

Science

Scientific enquiry

- To use different ideas and suggest how to find something out
- To make and record a prediction before testing
- To plan a fair test and explain why it was fair
- To set up a simple fair test to make comparisons
- To explain why they need to collect information to answer a question
- To measure using different equipment and units of measure
- To record their observations in different ways <labelled diagrams, charts etc>
- To describe what they have found using scientific language
- To make accurate measurements using standard units
- To explain what they have found out and use their measurements to say whether it helps to answer their question
- To use a range of equipment (including a data-logger) in a simple test

- To record and present what they have found using scientific language, drawings, labelled diagrams, bar charts and tables
- To explain their findings in different ways (display, presentation, writing)
- To use their findings to draw a simple conclusion
- To suggest improvements and predictions for further tests
- To suggest how to improve their work if they did it again

Animals and Humans

- To explain the importance of a nutritionally balanced diet
- To describe how nutrients, water and oxygen are transported within animals and humans
- To identify that animals, including humans, cannot make their own food: they get nutrition from what they eat
- To describe and explain the skeletal system of a human
- To describe and explain the muscular system of a human

- To explain how the muscular and skeletal systems work together to create movement
- To classify living things and non-living things by a number of characteristics that they have thought of
- To explain how people, weather and the environment can affect living things
- To explain how certain living things depend on one another to survive

Plants

- To identify and describe the functions of different parts of flowering plants (roots, stem/trunk, leaves and flowers)
- To explore the requirement of plants for life and growth (air, light, water, nutrients from soil, and room to grow)
- To explain how they vary from plant to plant
- To investigate the way in which water is transported within plants
- To explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal
- To classify a range of common plants according to many criteria (environment found, size, climate required, etc.)

Forces and Magnets

- To compare how things move on different surfaces
- To observe that magnetic forces can be transmitted without direct contact
- To observe how some magnets attract or repel each other
- To classify which materials are attracted to magnets and which are not
- To notice that some forces need contact between two objects, but magnetic forces can act at a distance
- To compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet
- To identify some magnetic materials
- To describe magnets have having two poles (N & S)
- To predict whether two magnets will attract or repel each other depending on which poles are facing
- To investigate the strengths of different magnets and find fair ways to compare them

Light

- To recognise that they need light in order to see things
- To recognise that dark is the absence of light
- To notice that light is reflected from surfaces
- To recognise that light from the sun can be dangerous and that there are ways to protect their eyes
- To recognise that shadows are formed when the light from a light source is blocked by a solid object
- To find patterns in the way that the size of shadows change
- To explain why lights need to be bright or dimmer according to need
- To explain the difference between transparent, translucent and opaque
- To explain why lights need to be bright or dimmer according to need
- To make a bulb go on and off
- To say what happens to the electricity when more batteries are added
- To explain why their shadow changes when the light source is moved closer or further from the object

ICT

Algorithms and Programs

- Can they experiment with variables to control models?
- Can they use 90 degree and 45 degree turns?
- Can they give an on-screen robot directional instructions?
- Can they draw a square, rectangle and other regular shapes on screen, using commands?
- Can they write more complex programs?

Data retrieving and Organising

- Can they review images on a camera and delete unwanted images?
- Have they experienced downloading images from a camera into files on the computer?
- Can they use photo editing software to crop photos and add effects?
- Can they manipulate sound when using simple recording story boarding

Communicating

- Can they use the email address book?
- Can they open and send an attachment?

Using the Internet

- Can they find relevant information by browsing a menu.
- Can they search for an image, then copy and paste it into a document?
- Can they use 'Save picture as' to save an image to the computer?
- Can they copy and paste text into a document?
- Do they begin to use note making skills to decide what text to copy?

Databases

- Can they input data into a prepared database?
- Can they sort and search a database to answer simple questions?
- Can they use a branching database?

Presentation

- Can they create a presentation that moves from slide to slide and is aimed at a specific audience?
- Can they combine text, images and sounds and show awareness of audience?
- Do they know how to manipulate text, underline text, centre text, change font and size and save text to a folder?

Challenging

- Can they search by keyword using a child friendly search engine?
- Can they bookmark a page into your favourites?
- Can they contribute to a class blog?
- Can they use repeat command in logo to create a pattern?

RE

Signs and symbols

- To explore a range of signs and symbols and their meanings
- To look at a Seder plate and the symbolism of foods
- To look at everyday phrases and then metaphors from the Bible
- To explore how symbolic language is used to describe God
- To explore different religious symbols and investigate their significance
- To consider the important signs and symbols in their life

Hinduism

- To explore a Mandir through a variety of sources
- To explore a Mandir through a variety of sources
- To investigate and make comparisons between both acts of worship
- To learn about the key events and have an overview of the story of Rama and Sita
- To consider the meaning behind the story
- To identify some practices associated with Diwali.
- To learn about the symbolic significance of a Diva and how it relates to the Diwali story

What do we know about Jesus?

- To recognise that when we talk about what someone is 'like' we mean more than their physical appearance, and include character and personality
- To recognise visual images of Jesus as expressions of faith which reflect believers' own characteristics
- To make links between expressions of faith and the historical Jesus
- To differentiate between images of faith and accurate representations of people
- To identify from Bible passages what it teaches about Jesus' character
- To summarise what sort of a person Jesus was
- To look and interpret illustrations of Jesus from a range of sources
- To explore people's views on Jesus from the bible
- To identify and explore three examples of symbolic language used to describe Jesus

Learning about Myself

- To explore their own personal qualities
- To explore their families and the roles different people in their lives play. They consider other groups that they belong to.
- To explore the different ways that they share their values and feelings.
- To consider the ways in which they help one another and other people.
- To explore the different emotions that they have and when they might have these emotions. What is the impact of these emotions on other people?

What is the bible and why is it important to Christians?

- To compare to other religions. Do all religions have special books?
- To look at public and private worship.
- To compare special books with children.
- To look at different types of writing in Bible E.G parable, prayer ETC
- To compare different versions of the same passages.
- To look at the composition of the Bible and the differences between the 2 testaments.
- To know how different genres convey different aspects of God. Talk about the different types of books in the library and look at the different types of books in the Bible. Also look at different types of writing in Bible E.G parable, prayer etc.

What is faith and what difference does it make?

- To explore faith as a religious activity and identify some of the features of faithfulness.
- To tell the story of Abraham's readiness to sacrifice
- To investigate different religions and how they show their faith.
- To explore the ways in which faith can affect the way that people act and behave.
- To look at different faith leaders and the impact they have had on the world.

History

Chronological Understanding

- To describe events from the past using dates when things happened?
- To describe events and periods using the words: ancient and century?
- To use a timeline within a specific time in history to set out the order things may have happened?
- To use their mathematical knowledge to work out how long ago events would have happened?
- To set out on a timeline, within a given period, what special events took place?
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Knowledge and Interpretation

- To recognise that Britain has been invaded by several different groups over time?
- To realise that invaders in the past would have fought fiercely, using hand to hand combat?
- To appreciate that wars have happened from a very long time ago and are often associated with invasion, conquering or religious differences?
- To have an appreciation that wars start for specific reasons and can last for a very long time?

Historical Enquiry

- To use various sources of evidence to answer questions?
- To use various sources to piece together information about a period in history?
- To research a specific event from the past ?
- To use their 'information finding' skills in writing to help them write about historical information?
- To begin to use more than one source of information to bring together a conclusion about an historical event?
- To use specific search engines on the Internet to help them find information more rapidly?

Geography

Geographical Enquiry

- To use correct geographical words to describe a place and the events that happen there
- To identify key features of a locality by using a map
- To begin to use 4 figure grid references
- To accurately plot NSEW on a map
- To use some basic OS map symbols
- To make accurate measurement of distances within 100Km
- To work out how long it would take to get to a given destination taking account of the mode of transport

Physical Geography

- To use maps and atlases appropriately by using contents and indexes
- To describe how volcanoes are created
- To describe how earthquakes are created
- To confidently describe physical features in a locality
- To locate the Mediterranean and explain why it is a popular holiday destination
- To recognise the 8 points of the compass (N,NW, W, S, SW, SE, E, NE)
- To explain why a locality has certain physical features

Human Geography

- To describe how volcanoes have an impact on people's lives
- To confidently describe human features in a locality
- To explain why a locality has certain human features
- To explain why a place is like it is
- To explain how the lives of people living in the Mediterranean would be different from their own
- To explain how people's lives vary due to weather

Geographical Knowledge

- To name a number of countries in the Northern Hemisphere
- To locate and name some of the world's most famous volcanoes
- To name and locate some well-known European countries
- To name and locate the capital cities of neighbouring European countries
- Are they aware of different weather in different parts of the world, especially Europe
- To name the two largest seas around Europe

PE

- To select and use the most appropriate skills, actions or ideas
- To move and use actions with co-ordination and control
- To explain how their work is similar and different from that of others
- With help, to recognise how performances could be improved
- To explain why it is important to warm-up and cool-down
- To identify some muscle groups used in gymnastic activities

Dance

- To improvise freely, translating ideas from a stimulus into movement
- To share and create phrases with a partner and in small groups
- To repeat, remember and perform these phrases in a dance

Games

- To throw and catch with control when under limited pressure
- To be aware of space and use it to support team-mates and cause problems for the opposition
- To know and use rules fairly to keep games going
- To keep possession with some success when using equipment that is not used for throwing and catching skills

Gymnastics

- To use a greater number of their own ideas for movement in response to a task
- To adapt sequences to suit different types of apparatus and their partner's ability
- To explain how strength and suppleness affect performances
- To compare and contrast gymnastic sequences, commenting on similarities and differences

Athletics

- To run at fast, medium and slow speeds, changing speed and direction
- To link running and jumping activities with some fluency, control and consistency
- To make up and repeat a short sequence of linked jumps
- To take part in a relay activity, remembering when to run and what to do
- To throw a variety of objects, changing their action for accuracy and distance

Outdoor

- To follow a map in a familiar context
- To move from one location to another following a map
- To use clues to follow a route
- To follow a route safely

Spanish

- To understand short passages made up of familiar language
- To understand instructions, messages and dialogues within short passages
- To identify and note the main points and give a personal response on a passage
- To have a short conversation where they are saying 2-3 things
- To use short phrases to give a personal response
- To read and understand short texts using familiar language
- To identify and note the main points and give a personal response
- To read independently
- To use a bilingual dictionary or glossary to look up new words
- To write 2-3 short sentences on a familiar topic
- To say what they like and dislike about a familiar topic

PSHCE

- To recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals
- To face new challenges positively by collecting information, looking for help, making responsible
- To understand why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules
- To understand that there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other
- To reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences
- To recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals
- To face new challenges positively by collecting information, looking for help, making responsible
- To realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities
- To reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences
- To resolve differences by looking at alternatives, making decisions and explaining choices
- To recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals
- To face new challenges positively by collecting information, looking for help, making responsible choices, and taking action
- To talk and write about their opinions, and explain their views, on issues that affect themselves and society
- To recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals
- To reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences
- to talk and write about their opinions, and explain their views, on issues that affect themselves and society
- To talk about the range of jobs carried out by people they know, and to understand how they can develop skills to make their own contribution in the future (Investigating local area)
- To recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals
- To face new challenges positively by collecting information, looking for help, making responsible choices, and taking action
- To reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences

Art

- To explore ideas from my imagination or from real starting points
- To explore ideas and collect visual and other information for my work
- To use pencils pastels and charcoal in my drawings
- To sketch lightly (so I do not need to use a rubber)
- To use a viewfinder to help me in my sketching
- To mix colours using tints and tones
- To experiment in creating mood and feelings with colour. (A wide variety of moods/feelings – anger, jealousy, embarrassment etc)
- To cut precisely
- To use coiling and overlapping skills
- To make paper coils and lay them out to create patterns or shapes
- To use montage
- To use clay to create sculptures
- To make printing blocks and experiment with different materials
- To make a one coloured print
- To build up layers of colours to make prints of 2 or more colours
- To use a running stitch to join fabrics
- To have the basics of quilting, padding and gathering fabric
- To use a digital camera to take images of things people have made
- To write about ideas and add sketches to my art sketchbook
- To use the internet to research ideas or starting points for Art
- To comment on differences in others' work and suggest ways of improving my own work
- To comment on similarities and differences between my own and others' work
- To adapt and improve work
- To use different grades of pencil at different angles to show different tones
- To explore comics throughout the 20th and 21st centuries to see how styles are used for effect
- To use a number of brush techniques using thin and thick brushes, to produce shapes, textures, patterns and lines
- To use shapes, textures, colours and patterns in collages
- To use tessellation and other patterns in collage
- To use cutting skills to produce repeated patterns
- To have added lines and shapes to clay work
- 3D work has a well thought out purpose
- To know how printing is used in the everyday life of designers or artists
- To compare the methods and approaches of different designers in their print techniques
- To be aware of textiles work from other cultures and times
- To use a digital camera to capture textures, colours, lines, tones, shades and inspiration from the natural and man made world

Design technology

- To show that their design meets a range of requirements
- To put together a step-by-step plan which shows the order and also what equipment and tools they need
- To describe their design using an accurately labelled sketch and words
- How realistic is their plan
- To use equipment and tools accurately
- To explain what they changed which made their design even better

Cooking and nutrition

- To choose the right ingredients for a product
- To use equipment safely
- To make sure that their product looks attractive
- To describe how their combined ingredients come together
- To set out to grow plants such as cress and herbs from seed with the intention of using them for their food product

Textiles

- To join textiles of different types in different ways
- To choose textiles both for their appearance and also qualities

Electrical and mechanical components

- To select the most appropriate tools and techniques to use for a given task
- To make a product which uses both electrical and mechanical components
- To use a simple circuit
- To use a number of components

Stiff and flexible sheet materials

- To use the most appropriate materials
- To work accurately to make cuts and holes
- To join materials

Mouldable materials

- To select the most appropriate materials
- To use a range of techniques to shape and mould
- To use finishing techniques

Music

- To sing in tune with expression
- To control their voice when singing
- To play clear notes on instruments
- To work with a partner to create a piece of music using more than one instrument
- To use different elements in their composition
- To create repeated patterns with different instruments
- To compose melodies and songs
- To create accompaniments for tunes
- To combine different sounds to create a specific mood or feeling
- To understand metre in 2 and 3 beats; then 4 and 5 beats
- To understand how the use of tempo can provide contrast within a piece of music
- To improve their work; explaining how it has improved
- To use musical words (the elements of music) to describe a piece of music and compositions
- To use musical words to describe what they like and dislike
- To recognise the work of at least one famous composer
- To tell whether a change is gradual or sudden
- To identify repetition, contrasts and variations