



Geography - Where does our food come from?

I can identify that different foods grow in different biomes and say why.
I can explain which food has the most significant negative impact on the environment.
I can consider a change people can make to reduce the negative impact of food production.
I can describe the intentions around trading responsibly.
I can explain that food imports can be both helpful and harmful.
I can describe the journey of a cocoa bean.
I can locate countries on a blank world map using an atlas.
I can use a scale bar correctly to measure approximate distances.
I can collect data through an interview process.
I can analyse interview responses to answer an enquiry question.
I can discuss any trends in data collected.

Science -

I can label key organs found in the digestive system and describe each of their functions.
I can describe the functions of the four different types of adult, human teeth, using key vocabulary.
I know that good dental care involves brushing their teeth twice a day with toothpaste and a soft toothbrush.
I can produce a food chain that begins with a plant and has arrows that move up the food chain.
I can define a producer, predator and prey and identify examples in food chains.
I can describe digestion, teeth and diets when talking about the observed poo clues.
I can write using a range of scientific vocabulary from the unit

French:

I can say the numbers to 31 in French.
I can read and calculate Maths sums correctly in French.
I can say all the days of the week, working out the words for the days that are yesterday and today.
I can match most of the French months to their English equivalents.
I can ask when someone's birthday is and give the number and month of their own birthday.
I can say the seasons of the year.
I can translate the date from English to French.
I can say the similarities and differences between birthdays in the UK and France.

DT-

I can describe features of biscuits using taste, texture and appearance.
I can follow a recipe with support.
I can use a budget to plan a recipe.
I can adapt a recipe using additional ingredients.

Music-

I can perform the hand jive hand actions in sequence and in time with the music.
I can sing in tune and perform their actions in time.
I can play the notes of the walking bass in the correct sequence.
I can independently play their part with some awareness of the other performers.

Computing- Programming - Repetition in Shape

I can identify that accuracy in programming is important.
I can create a program in a text-based language.
I can explain what 'repeat' means.
I can modify a count-controlled loop to produce a given outcome.
I can decompose a task into small steps.
I can create a program that uses count-controlled loops to produce a given outcome.

British Values Focus: Individual Liberty

RE –

I can identify this as part of a 'Gospel', which tells the story of the life and teaching of Jesus.
I can make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'.
I can offer suggestions about what Jesus' actions towards the leper might mean for a Christian.
I can make simple links between Bible texts and the concept of 'Gospel' (good news).
I can give examples of how Christians try to show love to all, including how members of the clergy follow Jesus' teaching.
I can make links between the Bible stories studied and the importance of love, and life in the world today, expressing some ideas of their own clearly.

PE – Dance

I can copy and create actions in response to an idea and be able to adapt this using changes of space.
I can choose actions which relate to the theme.
I can develop a dance using matching and mirroring.
I can learn and create dance moves in the theme of carnival.
I can develop a carnival dance using formations, canon and unison.
I can develop a dance phrase and perform as part of a class performance.

Basketball

I can develop the attacking skill of dribbling.
I can protect the ball when dribbling against an opponent.
I can develop passing and begin to recognise when to use different skills.
I can use defending skills to delay an opponent and gain possession.
I can develop technique in the attacking skill of shooting.
I can apply skills and knowledge to compete in a tournament.

PSHE - Safety and the Changing Body

I can understand the reasons for legal age restrictions.
I can understand how quickly information can spread on the internet and some of the risks associated with that.
I can assess and give first aid to a casualty who is having difficulty breathing due to an asthma attack.
I can understand the difference between private and public, and secrets and surprises.
I can understand how search engines work and whether information is useful.
I can understand the changes they have already gone through and aware of some changes to come.
I can understand that they will change physically as they develop into adults.
I can understand some of the risks of smoking and some of the benefits of being a non-smoker.