

## Cultural Capital Opportunities: Visit to Chester Zoo

### Writing

I can plan writing by discussing other writing and learning from structure, vocabulary and grammar.  
I can compose sentences orally with a rich vocabulary and use a range of sentence structures.  
I can organise paragraphs around a theme.  
I can create settings, characters and plot in narratives.  
I can use headings and sub-headings in non-narrative text.  
I can assess the effectiveness of mine and others' writing and improve it.  
I can propose changes to grammar and vocabulary to improve consistency.  
I can proof-read for spelling and punctuation errors.  
I can choose nouns and pronouns for clarity and cohesion.  
I can use conjunctions, adverbs and prepositions to express time and cause.  
I can use fronted adverbials, with commas.  
I can use and punctuate direct speech.

### Maths

#### Numbers to 10 000

I can count in multiples of 100's, 1000's and 25's.  
I can recognise the place value of each digit in a 4 digit number.  
I can compare and order numbers to 10,000.  
I can order and position 4 digit numbers on a number line and explain reasoning.  
I can round a number to the nearest 10, 100 and 1000 and explain the rule.  
I can estimate using rounding.  
+/-  
I can calculate THTO +HTO bridging 10's and 100's.  
I can calculate THTO +HTO without bridging 10's and 100's.  
I can add using mental strategies.  
I can calculate THTO - HTO bridging 10's and 100's.  
I can calculate THTO - HTO without bridging 10's and 100's.  
I can subtract using mental strategies.  
Can I solve addition and subtraction problems in context.

### 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 including words that do not follow spelling patterns

### Art

Topic 1 – Painting – Kal Barteski  
I can name tints/shades of primary and secondary colours, e.g. red (pink/burgundy)  
I can select paintbrushes appropriately.  
I can experiment with different effect and textures e.g. washes, adding things to paint.  
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

### P.E.

I can hold the ball with correct grip and technique.  
I can catch and pass the ball with accuracy and consistency using the correct technique  
I can create space to help keep possession of the ball.  
I can understand and use basic defending techniques  
I can move well into space to get in a good position to receive the ball.  
I can apply basic attacking and defending principles.

## HABITATS

### Music

#### Topic 1 – Reading Notation

I can explore ways of representing high/low and long/short using symbols  
I can explore standard notation, using minims, crotchets and quavers  
I can read and respond to minims, crotchets and quavers  
I can identify the staff, treble clef and time signature  
I can follow and perform simple rhythmic scores to a steady beat  
I can read and perform pitch notation within a small range (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)

### Science

I can recognise that living things can be grouped in a variety of ways.  
I can explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.  
I can recognise that environments can change and that this can sometimes pose dangers to living things.  
I can gather, record, classify and present data in a variety of ways to help in answering questions.  
I can report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.  
I can identify differences, similarities or changes related to simple scientific ideas and processes

### Computing

#### Topic 1 – Data and Information

I can use a digital device to collect data automatically  
I can choose how often to automatically collect data samples  
I can use a set of logged data to find information  
I can use a computer program to sort data by one attribute  
I can export information in different formats

### Topic Driver

#### Science

#### Key Question

What are the features of a habitat?

#### Opportunities to apply British Values

Respect and tolerance.  
Rule of Law  
Individual Liberty

### Spanish

#### Topic 1

I can ask and answer several questions about myself.  
I can recall numbers 1 to 10 and some classroom instructions.  
I can say and read numbers 0 to 20.  
I can remember days and months.  
I can say and write the names of rooms in my school.  
I can say and write nouns for classroom items.  
I can write my own fireworks poem.

### PSHE

#### Topic 1

I can understand that we are created individually in God's image and likeness to be loved, love others and make a difference.  
I can know that my attitudes and actions make a difference to the class as a team.  
I can understand who is in my school community, the roles they play and how school democracy works through the school council.  
I can understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them.  
I can understand how groups come together to make decisions whilst also knowing how democracy and having a voice benefits the school community.  
I can understand that, sometimes, we make assumptions on what people look like and what may influence me to do that.  
I can know that sometimes bullying is hard to spot and I know what to do if I think it is going on but I'm not sure.

### The Way, The Truth and The Life

#### The Bible

I can know that the Bible is an account of God's relationship with his people.  
I can know that God calls Abraham.  
I can know about God's call to Joseph.  
I can know about God's call to Moses.  
I can know that David was chosen by God.  
I can know that God speaks to us in the Bible.

### D.I

#### Topic 1 – Mechanical Systems – Making a Slingshot Car

I can measure, mark, cut and assemble with increasing accuracy  
I can make a model based on a chosen design