



Geography-Why did European countries want to explore the New World?

I can locate places and regions of North and South America, and can identify the distinct characteristics of some regions.
 I can locate places studied in relation to the Equator, latitude and longitude, and relate this to their time zone, climate, seasons and vegetation.
 I can understand how human activity is influenced by weather and climate.
 I can relate climate to food production.

Music- Theme and Variations (Theme: Pop Art)

Performing rhythms either on their own or in a group.
 Identify the sounds of different instruments and discuss.
 Make reasonable suggestions for which instruments can be matched to which art pieces.
 Recall the names of several instruments according to their orchestra sections.
 Keep the pulse using body percussion.
 Name rhythms correctly.
 Copy rhythms accurately with a good sense of pulse.
 Draw rhythms accurately.
 Show a difference between musical variations.
 Show creativity in a finished musical product.

RE – What does it mean to be a Muslim in Britain today?

I can make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad.
 I can describe and reflect on the significance of the Holy Qur'an to Muslims.
 I can describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by others.
 I can make connections between the key functions of the mosque and the beliefs of Muslims.

PE – Netball

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 in the shooting action under pressure.
 I can use and apply skills, principles and tactics to a game situation.

PE - Fitness

I can develop an awareness of what your body is able to do.
 I can develop speed and stamina.
 I can develop strength using my own body weight.
 I can develop coordination.
 I can develop agility.
 I can develop balancing with control

Computing- Programming Variables In Games

I can identify examples of information that is variable
 I can explain that the way a variable changes can be defined
 I can identify that variables can hold numbers or letters
 I can identify a program variable as a placeholder in memory for a single value
 I can explain that a variable has a name and a value
 I can recognise that the value of a variable can be changed
 I can make use of an event in a program to set a variable
 I can create algorithms for my project
 I can choose a name that identifies the role of a variable
 I can test the code that I have written

Science - Circuits, Batteries and Switches

Describe the function of key electrical components and explain how the models used in the lesson represent these.
 Correctly predict if an electrical circuit will work or not, explaining why using their knowledge of complete loops, power sources and presence of components.
 Describe the relationship between the number of bulbs in a circuit, the bulb brightness and the amount of resistance.
 Explain that increasing the number of components increases the resistance, affecting the flow of current and energy transferred.
 Identify that batteries are a voltage source; they come in different voltages, affecting bulb brightness.
 Describe that voltage can be changed using different numbers of cells in a circuit and that more cells or a higher voltage causes brighter bulbs.
 Use the relationship between voltage and bulbs to predict what will happen with buzzers and motors.
 Build an electrical circuit with a switch to control its function, explain how the switch and the electrical circuit solve the problem and recall different examples of problems that can be solved using an electrical circuit.

PSHE - Citizenship

I can understand that education is a human right and why education is important.
 I can understand some environmental issues relating to food and food production.
 I can understand the importance of caring for others and that we all have a responsibility to care for things and people around us.
 I can understand what prejudice and discrimination are and why and how they should be challenged.
 I can understand the value of diversity in society, including significant individuals.
 I can understand the roles and responsibilities of people in government.

French - French Football Champions

Learn and pronounce most of the new words, remembering the vocabulary from the previous lesson.
 Translate some player profiles.
 Construct the sentence, 'I come from [a place]' in French.
 Understand comprehension questions based on the topic of football and show some competence in answering them.
 Complete part of a player profile.
 Deliver an oral presentation with a reasonable standard of pronunciation.

Art- Artist Study: Frida Kahlo

I can use colours can be symbolic and have meanings that vary according to your culture or background, eg red for danger or for celebration.
 I know how line is used beyond drawing and can be applied to other art forms.
 I know how pattern can be created in many different ways, eg in the rhythm of brushstrokes in a painting (like the work of van Gogh) or in repeated shapes within a composition.
 I know that by applying thick layers of paint to a surface is called impasto, and is used by artists such as Claude Monet to describe texture.
 I know how to use sketchbooks to research and present information.