



History -How have significant women changed the world?

- I can understand what "historically significant" means
- I can explore what makes someone remembered in history
- I can understand the key features of the Victorian era
- I can use images and artefacts to make deductions
- I can understand Ada Lovelace's contribution to science and computing
- I can sequence artefacts and inventions chronologically
- Identify causes and consequences of protest
- I can evaluate how different sources represent protest
- I can analyse the motivations behind a historical figure's actions

I can compare and contrast different women's contributions

Science - Energy: Sounds and Vibration

- 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 whales and dolphins communicate underwater.
- 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.

DT - Mechanical Cars

- I can describe key design improvements in the history of the automobile.
- I can measure and compare the distance travelled by different mechanical cars.
- I can choose and use appropriate tools and materials to make mechanical cars.
- I can draw exploded diagrams and annotated sketches of my different mechanical cars.
- I can use a problem statement to identify the design criteria.
- I can assess the product against the design criteria.



Music- Haiku, music and performance

- I can suggest suitable words to describe their time outdoors, changing the sounds of their words to match their meanings.
- I can recognise, name and describe the effect of the interrelated dimensions of music.
- I can select instruments and sounds which match their vocabulary.
- I can work as a group to create a piece of music.
- I can perform a piece of music as part of a group.

RE – Incarnation- What is the Trinity?

- I can identify John 1 as part of a 'Gospel', noting some differences between John and the other Gospels.
- I can offer suggestions for what texts about God might mean.
- I can give examples of what the texts studied mean to some Christians.
- I can describe how Christians show their beliefs about God the Trinity in the way they live.
- I can make links between some of the texts and teachings about God in the Bible and what people believe about God in the world today, expressing some ideas of their own clearly.

Computing- Programming

- To develop the use of count-controlled loops
- To explain that in programming there are infinite loops and count controlled loops.
- To develop a design that includes two of more loops with run at the same time.
- To modify and infinite loop.
- To create a project that involves repetition.

PSHE - Health and Wellbeing

- I can identify and share key facts about dental health.
- I can describe a calm place that helps me to feel relaxed.
- I can describe how I feel when I make a mistake and explain what can be learned from making mistakes.
- I can write or describe my strengths and how i could use these in school.
- I can describe what makes me happy, suggesting how I could work towards this as a goal.
- I can explain that there are some things I can control and others I cannot.
- I can understand the range of emotions we can experience.
- I can understand what mental health is and that sometimes people might need help.

British Values Focus: Tolerance

PE – Tag Rugby/Football

- I can develop throwing, catching, running and dribbling with the ball.
- I can develop an understanding of how to defend using tagging rules.
- I can begin to use the "forward pass" and "offside" rule and recognise when to use different skills.
- I can develop changing direction and speed to dodge a defender.
- I can track an opponent and begin to defend as a team.
- To apply attacking skills to move towards a goal.
- To use defending skills to delay an opponent and gain possession.
- I can apply the rules and skills you have learnt and play in a tag rugby tournament .

French: Clothes - getting dressed in France

- I can remember and pronounce some of the new words, recognising that some are masculine and take un, some feminine and take une and some plural and take des.
- I can understand how to convert the indefinite article to a possessive adjective.
- I can correctly identify items of clothing based on the written word.
- I can say the words for items of clothing with accurate pronunciation.
- I can make an intelligible attempt to spell new words.
- I can write accurately using a support and selecting the correct form of the adjective most of the time, understanding why other forms of the adjective are wrong.
- I can compose a sentence using j'aime or je n'aime pas.
- I can use il/elle correctly and place the adjective in the correct position in relation to the noun.