



History - What did the Ancient Egyptians believe?

- I can identify the ancient civilisations and key periods in ancient Egypt.
- I can describe the physical features of Egypt.
- I can explain the Egyptian creation story.
- I can identify the characteristics of important gods or goddesses.
- I can explain why the pyramids were built.
- I can identify the stages and challenges of building a pyramid.
- I can explain the links between ancient Egyptian beliefs and mummification.
- I can name sources that can be used to find out about ancient Egyptian beliefs.
- I can explain some Egyptian beliefs about the afterlife.

Science -

- I can describe how sounds are made.
- I can describe how sounds are heard through different mediums.
- I can explain the relationship between vibration strength and volume.
- I can describe the relationship between volume and distance.
- I can describe pitch and how to change it.
- I can explain how insulating materials can be used to muffle sound.
- I can observe closely how different instruments create a sound.
- I can research how animals communicate
- I can present results using a bar chart.
- I can suggest which variables to measure and for how long.
- I can design simple results tables.
- I can identify when results or observations do not match predictions.

Art-

- I can recognise and discuss the importance of Ancient Egyptian art.
- I can consider the suitability of a surface for drawing.
- I can record colours, patterns and shapes through observational drawing.
- I can choose and use tools and materials confidently.
- I can begin to experiment with drawing techniques.
- I can create a selection of sketches that show idea exploration.
- I can produce a final design with a clear purpose.
- I can follow instructions with minimal support.
- I can discuss and evaluate the process and outcome of their work.
- I can produce a complete painted or drawn piece from a design idea.
- I can use colours and materials appropriately, showing an understanding of effective composition.
- I have a clear idea of the subject of their zine, including a range of images and information.

Music-

- I can sing in time and in tune with other people and the backing track.
- I can remember the lyrics to a song.
- I can identify the structure of a piece of music and match this to non-standard notation.
- I can improvise their own piece of music.
- I can play a melody with reasonable accuracy.
- I can perform with confidence and in time with others.
- I can compose and play a melody using stave notation.
- I can contribute meaningfully to the group performance and composition.
- I can use hieroglyphic notation to show the structure of their piece.

Computing-

- To develop the use of count-controlled loops in a different programming environment.
- To explain that in programming there are infinite loops and count-controlled loops.
- To develop a design that includes two or more loops which run at the same time.
- To modify an infinite loop in a given program.
- To design a project that includes repetition.
- To create a project that includes repetition.

PSHE - Citizenship

- I can understand what human rights are and why they are important.
- I can understand how reusing items benefits the environment.
- I can understand the range of groups that exist in the wider community.
- I can understand how community groups can focus on different areas of interest.
- I can understand that diversity supports a community to work effectively.
- I can understand the role of local councillors.

RE -

- I can offer suggestions about what the narrative of the Last Supper meant
- I can give examples of what the texts studied mean to some Christians.
- I can make clear links between Gospel texts and how Christians remember, celebrate and serve on Maundy Thursday, including Holy Communion.
- I can describe how Christians show their beliefs about Jesus in their everyday lives: for example, prayer, serving, sharing the message and the example of Jesus.
- I can raise questions and suggest answers about how serving and celebrating, remembering and betrayal, trust and standing up for your beliefs might make a difference to how pupils think and live.

PE - Handball and Gymnastics

- I can begin to throw and catch while on the move.
- I can move towards goal or away from a defender.
- I can move towards goal to create shooting opportunities.
- I can use a change of direction and speed to lose a defender and move into space.
- I can use defending skills to delay an opponent and gain possession.
- I can apply skills and knowledge to compete in game situations.
- I can develop individual and partner balances.
- I can develop individual and partner balances using apparatus.
- I can develop control in performing and landing rotation jumps.
- I can develop rotation jumps and sequence building using apparatus.
- I can develop the straight, barrel, forward and straddle roll.
- I can assess my straight, barrel, forward and straddle roll.

French:

- Recognise and understand the meaning of new words that are cognates.
- Use a model text to support conversation.
- Complete mathematical calculations in French, writing answers in euros.
- Recognise shop names and label a triarama.
- Use a bilingual dictionary to translate given words.
- Use a range of strategies to understand a familiar text.
- Ask and respond to questions found in a café conversation.