

## Cultural Capital Opportunities: Trip to Liverpool World Museum

### 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 develop a motif demonstrating some agility, balance, co-ordination, and precision.  
I can creatively change static actions into travelling movements.  
I can show different levels and pathways when I travel.  
I can communicate effectively with a partner and within a group.  
I can improve our ideas.  
I can evaluate the work of others using accurate technique language.

### 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 explain how different things move on different surfaces.  
I can explain how different forces act, including magnetic forces.  
I can explain how magnets attract or repel each other and attract some materials and not others.  
I understand the idea that magnets have two poles.  
I understand whether two magnets will attract or repel each other, depending on which poles are facing.

### Topic Driver

#### **History**

#### **Key Question**

**How have things changed since the Stone Age?**

**Opportunities to apply British Values**

### 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

### 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

### Art

I can know use paints to make secondary and tertiary colours.  
I can mix colours with white and black to create tints and shades.  
I can use a variety of paintbrushes.  
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