

Cultural Capital Opportunities: Museum visits

Writing

I can identify the features of, plan and write a survival narrative and a survival guide.

Maths

I can understand, read, write, compare and order a range of decimals.

I can add, subtract and begin to round decimals.

I can use my knowledge of decimals to read a range of scales of measure – including making conversions.

I can revise my knowledge of a range of graphs and charts.

PSHE

I can understand how the media, social media and celebrity culture promotes certain body types.

I can describe the different roles food can play in people's lives, know what makes a healthy lifestyle and explain how people can develop eating problems relating to body image pressures.

I can explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally.

I can describe how boys' and girls' bodies change during puberty.

I can know that I was handmade by God with the help of my parents, how a baby grows and develops in its mother's womb including, scientifically, the uniqueness of the moment of conception; how conception and life in the womb fits into the cycle of life.

I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent)

I can know that God the Father, God the Son and God the Holy Spirit make up the three persons of the Trinity and that the Holy Spirit works through us to bring God's love and goodness to others.

Music

I can play and perform melodies on tuned instruments following staff notation using notes within the Middle C-C' range

I can perform in up to two instrumental parts in a range of tonal centres

I can copy back simple rhythmic patterns using minims, crotchets, quavers, semiquavers and their rests

I can copy back simple melodic patterns (up to seven notes)

I can find and demonstrate the steady beat

I can identify the musical style of a song or piece of music

I can identify instruments by ear and through a range of media

I can discuss the structure of the music (verse, chorus, bridge, repeat signs, chorus and final chorus, improvisation, call and response, and AB form)

I can recall by ear memorable phrases heard in the music

I can know and understand what a musical introduction is and its purpose

I can identify major and minor tonality (WD)

Science

I can understand what plants need to grow strong and healthy, that plants can reproduce sexually and asexually and that plants are living things

I can understand that not all mammals have the same life cycle, know the 3 types of mammal and understand what a life cycle is

I can understand the life cycle of an amphibian and the life cycle of an insect. Compare the process of metamorphosis in amphibians and insects

I can recall key facts about the structure of an egg, describe the differences between a mammal and a bird or reptile life cycle and understand the life cycle of birds and reptiles.

Understand the importance of documenting living things and highlighting their decline in the world. I can identify important facts about 2 key members of the scientific community and understand the importance of studying living organisms.

I can suggest ideas for conservation of living or imaginary life. Represent key information about a chosen living organism with knowledge learnt about life cycles

Reading

I can understand what is being read from increasingly difficult texts by predicting what might happen from the details given

I can compare and discuss events by drawing from characters feelings, thoughts and actions and justifying with evidence

I can understand discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.

I can tell the difference between fact and opinion

I can note down and present information and from non-fiction

Geography

I can name and locate countries and key cities of North and South America using an atlas.

I can draw line in approximately the correct place for the equator, tropics and Arctic/Antarctic circles on a flat map of the world.

I can draw the Prime Greenwich Meridian on a baseline map of the world and understand the significance to the rest of the world.

I can describe all the different environmental regions within North and South America.

I can produce a fact file about earthquakes and volcanoes.

I can compare the Caribbean to Liverpool and a region in Europe. Recognise geographical features which are the same in all three.

I can write a persuasive tourist brochure for one of the regions or take part in a debate to decide which is the best region to visit justifying with geographical language and reasons.

I can describe and understand key aspects of physical geography of North and South America including climate zones, volcanoes and earthquakes.

I can explain how volcanoes form and locate sites of recent earthquakes on a map of North and South America using <http://earthquaketrack.com>

I can use maps and photographs to identify the different environmental regions of the continent, its biomes and vegetation belts and refer to the lines of latitude.

I can describe and understand differences and similarities in physical geography (eg. climate, vegetation, volcanoes and earthquakes)

I can compare three aspects of human geography eg. types of settlement, land use, economic activity, trade, natural resources etc.

I can use atlases, satellite images, aerial views and digital mapping to describe the key physical and human characteristics eg: different environmental regions and major cities.

I can understand the Earth's key physical processes and how they are interrelated in the formation and use of landscapes eg mountain formation/ tectonic plates.

I can use maps to locate the position of the tropics, equator and the Prime Greenwich Meridian line.

I can explain the difference and significance of lines of latitude and longitude.

North and South America

D.T

Topic 4 – Digital World – Monitoring Devices

I can understand the functional and aesthetic properties of plastics

I can program to monitor the ambient temperature and code an alert

Spanish

I can describe clothes I'm wearing using more adjectives.

I can understand a detailed description of a fancy dress outfit.

I can design and describe a football / sports kit.

I can understand words used on an ID card.

I can ask and answer questions about someone's identity.

I can name planets in Spanish and use adjectives to describe them.

I can read and understand simple information about planets.

Art

Topic 4 – Textiles - Weaving

I can begin to select appropriate materials for a task, giving reasons.

I can experiment with weaving.

I can use the running stitch and over stitch to join fabrics.

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

Topic Driver: North and South America

Key Question

Why is the Geography of North and South America so important in our wider World?

Opportunities to apply British Values

Understanding the role of the middle passage in the slave trade and the role Britain played in this.

RE

I can understand that actions have consequences.

I can understand that Mary, our Mother, untangles knots of sin.

I can know about God's love and forgiveness.

I can understand the meaning of sin.

I can know what happens in the Sacrament of Reconciliation.

I can understand that God is love and always ready to forgive.

Computing

Topic 4 – Data and Information

I can choose different ways to view data

I can choose which attribute and value to search by to answer a given questions

I can ask questions that need more than one attribute to answer

I can choose which attribute to sort data by to answer a given question

I can choose multiple criteria to search data to answer a given question

I can select an appropriate graph to visually compare data

I can choose suitable ways to present information to other people

P.E.

Gymnastics

I can select and use a range of sitting, standing, support and lying shapes in a sequence.

I can use rotations to increase the difficulty of a straight jump.

I can use large body parts (head) to perform a well controlled balance.

I can change starting and finishing positions of a roll to increase the difficulty.

I can assess the effectiveness of a performance.