



History- What does the census tell us about our local area?

I can identify the type of information the census gives about people.

I can use the census to make inferences about people from the past, providing supporting evidence for their statements.

I can make observations from the census and identify changes between periods of time.

I can identify the dangers of working in a textile mill.

I can create questions to identify the thoughts and feelings of a Victorian working child.

I can identify the key events of Mary's life and interpret her thoughts and feelings.

I can extract information from the census to recreate the lives of people who lived in a household from the local area.

I can extract information from the census and decide whether a family was rich or poor.

I can describe change throughout time.

Science - Animals: Human timeline

- I can order the stages in growth and development from birth to old age.
- I can describe physical and developmental changes from a baby through to old age.
- I can describe changes that occur in males and females during puberty.
- I can suggest ways to manage the changes that occur during puberty.
- I can recall what is meant by a gestation period.
- I can describe how gestation varies across animals and compare this to humans.

PSHE - Economic Wellbeing

I can understand that borrowing money is a way to pay for something but this has to be repaid.

I can understand what income and expenditure are and how these can be recorded.

I can understand that there are risks associated with money and what some of these are.

I can understand how to create a weekly budget, including prioritising needs over wants.

I can understand that stereotypes can exist in the workplace and how these can affect people.

Music- Musical Theatre

I can explain what musical theatre is and be able to recall at least three features of this kind of music.

I can categorise songs as action songs or character songs.

I can select appropriate existing music for their scene to tell the story of a journey.

I can perform in time with their groups, ensuring smooth transitions between spoken dialogue, singing and dancing.

Programming A – Selection in physical computing

I can control a simple circuit connected to a computer.

I can write a program that includes count-controlled loops.

I can explain that a loop can stop when a condition is met.

I can explain that a loop can be used to repeatedly check whether a condition has been met.

I can design a physical project that includes selection.

I can create a program that controls a physical computing project.

DT- Mechanical Systems:Pop up Book

I can produce a suitable plan for each page of their book.

I can produce the structure of the book.

I can assemble the components necessary for all their structures/mechanisms.

I can hide the mechanical elements with more layers using spacers where needed.

I can use a range of mechanisms and structures to illustrate their story and make it interactive for the users.

I can use appropriate materials and captions to illustrate the story.

RE – Hindu Dharma

How does the dharma at each stage of life help Hindus to be good?

What does the story of Rama and Sita teach Hindus about dharma and karma?

Why is Sri Ganesha significant to Hindus today?

What is important in a Hindu wedding?

How do Hindu Virtues help Hindus come closer to God?

PE – Cricket and Rounders

I can develop throwing and catching skills, apply them under pressure, relevantly to a situation. I can apply these to a striking and fielding game.

I can develop bowling accuracy and perform the skill within the rules of the game. I can do this under pressure.

I can develop batting skills, identify when I am successful and what I need to do to improve. I can strike a bowled ball with increasing consistency.

I can develop fielding techniques and begin to use these under some pressure. I can select the appropriate action for the situation.

I can understand the need for tactics and identify when to use them.

I can apply skills and knowledge to compete in a tournament. Using tactics identified throughout the unit.

French: Meet my French family

I can complete correctly a gap-fill activity to match French vocabulary with pictures.

I can recognise words that are similar to English.

I can adapt a sentence to change its meaning.

I can apply some understanding of French pronunciation.

I can recognise key information within a longer text.

I can build sentences confidently using word cards.

I can respond to spoken opinions with the correct gesture.

I can use different opinions in sentences.

I can change elements of a sentence whilst retaining the meaning.

I can organise a text, making simple adaptations that do not affect its overall sense

British Values Focus: Individual liberty, mutual respect and tolerance of those with different faiths and beliefs.