



### **Geography- Why do oceans matter?**

I can describe the water cycle.  
I can describe how the ocean is used for human activity.  
I can explain how the ocean helps to regulate the Earth's climate and temperature.  
I can identify the Great Barrier Reef as part of Australia.  
I can describe the benefits of the Great Barrier reef.  
I can describe how humans impact the oceans and the consequences of this.  
I can explain some actions that can be taken to help support healthy oceans.  
I can explain which data collection method would be best for marine fieldwork and why.  
I can collect data using a tally chart, photographs and a sketch map.  
I can safely navigate the fieldwork environment.  
I can make suggestions for how to improve a marine environment.  
I can present data using a tally chart and pie chart.

### **Science - Forces and Space: Earth and Space**

I can describe the geocentric and heliocentric models.  
I can name and describe the shape of celestial bodies.  
I can describe the orbits of celestial bodies in the Solar System and name the force that keeps them in their orbits.  
I can describe the orbit of the Moon around the Earth and its phases.  
I can explain how day and night occur, explain how the seasons occur and explain how a sundial works.  
I can list some of the uses of satellites and explain why space junk poses a problem to them

### **PSHE -Safety and the Changing body**

I can understand what is safe to share online and what to do before sending a message.  
I can identify possible dangers online, suggesting ways to stay safe, using the web to research relevant information.  
I can accurately name all the relevant parts of the body.  
I can understand the changes their own gender will go through during puberty.  
I can list the range of changes they will go through during puberty.  
I can assess a casualty's condition; calmly, comfort and reassure a casualty who is bleeding; and seek medical help if required.  
I can understand that other people can influence our decisions but we have the right to make our own choices.

### **Music-**

I can sing a traditional African song unaccompanied.  
I can use tuned percussion to play a chord progression.  
I can use vocals or tuned percussion to perform a piece of music as an ensemble.  
I can play call and response rhythms using percussion instruments.  
I can create an eight beat break to play within a performance.

### **Computing- Flat File Databases**

I can use a form to record information.  
I can compare paper and computer based databases.  
I can outline how to answer questions by grouping/sorting.  
I can explain how tools can be used to select specific data.  
I can explain that computer programmes can be used to compare data visually.  
I can use a real world database to answer questions.

### **Art - I need space**

I can explore the purpose and effect of imagery.  
I can understand and explore decision making in creative processes.  
I can develop drawn ideas through printmaking.  
I can test and develop ideas using sketchbooks.  
I can apply understanding of drawing processes to revisit and improve ideas.

### **RE –**

I can explain connections between the story of Moses and the concepts of freedom and salvation, using theological terms.  
I can make clear connections between Bible texts studied and what Christians believe about being the People of God and how they should behave.  
I can explain ways in which some Christians put their beliefs into practice by trying to bring freedom to others.  
  
I can identify ideas about freedom and justice arising from their study of Bible texts and comment on how far these are helpful or inspiring, justifying their responses.

### **PE – Netball and Gymnastics**

I can develop passing and moving to maintain possession.  
I can use a variety of attacking skills to lose a defender.  
I can move into and create space to support a teammate.  
I can use defending skills to gain possession.  
I can develop accuracy shooting under pressure.  
I can use and apply skills, principles and tactics to a game situation.  
I can perform symmetrical and asymmetrical balances.  
I can develop the straight, forward, straddle and backward roll.  
I can explore different travelling actions using both canon and synchronisation.  
I can perform progressions of inverted movements.  
I can explore matching and mirroring in sequence work.  
I can create a partner sequence using apparatus.

### **French- Space**

I can pick out key ideas and phrases in a longer piece of spoken French.  
I can use nouns and adjectives correctly to create metaphor poetry.  
I can make comparisons in French.  
I can read and build factually and grammatically accurate sentences.  
I can ask and answer questions and describe and compare planets.

British Values Focus: Individual Liberty