



Geography- Where does our energy come from?

I can describe the significance of energy.
I can give examples of sources of energy and their trading routes.
I can define renewable and non-renewable energy.
I can discuss the benefits and drawbacks of different energy sources.
I can describe the significance of the Prime Meridian.
I can identify human features on a digital map.
I can discuss how transport links have changed over time.
I can locate UK cities on a map.
I can use six-figure grid references to identify features on an OS map.
I can consider and justify the location of energy sources.
I can design and use interview questions.
I can plot points on a sketch map.

Science: Living Things-The Human Body

I can explain the functions of the skeleton and name the bones
I can explain the function of the circulatory system and name its component parts
I can name and explain the function of many organs in the human body
I can explain the impact of diet and exercise on the body

PE – Tag Rugby and Dodgeball

I can select the appropriate skill, choosing when to run and when to pass.
I can move into space to support a teammate abiding by the rules.
I can use defending skills to gain possession.
I can use a variety of attacking skills to beat a defender.
I can develop drawing defence and moving towards goal.
I can apply rules, skills and tactics learnt to play in a tag rugby tournament
I can apply rules honestly and fairly to a game situation.
I can develop throwing at a moving target.
I can select the appropriate dodging skill for the situation.
I can develop catching with increasing consistency under pressure.
I can understand and apply tactics in a game.
I can develop officiating skills and referee a game

Music: Dynamics, Pitch and Texture

I can appraise the work of a classical composer
I can improvise as a group, using dynamics and pitch
I can improvise as a group, using texture
I can use knowledge of dynamics, texture and pitch to create a group composition
I can use teamwork to create a group composition featuring changes in texture, dynamics and pitch

Computing- Web Page Creation

To review an existing website and consider its structure
To plan the features of a web page
To consider the ownership and use of images (copyright)
To consider the ownership and use of images (copyright)
To recognise the need to preview pages
To outline the need for a navigation path
To recognise the implications of linking to content owned by other people

PSHE - Health and Wellbeing

I can describe qualities or values I want to develop and create achievable goals.
I can describe the importance of relaxation and suggest different strategies.
I can describe how I take care of my physical wellbeing.
I can understand that technology can have an impact on physical and mental health and know some strategies I can use to overcome this.
I can describe what resilience is, why it is important and some useful resilience strategies.
I can understand how vaccination works and why it is important to individuals.
I can understand that habits can be good or bad for health.
I can understand that changes in my body could indicate illness and know what to do if I notice them.

Art- Drawing: Make My Voice Heard

I can explore expressive drawing techniques.
I can consider how symbolism in art can convey meaning
I can apply understanding of the drawing technique chiaroscuro
I can evaluate the context and intention of street art
I can apply an understanding of impact and effect to create a powerful image.

RE – What would Jesus do?

I can identify features of Gospel texts (for example, teachings, parable, narrative).

I can suggest meanings of Gospel texts studied, and compare their ideas with ways in which Christians interpret biblical texts, showing awareness of different interpretations.

I can make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives.

I can relate biblical ideas, teachings or beliefs (for example, about peace, forgiveness, healing) to the issues, problems and opportunities of their own lives and the life of their own community in the world today, offering insights of their own.

French: French Football Champions

I can learn and explore vocabulary using different techniques
I can read and decode French football player profiles
I can use words and phrases to say which place or country a person comes from
I can revise all vocabulary to compete in a vocabulary tournament
I can use my knowledge of football related vocabulary to create a football player profile

British Values Focus:
Democracy