I can sing the correct words at the correct time. • I can recall the counter-melody line. |
| | <p>Film Music</p> | <ul style="list-style-type: none"> • I can identify how different styles of music contribute to the feel of a film. • I can participate in discussions, sharing my views and justifying my answers. • I can use the terms 'major' and 'minor'. • I can identify different instruments to describe how music evokes different emotions. • I can identify pitch, tempo and dynamics, and use these to explain and justify my answers. • I can give reasonable and thought-out suggestions for what different graphic scores represent. • I can use my body, voice and instruments to create sounds to represent a given theme. • I can create a musical score to represent a composition. • I can interpret my graphic score and perform my composition appropriately. • I can create sounds that relate to the scene of a film. |
|  <p>PE</p> | <p>Athletics Distance Challenge</p> | <ul style="list-style-type: none"> • I can run over longer distances. • I can demonstrate a range of jumps showing power and control. • I can throw with greater accuracy, control and efficiency of movement. |
| | <p>Striking and Fielding Pairs Play Cricket</p> | <ul style="list-style-type: none"> • I can bowl using the correct technique. • I can select appropriate shots for the ball I have received. • I can identify what I have done well and consider how to improve my performance. |
|  <p>PSHE</p> | <p>Me and my relationships.</p> | <ul style="list-style-type: none"> • I can work collaboratively. • I can use negotiation and compromise to work collaboratively. • I can suggest strategies for dealing with challenge within friendships. • I can be respectful and assertive. • I can recognise basic emotional needs. • I can empathise with behaviours. • I can recognise peer influence and pressure. • I understand that everyone has the right to choose who and whether they marry. • I know that some inappropriate touch is illegal. |
| | <p>Growing and Changing</p> | <ul style="list-style-type: none"> • I know about change, including transitions (between schools), loss, separation, divorce and bereavement. • I know how my body will, and emotions may, change as I approach and move through puberty. • I know about taking care of my body and understand that I have the right to protect my body from inappropriate and unwanted contact. • I can develop skills and strategies required to get support if I have fears for myself or my peers. • I can recognise when and how to ask for help. • I can explore and critique how the media present information. |
|  <p>RE</p> | <p>So, what do we now know about Christianity? (exploration through the concepts)</p> | <ul style="list-style-type: none"> • I can demonstrate more detailed knowledge and understanding of some of the beliefs and features of Christianity through the RE concepts. • I can demonstrate more detailed knowledge and understanding of belief in Christianity (God, Jesus, love, forgiveness). • I can demonstrate more detailed knowledge and understanding of authority in Christianity and how this links to beliefs (Bible, Jesus). • I can demonstrate more detailed knowledge and understanding of expressions of belief in Christianity (worship, ritual, symbols). • I can demonstrate more detailed knowledge and understanding of impact of belief in Christianity (e.g. through Christian attitudes of love and care for others). |