

# Cultural Capital Opportunities: Grosvenor Chester Museum

## Writing

- I can plan writing by discussing and recording ideas.
- I can discuss writing similar to that which I am planning to write.
- I can use simple organisational devices.
- 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 and cohesion.
- I can use fronted adverbials.
- I can use possessive apostrophes with plural nouns.
- I can use and punctuate direct speech.

## P.E.

### Dance

- I can explore and create new actions which link to a theme.
- I can perform choreography in unison.
- I can create movements which are performed at different speeds.
- I can create movements which express emotions.
- I can create different movements with a partner which includes the idea of 'push and pull' / 'under and over'
- I can perform in time with a controlled beat.
- I can perform movements with greater fluency.

## Maths

### Decimals

- I can write decimals in tenths and hundredths.
- I can divide by 10 and 100
- I can make number patterns
- I can compare and order decimals
- I can round decimals
- I can write fractions as decimals
- Length, Mass and Volume
- I can convert units of length
- I can estimate units of length
- I can convert units of mass
- I can estimate mass
- I can convert units of volume
- I can estimate volume
- I can compare and order measurements

## Reading

- I can make reading fun by reading 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. To include words in English Appendix 1
- I can read and decode further exception words

## Art

- 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

# Romans

## 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.)

## Music

### Singing

- I can sing as part of a choir with awareness of size (the larger, the thicker and richer the musical texture)
- I can sing expressively
- 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 know how to show love and appreciation to the people and animals who are special to me.
- I can recognise how different friendship groups are formed, their dynamic and how I fit into them.
- I can understand the facts about smoking and the effects on health, and also some of the reasons some people start to smoke.
- I can understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons people drink alcohol.
- I can recognise when people are putting me under pressure, know ways to resist them and know myself well enough to have a clear picture of what I believe is right and wrong.
- I can understand that God is Love as shown by the Trinity – a 'communion of persons supporting each other in their self-aiding relationship'

## D.T

### Textiles - Fastenings

- I can make and test a paper template with accuracy
- I can measure, mark and cut fabric using a paper template
- I can select a stitch style to join fabric
- I can incorporate fastening to a design

## Computing

### Creating Media – Audio Editing

- I can record sound using a computer
- I can play recorded audio
- I can import audio into a project
- I can delete a section of audio
- I can change the volume of tracks in a project

## Science

### Sound

- I can conduct a sound survey of your school. How are those sounds made? Vibrations of sound
- I can investigate how vibrations change when the loudness of the sound changes.
- I can investigate how to make a high and a low sound using different instruments.
- I can investigate how sounds are made louder and the affect it has on the sound waves.
- I can investigate how distance affects the volume of a sound and the affect it has on the sound waves.

## Spanish

- I can join in and create a yoga sequence.
- I can understand simple descriptions including face and body parts.
- I can create an alien and write a simple description.
- I can remember parts of the body and explain why I don't feel well or what hurts.
- I can take part in role play dialogue at the doctor's.
- I can understand and name jungle animals in Spanish.
- I can understand a story. I can understand adjectives to describe jungle animals.

## The Way, The Truth and The Life Jesus the Saviour

- I can know that Jesus is truly God and, as man, truly human.
- I can know about Jesus' entry into Jerusalem.
- I can understand what happened on Holy Thursday.
- I can know what happened on Good Friday.
- I can begin to understand why Jesus died on the cross.
- I can understand what happened on Easter Sunday.

## Topic Driver - History

Key Question – What did the Romans do for us?

Opportunities to apply British Values