



	All year	Autumn	Spring	Summer
Science	<u>Working Scientifically</u> I can plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. I can take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. I can record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. I can use test results to make predictions to set up further comparative and fair tests. I can talk about and present findings from enquiries, including conclusions, causal relationships and explanations of how reliable the information is. I can identify scientific evidence that has been used to support or refute ideas or arguments	<u>Earth and Space</u> I can describe the movement of the Earth, and other planets, relative to the Sun in the solar system. I can describe the movement of the Moon relative to the Earth. I can describe the Sun, Earth and Moon as approximately spherical bodies. I can explain day and night and the apparent movement of the sun across the sky using the idea of the Earth's rotation. <u>Materials</u> I can compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets I can explain that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution. I can use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. I can give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic. I can demonstrate that dissolving, mixing and changes of state are reversible changes. 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	<u>Living things and their habitats</u> I can describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. I can describe how some animals and plants reproduce.	<u>Animals, including humans</u> I can describe the changes as humans develop to old age. <u>Forces and Magnets</u> I can explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. I can demonstrate the effects of air resistance, water resistance and friction, that act between moving surfaces. I can show that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.

	All year	Autumn	Spring	Summer
History	I can use dates to order and place events on a timeline. I can compare sources of information available for the study of different times in the past. I can make comparisons between aspects of periods of history and the present day. I can understand that the type of information available depends on the period of time studied. I can evaluate the usefulness of a variety of sources. I can present findings and communicate knowledge and understanding in different ways. I can give some reasons for some important historical events.	I can provide an account of a historical event based on more than one source. I can describe changes in Britain from the Stone Age to the Iron Age. I can describe a study of Ancient Greek life and achievements and their influence on the western world.	I can provide an account of a historical event based on more than one source. I can describe a study of an aspect or theme in British history beyond 1066.	I can describe a study of an aspect or theme in British history beyond 1066.
Geography	I can describe where a variety of places are in relation to physical and human features. I can describe where a variety of places are in relation to physical and human features. I can understand and use a widening range of geographical terms such as climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.		I can identify and describe the significance of the Prime/Greenwich Meridian and time zones including day and night. I can recognise the different shapes of countries. I can identify the physical characteristics and key topographical features of the countries within North America. I can show I know about the wider context of places e.g. county, region and country. I can show I know the location of: capital cities of countries of British Isles and U.K., seas around U.K., European Union countries with high populations and large areas, and the largest cities in each continent.	I can explain how rivers erode, transport and deposit materials. I can explain about the physical features of coasts and begin to understand erosion and deposition. I can understand how humans affect the environment. I can explain about changes the to the World environment. I can understand why people seek to manage and sustain their environment.

	All year	Autumn	Spring	Summer
Physical Education	I can continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement I can enjoy communicating, collaborating and competing with others I can develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise my own success I can use running, jumping, throwing and catching in isolation and in combination I can play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. I can develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] I can perform dances using a range of movement patterns I can compare my performances with previous ones and demonstrate improvement to achieve my personal best	I can take part in outdoor and adventurous activity challenges both individually and within a team		I can take part in outdoor and adventurous activity challenges both individually and within a team

	All year	Autumn	Spring	Summer
French	<u>Listening</u> I can recognise familiar phrases and sentences in stories. I can accurately repeat the sounds that I hear in songs and rhymes. I can link some of the sounds of the language to their spellings. <u>Speaking</u> I can ask and answer questions about different topics. I can change simple sentences I have heard in different ways to make new sentences. I can read aloud with good pronunciation. <u>Reading</u> I can understand and read out several familiar phrases and sentences. I can follow the words of a text when it is being read aloud. I can work out the meaning of some new words when I am reading. <u>Writing</u> I can write a range of words and some short phrases from memory. I can use different adjectives to describe people or a detailed picture. I can write sentences to describe something, using some words I've remembered and an example sentence to help me. <u>Grammar</u> I can use pronouns and articles correctly. I understand that adjectives sometimes change because of the noun they describe. I can recognise a question and a negative sentence.	Numbers	Age	Playground Games

Art and Design	I can develop different ideas which can be used and explain my choices for the materials and techniques I have used. I can confidently and systematically investigate how I can use new and unfamiliar materials and use these learnt techniques within my work. I can talk about my work and how close it came to what I wanted to do. I can return to work over longer periods of time and use a wider range of materials.	I can research and discuss various artists, architects and designers and discuss their processes and explain how these were used in the finished product.	I can use line, tone and shading to represent things seen, remembered or imagined in three dimensions. I can mix colours to express mood, divide foreground from background or demonstrate tones. I can use a variety of techniques when I use clay, including slabs, coils and slips. I can add a collage to a background that I have already painted, drawn or printed. I can experiment with using layers and overlays to create new colours/textures.	I can use line, tone and shading to represent things seen, remembered or imagined in three dimensions. I can mix colours to express mood, divide foreground from background or demonstrate tones. I can use a variety of techniques when I use clay, including slabs, coils and slips. I can add a collage to a background that I have already painted, drawn or printed. I can experiment with using layers and overlays to create new colours/textures.
Design and Technology	<u>Processes</u> I can make detailed evaluations about existing products and my own considering the views of others to improve my work. I can produce step by step plans to guide my making, demonstrating that I can apply my knowledge of different materials, tools and techniques.	<u>Cooking and Nutrition</u> I can understand the main food groups and the different nutrients that are important for health. I can understand how a variety of ingredients are grown, reared, caught and processed to make them safe and palatable / tasty to eat. I can select appropriate ingredients and use a wide range of techniques to combine them.	<u>Processes</u> I can use my research into existing products and my market research to inform the design of my own innovative product. I can create prototypes to show my ideas. I can make careful and precise measurements so that joins, holes and openings are in exactly the right place. I can build more complex 3D structures and apply my knowledge of strengthening techniques to make them stronger or more stable. I can understand how to use more complex mechanical and electrical systems.	<u>Processes</u> I can use my research into existing products and my market research to inform the design of my own innovative product. I can create prototypes to show my ideas.

	All year	Autumn		Spring		Summer	
Music	I can compose complex rhythms from an increasing aural memory I can understand how pulse, rhythm and pitch work together I can improvise with increasing confidence using own voice, rhythms and varied pitch I can sing as part of an ensemble with increasing confidence and precision I can play and perform in solo or ensemble contexts with some accuracy, control, fluency and expression I can use and develop an understanding of formal, written notation which includes staff, semibreves and dotted crotchets I can develop an increasing understanding of the history and context of music I can listen with attention to detail and recall sounds with increasing aural memory.	<u>Charanga music projects:</u> Livin' on a Prayer Classroom Jazz 1		<u>Charanga music projects:</u> Make You Feel My Love The Fresh Prince of Bel Air		<u>Caranga Music Projects:</u> Dancing in the Street Reflect, Rewind and replay	
Beliefs and Values		Theme: Prayer and Worship Key Question: What is the best way for a Hindu to show commitment to God? Religion: Hinduism	Theme: Christmas Concept: Incarnation Key Question: Is the Christmas story true? Religion: Christianity	Theme: Rites of passage and good works Key Question: What is the best way for a Jew to show commitment to God? Religion: Judaism	Theme: Easter Concept: Salvation Key Question: How significant is it for Christians to believe God intended Jesus to die? Religion: Christianity	Theme: Beliefs and moral values Key Question: Does belief in the 5 pillars of Islam help Muslims lead a good life? Religion: Islam	Theme: Prayer and Worship Key Question: What is the best way for a Sikh to show commitment to God? Religion: Sikhism

	Autumn 1	Autumn 2	Spring	Summer
	Digital Citizenship	Digital Literacy	Computer Science	Information Technology
Computing	I can understand how to choose online content for my age group.	I can select appropriate software to use for a given task. I can confidently use a range of software tools.	I can write increasingly complex programs. I can control external hardware within my programs. I can use loops to repeat tasks within a program. I can use IF statements to alter the way my programs run. I can explain how increasingly complex algorithms solve a given problem.	I can use the internet to allow me to share data with another person.