

# Cultural Capital Opportunities: Chester Grosvenor Museum

## Writing

I can write a narrative and a biography  
I can show the difference between plural and possessive 's'.  
I can use noun phrases and expand them by adding adjectives, nouns and prepositions.  
I can use fronted adverbials.  
I can use pronouns to avoid repetition.  
I can use paragraphs.  
I can use apostrophes for possession.  
I can use commas after fronted adverbials.

## P.E.

### Dance

I can develop a motif demonstrating some agility, balance, co-ordination, and precision.  
I can creatively change static actions into travelling movements.  
I can show different levels and pathways when I travel.  
I can communicate effectively with a partner and within a group.  
I can improve our ideas.  
I can evaluate the work of others using accurate technique language.

## History

### Romans

I can place the start and end of the Roman period on a timeline, along with the periods studied in year 3  
I can make a few connections and contrasts, eg: change, cause, similarity, difference and significance.  
I can describe how the past can be represented or interpreted in a few different ways eg: different views from different members of society.  
I can use sources, explore significance of the growth of the empire and influence on life today.  
I can explain what life was like for different groups of society, their diversity and relationships between them.  
I can devise historically valid questions about change, cause, similarity, difference and significance.  
I can note connections, contrasts, trends over time (eg Roman Empire began 800 years before it reached Britain.)  
I can understand that empires grow over time.  
I can construct informed responses that involve thoughtful selection and organisation of relevant historical information, using terms such as empire, civilisation and democracy.  
I can select and justify why a particular achievement from the Roman period was the greatest influence on the Western World.  
I can compare areas of different empires and draw conclusions about the comparative power and influence. (Romans and Ancient Egyptians.)

### Topic Driver

### History

### Key Question

What did the Romans do for us?

Opportunities to apply British Values

## Maths

I can multiply and divide by 0 and 1.  
I can multiply 3 numbers.  
I can multiply multiples of 10 and 100  
I can multiply 2 and 3 digit numbers with and without renaming.  
I can divide 2 and 3 digit numbers.  
I can count in hundredths.  
I can write and simplify mixed numbers and improper fractions  
I can find equivalent fractions  
I can add and subtract fractions  
I can solve word problems

## Music

### Topic 3 - Compose

I can combine known rhythmic notation with letter names, to create short, pentatonic phrases using a limited range of five pitches  
I can start to use simple structures within compositions (eg introduction, verse, chorus or AB form)  
I can create a melody using crotchets, minims, quavers and their rests  
I can use a pentatonic scale (WD) 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)

## Spanish

I can write some personal information about a family member.  
I can understand and say some parts of the face.  
I can understand simple sentences using numbers and parts of the face.  
I can write some simple sentences to describe an alien  
I can say nouns for parts of the face and body.  
I can understand and respond to face and body parts nouns and commands.  
I can join in a yoga sequence in Spanish.

## 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 summarise what has happened in a text using themes from a paragraph 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.  
I can read and decode further exception words including words that do not follow spelling patterns

## Art

Topic 3 - Collage/Digital Media - Roman Mosaics  
I can use a variety of collage techniques, including folding, repeating and overlapping.  
I can produce more intricate patterns and textures using collage.  
I can create, edit and manipulate photographs using software  
I can create more intricate patterns  
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

## D.T

### Topic 3 - Structure - Pavillions

I can create a range of different shaped frame structures  
I can create a free standing frame structure  
I can select appropriate materials to build a strong structure  
I can reinforce corners to strengthen a structure  
I can create different textural effects with materials

# Romans

## PSHE

### Topic 3

I can learn correct naming of genitalia and learn what changes will happen to boys and girls during puberty.  
I can understand that emotions change as I grow up (including hormonal effects) and that emotional well-being is important.  
I can recognise that images in the media do not always reflect reality and can affect how people feel about themselves.  
I can understand that some behaviour is wrong, unacceptable, unhealthy and risky; Thankfulness builds resilience against feelings of envy, inadequacy and insecurity, and against pressure from peers and the media.  
I can recognise situations which can cause jealousy in relationships.  
I can identify someone I love, express why they are important to me and tell you about someone I know that I no longer see.  
I can recognise how friendships change, know how to manage friendships and understand that boyfriend/girlfriend relationship is for when I'm older.

## Computing

### Topic 3 - Programming - Repetition in Shapes

I can list an everyday task as a set of instructions including repetition  
I can use an indefinite loop to produce a given outcome  
I can use a count-controlled loop to produce a given outcome  
I can plan a program that includes appropriate loops  
I can create two or more sequences that run at the same time

## The Way, The Truth and The Life

### Jesus the Teacher

I can know that Mary and Joseph took Jesus to the Temple.  
I can know that Jesus was born a Jew.  
I can know about the baptism of Jesus.  
I can know that Jesus called people to follow him.  
I can know that Jesus travelled around teaching people.  
I can know some of the parables Jesus used to teach people.  
I can know that Jesus came to show us the way to live - The Beatitudes.