

Cultural Capital Opportunities: Jodrell Bank Visit

Reading

I can read, enjoy, understand and discuss a wide range of books
 I can develop and write a detailed book review giving reasons why I would recommend a book
 I can prepare poems and plays to read aloud and change my voice so that it becomes interesting to hear
 I can develop an enjoyment of reading and understanding of what is being read by making comparisons within a book
 I can understand what I am reading by checking the text makes sense by discussing my understanding of meaning and new words
 I can understand what I am reading by asking questions about increasingly difficult texts.
 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

Writing - Where Once We Stood

Exploration Narrative
 I can understand the setting / characters / events through drama
 I can find information from the illustrations / captions / diagrams
 I can respond to the words / sentences / themes
 I can understand and use the vocabulary
 I can write in role as the character
 I can write setting descriptions
 I can discuss the structure
 I can discuss language features
 I can use / select a plan to organise my own writing
 I can choose effective vocabulary and grammar to help plan my writing
 I can build additional vocabulary for my writing
 I can use effective vocabulary / grammar / punctuation in my writing
 I can edit / revise / proofread my writing

Art - Drawing/Painting – Peter Thorpe

I can begin to use perspective in work using a single focus point and horizon.
 I can explore colour mixing and blending with coloured pencils
 I can apply the effect of light on objects from different directions
 I can demonstrate a secure knowledge of warm and cold colours.
 I can understand how paintings are created. (composition)
 I can begin to select appropriate paints for a task.
 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

P.E – Hockey

I can dribble with more control, when changing speed and direction.
 I can shield the ball and to decide when to pass in a game situation.
 I can use the basic shooting technique and perform with some success.
 I can identify how a team can improve attacking and defending.
 I can consistently select the most appropriate passing technique for the situation, including the right time to pass.
 I can accurately pass a ball to a partner as part of a small, sided game

Spanish

I can introduce myself with simple sentences.
 I can explain in more detail how I'm feeling.
 I can give some important details about myself and others.
 I can say if I like or dislike a school subject.
 I can give my opinion about school subjects.
 I can understand some facts about a city in Spain.

RE – Creation

I can know that for a long-time people have asked questions about Creation.
 I can know about the story of Creation in the Bible.
 I can know about the story of the Fall.
 I can understand that God calls us to care for creation.
 I can know about some of God's great helpers.

Music

I can use rhythmic variety
 I can use a pentatonic and a full scale (WD)
 I can use major and minor tonality (WD)
 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

SPACE

Science

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 use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky
 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 identify the effects of air resistance, water resistance and friction, that act between moving surfaces
 I can recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect
 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 use test results to make predictions to set up further comparative and fair tests
 I can report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations
 I can identify scientific evidence that has been used to support or refute ideas or arguments

PSHE

I can understand that we were created individually by God who cares for us and wants us to put our faith in Him and that lots of changes will happen during puberty, it might feel confusing, but it is all part of God's great plan.
 I can face new challenges positively and know how to set personal goals.
 I can understand my rights and responsibilities as a citizen of my country.
 I can understand my rights and responsibilities as a citizen of my country and as a member of my school.
 I can make choices about my own behaviour because I understand how rewards and consequences feel.
 I can understand individual's behaviour can impact on a group and that having democracy and a voice of my own benefits the school community.
 I can understand that God calls us to love others and to know ways in which we can participate in God's call to us.

Maths

Place Value

I can read and represent numbers to 100 000 and 1 000 000
 I can compare numbers to 100 000 and 1 000 000
 I can make and identify number patterns using knowledge of place value
 I can round numbers to the nearest 10 000 and 100 000

Addition and Subtraction

I can add using the 'counting on' strategy
 I can add numbers within 1 000 000 using rounding
 I can add numbers within 1 000 000 using the column method of addition

I can subtract using the 'counting backwards' method
 I can subtract using column method and number disks using numbers 1 000 000
 I can use addition and subtraction to solve comparison problems with numbers to 100 000

D.T - Mechanical Systems – Pop-Up Book

I can make mechanisms and structures using slides, pivots and folds to create movement
 I can use layers and spacers to hide the workings of mechanical parts
 I can explain that mechanisms can be used to change one kind of motion into another

Computing – 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

Topic Driver

Key Question

Opportunities to apply British Values