



Geography - Would you like to live in the desert?

- I can identify the lines of latitude where hot desert biomes are located.
- I can describe the characteristics of a hot desert biome.
- I can locate the largest deserts in each continent.
- I can describe ways the Mojave Desert is used.
- I can name and describe the physical features found in a desert.
- I can identify how humans use the desert.
- I can explain how human activity may contribute to the changing climate and landscape of a desert.
- I recognise that the Mojave Desert has a different time zone to the UK.
- I can describe some of the threats to deserts.
- I can list the benefits and drawbacks of living in a desert environment.
- I can identify characteristics of two contrasting biomes and compare land use.
- I can discuss a desert environment, explaining whether it is hospitable and why.

Science - Unbalanced forces

- I can describe gravity and its effects.
- I can describe the relationship between mass and gravity.
- I can describe air resistance and its effects.
- I can describe friction and its effects.
- I can describe water resistance and its effects.
- I can describe the relationship between surface area and air and water resistance.
- I can explain how to make an object aerodynamic or streamlined.
- I can describe the effects of levers, pulleys and simple machines on movement.
- I can analyse predictions, data and anomalies to write a conclusion.
- I can write a method.
- I can draw and annotate a diagram.
- I can draw an accurate line graph.

PSHE - Citizenship

- I can understand what happens when someone breaks the law.
- I can understand what rights are and that freedom of expression is one of these rights.
- I can understand how reducing the use of materials and energy helps the environment, and what individuals can do to support this.
- I can understand how people contribute to society and how this is recognised.
- I can understand the role of pressure groups.
- I can understand the basics of how parliament works including the parts of parliament.

Computing- Programming B – Selection in quizzes

- I can explain how selection is used in computer programs.
- I can relate that a conditional statement connects a condition to an outcome.
- I can explain how selection directs the flow of a program
- I can design a program that uses selection.
- I can create a program that uses selection.
- I can evaluate my program.

RE – What is it like to be a humanist in Britain today?

- I can explain what makes someone a humanist.
- I know that most humanists believe human beings evolved over time.
- I understand that humanists believe science is the best method to understand the universe.
- I know that humanists adapt or change their beliefs when faced with new evidence.
- I know that humanists believe there is no persuasive evidence for the existence of a god or gods.
- I understand that atheism is no belief in a god or gods.
- I know that being agnostic means that you are unsure and cannot know whether there a god or gods exist.
- I can explain that humanists believe that you can be good and live a happy life without the need for a god or gods.
- I understand that humanists can experience spiritual moments.
- I know that not all humanists would describe an experience as spiritual.
- I understand that for a humanist, spiritual moments are not connected to a god or gods or the supernatural.
- I know that for humanists, nature and the world around them can be a source of excitement and beauty.
- I know that humanists believe science helps reveal and enhance nature's hidden beauty.

Art - Sculpture and 3D

- I can group images together, explaining their choices.
- I can answer questions about an installation thoughtfully and generate my own questions.
- I can show that I understand what installation art means.
- I can justify my opinion of installation artworks.
- I can evaluate my box designs, considering how they might appear as full-sized spaces.
- I can create an installation plan, model or space.
- I can describe my creations.
- I can describe how a space conveys a particular message or theme.
- I can make and explain choices about materials used, arrangement of items in the space and the overall display of the installation.
- I can show I have considered options for how to display my installation best e.g. lighting effects.
- I can present information about my installation clearly in the chosen format.
- I can justify choices made, explaining how I improve the viewer experience or make it interactive.

Music - Looping and Remixing

- I can perform a looped body percussion rhythm; keeping in time with their group.
- I can use loops to create a whole piece of music, ensuring that the different aspects of music work together.
- I can play the first section of 'Somewhere Over the Rainbow' with accuracy.
- I can choose a suitable fragment of music and be able to play it along to the backbeat.
- I can perform a piece with some structure and two different loops.

PE – Athletics and Yoga

- I can understand pace and apply different speeds over varying distances.
- I can develop fluency and co-ordination when running for speed.
- I can develop technique in relay changeovers.
- I can build momentum and power in the triple jump.
- I can develop throwing with force for longer distances.
- I can develop throwing with greater control and technique.
- I can understand how breath can help me to hold and move from pose to pose.
- I can identify and use balance when exploring poses and creating a flow.
- I can identify and use flexibility when exploring poses and creating a flow.
- I can identify and use strength when exploring poses and creating a flow.
- I can create and refine a flow with a partner.
- I can lead others through our flow.

French: Verbs in a French week

- I can attempt to read new verbs aloud with confidence and mostly accurate pronunciation.
- I can create an opinion phrase using one of the new verbs.
- I can work together to visually and orally present a verb in at least three different forms, with the appropriate pronoun.
- I can work together to build a verb spinner and use it to generate appropriate phrases.
- I can recognise and recall different parts of verbs avoir and être.
- I can create an original short text, correctly adapting a range of verbs to their appropriate form.