

# FEDERATION OF NETTLESTONE AND NEWCHURCH PRIMARY SCHOOLS – CURRICULUM MAP

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<b>ENGLISH</b>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>- Match graphemes for all phonemes</li> <li>- Read accurately by blending sounds</li> <li>- Read words with very common suffixes</li> <li>- Read contractions &amp; understand purpose</li> <li>- Read phonics books aloud</li> <li>- Link reading to own experiences</li> <li>- Join in with predictable phrases</li> <li>- Discuss significance of title &amp; events</li> <li>- Make simple predictions</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>- Develop phonics until decoding secure</li> <li>- Read common suffixes</li> <li>- Read &amp; re-read phonic-appropriate books</li> <li>- Read common 'exception' words</li> <li>- Discuss &amp; express views about fiction, non-fiction &amp; poetry</li> <li>- Become familiar with &amp; retell stories</li> <li>- Ask &amp; answer questions; make predictions</li> <li>- Begin to make inferences</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>- Use knowledge to read 'exception' words</li> <li>- Read range of fiction &amp; non-fiction</li> <li>- Use dictionaries to check meaning</li> <li>- Prepare poems &amp; plays to perform</li> <li>- Check own understanding of reading</li> <li>- Draw inferences &amp; make predictions</li> <li>- Retrieve &amp; record information from non-fiction books</li> <li>- Discuss reading with others</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>- Secure decoding of unfamiliar words</li> <li>- Read for a range of purposes</li> <li>- Retell some stories orally</li> <li>- Discuss words &amp; phrases that capture the imagination</li> <li>- Identify themes &amp; conventions</li> <li>- Retrieve &amp; record information</li> <li>- Make inferences &amp; justify predictions</li> <li>- Recognise a variety of forms of poetry</li> <li>- Identify &amp; summarise ideas</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>- Apply knowledge of morphology &amp; etymology when reading new words</li> <li>- Reading &amp; discuss a broad range of genres &amp; texts</li> <li>- Identifying &amp; discussing themes</li> <li>- Make recommendations to others</li> <li>- Learn poetry by heart</li> <li>- Draw inference &amp; make predictions</li> <li>- Discuss authors' use of language</li> <li>- Retrieve &amp; present information from non-fiction texts.</li> <li>- Formal presentations &amp; debates</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>- Read a broad range of genres</li> <li>- Recommend books to others</li> <li>- Make comparisons within/across books</li> <li>- Support inferences with evidence</li> <li>- Summarising key points from texts</li> <li>- Identify how language, structure, etc. contribute to meaning</li> <li>- Discuss use of language, inc. figurative</li> <li>- Discuss &amp; explain reading, providing reasoned justifications for views</li> </ul>
	<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>- Name letters of the alphabet</li> <li>- Spell very common 'exception' words</li> <li>- Spell days of the week</li> <li>- Use very common prefixes &amp; suffixes</li> <li>- Form lower case letters correctly</li> <li>- Form capital letters &amp; digits</li> <li>- Compose sentences orally before writing</li> <li>- Read own writing to peers or teachers</li> </ul>	<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>- Spell by segmenting into phonemes</li> <li>- Learn to spell common 'exception' words</li> <li>- Spell using common suffixes, etc.</li> <li>- Use appropriate size letters &amp; spaces</li> <li>- Develop positive attitude &amp; stamina for writing</li> <li>- Begin to plan ideas for writing</li> <li>- Record ideas sentence-by-sentence</li> <li>- Make simple additions &amp; changes after proof-reading</li> </ul>	<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>- Use prefixes &amp; suffixes in spelling</li> <li>- Use dictionary to confirm spellings</li> <li>- Write simple dictated sentences</li> <li>- Use handwriting joins appropriately</li> <li>- Plan to write based on familiar forms</li> <li>- Rehearse sentences orally for writing</li> <li>- Use varied rich vocabulary</li> <li>- Create simple settings &amp; plot</li> <li>- Assess effectiveness of own and others' writing</li> </ul>	<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>- Correctly spell common homophones</li> <li>- Increase regularity of handwriting</li> <li>- Plan writing based on familiar forms</li> <li>- Organise writing into paragraphs</li> <li>- Use simple organisational devices</li> <li>- Proof-read for spelling &amp; punctuation errors</li> <li>- Evaluate own and others' writing</li> <li>- Read own writing aloud</li> </ul>	<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>- Secure spelling, inc. homophones, prefixes, silent letters, etc.</li> <li>- Use a thesaurus</li> <li>- Legible, fluent handwriting</li> <li>- Plan writing to suit audience &amp; purpose</li> <li>- Develop character, setting and atmosphere in narrative</li> <li>- Use organisational &amp; presentational features</li> <li>- Use consistent appropriate tense</li> <li>- Proof-reading</li> <li>- Perform own compositions</li> </ul>	<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>- Use knowledge of morphology &amp; etymology in spelling</li> <li>- Develop legible personal handwriting style</li> <li>- Plan writing to suit audience &amp; purpose; use models of writing</li> <li>- Develop character &amp; setting in narrative</li> <li>- Select grammar &amp; vocabulary for effect</li> <li>- Use a wide range of cohesive devices</li> <li>- Ensure grammatical consistency</li> </ul>
	<p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>- Leave spaces between words</li> <li>- Begin to use basic punctuation: . ? !</li> <li>- Use capital letters for proper nouns.</li> <li>- Use common plural &amp; verb suffixes</li> </ul>	<p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>- Use . ! ? , and '</li> <li>- Use simple conjunctions</li> <li>- Begin to expand noun phrases</li> <li>- Use some features of standard English</li> </ul>	<p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>- Use range of conjunctions</li> <li>- Use perfect tense</li> <li>- Use range of nouns &amp; pronouns</li> <li>- Use time connectives</li> <li>- Introduce speech punctuation</li> <li>- Know language of clauses</li> </ul>	<p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>- Use wider range of conjunctions</li> <li>- Use perfect tense appropriately</li> <li>- Select pronouns and nouns for clarity</li> <li>- Use &amp; punctuate direct speech</li> <li>- Use commas after front adverbials</li> </ul>	<p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>- Use expanded noun phrases</li> <li>- Use modal &amp; passive verbs</li> <li>- Use relative clauses</li> <li>- Use commas for clauses</li> <li>- Use brackets, dashes &amp; commas for parenthesis</li> </ul>	<p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>- Use appropriate register/style</li> <li>- Use the passive voice for purpose</li> <li>- Use features to convey &amp; clarify meaning</li> <li>- Use full punctuation</li> <li>- Use language of subject/object</li> </ul>

	<b>Speaking &amp; Listening</b> - Listen & respond appropriately - Ask relevant questions - Maintain attention & participate	<b>Speaking &amp; Listening</b> - Articulate & Justify answers - Initiate & respond to comments - Use spoken language to develop understanding	<b>Speaking &amp; Listening</b> - Give structured descriptions - Participate activity in conversation - Consider & evaluate different viewpoints	<b>Speaking &amp; Listening</b> - Articulate & justify opinions - Speak audibly in Standard English - Gain, maintain & monitor interest of listeners	<b>Speaking &amp; Listening</b> - Give well-structured explanations - Command of Standard English - Consider & evaluate different viewpoints - Use appropriate register	<b>Speaking &amp; Listening</b> - Use questions to build knowledge - Articulate arguments & opinions - Use spoken language to speculate, hypothesise & explore - Use appropriate register & language
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<b>MATHS</b>	<b>Number/Calculation</b> - Count to / across 100 - Count in 1s, 2s, 5s and 10s - Identify 'one more' and 'one less' - Read & write numbers to 20 - Use language, e.g. 'more than', 'most' - Use +, - and = symbols - Know number bonds to 20 - add and subtract one-digit and two-digit numbers to 20, including zero - Solve one-step problems, including simple arrays	<b>Number/Calculation</b> - Begin to use place value (T/U) - Count in 2s, 3s, 5s & 10s - Identify, represent & estimate numbers - Compare / order numbers, inc. < > = - Write numbers to 100 - Know number facts to 20 (+ related to 100) - Use x and ÷ symbols - Recognise commutative property of multiplication	<b>Number/Calculation</b> - Secure place value to 100 - Mentally add & subtract units, tens or hundreds to numbers of up to 3 digits - Written column addition & subtraction - Solve number problems, including multiplication & simple division and missing number problems - Use commutativity to help calculations	<b>Number/Calculation</b> - Secure place value to 1000 - Use negative whole numbers - Round numbers to nearest 10, 100 or 1000 - Use Roman numerals to 100 (C) - Column addition & subtraction up to 4 digits - Multiply & divide mentally - Use standard short multiplication	<b>Number/Calculation</b> - Secure place value to 1,000,000 - Use negative whole numbers in context - Use Roman numerals to 1000 (M) - Use standard written methods for all four operations - Confidently add & subtract mentally - Use vocabulary of prime, factor & multiple - Multiply & divide by powers of ten - Use square and cube numbers	<b>Number/Calculation</b> - Secure place value & rounding to 10,000,000, including negatives - All written methods, including long division - Use order of operations (not indices) - Identify factors, multiples & primes - Solve multi-step number problems  <b>Algebra</b> - Introduce simple use of unknowns
	<b>Geometry &amp; Measures</b> - Use common vocabulary for comparison, e.g. heavier, taller, full, longest, quickest - Begin to measure length, capacity, weight - Recognise coins & notes - Use time & ordering vocabulary - Tell the time to hour/half-hour - Use language of days, weeks, months & years - Recognise & name common 2-d and 3-d shapes - Order & arrange objects - Describe position & movement, including half and quarter turns	<b>Geometry &amp; Measures</b> - Know and use standard measures - Read scales to nearest whole unit - Use symbols for £ and p and add/subtract simple sums of less than £1 or in pounds - Tell time to the nearest 5 minutes - Identify & sort 2-d & 3-d shapes - Identify 2-d shapes on 3-d surfaces - Order and arrange mathematical objects - Use terminology of position & movement	<b>Geometry &amp; Measures</b> - Measure & calculate with metric measures - Measure simple perimeter - Add/subtract using money in context - Use Roman numerals up to XII; tell time - Calculate using simple time problems - Draw 2-d / Make 3-d shapes - Identify and use right angles - Identify horizontal, vertical, perpendicular and parallel lines	<b>Geometry &amp; Measures</b> - Compare 2-d shapes, including quadrilaterals & triangles - Find area by counting squares - Calculate rectangle perimeters - Estimate & calculate measures - Identify acute, obtuse & right angles - Identify symmetry - Use first quadrant coordinates - Introduce simple translations	<b>Geometry &amp; Measures</b> - Convert between different units - Calculate perimeter of composite shapes & area of rectangles - Estimate volume & capacity - Identify 3-d shapes - Measure & identify angles - Understand regular polygons - Reflect & translate shapes	<b>Geometry &amp; Measures</b> - Confidently use a range of measures & conversions - Calculate area of triangles / parallelograms - Use area & volume formulas - Classify shapes by properties - Know and use angle rules - Translate & reflect shapes, using all four quadrants
	<b>Fractions</b> - Recognise & use $\frac{1}{2}$ & $\frac{1}{4}$	<b>Fractions</b> - Find and write simple fractions - Understand equivalence of e.g. $\frac{2}{4} = \frac{1}{2}$	<b>Fractions &amp; decimals</b> - Use & count in tenths - Recognise, find & write fractions - Recognise some equivalent fractions - Add/subtract fractions up to <1 - Order fractions with common denominator	<b>Fractions &amp; decimals</b> - Recognise tenths & hundredths - Identify equivalent fractions - Add & subtract fractions with common denominators - Recognise common equivalents - Round decimals to whole numbers - Solve money problems	<b>Fractions</b> - Compare & order fractions - Add & subtract fractions with common denominators, with mixed numbers - Multiply fractions by units - Write decimals as fractions - Order & round decimal numbers - Link percentages to fractions & decimals	<b>Fractions, decimals &amp; percentages</b> - Compare & simplify fractions - Use equivalents to add fractions - Multiply simple fractions - Divide fractions by whole numbers - Solve problems using decimals & percentages - Use written division up to 2dp - Introduce ratio & proportion

		<b>Data</b> <ul style="list-style-type: none"><li>- Interpret simple tables &amp; pictograms</li><li>- Ask &amp; answer comparison questions</li><li>- Ask &amp; answer questions about totalling</li></ul>	<b>Data</b> <ul style="list-style-type: none"><li>- Interpret bar charts &amp; pictograms</li></ul>	<b>Data</b> <ul style="list-style-type: none"><li>- Use bar charts, pictograms &amp; line graphs</li></ul>	<b>Data</b> <ul style="list-style-type: none"><li>- Interpret tables &amp; line graphs</li><li>- Solve questions about line graphs</li></ul>	<b>Data</b> <ul style="list-style-type: none"><li>- Use pie charts</li><li>- Calculate mean averages</li></ul>
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	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<b>SCIENCE</b>	<p><b>Everyday materials</b></p> <ul style="list-style-type: none"> <li>- I can distinguish between an object and the material from which it is made.</li> <li>- I can identify and name a variety of everyday materials? e.g. wood, plastic, metal, water and rock.</li> <li>- I can describe the simple properties of a variety of everyday materials.</li> <li>- I can compare and group together a variety of everyday materials on the basis of their simple physical properties.</li> </ul> <p><b>Seasonal Changes</b></p> <ul style="list-style-type: none"> <li>- I can observe changes across the four seasons.</li> <li>- I can observe and describe weather associated with the seasons and how the day varies.</li> </ul> <p><b>Plants</b></p> <ul style="list-style-type: none"> <li>- I can identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</li> <li>- I can identify and describe the basic structure of a variety of common flowering plants - including trees.</li> </ul> <p><b>Animals including Humans</b></p> <ul style="list-style-type: none"> <li>- I can identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</li> <li>- I can identify and name a variety of common animals that are carnivores, herbivores and omnivores.</li> <li>- I can describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</li> <li>- I can identify, name, draw and label the basic parts of the human body</li> <li>- I can say which part of the body is associated with each sense.</li> </ul>	<p><b>Uses of everyday materials</b></p> <ul style="list-style-type: none"> <li>- I can identify and describe the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</li> <li>- I can find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</li> </ul> <p><b>Plants</b></p> <ul style="list-style-type: none"> <li>- I can observe and describe how seeds and bulbs grow into mature plants.</li> <li>- I can find out &amp; describe how plants need water, light and a suitable temperature to grow and stay healthy.</li> </ul> <p><b>Animals, including humans</b></p> <ul style="list-style-type: none"> <li>- I can notice that animals have offspring which grow into adults.</li> <li>- I can find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</li> <li>- I can describe why exercise, balanced diet and hygiene are important for humans.</li> </ul> <p><b>Living things and their habitats</b></p> <ul style="list-style-type: none"> <li>- I can explore and compare the differences between things that are living, dead and things that have never been alive.</li> <li>- I can identify that most living things live in habitats to which they are suited.</li> <li>- I can describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.</li> <li>- I can identify and name a variety of plants and animals in their habitats, including micro-habitats.</li> <li>- I can describe how animals obtain their food from plants and other animals, using the idea of a simple food chain.</li> <li>- I can identify and name different sources of food.</li> </ul> <p><b>Observing closely</b></p> <ul style="list-style-type: none"> <li>- I can observe closely, using</li> </ul>	<p><b>Animals, including humans</b></p> <ul style="list-style-type: none"> <li>- I can identify that animals, including humans, need the right types and amount of nutrition.</li> <li>- I know that animals, including humans, cannot make their own food; they get nutrition from what they eat.</li> <li>- I can identify that humans and some other animals have skeletons and muscles for support, protection and movement.</li> </ul> <p><b>Forces and magnets</b></p> <ul style="list-style-type: none"> <li>- I can compare how things move on different surfaces.</li> <li>- I can notice that some forces need contact between two objects, but magnetic forces can act at a distance.</li> <li>- I can observe how magnets attract or repel each other.</li> <li>- I can observe how magnets attract some materials and not others.</li> <li>- I can describe magnets as having two poles (N and S).</li> <li>- I can predict whether two magnets will attract or repel each other, depending on which poles are facing.</li> <li>- I can compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet or not.</li> <li>- I can identify some magnetic materials.</li> </ul> <p><b>Rocks</b></p> <ul style="list-style-type: none"> <li>- I can compare and group together different rocks on the basis of their appearance and simple physical properties.</li> <li>- I can describe in simple terms how fossils are formed when things that have lived are trapped within rock.</li> <li>- I can recognise that soils are made from rocks and organic matter.</li> </ul> <p><b>Plants</b></p> <ul style="list-style-type: none"> <li>- I can identify and describe the functions of different parts of flowering plants;</li> </ul>	<p><b>Living Things and their Habitats</b></p> <ul style="list-style-type: none"> <li>- I can recognise that living things can be grouped in a variety of ways.</li> <li>- I can explore and use a classification key to group, identify and name a variety of living things in the local and wider environment.</li> <li>- I can recognise that environments can change and that this can sometimes pose a danger to living things.</li> </ul> <p><b>Electricity</b></p> <ul style="list-style-type: none"> <li>- I can identify common appliances that run on electricity.</li> <li>- I can construct a simple series electric circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.</li> <li>- I can identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery.</li> <li>- I can recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.</li> <li>- I can recognise some common conductors and insulators and associate metals with being good conductors.</li> </ul> <p><b>Animals, including humans</b></p> <ul style="list-style-type: none"> <li>- I can describe the simple functions of the basic parts of the digestive system in humans.</li> <li>- I can identify the different types of teeth in humans and their simple functions.</li> <li>- I can construct and interpret a variety of food chains, identifying producers, predators and prey.</li> </ul> <p><b>Sound</b></p> <ul style="list-style-type: none"> <li>- I can identify how sounds are made associating some of them with something vibrating.</li> <li>- I can recognise that vibrations from sound travel through a medium to the ear.</li> </ul>	<p><b>Properties and changes to materials</b></p> <ul style="list-style-type: none"> <li>- I can compare and group together everyday materials on the basis of their properties, including hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets.</li> <li>- I know that some materials dissolve in liquid to form a solution.</li> <li>- I can describe how to recover a substance from a solution.</li> <li>- I can use my knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving, evaporating.</li> <li>- I can give reasons, based on evidence for comparative and fair tests for the particular uses of everyday materials, including metals wood and plastic.</li> <li>- I can demonstrate that dissolving, mixing and changes of state are reversible changes.</li> <li>- I can explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.</li> </ul> <p><b>Earth and Space</b></p> <ul style="list-style-type: none"> <li>- I can describe the movement of the Earth and other planets relative to the sun in the solar system.</li> <li>- I can describe the movement of the Moon relative to the Earth.</li> <li>- I can describe the Sun, Earth and Moon as approximately spherical bodies.</li> <li>- I can use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</li> </ul> <p><b>Forces</b></p> <ul style="list-style-type: none"> <li>- I can explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and</li> </ul>	<p><b>Living Things &amp; their habitats</b></p> <ul style="list-style-type: none"> <li>- I can describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences including micro -organisms, plants and animals.</li> <li>- I can give reasons for classifying plants and animals based on specific characteristics.</li> </ul> <p><b>Animals, including humans</b></p> <ul style="list-style-type: none"> <li>- I can identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.</li> <li>- I can recognise the impact of diet, exercise, drugs and lifestyle on the way my body functions.</li> <li>- I can describe the ways in which nutrients and water are transported within animals, including humans.</li> </ul> <p><b>Evolution and Inheritance</b></p> <ul style="list-style-type: none"> <li>- I can recognise that living things have changed over time and that fossils provide information about living things that inhabited the earth millions of years ago.</li> <li>- I can recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</li> <li>- I can identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</li> </ul> <p><b>Light</b></p> <ul style="list-style-type: none"> <li>- I can use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye.</li> <li>- I can explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.</li> <li>- I can use the idea that light travels in straight lines to explain why shadows have the</li> </ul>

		<p>simple equipment.</p> <ul style="list-style-type: none"> <li>- I can use my observations and ideas to suggest answers to questions.</li> </ul> <p><b>Performing tests</b></p> <ul style="list-style-type: none"> <li>- I can ask simple questions and recognise that they can be answered in different ways.</li> <li>- I can perform a simple fair test.</li> </ul> <p><b>Identifying and Classifying</b></p> <ul style="list-style-type: none"> <li>- I can organise things into groups e.g. identify animals and plants by a specific criteria, e.g., lay eggs or not; have feathers or not?</li> <li>- I can identify and classify.</li> </ul> <p><b>Recording findings</b></p> <ul style="list-style-type: none"> <li>- I can use text, diagrams, pictures, charts, tables to record my observations.</li> <li>- I can measure data using simple equipment to help in answering questions.</li> </ul>	<p>roots, stem/trunk, leaves and flowers.</p> <ul style="list-style-type: none"> <li>- I can explain the requirement of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant.</li> <li>- I can investigate the way in which water is transported within plants.</li> <li>- I can explain the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</li> </ul> <p>Light</p> <ul style="list-style-type: none"> <li>- I can recognise that they need light in order to see things and that dark is the absence of light.</li> <li>- I can notice that light is reflected from surfaces.</li> <li>- I can recognise that light from the sun can be dangerous and that there are ways to protect my eyes.</li> <li>- I can recognise that shadows are formed when the light from a light source is blocked by a solid object.</li> <li>- I can find patterns in the way that the size of shadows change.</li> </ul> <p><b>Planning</b></p> <ul style="list-style-type: none"> <li>- I can ask relevant questions and use different types of scientific enquiries to answer them.</li> <li>- I can set up simple practical enquiries, comparative and fair tests.</li> </ul> <p><b>Obtaining and presenting evidence</b></p> <ul style="list-style-type: none"> <li>- I can make systematic and careful observations and where appropriate, take accurate measurements using standard units, using a range of equipment including thermometers and data loggers.</li> <li>- I can gather, record, classify and present data in a variety of ways to help answer questions.</li> <li>- I can record my findings using simple scientific language, drawings, labelled diagrams,</li> </ul>	<ul style="list-style-type: none"> <li>- I can find patterns between the pitch of a sound and features of the object that produce it.</li> <li>- I can find patterns between the volume of the sound and the strength of the vibrations that produced it.</li> <li>- I can recognise that sounds get fainter as the distance from the sound source increases.</li> </ul> <p><b>States of Matter</b></p> <ul style="list-style-type: none"> <li>- I can compare and group materials together, according to whether they are solids, liquids or gases.</li> <li>- I can observe that some materials change state when they are heated or cooled.</li> <li>- I can measure or research the temperature at which different materials change state in degrees Celsius ( °C)</li> <li>- I can identify the part that evaporation and condensation has in the water cycle.</li> <li>- I can associate the rate of evaporation with temperature.</li> </ul> <p><b>Planning</b></p> <ul style="list-style-type: none"> <li>- I can ask relevant questions and use different types of scientific enquiries to answer them.</li> <li>- I can set up simple practical enquiries, comparative and fair tests. Obtaining and presenting evidence</li> <li>- I can make systematic and careful observations and, where appropriate, take accurate measurements using standard units, including thermometers and data loggers.</li> <li>- I can gather, record, classify and present data in a variety of ways to help in answering questions.</li> <li>- I can record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables.</li> <li>- I can report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</li> </ul>	<p>the falling object.</p> <ul style="list-style-type: none"> <li>- I can identify the effects of air resistance, water resistance and friction that act between moving surfaces.</li> <li>- I can recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</li> </ul> <p><b>Living things and their habitats</b></p> <ul style="list-style-type: none"> <li>- I can describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</li> <li>- Can they describe the life processes of reproduction in some plants and animals.</li> </ul> <p><b>Animals including humans</b></p> <ul style="list-style-type: none"> <li>- I can describe the changes as humans develop to old age.</li> </ul> <p><b>Planning</b></p> <ul style="list-style-type: none"> <li>- I can plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.</li> </ul> <p><b>Obtaining and presenting evidence</b></p> <ul style="list-style-type: none"> <li>- I can take measurements using a range of scientific equipment with increasing accuracy and precision taking repeat readings when appropriate.</li> <li>- I can record data and results of increasing complexity using scientific diagrams, labels, classification keys, tables, scatter graphs, bar and line graphs.</li> <li>- I can report and present findings from enquiries, including conclusions, casual relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.</li> </ul> <p><b>Considering evidence and evaluating</b></p> <ul style="list-style-type: none"> <li>- I can use test results to make predictions to set up further comparative and fair tests.</li> <li>- I can identify scientific evidence that has been used to support or refute ideas or arguments.</li> </ul>	<p>same shape as the objects that cast them.</p> <p><b>Electricity</b></p> <ul style="list-style-type: none"> <li>- I can associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.</li> <li>- I can compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers, the on/off position of switches.</li> <li>- I can use recognised symbols when representing a simple circuit in a diagram.</li> </ul> <p><b>Planning</b></p> <ul style="list-style-type: none"> <li>- I can plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.</li> </ul> <p><b>Obtaining and presenting evidence</b></p> <ul style="list-style-type: none"> <li>- I can take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.</li> <li>- I can record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</li> <li>- I can report and present findings from enquiries, including conclusions, casual relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.</li> </ul> <p><b>Considering evidence and evaluating</b></p> <ul style="list-style-type: none"> <li>- I can use test results to make predictions to set up further comparative and fair tests.</li> <li>- I can identify scientific evidence that has been used to support or refute ideas or arguments.</li> </ul>
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			<p>keys, bar charts and tables.</p> <ul style="list-style-type: none"> <li>- I can report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</li> </ul> <p><b>Considering evidence and evaluating</b></p> <ul style="list-style-type: none"> <li>- I can use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.</li> <li>- I can identify differences, similarities or changes related to simple scientific ideas and processes.</li> <li>- I can use straightforward scientific evidence to answer questions or to support my findings.</li> </ul>	<p><b>Considering evidence and evaluating</b></p> <ul style="list-style-type: none"> <li>- I can use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.</li> <li>- I can identify differences, similarities or changes related to simple scientific ideas and processes.</li> <li>- I can use straightforward scientific evidence to answer questions or to support my findings.</li> </ul>		
<b>HISTORY</b>	<p><b>Chronological understanding</b></p> <ul style="list-style-type: none"> <li>- I can put up to three objects in chronological order (recent history)</li> <li>- I can use words and phrases like: old, new and a long time ago.</li> <li>- I can tell others about things that happened when I was little.</li> <li>- I can recognise a story that is read to me may have happened a long time ago.</li> <li>- I can understand that some objects belonged to the past.</li> <li>- I can retell a familiar story set in the past.</li> <li>- I can explain how I have changed since I was born.</li> </ul> <p><b>Knowledge and Interpretation</b></p> <ul style="list-style-type: none"> <li>- I can recount the life of someone famous from Britain who lived in the past giving attention to what they did earlier and what they did later.</li> <li>- I can recognise that we celebrate certain events, such as bonfire night, because of what happened many years ago.</li> <li>- I can understand that we have a queen who rules us and that Britain has had a king or queen for many years.</li> <li>- I can explain what is meant by a parliament.</li> </ul> <p><b>Historical enquiry</b></p> <ul style="list-style-type: none"> <li>- I can answer questions using a range of</li> </ul>	<p><b>Events beyond living memory</b></p> <ul style="list-style-type: none"> <li>- The Great Fire of London</li> </ul> <p><b>Significant individuals</b></p> <ul style="list-style-type: none"> <li>- Samuel Pepys</li> <li>- Tudor explorers - Sir Walter Raleigh and Sir Francis Drake.</li> </ul> <p><b>Local historical events, people and places.</b></p> <ul style="list-style-type: none"> <li>- The story of the Mary Rose</li> </ul> <p><b>Changes in living memory</b></p> <ul style="list-style-type: none"> <li>- Toys and games from parents to grandparents</li> </ul> <p><b>Chronological understanding</b></p> <ul style="list-style-type: none"> <li>- I can use words and phrases like: before I was born, when I was younger.</li> <li>- I can use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; in my historical learning.</li> <li>- I can use the words 'past' and 'present' accurately.</li> <li>- I can use a range of appropriate words and phrases to describe the past.</li> <li>- I can sequence a set of events in chronological order and give reasons for their order.</li> </ul> <p><b>Knowledge and interpretation</b></p> <ul style="list-style-type: none"> <li>- I can recount the life of someone famous from Britain who lived in the past giving attention to what they did earlier and what they did later.</li> <li>- I can explain how my local area was different in the past.</li> <li>- I can recount some interesting facts from an historical event,</li> </ul>	<p><b>Changes in Britain from the Stone Age to the Iron Age</b></p> <p><b>This could include:</b></p> <ul style="list-style-type: none"> <li>- late Neolithic hunter-gatherers and early farmers, e.g. Skara Brae</li> <li>- Bronze Age religion, technology and travel, e.g. Stonehenge</li> <li>- Iron Age hill forts: tribal kingdoms, farming, art and culture</li> </ul> <p><b>Chronological understanding</b></p> <ul style="list-style-type: none"> <li>- I can describe events and periods using the words: BC, AD and decade.</li> <li>- I can use my mathematical skills to round up time differences into centuries and decades.</li> <li>- I can describe events from the past using dates when things happened.</li> <li>- I can use a timeline within a specific time in history to set out the order things may have happened.</li> <li>- I can use my mathematical knowledge to work out how long ago events would have happened.</li> </ul> <p><b>Knowledge and interpretation</b></p> <ul style="list-style-type: none"> <li>- I can appreciate that the early Brits would not have communicated as we do or have eaten as we do.</li> <li>- I can simply explain what life would have been like for the</li> </ul>	<p><b>The Roman Empire and its impact on Britain</b></p> <p><b>This could include:</b></p> <ul style="list-style-type: none"> <li>- Julius Caesar's attempted invasion in 55-54 BC</li> <li>- The Roman Empire by AD 42 and the power of its army</li> <li>- Successful invasion by Claudius and conquest, including Hadrian's Wall</li> <li>- British resistance, e.g. Boudica</li> <li>- "Romanisation" of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity</li> <li>- The achievements of the earliest civilizations</li> <li>- An overview of where and when the first civilizations appeared and a depth study of Ancient Egypt.</li> </ul> <p><b>Chronological understanding</b></p> <ul style="list-style-type: none"> <li>- I can plot recent history on a timeline using centuries.</li> <li>- I can place periods of history on a timeline showing periods of time.</li> <li>- I can use my mathematical skills to work exact time scales and differences as needs be.</li> <li>- I can use dates and historical language in my work.</li> <li>- I can begin to build up a picture of what main events happened in Britain/ the world during different centuries.</li> </ul> <p><b>Knowledge and interpretation</b></p>	<p><b>Britain's settlement by Anglo-Saxons and Scots</b></p> <p><b>This could include:</b></p> <ul style="list-style-type: none"> <li>- Roman withdrawal from Britain in c. AD 410 and the fall of the Western Roman Empire.</li> <li>- Scots invasions from Ireland to north Britain (now Scotland)</li> <li>- Anglo-Saxon invasions, settlements and kingdoms: place names and village life</li> <li>- Anglo-Saxon art and culture</li> <li>- Christian conversion - Canterbury, Iona and Lindisfarne</li> <li>- The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</li> </ul> <p><b>This could include:</b></p> <ul style="list-style-type: none"> <li>- Viking raids and invasion</li> <li>- Resistance by Alfred the Great and Athelstan, first king of England</li> <li>- Further Viking invasions and Danegeld</li> <li>- Anglo-Saxon laws and justice</li> <li>- Edward the Confessor and his death in 1066</li> </ul> <p><b>Ancient Greece</b></p> <ul style="list-style-type: none"> <li>- A study of Greek life and achievements and their influence on the western world.</li> </ul> <p><b>Chronological understanding</b></p> <ul style="list-style-type: none"> <li>- I can use dates and historical language in my work.</li> <li>- I can draw a timeline with different time periods outlined which show different</li> </ul>	<p><b>A non-European society that provides contrasts with British history</b></p> <ul style="list-style-type: none"> <li>- Mayan civilization c. AD 900.</li> </ul> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <ul style="list-style-type: none"> <li>- Changes in an aspect of social history - crime and punishment from the Anglo-Saxons to the present.</li> </ul> <p><b>Chronological understanding</b></p> <ul style="list-style-type: none"> <li>- I can say where a period of history fits on a timeline.</li> <li>- I can place a specific event on a timeline by decade.</li> <li>- I can place features of historical events and people from past societies and periods in a chronological framework.</li> <li>- I can appreciate that some ancient civilizations showed greater advancements than people who lived centuries after them.</li> </ul> <p><b>Knowledge and interpretation</b></p> <ul style="list-style-type: none"> <li>- I can summarise the main events from a specific period in history, explaining the order in which key events happened.</li> <li>- I can summarise how Britain has had a major influence on world history.</li> <li>- I can summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently.</li> <li>- I can describe features of</li> </ul>

	<p>artefacts/photographs provided.</p> <ul style="list-style-type: none"> <li>- I can find out more about a famous person from the past and carry out some research on him or her.</li> <li>- I can find out something about the past by talking to an older person.</li> </ul>	<p>such as where the 'Fire of London' started.</p> <ul style="list-style-type: none"> <li>- I can explain why Britain has a special history by naming some famous events and some famous people.</li> <li>- I can explain why someone in the past acted in the way they did.</li> <li>- I can give examples of things that are different in my life from that of my grandparents when they were young.</li> </ul> <p>Historical enquiry</p> <ul style="list-style-type: none"> <li>- I can find out something about the past by talking to an older person.</li> <li>- I can answer questions by using a specific source, such as an information book.</li> <li>- I can research the life of a famous Briton from the past using different resources to help me.</li> <li>- I can research about a famous event that happens in Britain and why it has been happening for some time.</li> <li>- I can research the life of someone who used to live in our area using the Internet and other sources to find out about them.</li> </ul>	<p>early settlers.</p> <ul style="list-style-type: none"> <li>- I can recognise that Britain has been invaded by several different groups over time many of which would have fought fiercely, using hand to hand combat.</li> <li>- I can suggest why certain events happened as they did in history.</li> </ul> <p><b>Historical enquiry</b></p> <ul style="list-style-type: none"> <li>- I can say how archaeologists help us understand more about what happened in the past.</li> <li>- I can use various sources of evidence to answer questions.</li> <li>- I can research a specific event from the past and then write about it.</li> </ul>	<ul style="list-style-type: none"> <li>- I can explain how events from the past have helped shape our lives.</li> <li>- I can appreciate that wars have happened from a very long time ago and are often associated with invasion, conquering or religious differences.</li> <li>- I can explain that people who lived in the past cooked and travelled differently and used different weapons from ours.</li> <li>- I can recognise that the lives of wealthy people were very different from those of poor people through time.</li> <li>- I can begin to appreciate that how we make decisions has been through a Parliament for some time.</li> </ul> <p><b>Historical enquiry</b></p> <ul style="list-style-type: none"> <li>- I can appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past.</li> <li>- I can research more than one version of an event and say how they differ.</li> <li>- I can research what it was like for a child in a given period from the past and use photographs and illustrations to present their findings.</li> <li>- I can give more than one reason to support an historical argument.</li> <li>- I can communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out.</li> </ul>	<p>information, such as, periods of history, when famous people lived, etc.</p> <ul style="list-style-type: none"> <li>- I can place features of historical events and people from past societies and periods in a chronological framework.</li> <li>- I can create timelines which outline the development of specific features, such as medicine; weaponry; transport, etc.</li> </ul> <p><b>Knowledge and interpretation</b></p> <ul style="list-style-type: none"> <li>- I can describe historical events from the different period/s they are studying/have studied.</li> <li>- I can make comparisons between historical periods; explaining things that have changed and things which have stayed the same.</li> <li>- I can explain the role that Britain has had in spreading Christian values across the world.</li> <li>- I can begin to appreciate that how we make decisions has been through a Parliament for some time.</li> <li>- I can appreciate that significant events in history have helped shape the country we have today.</li> </ul> <p><b>Historical enquiry</b></p> <ul style="list-style-type: none"> <li>- I can test out a hypothesis in order to answer a question.</li> <li>- I can appreciate how historical artefacts have helped us understand more about British lives in the present and past.</li> <li>- I can give more than one reason to support a historical argument.</li> <li>- I can identify and explain my understanding of propaganda.</li> </ul>	<p>historical events and people from past societies and periods they have studied.</p> <ul style="list-style-type: none"> <li>- I can they recognise and describe differences and similarities/ changes and continuity between different periods of history.</li> <li>- I can explain how crime and punishment has changed over the years.</li> </ul> <p><b>Historical enquiry</b></p> <ul style="list-style-type: none"> <li>- I can look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint.</li> <li>- I can identify and explain my understanding of propaganda.</li> <li>- I can describe a key event from Britain's past using a range of evidence from different sources.</li> <li>- I can communicate knowledge and understanding orally and in writing and offer points of view based upon what I have found out.</li> </ul>
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GEOGRAPHY	Geographical Enquiry	Location knowledge	Location knowledge	Geographical Enquiry	Human and physical geography	Location knowledge
	<ul style="list-style-type: none"> <li>- I can use pictures, maps and globes</li> <li>- I can draw basic maps and create own symbols</li> <li>- I can use simple directional language: near, far, left and right to describe the location of features and routes on a map</li> <li>- I can use a photo, video or audio taken by an adult as evidence of what they have seen.</li> <li>- I can measure using simple words and frequency recording e.g. weather recording</li> <li>- I can reach a simple conclusion to a fieldwork question or prediction.</li> </ul> <p><b>Physical Geography</b></p> <ul style="list-style-type: none"> <li>- I can tell someone my address.</li> <li>- I can ask simple questions about specific places and environments.</li> <li>- I can make simple observations e.g. the main features of a hot and cold place.</li> <li>- I can draw a simple sketch map showing the key features of the school, its grounds and surrounding environment.</li> <li>- I can work in a group with an adult to ask questions about the school, its grounds and surrounding environment.</li> <li>- I can name key features associated with a town or village, e.g. 'church', 'farm', 'shop', 'house'?</li> </ul> <p><b>Human Geography</b></p> <ul style="list-style-type: none"> <li>- I can begin to explain why people would wear different clothes at different times of the year.</li> <li>- I can explain what I might wear if I lived in a very hot or a very cold place.</li> </ul> <p><b>Geographical Knowledge</b></p> <ul style="list-style-type: none"> <li>- I can identify the four countries making up the United Kingdom.</li> <li>- I can locate the equator, North Pole and South Pole on a globe, map or atlas.</li> </ul>	<p><b>Location knowledge</b></p> <ul style="list-style-type: none"> <li>- Identify the UK, its countries and comparison are of the UK and a contrasting non-European country.</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>- Use world maps, atlases and globes to identify places.</li> <li>- Use four compass directions &amp; simple vocabulary</li> </ul> <p><b>Place knowledge</b></p> <ul style="list-style-type: none"> <li>- Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country (Isle of Wight compared to Kenya)</li> </ul> <p><b>Geographical Enquiry</b></p> <ul style="list-style-type: none"> <li>- I can use aerial photos to recognise landmarks and basic human and physical features.</li> <li>- I can ask a series of questions about places and environments.</li> <li>- I can make detailed observations.</li> <li>- I can use a camera, video or audio to gather evidence of what they have seen.</li> <li>- I can ask trusted adults questions about the school, its grounds and surrounding environments.</li> <li>- I can measure using a guided tally and standard units such as minutes and metres.</li> <li>- I can present findings simply using maps and graphs.</li> <li>- I can reach a simply described conclusion to a fieldwork question or prediction.</li> </ul> <p><b>Physical Geography</b></p> <ul style="list-style-type: none"> <li>- I can draw a sketch map with labels showing key features of the school, its grounds and surrounding environments.</li> <li>- I can describe some physical features of my own locality of the Isle of Wight e.g. using words like beach, coast, forest, hill, cliff, sea, and valley?</li> </ul> <p><b>Human Geography</b></p> <ul style="list-style-type: none"> <li>- I can describe some human features of my own locality, such as the jobs people do.</li> <li>- I can explain how the jobs</li> </ul>	<p><b>Location knowledge</b></p> <ul style="list-style-type: none"> <li>- Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Human and physical geography.</li> <li>- Describe and understand key aspects of physical geography, including: mountains, volcanoes and earthquakes.</li> <li>- Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</li> </ul> <p><b>Geographical Enquiry</b></p> <ul style="list-style-type: none"> <li>- I can confidently use a range of maps and images by using contents and indexes.</li> <li>- I can confidently use compass directions: North; South; East and West to follow and give directions to build knowledge of the UK and wider world.</li> <li>- I can use letter and number coordinates to locate features on a map.</li> <li>- I can draw a simple map of a familiar short route using OS symbols.</li> <li>- I can ask geographical questions about places and environments and express opinions.</li> <li>- I can make links to different observations in the local area.</li> <li>- I can use camera, video or audio to gather appropriate data.</li> <li>- I can draw a sketch map with simple annotations showing physical and human features of the local area.</li> <li>- I can confidently ask questions to a range of people.</li> <li>- I can measure accurately using tally and standard units.</li> </ul>	<p><b>Geographical Enquiry</b></p> <ul style="list-style-type: none"> <li>- I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied,</li> <li>- I can identify the 8 point compass directions; North; North East; East; South East; South; South West; West; North West to follow and give directions to build up knowledge of UK and the wider world.</li> <li>- I can use four-figure grid references to locate features on a map.</li> <li>- I can draw an accurate map of a short route using OS symbols.</li> <li>- I can ask questions and answer questions about places and environments to aid investigations and express my opinions relating to issues.</li> <li>- I can carry out research and make observations to identify land use patterns in the local area.</li> <li>- I can measure using simple instruments, digital technologies and can measure more than one aspect at once.</li> <li>- I can describe the benefits and limitations of data collection methods.</li> <li>- I can reach a thoroughly described and simply explained conclusion to the fieldwork question or prediction.</li> </ul> <p><b>Physical Geography</b></p> <ul style="list-style-type: none"> <li>- I can locate the major topographical features of the UK and can locate them on a map e.g. Ben Nevis, Peak District etc.</li> <li>- I can, with support create a topographical map of the IOW showing land use patterns.</li> <li>- I can explain why many cities of the world are situated by rivers.</li> <li>- I can explain the journey of a river from source to sea.</li> <li>- I can explain how the water cycle works.</li> </ul> <p><b>Human Geography</b></p> <ul style="list-style-type: none"> <li>- I can explain why people are attracted to live by rivers.</li> <li>- I can state how human activity</li> </ul>	<p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>- Local area - types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>- Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</li> </ul> <p><b>Location knowledge</b></p> <ul style="list-style-type: none"> <li>- Locate European countries, concentrating on their key physical and human characteristics and major cities.</li> </ul> <p><b>Place knowledge</b></p> <ul style="list-style-type: none"> <li>- Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within South America.</li> <li>- Geographical skills and fieldwork</li> <li>- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Location knowledge</li> <li>- Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).</li> </ul> <p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>- Describe and understand key aspects of physical geography - climate zones, biomes and vegetation belts.</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. Geographical skills and fieldwork</li> <li>- use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies</li> </ul>	<p><b>Location knowledge</b></p> <ul style="list-style-type: none"> <li>- Locate the world's countries, using maps to focus on South America, concentrating on environmental regions, key physical and human characteristics, countries, and major cities.</li> </ul> <p><b>Place knowledge</b></p> <ul style="list-style-type: none"> <li>- Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within South America.</li> <li>- Geographical skills and fieldwork</li> <li>- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Location knowledge</li> <li>- Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).</li> </ul> <p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>- Describe and understand key aspects of physical geography - climate zones, biomes and vegetation belts.</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. Geographical skills and fieldwork</li> <li>- use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies</li> </ul>



		<p>people do on the Isle of Wight may be different in different parts of the world.</p> <ul style="list-style-type: none"> <li>- I can describe how I think that people ever spoil my local area.</li> <li>- I can explain what facilities a town or village might need.</li> </ul> <p><b>Geographical Knowledge</b></p> <ul style="list-style-type: none"> <li>- I can use a simple atlas.</li> <li>- I can identify the UK, its countries and comparison area of the UK and a contrasting non-European country.</li> <li>- I can use the four point compass directions: North; South; East and West to describe location features and routes on a map</li> <li>- I can draw a simple map and use agreed realistic (in line with OS map) symbols to make a simple key</li> <li>- I can name the major cities of England, Wales, Scotland and Northern Ireland.</li> <li>- I can locate where I live on a map of the UK.</li> </ul>	<ul style="list-style-type: none"> <li>- I can identify benefits and limitations of data collection methods.</li> <li>- I can present findings simply using maps, graphs and digital technologies.</li> <li>- I can reach a thoroughly described conclusion to the fieldwork question or prediction.</li> </ul> <p><b>Challenge</b></p> <ul style="list-style-type: none"> <li>- Can they work out how long it would take to get to a given destination taking account of the mode of transport?</li> </ul> <p><b>Physical Geography</b></p> <ul style="list-style-type: none"> <li>- I can describe how volcanoes are created.</li> <li>- I can describe how earthquakes are created.</li> <li>- I can compare and contrast the physical features of a volcanic locality to the Isle of Wight.</li> <li>- I can locate the Mediterranean and explain why it is a popular holiday destination.</li> <li>- I can explain the weather variations according to season and country across Europe.</li> </ul> <p><b>Human Geography</b></p> <ul style="list-style-type: none"> <li>- I can describe how volcanoes have an impact on people's lives e.g. Pompeii</li> <li>- I can describe how the legacy of Pompeii has generated tourism today.</li> <li>- I can explain how the lives of people living in the Mediterranean would be different from my own.</li> <li>- I can explain how the weather impacts on tourism across Europe.</li> </ul> <p><b>Geographical Knowledge</b></p> <ul style="list-style-type: none"> <li>- I can locate and name some of the world's most famous volcanoes.</li> <li>- I can locate and name countries of the world that are susceptible to earthquakes.</li> <li>- I can name and locate Mountain ranges in Europe including Europe's tallest mountain.</li> <li>- I can locate and name many countries that border the</li> </ul>	<p>contributes to the pollution of river ways.</p> <p><b>Geographical Knowledge</b></p> <ul style="list-style-type: none"> <li>- I can state the difference between the British Isles, Great Britain and UK.</li> <li>- I can name up to six major cities in the UK and locate them on a map and state which county they are in.</li> <li>- I can name the major rivers of the UK and locate them on a map.</li> <li>- I can locate and name some of the main islands that surround the UK.</li> <li>- I can name the areas of origin of the main ethnic groups in the UK &amp; in my school.</li> </ul>	<ul style="list-style-type: none"> <li>- I can ask questions to carry out an investigation and express the opinions from a range of points of view.</li> <li>- I can make clearly explained links between observations in the local area.</li> <li>- I can use a camera and locate annotated photos on a map.</li> <li>- I can draw a sketch map with relatively sized features and annotations showing human and physical features of the local area.</li> <li>- I can measure human and physical features in the local area using a range of appropriate instruments.</li> <li>- I can simply justify data collection methods.</li> <li>- I can independently present data and findings using maps, graphs and digital technologies to show a clear enquiry route from child led question to child led conclusion.</li> </ul> <p><b>Physical Geography</b></p> <ul style="list-style-type: none"> <li>- I can describe the main features of a well-known city.</li> <li>- I can describe the main features of a village.</li> <li>- I can describe the main physical differences between cities and villages.</li> </ul> <p><b>Human Geography</b></p> <ul style="list-style-type: none"> <li>- I can explain why people are attracted to live in cities.</li> <li>- I can explain why people may choose to live in a village rather than a city.</li> <li>- I can explain how a location fits into its wider geographical location; with reference to human and economical features.</li> <li>- I can explain how a locality has changed over time with reference to human features.</li> </ul> <p><b>Geographical Knowledge</b></p> <ul style="list-style-type: none"> <li>- I can name and locate many of the Europe's most famous ports on maps.</li> <li>- I can name the countries that make up the European Union.</li> <li>- I can name the capital cities of at least 8 countries in Europe.</li> </ul>	<p><b>Geographical Enquiry</b></p> <ul style="list-style-type: none"> <li>- I can confidently use a range of maps, atlases, images, globes and digital mapping.</li> <li>- I can confidently and accurately use the 8 point compass directions to follow and give directions to build knowledge of the UK and the wider world.</li> <li>- I can accurately use six figure grid references on an OS Map.</li> <li>- I can draw a variety of maps, sketches and plans with accurate symbols, keys and scale.</li> <li>- I can ask a range of geographical questions to carry out an investigation and can explain opinions from a range of different points of view.</li> <li>- I can use a camera and locate annotated photos on a map.</li> <li>- I can accurately measure human and physical features in the local area using a range of appropriate instruments.</li> <li>- I can confidently justify data collection methods.</li> <li>- I can independently present data findings using maps, graphs and digital technologies to show a clear enquiry route from child led question to child led conclusion.</li> </ul> <p><b>Physical Geography</b></p> <ul style="list-style-type: none"> <li>- I can give extended descriptions of the physical features of different places around the world.</li> <li>- I can describe how some places are similar and others are different in relation to their physical features.</li> </ul> <p><b>Human Geography</b></p> <ul style="list-style-type: none"> <li>- I can give an extended description of the human features of different places around the world.</li> <li>- I can map land use with my own criteria.</li> <li>- I can describe how some places are similar and others are different in relation to their human features.</li> </ul> <p><b>Geographical Knowledge</b></p> <ul style="list-style-type: none"> <li>- I can locate the USA and Canada on a world map and</li> </ul>
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			<p>Mediterranean Sea.</p> <ul style="list-style-type: none"> <li>- I can name and locate the capital cities of many European countries.</li> </ul>			<p>atlas.</p> <ul style="list-style-type: none"> <li>- I can locate and name the main countries of South America on a world map and atlas.</li> <li>- I can recognise key symbols used on ordnance survey maps.</li> <li>- I can name the main desert regions of the world.</li> <li>- I can name the main areas of rainforest in the world.</li> <li>- I can identify and name the Tropics of Cancer and Capricorn as well as the Arctic and Antarctic circles on a world map.</li> </ul>
<b>ART AND DESIGN</b>	<p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>- I can create moods in my drawings to communicate meaning.</li> <li>- I can draw using pencil and crayons.</li> <li>- I can draw lines of different shapes and thickness, using 2 different grades of pencil.</li> </ul> <p><b>Painting</b></p> <ul style="list-style-type: none"> <li>- I can communicate something about myself in my painting?</li> <li>- I can they create moods in my paintings to communicate meaning.</li> <li>- I can choose to use thick and thin brushes as appropriate.</li> <li>- I can paint a picture of something I can see.</li> <li>- I can name the primary and secondary colours. Printing</li> <li>- I can print with a variety of materials e.g. sponges, vegetables and fruit.</li> <li>- I can design my own printing block.</li> <li>- I can create a repeating pattern on paper.</li> </ul> <p><b>Textiles</b></p> <ul style="list-style-type: none"> <li>- I can sort threads and fabrics by colour and texture.</li> <li>- I can weave with fabric and thread.</li> <li>- 3D</li> <li>- I can add texture by using tools.</li> <li>- I can make different kinds of shapes.</li> <li>- I can cut, roll and coil materials such as clay, dough or plasticine.</li> </ul>	<p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>- I can use three different grades of pencil in my drawing (4B, 8B, HB) to create different shades of light and dark.</li> <li>- I can use charcoal, pencil and pastels to create different effects</li> <li>- I can show different patterns and texture in my drawings.</li> </ul> <p><b>Painting</b></p> <ul style="list-style-type: none"> <li>- I can mix paint to create all the secondary colours.</li> <li>- I can mix their own brown.</li> <li>- I can make tints by adding white.</li> <li>- I can make tones by adding black.</li> </ul> <p><b>Printing</b></p> <ul style="list-style-type: none"> <li>- I can create a print using pressing, rolling, rubbing and stamping.</li> <li>- I can create a print like a famous designer using repeated patterns.</li> </ul> <p><b>Sketch books</b></p> <ul style="list-style-type: none"> <li>- I can begin to record my art experiences and comment on my work in my sketch book.</li> <li>- I can make simple statements about why I have chosen colours, materials, techniques in my work.</li> <li>- I can say how I could have made my work better.</li> </ul> <p><b>3D/Textiles</b></p> <ul style="list-style-type: none"> <li>- I can make a clay pot.</li> <li>- I can join two finger pots together.</li> <li>- I can sew fabrics together as</li> </ul>	<p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>- I can show facial expressions in my drawings.</li> <li>- I can they use my sketches to produce a final piece of work.</li> <li>- I can write an explanation of my sketch in notes.</li> <li>- I can use different grades of pencil shade, to show different tones and texture.</li> </ul> <p><b>Painting</b></p> <ul style="list-style-type: none"> <li>- I can state where each of the primary and secondary colours sits on the colour wheel.</li> <li>- I can create a background using a wash.</li> <li>- I can use a range of brushes to create different effects.</li> </ul> <p><b>Printing</b></p> <ul style="list-style-type: none"> <li>- I can make a printing block.</li> <li>- I can make a 2 colour print based on a design from a different culture.</li> </ul> <p><b>Sketch books</b></p> <ul style="list-style-type: none"> <li>- I can create a sketch book to record my observations and use it to review and revisit my ideas.</li> </ul> <p><b>3D/Textiles</b></p> <ul style="list-style-type: none"> <li>- I can create pop-ups.</li> <li>- I can use more than one type of stitch.</li> <li>- I can join fabric together to form a quilt using padding.</li> <li>- I can use sewing to add detail to a piece of work.</li> </ul> <p><b>Collage</b></p> <ul style="list-style-type: none"> <li>- I can fold, crumple, tear, overlap, layer and include other media to create a collage to express my ideas.</li> </ul>	<p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>- I can begin to show facial expressions and body language in my sketches.</li> <li>- I can identify and draw simple objects, and use marks and lines to produce texture.</li> <li>- I can organise line, tone, shape and colour to represent figures and forms in movement.</li> <li>- I can show reflections in my work.</li> <li>- I can explain why I have chosen specific materials to draw with.</li> </ul> <p><b>Painting</b></p> <ul style="list-style-type: none"> <li>- I can create all the colours I need.</li> <li>- I can create mood in my paintings by using shading.</li> </ul> <p><b>Printing</b></p> <ul style="list-style-type: none"> <li>- I can print an accurate design using at least four colours.</li> <li>- I can print onto different materials.</li> </ul> <p><b>Sketch books</b></p> <ul style="list-style-type: none"> <li>- I can use my sketch book to express my feelings about various subjects and outline my likes and dislikes.</li> <li>- I can produce a montage all about myself.</li> <li>- I can use my sketch book to adapt and improve my original ideas, detailing the purpose of my work.</li> </ul> <p><b>3D/Textiles</b></p> <ul style="list-style-type: none"> <li>- I can experiment with and combine materials and processes to design and make 3D form.</li> </ul>	<p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>- I can identify and draw simple objects, and use marks and lines to produce texture.</li> <li>- I can successfully use shading to create mood and feeling.</li> <li>- I can organise line, tone, shape and colour to represent figures and forms in movement.</li> <li>- I can show reflections in my drawings.</li> <li>- I can explain why I have chosen specific materials to draw with.</li> </ul> <p><b>Painting</b></p> <ul style="list-style-type: none"> <li>- I can create a range of moods in my paintings.</li> <li>- I can express my emotions accurately through my painting and sketches.</li> </ul> <p><b>Printing</b></p> <ul style="list-style-type: none"> <li>- I can create an accurate print design that meets a given criteria, including a number of colours.</li> </ul> <p><b>Sketch books</b></p> <ul style="list-style-type: none"> <li>- I can keep notes in my sketch books as to how I might develop my work further.</li> <li>- I can use my sketch books to compare and discuss ideas with others.</li> </ul> <p><b>3D/Textiles</b></p> <ul style="list-style-type: none"> <li>- I can experiment with and combine materials and processes to design and make 3D form.</li> <li>- I can sculpt clay and other mouldable materials as per a set of given criteria.</li> <li>- I can use textile and sewing skills as part of a project, e.g.</li> </ul>	<p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>- I can create sketches that communicate emotions and a sense of self with accuracy and imagination.</li> <li>- I can explain why I have combined different tools to create my drawings e.g. pencil, charcoal, pastel.</li> </ul> <p><b>Painting</b></p> <ul style="list-style-type: none"> <li>- I can use a wide range of techniques in my work proficiently.</li> <li>- I can explain why I have chosen specific painting techniques.</li> </ul> <p><b>Printing</b></p> <ul style="list-style-type: none"> <li>- I can make decisions about the effectiveness of my printing methods.</li> </ul> <p><b>Sketch books</b></p> <ul style="list-style-type: none"> <li>- I can adapt and refine my work to reflect its meaning and purpose, keeping notes and annotations in my sketch book.</li> <li>- I can research and use a variety of evidence to explain how my creative ideas have been influenced by the work of others using the language of art and design.</li> </ul> <p><b>3D/Textiles</b></p> <ul style="list-style-type: none"> <li>- I can create models on a range of scales which include both visual and tactile elements.</li> <li>- Collage</li> <li>- I can combine pattern, tone and shape to create a piece which expresses meaning.</li> </ul> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>- I can begin to identify and</li> </ul>

	<p><b>Collage</b></p> <ul style="list-style-type: none"> <li>- I can gather and sort the materials I will need to make a collage.</li> <li>- I can cut and tear materials for my collages.</li> <li>- Use of IT</li> <li>- I can use a simple painting program to create a picture.</li> <li>- I can go back and change/edit my picture.</li> </ul> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>- I can describe what I can see and like in the work of another artist/craft maker/designer.</li> <li>- I can describe differences and similarities between the works of different artists.</li> </ul>	<p>part of a class patchwork</p> <ul style="list-style-type: none"> <li>- I can identify features of a textile e.g. knot, fray, fringe, twist, plait, weave</li> </ul> <p><b>Collage</b></p> <ul style="list-style-type: none"> <li>- I can use different kinds of materials on a collage and explain why I have chosen them.</li> <li>- I am confident in using the language of fold, crumple, tear and overlap</li> </ul> <p><b>Use of ICT</b></p> <ul style="list-style-type: none"> <li>- I can use simple IT mark-making tools, e.g. brush and pen tools</li> <li>- I can edit my own work on the computer or tablet.</li> <li>- I can take different photographs of myself displaying different moods.</li> <li>- I can change my photographic images on a computer.</li> </ul> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>- I can talk about great artists, architects and designers in history.</li> <li>- I can describe the similarities and differences between different practices and disciplines and make links to my own work e.g. using language such as colour, texture, tone.</li> </ul>	<ul style="list-style-type: none"> <li>- I can use montage.</li> </ul> <p><b>Use of IT</b></p> <ul style="list-style-type: none"> <li>- I can use the printed images I take with a digital camera and combine them with other media to produce art work.</li> <li>- I can use IT programs to create a piece of work that includes their own work and that of others (using web)</li> <li>- I can use the web to research an artist or style of art.</li> </ul> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>- I can talk about great artists, architects and designers in history.</li> </ul>	<ul style="list-style-type: none"> <li>- I can begin to sculpt clay and other mouldable materials.</li> <li>- I can describe how I have sculpted my materials using words such as join, construct, manipulate</li> </ul> <p><b>Collage</b></p> <ul style="list-style-type: none"> <li>- I can use ceramics to make a mosaic that has both visual and tactile qualities.</li> </ul> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>- I can experiment with different styles which famous artists have used.</li> <li>- I can present information that explains art from another period of history.</li> </ul>	<p>hanging, textile book, etc.? This could include running stitch, cross stitch, backstitch, appliqué and/or embroidery.</p> <p><b>Collage</b></p> <ul style="list-style-type: none"> <li>- I can combine visual and tactile qualities to express mood and emotion.</li> </ul> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>- I can experiment with different styles which famous artists have used.</li> <li>- I can learn about the work of others by looking at their work in books, the Internet, visits to galleries and other sources of information.</li> </ul>	<p>recognise the work of famous artists, craft workers, designers, architects and sculptures and I begin to understand the historical and cultural development of their art forms.</p>
<b>DESIGN AND TECHNOLOGY</b>	<p><b>Cooking and nutrition</b></p> <ul style="list-style-type: none"> <li>- I can describe where certain foods come from.</li> <li>- I can cut food safely.</li> <li>- I can describe the texture of foods.</li> <li>- I can describe basic hygiene e.g. always wash hands and keep surface clean.</li> <li>- I can think of interesting ways of decorating food I have made, e.g., cakes? Textiles</li> <li>- I can they describe how different textiles feel.</li> <li>- I can make a product from textiles by gluing.</li> </ul> <p><b>Mechanisms</b></p> <ul style="list-style-type: none"> <li>- I can make a product which moves.</li> <li>- I can say why I have chosen moving parts?</li> <li>- Use of materials</li> <li>- I can make a structure/model using different materials that is purposeful, functional and appealing.</li> </ul>	<p><b>Cooking and nutrition</b></p> <ul style="list-style-type: none"> <li>- I can explain what it means to be hygienic.</li> <li>- I can describe where the ingredients in a recipe come from.</li> </ul> <p><b>Textiles</b></p> <ul style="list-style-type: none"> <li>- I can join/sew textiles together to make something e.g. a class patchwork.</li> <li>- I can cut textiles accurately.</li> </ul> <p><b>Mechanisms</b></p> <ul style="list-style-type: none"> <li>- I can join materials together as part of a moving product.</li> </ul> <p><b>Use of materials</b></p> <ul style="list-style-type: none"> <li>- I can measure materials accurately to use in a model or structure.</li> <li>- I can join material in different ways.</li> </ul> <p><b>Construction</b></p> <ul style="list-style-type: none"> <li>- I can make sensible choices as to which material to use for my constructions.</li> </ul> <p><b>Developing, planning and communicating ideas</b></p>	<p><b>Cooking and nutrition</b></p> <ul style="list-style-type: none"> <li>- I can choose the right ingredients for a product.</li> <li>- I understand some ingredients are only available at certain times of year.</li> <li>- I can prepare and cook a savoury dish.</li> </ul> <p><b>Textiles</b></p> <ul style="list-style-type: none"> <li>- I can join textiles of different types in different ways.</li> <li>- I can choose textiles both for their appearance and also qualities.</li> <li>- I can use more than one type of stitch.</li> <li>- I can join fabric together to form a quilt using padding.</li> <li>- I can use sewing to add detail to a piece of work.</li> </ul> <p><b>Electrical and mechanical components</b></p> <ul style="list-style-type: none"> <li>- I can select the most appropriate tools and techniques to use for a given</li> </ul>	<p><b>Cooking and nutrition</b></p> <ul style="list-style-type: none"> <li>- I can state what to do to be hygienic and safe in the kitchen.</li> <li>- I can prepare and cook a savoury dish using seasonal ingredients.</li> </ul> <p><b>Textiles</b></p> <ul style="list-style-type: none"> <li>- I can consider what the user would want when choosing textiles.</li> <li>- I can devise a template for a textile design.</li> <li>- I can explain how to join things in different ways and pick the best method for a given task.</li> </ul> <p><b>Stiff and flexible sheet materials</b></p> <ul style="list-style-type: none"> <li>- I can they measure carefully so as to make sure I have not made mistakes and use materials conservatively.</li> <li>- I can make a product that is strong and fit for purpose.</li> </ul> <p><b>Mouldable materials</b></p> <ul style="list-style-type: none"> <li>- I can use a range of advanced</li> </ul>	<p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>- I can identify and draw simple objects, and use marks and lines to produce texture.</li> <li>- I can successfully use shading to create mood and feeling.</li> <li>- I can organise line, tone, shape and colour to represent figures and forms in movement.</li> <li>- I can show reflections in my drawings.</li> <li>- I can explain why I have chosen specific materials to draw with.</li> </ul> <p><b>Painting</b></p> <ul style="list-style-type: none"> <li>- I can create a range of moods in my paintings.</li> <li>- I can express my emotions accurately through my painting and sketches.</li> </ul> <p><b>Printing</b></p> <ul style="list-style-type: none"> <li>- I can create an accurate print design that meets a given criteria, including a number of colours.</li> </ul> <p><b>Sketch books</b></p> <ul style="list-style-type: none"> <li>- I can keep notes in my sketch</li> </ul>	<p><b>Cooking and nutrition</b></p> <ul style="list-style-type: none"> <li>- I can cook savoury dishes as part of a health and varied diet.</li> <li>- I can plan, prepare, cook and serve a 3 course meal to a guest.</li> </ul> <p><b>Textiles</b></p> <ul style="list-style-type: none"> <li>- I can suggests ways that my product could be sold.</li> </ul> <p><b>Electrical and mechanical components</b></p> <ul style="list-style-type: none"> <li>- I can use mechanical and electrical systems in my own products, including programming.</li> </ul> <p><b>Stiff and flexible sheet materials</b></p> <ul style="list-style-type: none"> <li>- I can ensure that my work is precise and accurate.</li> <li>- I can hide joints so as to improve the look of my product.</li> </ul> <p><b>Developing, planning and communicating ideas</b></p> <ul style="list-style-type: none"> <li>- I can research existing products and develop them so that they are fit for purpose and aimed at a specific group.</li> <li>- I can draw labelled sketches,</li> </ul>

<ul style="list-style-type: none"> <li>- I can evaluate my model suggesting improvements that could be made.</li> <li>- Developing, planning and communicating ideas</li> <li>- I can use pictures and words to plan my designs. Working with tools, equipment, materials and components to make quality products</li> <li>- I can use simple tools safely.</li> </ul> <p><b>Evaluating processes and products</b></p> <ul style="list-style-type: none"> <li>- I can evaluate existing products and my own ideas.</li> </ul>	<ul style="list-style-type: none"> <li>- I can design a product that looks good and works well.</li> <li>- I can draw and talk about my designs Working with tools, equipment, materials and components to make quality products</li> <li>- I can use a range of tools and materials to complete practical tasks.</li> </ul> <p><b>Evaluating processes and products</b></p> <ul style="list-style-type: none"> <li>- I can evaluate existing products and my own ideas.</li> <li>- I can improve structures and mechanisms I have built.</li> </ul>	<p>task.</p> <p><b>Stiff and flexible sheet materials</b></p> <ul style="list-style-type: none"> <li>- I can work accurately to make cuts and holes in materials.</li> <li>- I can join materials in different ways.</li> </ul> <p><b>Developing, planning and communicating ideas</b></p> <ul style="list-style-type: none"> <li>- I can research existing products on the market.</li> <li>- I can use label sketches and talk about my design to say how it meets a range of requirements.</li> <li>- I can make prototypes to explain ideas and see if they work.</li> <li>- I can put together a step-by-step plan which shows the order of works and also what equipment and tools I will need. Working with tools, equipment, materials and components to make quality products</li> <li>- I can use a range of equipment and tools safely.</li> </ul> <p><b>Evaluating processes and products</b></p> <ul style="list-style-type: none"> <li>- I can evaluate existing products and improve my own work.</li> </ul>	<p>techniques to shape and mould.</p> <ul style="list-style-type: none"> <li>- I can use finishing techniques, showing an awareness of audience.</li> </ul> <p><b>Developing, planning and communicating ideas</b></p> <ul style="list-style-type: none"> <li>- I can research existing products on the market.</li> <li>- I can use labelled sketches and talk about my designs.</li> <li>- I am aware that my product will need to be liked by others,</li> <li>- I can make prototypes to explain ideas and see if they work.</li> </ul> <p><b>Working with tools, equipment, materials and components to make quality products</b></p> <ul style="list-style-type: none"> <li>- I can demonstrate a good level of expertise when using a range of tools and equipment safely.</li> <li>- I can show resilience in my working even when my original ideas may not have work.</li> </ul> <p><b>Evaluating processes and products</b></p> <ul style="list-style-type: none"> <li>- I can begin to explain how I have improved my original design.</li> <li>- I can evaluate my product, thinking of both appearance and the way it works.</li> </ul>	<p>books as to how I might develop my work further.</p> <ul style="list-style-type: none"> <li>- I can use my sketch books to compare and discuss ideas with others.</li> </ul> <p><b>3D/Textiles</b></p> <ul style="list-style-type: none"> <li>- I can experiment with and combine materials and processes to design and make 3D form.</li> <li>- I can sculpt clay and other mouldable materials as per a set of given criteria.</li> <li>- I can use textile and sewing skills as part of a project, e.g. hanging, textile book, etc.? This could include running stitch, cross stitch, backstitch, appliqué and/or embroidery.</li> </ul> <p><b>Collage</b></p> <ul style="list-style-type: none"> <li>- I can combine visual and tactile qualities to express mood and emotion.</li> </ul> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>- I can experiment with different styles which famous artists have used.</li> <li>- I can learn about the work of others by looking at their work in books, the Internet, visits to galleries and other sources of information.</li> </ul> <p><b>Cooking and nutrition</b></p> <ul style="list-style-type: none"> <li>- I can describe what I need do to be both hygienic and safe in the kitchen.</li> <li>- I can cook savoury dishes for a healthy and varied diet.</li> <li>- I can cook a 3 course meal.</li> </ul> <p><b>Textiles</b></p> <ul style="list-style-type: none"> <li>- I can make my product attractive and strong.</li> <li>- I can use a range of joining techniques.</li> </ul> <p><b>Electrical and mechanical components</b></p> <ul style="list-style-type: none"> <li>- I can use mechanical and electrical systems in my own products, including programming.</li> </ul> <p><b>Stiff and flexible sheet materials</b></p> <ul style="list-style-type: none"> <li>- I can ensure that my measurements are accurate enough to ensure that everything is precise.</li> </ul> <p><b>Developing, planning and communicating ideas</b></p> <ul style="list-style-type: none"> <li>- I can research existing</li> </ul>	<p>cross sections, diagrams and used computer aided design to plan my ideas.</p> <ul style="list-style-type: none"> <li>- Working with tools, equipment, materials and components to make quality products</li> <li>- I can use all tools and materials safely and precisely. Evaluating processes and products</li> <li>- I can analyse and evaluate my own work to ensure that it is fit for purpose and meets all the design criteria.</li> <li>- I can evaluate my work and articulate ways to further improve my design.</li> </ul>
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					<ul style="list-style-type: none"> <li>products and develop them so they are fit for purpose.</li> <li>- I can take a user's view into account when designing.</li> <li>- I can draw labelled sketches, cross sections, diagrams and use computer aided design to plan and develop my ideas.</li> </ul> <p><b>Working with tools, equipment, materials and components to make quality products</b></p> <ul style="list-style-type: none"> <li>- I can use a range of tools and equipment expertly and safely.</li> <li>- I can persevere through different stages of the making process to create a product of which I am proud.</li> </ul> <p><b>Evaluating processes and products</b></p> <ul style="list-style-type: none"> <li>- I can evaluate appearance and function against the original criteria.</li> </ul>	
<b>COMPUTING</b>	<p><b>E-Safety</b></p> <ul style="list-style-type: none"> <li>- I can recognise advertising on websites and learn to ignore it</li> <li>- I can follow the school rules when being online and using technology</li> <li>- I know that personal information should not be shared online</li> <li>- I know how to report something bad that I find online</li> <li>- I know who to tell if I find something bad online.</li> <li>- I understand what cyber bullying is and what to do if it happens</li> </ul> <p><b>Programming</b></p> <ul style="list-style-type: none"> <li>- I can give simple instructions one at a time using left, right, forwards and backwards.</li> <li>- I can put two instructions together to control a toy</li> <li>- I can make a record of instructions</li> <li>- As part of a group, I can plan, predict and test a Bee-Bot journey by giving a sequence of instructions</li> <li>- I can use simple on screen simulations and games.</li> </ul> <p><b>Handling Data</b></p> <ul style="list-style-type: none"> <li>- I can enter information into a template to make a graph</li> <li>- I can talk about the results shown on a graph</li> <li>- I can create a pictogram by</li> </ul>	<p><b>E:Safety</b></p> <ul style="list-style-type: none"> <li>- I can recognise advertising on websites and learn to ignore it</li> <li>- I can follow the school rules when being online and using technology</li> <li>- I know that personal information should not be shared online</li> <li>- I know how to report something bad that I find online</li> <li>- I know who to tell if I find something bad online.</li> <li>- I understand what cyber bullying is and what to do if it happens.</li> </ul> <p><b>Programming</b></p> <ul style="list-style-type: none"> <li>- I can use forwards, backwards, up and down within a sequence of instructions.</li> <li>- I can use repeat in my instructions.</li> <li>- I can complete a simple program and predict what the results will be.</li> <li>- I can test and changes my instructions.</li> <li>- I can explain, with support, the importance of using simulations (links to inside and outside of school).</li> <li>- I can explore the effect of choices when using simulations.</li> </ul>	<p><b>E:safety</b></p> <ul style="list-style-type: none"> <li>- I can create a strong password and understand who I must and must not share it with.</li> <li>- I know that websites sometimes include pop-ups that take them away from the main site, including the use of advertising.</li> <li>- I understand the need for rules to keep me safe when using technology when online and can follow my own and the school's rules.</li> <li>- I understand the need to keep personal information private and recognise that everything I put online can be seen and used by others and cannot be deleted.</li> <li>- I understand the need for caution and know how to respond if something happens I am uncomfortable with.</li> <li>- I can recognise that cyber bullying is unacceptable and the consequences of taking part in it.</li> <li>- I know how to report an incident of cyber bullying.</li> <li>- I understand the benefits of developing a 'nickname' for online use.</li> </ul> <p><b>Programming, Simulations and Sensors</b></p> <ul style="list-style-type: none"> <li>- I can write programs to</li> </ul>	<p><b>E:safety</b></p> <ul style="list-style-type: none"> <li>- I can create a strong password and understand who I must and must not share it with.</li> <li>- I know that websites sometimes include pop-ups that take them away from the main site, including the use of advertising.</li> <li>- I understand the need for rules to keep me safe when using technology when online and can follow my own and the school's rules.</li> <li>- I understand the need to keep personal information private and recognise that everything I put online can be seen and used by others and cannot be deleted.</li> <li>- I understand the need for caution and know how to respond if something happens I am uncomfortable with.</li> <li>- I can recognise that cyber bullying is unacceptable and the consequences of taking part in it.</li> <li>- I know how to report an incident of cyber bullying.</li> <li>- I understand the benefits of developing a 'nickname' for online use.</li> </ul> <p><b>Programming, Simulations and Sensors</b></p> <ul style="list-style-type: none"> <li>- I can write programs to create animations, games and/or simulations.</li> <li>- I can use degrees as a</li> </ul>	<p><b>E:safety</b></p> <ul style="list-style-type: none"> <li>- I can create a strong password and manage them so that they remain strong. I understand that copyright exists on most digital content and understand they should not publish other people's pictures or tag them on the internet without permission.</li> <li>- I can reference information sources.</li> <li>- I recognise the potential risks of using technology and knowhow to minimise those risks (including identifying people who can help, minimising the screen, reporting systems both online and in school and creating online alias).</li> <li>- I can use my understanding of the internet and technology to create tips to help others use them safely, including dealing with cyber bullying.</li> <li>- I appreciate that everything I put online may be seen and used by others and cannot be deleted.</li> <li>- I understand that online environments have security settings, which can be altered, to protect us.</li> <li>- I can discuss the positives and negatives of ICT in my own and the lives of others.</li> </ul> <p><b>Programming, Simulations and Sensors</b></p> <ul style="list-style-type: none"> <li>- I can write programs to control hardware and avatars.</li> </ul>	<p><b>E:safety</b></p> <ul style="list-style-type: none"> <li>- I can create a strong password and manage them so that they remain strong.</li> <li>- I understand that copyright exists on most digital content and understand they should not publish other people's pictures or tag them on the internet without permission.</li> <li>- I can reference information sources.</li> <li>- I recognise the potential risks of using technology and knowhow to minimise those risks (including identifying people who can help, minimising the screen, reporting systems both online and in school and creating online alias).</li> <li>- I can use my understanding of the internet and technology to create tips to help others use them safely, including dealing with cyber bullying.</li> <li>- I appreciate that everything I put online may be seen and used by others and cannot be deleted.</li> <li>- I understand that online environments have security settings, which can be altered, to protect us.</li> <li>- I can discuss the positives and negatives of ICT in my own and the lives of others.</li> </ul> <p><b>Programming, Simulations and Sensors</b></p> <ul style="list-style-type: none"> <li>- I can write programs that</li> </ul>

entering data into a graphing package

#### Multimedia

- I can use my pictogram to answer simple questions.
- I can take pictures with a camera
- I can print out a photograph from a camera with help
- I can combine text & images in a simple program
- I can record a sound and play it back with support.
- I can create a voice over using an existing photo story as part of a group.
- I can use simple paint tools, brushes, colour-fill and palette.
- I can add stamps or clipart to create a scene.

#### Key ICT Skills

- I can record my ideas using a keyboard.
- I can change the colour, size or font.
- I can copy and paste a picture using a right click.
- I can save pieces of work to a chosen folder using save as and save.
- I can load my saved work by going to the correct folder and double clicking.
- I can use shortcuts to open pre-chosen websites
- I can use pre-chosen sites to find information and answer simple questions
- I can print out a page from the internet
- I can find information using keyword searches

#### Handling data

- I can explain what a database is.
- I can compare databases on the computer with databases on paper.
- I can show how branching databases can be used to sort items.
- I can explain, with support, how a branching database works using yes and no questions.
- I can enter information into a prepared database, with support, and use it to create a graph.
- I can sort and classify information in screen by four criteria (Carroll diagram).

#### Multimedia

- I can experiment with sound, text, Word Art and pictures within a program (including slideshows)
- I can use the shape tools, flood fill, straight line tools and spray effect to build up pictures and effects.
- I can create a repeating pattern using stamps or copy tool.
- I can compose simple tunes by selecting and arranging icons.
- I can insert still and moving images into different programs with support.
- I can record a sound and play it back.

#### Key ICT Skills

- I can type a piece of work (word process) using the return/enter key to leave gaps (line breaks) between sections.
- I can use the Caps lock key to add capital letters.
- I can change the colour, size and font.
- I can highlight text to change its format (B, U, I).
- I can copy and paste pictures and text using right click or HOME.
- I can save pieces of work to a folder that I have chosen using save as and save.

- create simple animations, control avatars or draw common regular shapes.
- I can test changes and fix errors in my instructions and programs.
- I can use 90 degree and or 180 degree turns within my programs.
- I can explore the effects of changing variables in a simulation.
- I understand the importance and disadvantages of using simulations.
- I understand the difference between virtual and physical devices.

#### Handling Data

- I can define what a field and record is using a sorting exercise.
- I can add records and fields into a prepared database.
- I can sort a database to answer simple questions.
- I can use a branching database to classify and identify objects.
- I can use a branching database to answer questions.
- I can create clearly labelled bar graphs, with support, and use them to present my findings.

#### Multimedia

- I can use a digital video camera to capture film or images and select the ones I wish to use.
- I can create a presentation that moves from slide to slide and is aimed at a specific audience.
- I can use different views, cameras and angles to review and add detail to my work.
- I can build up pictures and models using different shapes and tools (sketch-up)
- I can download images into files on the computer with support.
- I can use photo editing software to crop photos and add simple effects and filters.
- I can with support, edit and recognise sounds, using

- measurement of turn in my instructions and programs.
- I can predict the outcome of my instructions and programs.
- I can use inputs and outputs when writing simple programs.
- I can use a loop within my programs.
- I can adapt and alter my programs (debugging)
- I can, with support, attach a sensor to a device connected to a computer and take readings.

#### Handling Data

- I can create my own simple spreadsheet database, enter data, highlight it and create clearly labelled graphs and charts.
- I can create a branching database to support data collection.
- I can use the terms 'cells', 'rows', and 'columns' and explain what they are.
- I can sort and search a database to answer simple questions.
- I can identify where databases are used inside school.

#### Multimedia

- I can review and delete unwanted images
- I can combine text, images and sounds in different programs to target a familiar audience.
- I can manipulate a sound when using recording software by altering the pitch and tempo.
- I know that sounds exist in different formats.
- I can download images safely into files on the computer.
- I can capture images using a variety of methods (screen capture, scanning, Google Earth, and the Internet)
- I can create a multimedia presentation that teaches others something I have learnt.

#### Key ICT Skills

- I can right click for suggested spellings when correcting my work.
- I can use bullet points or numbers, auto shapes and text boxes to reposition and organise my work.
- I can reformat text boxes and images to make them fit for

- I can deconstruct programs to spot and debug errors.
- I can create variables to keep score.
- I can combine a range of sensors, inputs and outputs to control devices and trigger events.
- I can identify how sensors are used in the real world.
- I can use IF commands within my programs.
- I can use a repeat forever loop within my commands.
- I can explain how an algorithm works.

#### Handling Data

- I can create my own spreadsheet model and tables by reformatting cells using the border, fill, merge options.
- I can create appropriate graphs and tables and use them as part of another piece of work.
- I can create a formula in a spreadsheet and then check for accuracy and plausibility.
- I can reformat and colour cells to make my database more user friendly (including adding images).
- I can identify where databases and spreadsheet models are used inside and outside of school.

#### Understanding Networks

- I understand how search engines function.
- I understand the difference between the internet and the World Wide Web.
- I am beginning to understand the role servers play when using ICT safely.
- I understand that the outcome of internet searches at home will differ at school and home because of filters and the proxy server.
- I can map a simple network.

#### Multimedia

- I can capture and create sounds, images and video.
- I can make a multimedia presentation that contains sound, animation, video and hyperlinks.
- I can use a layered editing program to create collages and/or transparent images then save them in an appropriate format.
- I can use appropriate software to plan, create, edit and present my work to a selected audience.

- control multiple avatars.
- I can write useful programs for a specific purpose.
- I can detect errors independently in a program and correct them (check and refine)
- I can use IF...THEN commands within my programs
- I can create different types of variables in my programs.
- I can explain how an algorithm works and outline any changes I have made.

#### Handling Data

- I can collect live data using data logging equipment.
- I can create my own database and present information from it.
- I can independently select and create appropriate graphs and tables.
- I can reformat cells to make them fit for purpose.
- I can use formulae or functions within spreadsheets to present data such as percentages of profit.
- I understand and can explain the advantages of using a spreadsheet model.

#### Understanding Networks

- I am beginning to understand how data packets and addresses work.
- I can demonstrate the journey of data across the internet using data packets.
- I have a growing understanding of binary code and how it is used.
- I understand what RAM and ROM are and how this affects the technology I use.

#### Multimedia

- I can use and combine a range of presentation applications.
- I can make a multimedia presentation that contains; sound, animation, video, menus and /or buttons to navigate.
- I can consider the effect of filters, angles, light and shadow.
- I can add special effects to alter the appearance of a graphic, including altering its opacity or transparency.
- I can use a layered editing program to create appropriate high quality images.

- I can load this work by either going to the correct folder and double clicking or using file and open.
- I can use a search engine to find information using key words in order to answer simple questions.
- I can use shortcuts to open pre-chosen websites and find information to answer simple questions
- I can print a webpage.
- I can use an index to locate information.
- I can use hyperlinks to locate information on a website.
- I can send and reply to a message sent by a safe e:mail partner (within school).

- recording software, to remove any mistakes.
- Key ICT Skills**
- I can use the spell checker to edit most spellings.
  - I can improve my work by selecting appropriate tools to add emphasis and effect (e.g. centre, font size, font colour and B, U, I)
  - I can use the cut, paste, print screen and crop tools.
  - I can use the spacebar, back space and arrow keys to move around and redraft my work.
  - I can use bullet points or numbers, auto shapes and text boxes with support to reposition and organise my work.
  - I can reformat text boxes and images to make them easier to organise and overlap.
  - I can create my own folder and save my work in it.
- Using the Internet.
- I can use a search engine to find information using different key words.
  - I can search for an image, then copy and paste it into a document.
  - I can use 'Save picture as' to save an image to the computer and insert it into my work.
  - I can use note making skills as part of a team to decide what information to use.
  - I can find relevant information by browsing a menu.
  - I can bookmark a page into my favourites in order to find safe sites again quickly.
  - I can use an e:mail address book.
  - I can open and send an attachment to an e:mail.
  - I can contribute to a class blog.

- purpose (square, tight, in front, behind) and easier to organise and customise.
- I can copy and paste and save pictures and text using right click.
  - I can begin to explain the difference between save and save as and export.
  - I can choose the most appropriate page layout and document type for presenting my work (landscape or portrait)
  - I can organise my files and folders by moving and renaming them.
- Using the Internet**
- I can use a search engine to find a specific website.
  - I can use note-taking skills to decide which text to copy and paste into a document.
  - I can use tabbed browsing to open two or more web pages at the same time.
  - I can download pictures, sounds and other resources from the internet then use them to enhance my work.
  - I can consider who wrote the information I find and how this affects if I trust it or not (bias)

- I can explain my choice of clips, effects and structure and how my work is suited to my audience.
  - I can consider the effect of angles and filters.
- Key ICT Skills**
- I can use the word count tool to check the length of a document.
  - I can incorporate graphics where appropriate, using the most effective text wrapping formats.
  - I can use the SHIFT key to add punctuation and/or symbols and select multiple items.
  - I can use the spell checker and thesaurus by right clicking.
  - I can use keyboard shortcuts to copy and paste images and text.
  - I understand the role of the clipboard when copying, pasting and cutting.
  - I have some understanding of the safe zone and usually consider it when creating documents, particularly desktop publishing.
  - I can remove hyperlinks from words and images to make them easier to recognise and manipulate.
- Using the Internet**
- I can organise my favourites into folders
  - I can use multiple windows and tabbed browsing to follow simple lines of enquiry.
  - I can compare the results of different searches and modify my search strategies to gain better results.
  - I can use a search engine using keyword searches and Boolean operators.
  - I can check the validity and accuracy of different sources by considering a range of information. I am aware of bias and opinion and use this knowledge when evaluating and using information.
  - I can use video chat to communicate with someone elsewhere in the school or another location.

- I can save my work in appropriate formats that are fit for purpose.
  - I can select my target audience then present my work appropriately.
- Key ICT Skills**
- I can confidently choose page set ups and layouts that are appropriate for my piece of work.
  - I can use headers and footers appropriately.
  - I can use a variety of keyboard short cuts to reorganise and alter my work.
  - I understand what is meant by the safe zone (blue box) when creating pieces of work.
  - I can independently select software that is fit for purpose.
  - I can explain my choice of layout and formatting.
  - I can insert and remove hyperlinks from words and images to make them easier to reorganise, manipulate and present.
  - I can retrieve my work by searching the computer.
- Using the Internet**
- I can use complex searches using such as '+' 'OR' "find the phrase in verted commas".
  - I understand how search results are ranked.
  - I am aware of how wikis function and appreciate how this can affect the validity and accuracy of the source.
  - I can use knowledge of the meaning of different domain names and common website extensions (e.g. .co.uk: .com, .ac: .sch, .net) to support validation of information.
  - I can copy and paste, download and save information independently following lines of enquiry.
  - I can check the validity & accuracy of sources by cross checking information with range of different websites or other non-ICT resources.
  - I can safely contribute to discussions online.

**MODERN  
LANGUAGES**

- I can locate Spain on a world map & name main cities.
- I can name/ identify some Spanish objects / traditions.
- I can name / locate other Spanish speaking countries globally and name their capital cities.
- I can pronounce vowels and recognise / use the alphabet.
- I can say hello / goodbye; tell someone my name/ ask someone what their name is; I can say my age / ask someone their age.
- I can issue basic commands; ask someone how they are/ say how I am; use low numbers; say where things are.
- I can name colours / ask the colour of something; say what the colour of something is; say/ask how many there is.
- I can count to 10.
- I can name family members; ask who someone is; express personal possession; say/ask what someone's name is; name places.
- I can name drinks/ ask what someone is drinking.
- I can name foods / ask someone what they want.
- I can ask what something is.
- I can say what someone is doing.
- I can name types of clothing and specify a certain item.
- I can use colours to describe clothing.
- I can name months of the year, say when my birthday is.
- I can sing the Happy Birthday song.
- I can tell you how Christmas is celebrated in Spain.
- I can sing a traditional song in Spanish
- I can name modes of transport.
- I can say how many of something there is.
- I can describe something in terms of its size and colour.
- I can use/follow simple directions.
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- I can ask someone if they like doing a particular thing.
- I can say how many brothers & Sisters I have.
- I can ask someone if they have brothers and sister.
- I can name food ingredients and price food items.
- I can ask how much something costs.
- I can name various animals.
- I can name what pet animal I have / asks what pet animals you may have.
- I can ask/tell what your favourite animal is.
- I can describe animals using a colour.
- I can name various instruments.
- I can say what instrument I like playing.
- I can ask someone if they like music.
- I can ask/say what the time is.
- I can express my hunger/thirst. I can say that I like/don't like something.
- I can name rooms in a house.
- I can distinguish between singular and plural.
- I can say/ask what there is.
- I can describe specific objects with specific colours.
- I can ask/say what time an event starts.
- I can express happiness.
- I can give/follow simple directions.
- I can name different flavours of ice cream.
- I can recognise how to spell a word.
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<b>MUSIC</b>	<p><b>Performing</b></p> <ul style="list-style-type: none"> <li>- I can use my voice to speak/sing/chant</li> <li>- I can sing with others</li> <li>- I can use instruments to perform e.g. ocarina, tuned/untuned percussion.</li> <li>- I can look at the audience when I perform.</li> <li>- I can clap short rhythmic patterns.</li> <li>- I can copy sounds and patterns of sounds.</li> </ul> <p><b>Composing</b></p> <ul style="list-style-type: none"> <li>- I can make different sounds with my voice.</li> <li>- I can make different sounds with instruments.</li> <li>- I can identify changes in sounds.</li> <li>- I can change the sound.</li> <li>- I can repeat (short rhythmic and melodic) patterns.</li> <li>- I can make a sequence of sounds.</li> <li>- I can show sounds by using pictures.</li> </ul> <p><b>Listening and Appraising</b></p> <ul style="list-style-type: none"> <li>- I can respond to different moods in music.</li> <li>- I can say how a piece of music makes me feel.</li> <li>- I can say whether I like or dislike a piece of music.</li> <li>- I can choose sounds to represent different things.</li> <li>- I can recognise repeated patterns.</li> <li>- I can follow instructions about when to play or sing.</li> </ul>	<p><b>Performing</b></p> <ul style="list-style-type: none"> <li>- I can sing and follow the melody (tune).</li> <li>- I can sing accurately at a given pitch.</li> <li>- I can perform simple patterns and accompaniments keeping a steady pulse.</li> <li>- I can perform with others.</li> <li>- I can play simple rhythmic patterns on an instrument e.g. ocarina and tuned/untuned percussion.</li> <li>- I can sing/clap a pulse increasing or decreasing in tempo.</li> </ul> <p><b>Composing (including notation)</b></p> <ul style="list-style-type: none"> <li>- I can order sounds to create a beginning, middle and end.</li> <li>- I can create music in response to different starting points.</li> <li>- I can choose sounds which create an effect.</li> <li>- I can use symbols to represent sounds.</li> <li>- I can make simple connections between notations and musical sounds.</li> </ul> <p><b>Listening &amp; Appraising</b></p> <ul style="list-style-type: none"> <li>- I can improve my own work.</li> <li>- I can they listen out for particular things when listening to music.</li> <li>- I can recognise some instruments of the orchestra.</li> <li>- I can describe the sounds made by some instruments of the orchestra.</li> </ul>	<p><b>Performing</b></p> <ul style="list-style-type: none"> <li>- I can sing in tune with expression.</li> <li>- I can control my voice when I am singing.</li> <li>- I can play clear notes on instruments e.g. recorder and tuned percussion.</li> <li>- I can begin to read simple musical notation on a staff.</li> <li>- I can clap/play a contrasting rhythm, keeping in time with the pulse. E.g. on untuned percussion</li> </ul> <p><b>Composing (including notation)</b></p> <ul style="list-style-type: none"> <li>- I can use different elements in my compositions.</li> <li>- I can create repeated patterns with different instruments.</li> <li>- I can compose melodies and songs.</li> <li>- I can create accompaniments for tunes.</li> <li>- I can combine different sounds to create a specific mood or feeling.</li> </ul> <p><b>Listening and Appraising</b></p> <ul style="list-style-type: none"> <li>- I can improve my work and explain how it has improved.</li> <li>- I can use musical words (the dimensions of music) to describe a piece of music and compositions.</li> <li>- I can use musical words to describe what I like and dislike.</li> <li>- I can recognise the work of at least one famous composer.</li> </ul>	<p><b>Performing</b></p> <ul style="list-style-type: none"> <li>- I can sing songs from memory with accurate pitch.</li> <li>- I can adapt my voice to achieve a blended sound when singing with others.</li> <li>- I can perform a simple part rhythmically e.g. on recorder or untuned/ tuned percussion.</li> <li>- I can improvise using repeated patterns.</li> </ul> <p><b>Composing (including notation)</b></p> <ul style="list-style-type: none"> <li>- I can use non-standard notations to record and interpret sequences of pitches.</li> <li>- I can begin to use standard notation.</li> <li>- I can use notations to record compositions in a small group or on my own.</li> <li>- I can use my notation in a performance.</li> </ul> <p><b>Listening and Appraising</b></p> <ul style="list-style-type: none"> <li>- I can explain the place of silence and say what effect it has.</li> <li>- I can start to identify the character of a piece of music.</li> <li>- I can describe and identify the different purposes of music.</li> <li>- I can they begin to identify with the style of work of Beethoven, Mozart and Elgar.</li> </ul>	<p><b>Performing</b></p> <ul style="list-style-type: none"> <li>- I can breathe in the correct place when singing to create a phrase.</li> <li>- I can sing and use my understanding of meaning to add expression adapting tempo and dynamics to aid this.</li> <li>- I can maintain my part whilst others are performing their part (rounds and canon).</li> <li>- I can perform 'by ear' and from simple notations.</li> <li>- I can improvise within a group using melodic and rhythmic phrases.</li> <li>- I can recognise and use basic structural forms e.g. rounds, variations, rondo form.</li> </ul> <p><b>Composing (including notation)</b></p> <ul style="list-style-type: none"> <li>- I can change sounds or organise them differently to change the effect.</li> <li>- I can compose music which meets specific criteria.</li> <li>- I can use my notations to record groups of pitches (chords).</li> <li>- I can use a music diary to record aspects of the composition process.</li> <li>- I can choose the most appropriate tempo for a piece of music.</li> </ul> <p><b>Listening &amp; Appraising</b></p> <ul style="list-style-type: none"> <li>- I can describe, compare and evaluate music using musical vocabulary.</li> <li>- I can explain why I think my music is successful or unsuccessful.</li> <li>- I can suggest improvements to my own or others' work.</li> <li>- I can choose the most appropriate tempo for a piece of music.</li> <li>- I can contrast the work of famous composers and show preferences.</li> </ul>	<p><b>Performing</b></p> <ul style="list-style-type: none"> <li>- I can sing a harmony part confidently and accurately.</li> <li>- I can perform parts from memory.</li> <li>- I can perform using notations taking account of dynamics and tempo.</li> <li>- I can adjust dynamics and tempo when performing to aid with phrasing and expression.</li> <li>- I can take the lead in a performance.</li> <li>- I can take on a solo part.</li> <li>- I can provide rhythmic support.</li> </ul> <p><b>Composing (including notation)</b></p> <ul style="list-style-type: none"> <li>- I can use a variety of different musical devices in my composition? (including melody, rhythms and chords)</li> <li>- I can recognise that different forms of notation serve different purposes.</li> <li>- I can use different forms of notation.</li> <li>- I can combine groups of beats.</li> </ul> <p><b>Listening &amp; Appraising</b></p> <ul style="list-style-type: none"> <li>- I can refine and improve my work.</li> <li>- I can evaluate how the venue, occasion and purpose affects the way a piece of music is created.</li> <li>- I can analyse features within different pieces of music.</li> <li>- I can say how different styles of music influenced new styles of music over time and make comparisons.</li> <li>- I can compare and contrast the impact that different composers from different times will have had on the people of the time.</li> </ul>

<p><b>PHYSICAL EDUCATION</b> (Val Sabin)</p>	<p><b>Acquiring and developing skills</b></p> <ul style="list-style-type: none"> <li>- I can copy actions.</li> <li>- I can repeat actions and skills.</li> <li>- I can move with control and care.</li> </ul> <p><b>Evaluating and improving</b></p> <ul style="list-style-type: none"> <li>- I can talk about what I have done.</li> <li>- I can describe what other people did</li> </ul> <p><b>Health and fitness</b></p> <ul style="list-style-type: none"> <li>- I can describe how my body feels before, during and after an activity.</li> </ul> <p><b>Dance</b></p> <ul style="list-style-type: none"> <li>- I can move to music.</li> <li>- I can copy dance moves.</li> <li>- I can make up a short dance and perform my moves.</li> <li>- I can move around the space safely.</li> </ul> <p><b>Games</b></p> <ul style="list-style-type: none"> <li>- I can throw underarm.</li> <li>- I can roll a piece of equipment.</li> <li>- I can hit a ball with a bat.</li> <li>- I can move and stop safely.</li> <li>- I can catch with both hands.</li> <li>- I can throw in different ways.</li> <li>- I can kick in different ways.</li> </ul> <p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>- I can make my body tense, relaxed, curled and stretched.</li> <li>- I can control my body when travelling.</li> <li>- I can control my body when balancing.</li> <li>- I can copy sequences and repeat them.</li> <li>- I can roll in different ways.</li> <li>- I can travel in different ways.</li> <li>- I can balance in different ways.</li> <li>- I can climb safely.</li> <li>- I can stretch in different ways.</li> <li>- I can curl in different ways.</li> </ul>	<p><b>Acquiring and developing skills</b></p> <ul style="list-style-type: none"> <li>- I can copy and remember actions.</li> <li>- I can repeat and explore action with control and coordination.</li> </ul> <p><b>Evaluating and improving</b></p> <ul style="list-style-type: none"> <li>- I can talk about what is different between what I did and what someone else did.</li> <li>- I can say how I could improve.</li> </ul> <p><b>Health and fitness</b></p> <ul style="list-style-type: none"> <li>- I can show how to exercise safely.</li> <li>- I can describe how my body feels during different activities.</li> <li>- I can explain what my body needs to keep healthy.</li> </ul> <p><b>Dance</b></p> <ul style="list-style-type: none"> <li>- I can dance imaginatively.</li> <li>- I can change rhythm, speed, level and direction.</li> <li>- I can dance with control and co-ordination.</li> <li>- I can make a sequence by linking sections together.</li> <li>- I can link some movements to show a mood or feeling.</li> </ul> <p><b>Games</b></p> <ul style="list-style-type: none"> <li>- I can use hitting, kicking and/or rolling in a game.</li> <li>- I can stay in a 'zone' during a game.</li> <li>- I can decide where the best place to be is during a game.</li> <li>- I can use one tactic in a game.</li> <li>- I can follow rules of a game.</li> </ul> <p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>- I can plan and show a sequence of movements.</li> <li>- I can use contrast in my sequences.</li> <li>- I can control my movements.</li> <li>- I can think of more than one way to create a sequence which follows a set of 'rules'.</li> <li>- I can work well on their own and with a partner to create a sequence.</li> </ul>	<p><b>Acquiring and developing skills</b></p> <ul style="list-style-type: none"> <li>- I can select and use the most appropriate skills, actions or ideas.</li> <li>- I can move and use actions with co-ordination and control.</li> </ul> <p><b>Evaluating and improving</b></p> <ul style="list-style-type: none"> <li>- I can explain how my work is similar and different from that of others.</li> <li>- I can, with help, recognise how performances could be improved.</li> </ul> <p><b>Health and fitness</b></p> <ul style="list-style-type: none"> <li>- I can explain why it is important to warm-up and cool-down.</li> <li>- I can identify some muscle groups used in gymnastic activities.</li> </ul> <p><b>Dance</b></p> <ul style="list-style-type: none"> <li>- I can improvise freely, translating ideas from a stimulus into movement.</li> <li>- I can share and create phrases with a partner and in small groups.</li> <li>- I can repeat, remember and perform these phrases in a dance.</li> </ul> <p><b>Games</b></p> <ul style="list-style-type: none"> <li>- I can throw and catch with control when under limited pressure.</li> <li>- I am aware of space and use it to support team-mates and cause problems for the opposition.</li> <li>- I can follow rules fairly to keep games going.</li> <li>- I can keep possession with some success when using equipment that is not used for throwing and catching skills.</li> </ul> <p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>- I can use a greater number of my own ideas for movement in response to a task.</li> <li>- I can adapt sequences to suit different types of apparatus and my partner's ability.</li> <li>- I can explain how strength and suppleness affect performances.</li> <li>- I can compare and contrast gymnastic sequences,</li> </ul>	<p><b>Acquiring and developing skills</b></p> <ul style="list-style-type: none"> <li>- I can select and use the most appropriate skills, actions or ideas.</li> <li>- I can move and use actions with co-ordination and control.</li> <li>- I can they invent my own small-sided game.</li> </ul> <p><b>Evaluating and improving</b></p> <ul style="list-style-type: none"> <li>- I can explain how my work is similar and different from that of others.</li> <li>- I can use my comparisons to improve my work.</li> </ul> <p><b>Health and fitness</b></p> <ul style="list-style-type: none"> <li>- I can explain why warming up is important.</li> <li>- I can explain why keeping fit is good for my health.</li> </ul> <p><b>Dance</b></p> <ul style="list-style-type: none"> <li>- I can take the lead when working with a partner or group.</li> <li>- I can use dance to communicate an idea.</li> <li>- I can work on my movements and refine them.</li> <li>- I can create a dance that is clear and fluent.</li> </ul> <p><b>Games</b></p> <ul style="list-style-type: none"> <li>- I can catch with one hand.</li> <li>- I can throw and catch accurately.</li> <li>- I can hit a ball accurately and with control.</li> <li>- I can keep possession of the ball.</li> <li>- I can move to find a space when I am not in possession during a game.</li> <li>- I can vary tactics and adapt skills according to what is happening.</li> </ul> <p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>- I can work in a controlled way</li> <li>- I can create a routine which includes changes in shape, speed and direction.</li> <li>- I can follow a set of 'rules' to produce a sequence</li> <li>- I can work with a partner to create, repeat and improve a sequence with at least three phases.</li> </ul> <p><b>Athletics</b></p> <ul style="list-style-type: none"> <li>- I can run over a long distance.</li> <li>- I can sprint over a short distance.</li> <li>- I can throw in different ways.</li> </ul>	<ul style="list-style-type: none"> <li>- Acquiring and developing skills</li> <li>- I can link skills, techniques and ideas and apply them accurately and appropriately.</li> <li>- I can show good control in my movements.</li> </ul> <p><b>Evaluating and improving</b></p> <ul style="list-style-type: none"> <li>- I can compare and comment on skills, techniques and ideas that I and others have used.</li> <li>- I can use my observations to improve my work. Health and fitness</li> <li>- I can explain some important safety principles when preparing for exercise.</li> <li>- I can explain what effect exercise has on my body.</li> <li>- I can explain why exercise is important.</li> </ul> <p><b>Dance</b></p> <ul style="list-style-type: none"> <li>- I can compose my own dances in a creative and imaginative way.</li> <li>- I can perform to an accompaniment, expressively and sensitively.</li> <li>- I can control my movements.</li> <li>- I can perform a dance that shows clarity, fluency, accuracy and consistency.</li> </ul> <p><b>Games</b></p> <ul style="list-style-type: none"> <li>- I can gain possession by working as a team.</li> <li>- I can pass in different ways.</li> <li>- I can use forehand and backhand with a racquet.</li> <li>- I can field.</li> <li>- I can choose the best tactics for attacking and defending.</li> <li>- I can use a number of techniques to pass, dribble and shoot</li> </ul> <p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>- I can make complex or extended sequences.</li> <li>- I can combine action, balance and shape.</li> <li>- I can perform consistently to different audiences.</li> </ul> <p><b>Athletics</b></p> <ul style="list-style-type: none"> <li>- I am controlled when taking off and landing in a jump.</li> <li>- I can throw with accuracy.</li> <li>- I can combine running and jumping.</li> <li>- I can follow specific rules of athletics.</li> </ul> <p><b>Outdoor/adventurous</b></p> <ul style="list-style-type: none"> <li>- I can follow a map in an unknown location.</li> </ul>	<p><b>Acquiring and developing skills</b></p> <ul style="list-style-type: none"> <li>- I can apply my skills, techniques and ideas consistently.</li> <li>- I can show precision, control and fluency.</li> </ul> <p><b>Evaluating and improving</b></p> <ul style="list-style-type: none"> <li>- I can analyse and explain why I have used specific skills or techniques.</li> <li>- I can modify use of skills or techniques to improve my work.</li> <li>- I can create my own success criteria for evaluating.</li> </ul> <p><b>Health and fitness</b></p> <ul style="list-style-type: none"> <li>- I can explain how the body reacts to different kinds of exercise.</li> <li>- I can choose and lead appropriate warm ups and cool downs.</li> <li>- I can explain why we need regular and safe exercise.</li> </ul> <p><b>Dance</b></p> <ul style="list-style-type: none"> <li>- I can develop imaginative dances in a specific style, choosing my own music.</li> </ul> <p><b>Games</b></p> <ul style="list-style-type: none"> <li>- I can explain complicated rules.</li> <li>- I can make a team plan and communicate it to others.</li> <li>- I can lead others in a game situation.</li> </ul> <p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>- I can combine my own work with that of others.</li> <li>- I can link my sequences to specific timings.</li> </ul> <p><b>Athletics</b></p> <ul style="list-style-type: none"> <li>- I can demonstrate stamina.</li> </ul> <p><b>Outdoor/adventurous</b></p> <ul style="list-style-type: none"> <li>- I can plan a route and series of clues for someone else taking account of safety and possible risks.</li> </ul>
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			<p>commenting on similarities and differences.</p> <p><b>Athletics</b></p> <ul style="list-style-type: none"> <li>- I can run changing speed and direction.</li> <li>- I can link running and jumping activities with some fluency, control and consistency.</li> <li>- I can make up and repeat a short sequence of linked jumps.</li> <li>- I can take part in a relay activity, remembering when to run and what to do.</li> <li>- I can throw a variety of objects, changing my action for accuracy and distance.</li> </ul> <p><b>Outdoor/adventurous</b></p> <ul style="list-style-type: none"> <li>- I can follow a map in a familiar context.</li> <li>- I can move from one location to another following a map.</li> <li>- I can use clues to follow a route.</li> <li>- I can follow a route safely.</li> </ul> <p><b>Swimming</b></p> <ul style="list-style-type: none"> <li>- I can swim competently, confidently and proficiently over a distance of at least 25m.</li> <li>- I can use a range of strokes effectively e.g. front crawl, backstroke, breaststroke.</li> <li>- I can perform safe self-rescue in different water based situations.</li> </ul>	<ul style="list-style-type: none"> <li>- I can hit a target.</li> <li>- I can jump in different ways.</li> </ul> <p><b>Outdoor/adventurous</b></p> <ul style="list-style-type: none"> <li>- I can follow a map in a more demanding familiar context.</li> <li>- I can move from one location to another following a map.</li> <li>- I can use clues to follow a route.</li> <li>- I can follow a route accurately, safely and within a time limit.</li> </ul>	<ul style="list-style-type: none"> <li>- I can use clues and compass directions to navigate a route.</li> <li>- I can change my route if there is a problem or I get new information.</li> </ul>	
<p><b>RELIGIOUS EDUCATION</b></p> <p>(IOW locally agreed syllabus)</p>	<ul style="list-style-type: none"> <li>- My World</li> <li>- Christingle</li> <li>- The Christmas Story</li> <li>- The Bible Old Testament Stories</li> <li>- Moses in Bulrushes</li> <li>- The stories Jesus told</li> <li>- Palm Sunday</li> <li>- The Jewish Home</li> <li>- The Local Church</li> </ul>	<ul style="list-style-type: none"> <li>- Creation</li> <li>- The Advent Ring</li> <li>- Angels in the Christmas Story</li> <li>- The Early Life of Jesus</li> <li>- Bible and Torah</li> <li>- Jesus in the Temple</li> <li>- Christian Baptism</li> <li>- Prayer</li> </ul>	<ul style="list-style-type: none"> <li>- Sukkot</li> <li>- Hanukkah</li> <li>- Characters in the Christmas Story</li> <li>- Moses, the Exodus</li> <li>- Passover</li> <li>- Maundy Thursday</li> <li>- Marriage - Christian/ Jewish</li> <li>- Artefacts for Prayer and Worship</li> </ul>	<ul style="list-style-type: none"> <li>- Abraham</li> <li>- Annunciation</li> <li>- Christmas Around the World</li> <li>- The Epiphany Story</li> <li>- The Life of Jesus</li> <li>- The Garden of Gethsemane</li> <li>- Bar Mitzvah</li> <li>- The Synagogue</li> </ul>	<ul style="list-style-type: none"> <li>- Creation</li> <li>- The Advent Ring</li> <li>- Mary Mother of Jesus</li> <li>- The Prophet Muhammad</li> <li>- The Qur'an</li> <li>- Good Friday</li> <li>- Pentecost</li> <li>- The Church</li> </ul>	<ul style="list-style-type: none"> <li>- The Shahadah</li> <li>- Islamic Art</li> <li>- The Different Gospel Accounts</li> <li>- Trinity</li> <li>- Zakat</li> <li>- Resurrection</li> <li>- Holy Communion</li> <li>- Hajj</li> </ul>
<p><b>PSHE</b></p>	<ul style="list-style-type: none"> <li>- New beginnings</li> <li>- Getting on and falling out</li> <li>- Say no to bullying</li> <li>- Going for goals</li> <li>- Good to be me</li> <li>- Relationships</li> <li>- Changes</li> </ul>	<ul style="list-style-type: none"> <li>- New beginnings</li> <li>- Getting on and falling out</li> <li>- Say no to bullying</li> <li>- Going for goals</li> <li>- Good to be me</li> <li>- Relationships</li> <li>- Changes</li> </ul>	<ul style="list-style-type: none"> <li>- New beginnings</li> <li>- Getting on and falling out</li> <li>- Say no to bullying</li> <li>- Going for goals</li> <li>- Good to be me</li> <li>- Relationships</li> <li>- Changes</li> </ul>	<ul style="list-style-type: none"> <li>- New beginnings</li> <li>- Getting on and falling out</li> <li>- Say no to bullying</li> <li>- Going for goals</li> <li>- Good to be me</li> <li>- Relationships</li> <li>- Changes</li> </ul>	<ul style="list-style-type: none"> <li>- New beginnings</li> <li>- Getting on and falling out</li> <li>- Say no to bullying</li> <li>- Going for goals</li> <li>- Good to be me</li> <li>- Relationships</li> <li>- Changes</li> </ul>	<ul style="list-style-type: none"> <li>- New beginnings</li> <li>- Getting on and falling out</li> <li>- Say no to bullying</li> <li>- Going for goals</li> <li>- Good to be me</li> <li>- Relationships</li> <li>- Changes</li> </ul>
<p><b>SRE</b> (Christopher Winter)</p>	<p>Growing and caring for ourselves</p>	<p>Differences</p>	<p>Valuing difference and keeping safe</p>	<p>Growing up</p>	<p>Puberty</p>	<p>Puberty, relationships and reproduction.</p>