

Cultural Capital Opportunities: World Museum

Writing

Can I write a first-person setting description of an important event?
Can I write a letter about a key event?

Computing

I can use different camera angles.
I can use pan, tilt and zoom.
I can identify features of a video recording device or application.
I can combine filming techniques for a given purpose.
I can determine what scenes will convey your idea.
I can choose to reshoot a scene or improve later through editing.
I can decide what changes I will make when editing.
I can use split, trim and crop to edit a video.

P.E.-Dance

I know the origins of the Olympics and the different countries that participate in them and the sports that occur during the games.
I can create movements which show a particular sport or Olympic event.
I can use different speeds and levels to enhance my performance.
I can repeat a short movement sequence in time with a beat and other group members.
I can use expression and emotion to support a theme or character.

RE

I can know that Jesus has come for everyone.
I can understand what it means to be a follower of Jesus.
I can know that the Beatitudes show us the way to live.
I can understand why Jesus blessed the merciful.
I can know why Jesus blessed the pure in heart.
I can know why Jesus blessed those persecuted for doing what is right.

Topic Driver

Benin

Key Question

Why is the history of Benin so important to Africa?

Opportunities to apply British Values
Understand and respect the beliefs and other religions within Benin

Art

I can shape using a variety of mouldable materials.
I can transform 2D designs into 3D models.
I can create sculptures on a variety of scales.
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.

D.I

I can cut and prepare vegetables safely.
I can use a range of equipment safely (knives, hot pans, hobs).
I can understand how to avoid cross-contamination.

Spanish

I can take part in a class survey about favourite fruits and vegetables.
I can ask for the price of a fruit or vegetable.
I can participate in a simple shopping conversation.
I can understand and use instructions to make my own recipe.
I can understand and name some items of clothing in Spanish.
I can identify parts of the verb 'llevar' (to wear) to talk about what I'm wearing.
I can describe clothes I'm wearing using adjectives of colour.

Science

I can compare and group together everyday materials on the basis of their properties.
I can know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.
I can use knowledge of solids, liquids and gases to decide how mixtures might be separated.
I can give reasons for the particular uses of everyday materials.
I can explain reversible changes.
I can explain that some changes result in the formation of new materials.

Reading

Can I complete a comprehension about a model text to help me with my write?
Can I create a word bank and complete a comprehension for a given text?
Can I understand the difference between formal and informal?

Benin

Music

I can explore ways of representing high/low using notation.
I can explore standard notation, using minims, semibreves, crotchets, quavers and dotted minims.
I can read and respond to minims, semibreves, crotchets, quavers and dotted minims.
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.

PSHE

I can learn about how thoughts and feelings impact on actions, and develop strategies that will positively impact my actions, then apply this approach to personal friendships and relationships.
I can recognise that with increased independence come a responsibility to keep myself and other safe online and that reporting inappropriate material is important for my physical and mental well-being.
I can understand what the term cyberbullying means and examples of it, what it feels like for the victim and how to get help if they experience cyberbullying.
I can judge well what kind of physical contact is acceptable or unacceptable and how to respond and that there are different people we can trust for help.
I can understand the effect that a range of substances including drugs, tobacco and alcohol can have on the body, learn how to make good choices about substances and know that our bodies are created by God.
I can recognise how I may come under pressure when it comes to drugs, alcohol and tobacco, learn that I am entitled to say "no" for all sorts of reasons, but not least in order to protect my God-given bodies.
I can learn that the recovery position can be used when a person is unconscious but breathing and that DR ABC is a primary survey to find out how to treat life-threatening conditions in order of importance.

Maths

I can divide to make fractions.
I can write improper fractions and mixed numbers.
I can find equivalent fractions.
I can compare and order fractions.
I can make number pairs.
I can add and subtract fractions.
I can multiply whole numbers by proper fractions.
I can multiply mixed numbers and whole numbers.
I can read and write decimals.
I can add and subtract decimals.
I can multiply and divide decimals.
I can round decimals.
I can compare decimals.

History

I can understand how Britain has been influenced by the wider world.
I can use digital software to create a timeline of the Benin Period. eg tiki-tiki.com
I can use a range of sources, including artefacts and written resources to build understanding of what life was like during the Benin period.
I can understand that recent discoveries raised new evidence to challenge and aid knowledge about the time.
I can draw conclusions on the complexity of life at the time, changes and relationships between groups.
I can give reasons why the Benin civilisation grew in power, but then later declined.
I can recognise that a non-European civilisation could be more advanced than Britain at the same time.
I can conduct my own question-led research into features of a non-European society.