

Cultural Capital Opportunities: **Refugee Speaker**

Writing

I can organise paragraphs around a theme.
 I can create settings, characters and plot in a narrative
 I can plan writing by discussing and recording ideas.
 I can discuss writing similar to that which I am planning to write.
 I can propose changes to grammar and vocabulary to improve consistency.
 I can extend the range of sentences with more than one clause by using a range of conjunctions
 I can choose nouns and pronouns for clarity, cohesion and to avoid repetition.
 I can use fronted adverbials, with commas
 I can use possessive apostrophes with plural nouns.

Maths

I can draw and read pictograms, bar graphs and line graphs.
 I can draw and read bar graphs.
 I can draw and read line graphs.
 I can write amounts of money
 I can compare amounts of money
 I can solve problems involving money
 I can estimate amounts of money
 I can tell the time on a 24 hour clock
 I can convert time in minutes to seconds.
 I can convert time in hours to minutes.
 I can solve problems on duration of time
 I can convert years to months and weeks to days.

Reading

I can make reading fun by reading a wide range of poetry, fiction, non-fiction and reference/text books.
 I can use a dictionary to check the meaning of words that I do not know
 I can check what I have read and understood by telling someone else what has happened
 I can tell from what I have read how a character is feeling and thinking and why they take action. I can show what parts of the text tell me this
 I can predict what will happen in a text by using things that have happened to help me
 I can find and record information from non-fiction over a wide range of subjects I can apply my growing knowledge of root words, prefixes and suffixes to read aloud and understand the meaning of new words I meet. To include words in English Appendix 1
 I can read and decode further exception words.

Geography

Europe
 I can apply my knowledge of the UK from year 3 when comparing the two regions.
 I can produce a persuasive travel brochure for two chosen regions using geographical vocabulary.
 I can name and locate some of the countries in Europe.
 I can compare one UK region with one region abroad.
 I can describe geographical differences between the UK region and a region overseas.
 I can use atlases, digital mapping and aerial views to describe key physical and human features of Europe.
 I can compare two regions using maps and drawing their own.
 I can interpret a range of sources of geographical information (maps, diagrams, globes, aerial photographs) to investigate two chosen regions.
 I can use and understand simple grid with letters and numbers and 4 grid figure references.
 I can describe a place, which I have never visited, by interpreting symbols, contours etc and drawing a conclusion.
 I can interpret and understand ordinance survey symbols to identify key physical and human features on UK maps.

Refugees

P.E.

GAMES Sending and Receiving CRICKET

I can use underarm and overarm throwing with increased control, accuracy and fluency.
 I can hold the bat correctly, use the correct stance and strike the ball with increased consistency and control
 I can choose and use the most appropriate type of catch and throw to use
 I can throw a small ball accurately and with increased power using an overarm and underarm technique.
 I can field and retrieve a small ball accurately
OAA
 I can give clear and helpful instructions.
 I can evaluate my own and others performance with the focus on a specific given skill (e.g. communication skills).
 I can orientate a map
 I can understand how resilience can lead to success.

Art

Drawing - Contrasting

I can make marks using a wide range of drawing implements (Y3 + chalk pastels, pencils, fine liners, felt tips)
 I can apply and use simple pattern and texture to a drawing.
 I can explore relationships between line and tone, pattern and shape, line and texture
 I can generate ideas from stimuli (significant historical/contemporary creative practitioners' work/other), using sketch books to support work
 I can consider creative practitioners' reasons for working
 I can consider similarities/difference between the kinds of work creative practitioners' create
 I can describe how I might develop my work further
 I can consider how a piece of artwork has been created

Science

Electricity

I can identify common appliances that run on electricity.
 I can construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.
 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.
 I can draw simple circuit diagrams. I can recognise some common conductors and insulators, and associate metals with being good conductors.

Music

Instrumental Performance

I can play and perform melodies on tuned instruments following staff notation using a small range (5 notes)
 I can perform in two or more parts from simple notation using instruments
 I can copy back simple rhythmic patterns using minims, crotchets, quavers and their rests
 I can copy back simple melodic patterns (up to five notes)
 I can identify the tempo as fast, slow or steady
 I can recognise the style of music I am listening to
 I can discuss the structure of a song (introduction, verse, chorus)
 I can recall by ear memorable phrases heard in the music.
 I can recognise the sound and notes of the pentatonic scale by ear and from notation (WD)
 I can describe legato and staccato (WD)

PSHE

I can understand that the human family can reflect the Holy Trinity in charity and generosity.
 The Church family comprises of home, school and parish (which is part of the diocese).
 I can know that God wants His Church to love and care for others and devise practical ways of loving and caring for others.
 I can tell you about some of my hopes and dreams.
 I can understand that sometimes hope and dreams do not come true and that reflecting on positive experiences can help counteract disappointment.
 I can know how to make a new plan, set new goals, work out steps to achieve a goal and identify contributions made by myself and others in achieving our goal.

D.T

Electrical Systems - Torches

I can make a torch with a working electrical circuit and switch
 I can use appropriate equipment to cut and attach materials

Spanish

I can write a sentence using a noun, a verb and adjectives to describe animals.
 I can write my own jungle explorers' story.
 I can say different weather statements in Spanish.
 I can describe the weather in different seasons of the year.
 I can say simple phrases to give the weather forecast.
 I can understand and name ice cream flavours.
 I can talk about ice creams I love, like and dislike.

The Way, The Truth and The Life

The Church

I can understand that the Church is a family.
 I can understand that the Church is 'good news' for people.
 I can know about the different seasons in the Church's year.
 I can know about the Communion of Saints and the Holy Souls.
 I can know about God's call to individuals.
 I can deepen our understanding of Mary.

Computing

Creating Media - Photo Editing

I can recognise that digital images can be manipulated
 I can recognise that digital images can be changed for different purposes
 I can choose the most appropriate tool for a particular purpose
 I can consider the impact of changes made on the quality of the image

Topic Driver- Geography

Opportunities to apply British Values

What is precious to you?