

Cultural Capital Opportunities: Story Teller Visit – Helen Stewart

Writing

I can write narratives, describing setting and characters within a storyline or plot
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 measure, compare, add and subtract lengths, mass and volume/capacity
I can add and subtract amounts of money to give change
I can tell and write the time from an analogue clock
I can estimate and read time with increasing accuracy to the nearest minute
I can know the number of seconds in a minute and the number of days in each month and year
I can compare durations of events

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 list the advantages of cities or towns being established on the banks of a river. (For easiest travel, trade, irrigating crops, fishing, water supply, waste disposal, spiritual reasons)
I can explain how humans changed landscapes over time from the Prehistoric times by changing and using physical features.

Computing

I can set up my work area with an awareness of what will be captured
I can plan an animation using a storyboard
I can capture an image
I can use the onion skinning tool to review subject position
I can move a subject between captures
I can review a captured sequence of frames as an animation
I can remove frames to improve an animation
I can add media to enhance an animation

P.E.

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

Spanish

I can take part in a simple dialogue about myself using familiar questions.
I can read and write dates in Spanish.
I can understand and use Easter vocabulary.
I can understand and say fruit and vegetable nouns.
I can count fruits and vegetables in Spanish.
I can understand and enjoy a story about fruits and vegetables.
I can ask politely for a fruit or vegetable.

Stone Age

PSHE

I can understand that not all drugs are good for us and that alcohol and tobacco are harmful substances.
I can learn how to help in an emergency situation using first aid knowledge.
I can understand how exercise and the amount of calories, fat and sugar I put into my body will affect my health.
I can understand that everybody's family is different and important to them.
I can understand that differences and conflict sometimes happens among family members.
I can understand what it means to be a witness to bullying.
I can know that witnesses can make a situation better or worse by what they do.

The Way, The Truth and The Life

I can know what happened at the Last Supper.
I can understand what happens at the beginning of Mass.
I can understand the importance of the Readings at Mass.
I can know what happens at the Offertory and Consecration.
I can know that it is Jesus we receive in Holy Communion.
I can be familiar with my parish church.

Science

I can identify different types of forces, describe the effect they have on an object and explain how they impact the movement of an object.
I can compare how things move on different surfaces and explain why some surfaces slow objects down and how friction can be increased or decreased.
I can describe magnets as having two poles, name some different types of magnet and identify some everyday uses for magnets.
I can understand how magnetic materials behave, identify a range of materials which are magnetic and compare and group materials based on their magnetic properties.
I can observe how magnetic forces act at a distance, understand how magnetic forces can act at a distance and explain how magnetic forces act at a distance.
I can understand what a compass is, how it works, what the four main compass points are and explain how a compass works

D.T

I can create a pneumatic system to create a desired motion
I can build secure housing for a pneumatic system
I can use syringes and balloons to create different types of pneumatic systems
I can manipulate materials to create different effects (cutting, creasing, folding, weaving)
I can explain how pneumatic systems operate by drawing in, releasing and compressing air

History

I can understand that the past is divided into different periods of time e.g BC and AD
I can produce an ongoing timeline of the Stone Age period.
I can understand how our knowledge of the past is constructed from a range of sources.
I can make careful observations of artefacts (or photographs) to find out about the Stone Age.
I can ask historically valid questions about change, cause, similarity and difference to understand the lives of people in the Stone Age.
I can recognise that change occurred due to intelligence, inventiveness and human resilience to overcome the difficulties of life in the Stone Age.
I can construct an informed report of relevant historical information about the Stone Age.
I can retrieve and record information from non-fiction to answer my own questions about the Stone Age.
I can use key vocabulary linked to the Stone Age

Music

I can play and perform melodies on tuned instruments using a small range (3 notes)
I can rehearse and learn a simple instrumental part
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

Topic Driver

History

Key Question

How have things changed since the Stone Age?

Opportunities to apply British Values