

## Cultural Capital Opportunities: River field trip

### Writing

I can use the forms of a or an correctly

I can express time, place and cause using conjunctions, prepositions and adverbs

I can extend sentences using a wider range of conjunctions

I can use paragraphs as a way to group related material

I can use apostrophes where letters are missing in spelling and to mark singular possession in nouns

### Maths

I can recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables  
I can write and calculate mathematical statements for multiplication and division using mental and progressing to formal written methods  
I can solve problems involving multiplication and division  
I can write length in millimetres, centimetres and metres.  
I can read weighing scales.  
I can measure volume and capacity in millilitres and litres.  
I can write volume and capacity in millilitres and litres.

### Reading

I can make reading fun by increasing my familiarity with a wide range of books, including fairy stories, myths and legends and retell some of these by telling others

I can tell you what a book that I am reading is about

I can understand what is being read by thinking about things such as characters feelings, thoughts, motivations and actions

I can understand what might happen by predicting from clues in the text

I can use non-fiction text to find out new information on a subject

I can read further exception words including those that do not follow usual spelling patterns.

### Geography

I can describe what places around the world are like in geographical term.

I can name other world cities which lie on a river.

I can name and locate some of the major hills, mountains and rivers on a blank baseline map.

I can understand how and why types of rocks are in our local area.

I can label parts of the river with appropriate terms eg: source, tributary, mouth or delta.

I can use four figure grid references to locate specific features of rivers, coasts and mountains.

I can interpret OS symbols for mountains, coasts, rivers, contour lines and identify on a map.

### P.E.

I can step gracefully and with control

I can make turns through 90, 180, 270 and 360 degrees

I can spin on points and patches

I can hold balances with good control

I can find ways of moving out of one balance and into another

I can show different ways of getting from floor to ground

I can link high and low moves

I can explore a variety of rolls

I can create a sequence of rolls and balances

I can travel on patches close to the ground

I can link movements seamlessly

### Music

I can use simple dynamics

I can compose song accompaniments on tuned and untuned percussion, using known rhythms and note values

I can copy back simple rhythmic patterns using minims and their rests

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

I can identify the beat of the music

I can clap a steady beat, changing the speed as the tempo of the music changes

I can identify some instruments I can hear in a song

I can talk about the style of the music

I can talk about what the song or piece of music means (WD)

### D.T

I can use a template to cut and assemble a pouch

I can select and use the appropriate tools and equipment for cutting, joining, shaping and decorating

I can apply functional features to my design

### Art

I can create repeating patterns

I can print two colour overlays

I can make printing blocks

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

# Rivers

### Spanish

I can understand some animal nouns in Spanish.

I can ask the question 'What is it?' and say an animal noun as an answer.

I can tell someone what my favourite animal is.

I can recognise plural animals.

I can listen and join in a story about animals.

I can use a model to write sentences about animals.

### Science

I can compare different types of rocks.

I can explain how igneous, sedimentary and metamorphic rocks are formed.

I can explain how water contributes to the weathering of rocks.

I can explain the different types of weathering.

I can group rocks based on their properties.

I can explain how fossils are formed.

I can explain how soil is formed.

I can group rocks based on their properties

### PSHE

I can identify the roles and responsibilities of each member of my family and can reflect on the expectations of males and females.

I can identify and put into practice some of the skills of friendship and know how to negotiate in conflict situations.

I can explain how some of the actions and work of people around the world help and influence my life whilst understanding how my needs and rights are different to other children around the world.

I can know how to express my appreciation to family and friends.

I can recognise that I have a responsibility to keep myself and other safe online.

I can know how to use technology safely and that inappropriate language and behaviour should be reported to an adult.

I can understand what physical contact is acceptable and unacceptable.

### Computing

I can build a sequence of commands

I can combine commands in a program

I can order commands in a program

I can create a sequence of commands to produce a given outcome

### The Way, The Truth and The Life

I can understand what it means to make wrong choices.

I can know that Jesus called people to turn away from sin.

I can understand that God always loves us.

I can know what the Sacrament of Reconciliation means.

I can know what happens during the Sacrament of Reconciliation.

I can understand the purpose of Lent.

### Topic Driver

### Geography

### Key Question

Do you really know about rivers?

Opportunities to apply British Values