



History - Would you prefer to live in the Stone age, Bronze age or Iron age?

I can understand that prehistory was a long time ago.
I can accurately place AD and BC on a timeline.
I can identify conclusions that are certainties and possibilities based on archaeological evidence.
I can explain the limitations of archaeological evidence.
I can use artefacts to make deductions about the Amesbury Archer's life.
I can identify gaps in my knowledge of the Bronze Age.
I can explain how bronze was better than stone and how it transformed farming.
I can explain how trade increased during the Iron Age and why coins were needed.
I can identify changes and continuities between the Neolithic and Iron Age periods.
I can explain which period they would prefer to have lived in, providing evidence for my choice.

French: Playground Games (Numbers and age)

I can recall all numbers one to six, with generally accurate pronunciation, in particular vowel and combinations sounds ('un', 'eu', 'oi' and 'in').
I can join in with a song using actions.
I can respond to numbers by showing fingers or ticking on whiteboards.
I can ask and answer a question about my age.
I can change my answers and recognise number words.
I can listen carefully and relate sounds to a written phoneme.
I can recall numbers one to 12 with increasingly accurate pronunciation.

Art - Painting and Mixed Media (Prehistoric Painting)

I can recognise the processes involved in creating prehistoric art.
I can explain approximately how many years ago prehistoric art was produced.
I can use simple shapes to build initial sketches.
I can create a large scale copy of a small sketch.
I can use charcoal to recreate the style of cave artists.
I can demonstrate good understanding of colour mixing with natural pigments.
I can discuss the differences between prehistoric and modern paint.
I can make choices about equipment or paint to recreate features of prehistoric art, experimenting with colours and textures.
I can successfully make positive and negative handprints in a range of colours.

Music- Pentatonic Melodies (Chinese New Year)

I can match my movements to the music, explaining why I chose these movements.
I can accurately notate and play a pentatonic melody.
I can play my part in a composition confidently.
I can work within a group to perform a piece of music.

Science - Rocks and Soils

I can define the term 'rock' and describe the appearance of different rocks.
I can test different rocks based on their absorbency, hardness and reaction to acid rain (vinegar).
I can list the different factors that break down rocks.
I can describe fossil formation and identify fossils in rocks.
I can describe the work of a palaeontologist.
I can name, describe and compare some different types of soil, including naming the layers of soil.
I can list some of the benefits of earthworms to soil.
When working scientifically, pupils who are secure will be able to:
I can use a magnifying glass to observe the appearance of a rock in detail.
I can use results to choose the appropriate rock type for a specific use, suggest a better choice of rock for a specific use and to predict how a rock will be affected by the weather.
I can research and present information on fossil formation using a single source.
I can use a model of the fossil record to determine the relative age of a fossil, to suggest how a living thing has changed over time and to suggest what living things were around in a certain era.
I can draw and label the bars on a bar chart.
I can accurately draw and label the layers of sediment.

PSHE - Safety and the changing body

I can show an understanding that they must consider their own safety before helping others in an emergency situation.
I can understand how to help someone who has been bitten or stung.
I can write an email with instructions written using positive language.
I can create a decision tree showing how to deal with unkind online behaviour and cyberbullying.
I can send an email that describes some of the best ways to avoid being tricked by fake emails.

RE – Sikhi: What is important for Sikh people?

I can make suggestions about what Sikhs believe about God.
I can describe things that are important to Sikhs and show how these impact their lives and actions.
I can make links between Sikh stories and the actions of Sikhs today.
I can make suggestions about why it is important for Sikhs to become part of the Khalsa.
I can explain what the 5 Ks are and why they are important to Khalsa Sikhs.

PE – Hockey

I am beginning to use simple tactics.
I am learning the rules of the game and am beginning to use them honestly.
I can dribble, pass, receive and shoot the ball with some control.
I can find space away from others and near to my goal.
I can provide feedback using key words.
I can track an opponent to slow them down.
I understand my role as an attacker and as a defender.
I work co-operatively with my group to self-manage games.

PE – Yoga

I can copy and link yoga poses together to create a short flow.
I can describe how yoga makes me feel.
I can move from one pose to another in time with my breath.
I can provide feedback using key words.
I can work with others to create a flow including a number of poses.
I show some stability when holding my yoga poses.

Computing- Programming (Scratch)

I can explore a new programming environment.
I can identify that commands have an outcome.
I can explain that a program has a start.
I can recognise that a sequence of commands can have an order.
I can change the appearance of my project.
I can decide the actions for each sprite in a program.