



History and Geography- What was the impact of World War 2 on Britain? How did the geography of Europe change during WW2?

I can make inferences and deductions about a photograph.
I can evaluate the accuracy and reliability of sources.
I can describe the impact WW2 had on women's lives.
I can begin to describe what might influence the environments people live in.
I can define migration, discussing push and pull factors.
I can explain why some people have no choice but to leave their homes.
I can locate the world's countries, using maps to focus on Europe (including the location of Russia)
I can name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features and understand how some of these aspects have changed over time

Art- Drawing: Make My Voice Heard

I can explore expressive drawing techniques.
I can consider how symbolism in art can convey meaning
I can apply understanding of the drawing technique chiaroscuro
I can evaluate the context and intention of street art
I can apply an understanding of impact and effect to create a powerful image.

French: In my French House

Understand the French words for different types of houses and rooms.
Ask and answer questions using vocabulary about houses and rooms.
Remember and understand the elements of a house and family.
Label things in a bedroom and use the related vocabulary in simple sentences.
Use prepositions accurately.

Science - Classification

I can define the term 'organism' and name the seven life processes.
I can define the terms 'vertebrate' and invertebrate.
I can describe the characteristics of fish, amphibians, reptiles, insects, birds and mammals.
I can name the plant groups.
I can describe the characteristics of flowering plants, ferns, mosses and conifers.
I can define the term 'micro-organism' and name some examples.

Music: Dynamics, Pitch and Texture

I can appraise the work of a classical composer
I can improvise as a group, using dynamics and pitch
I can improvise as a group, using texture
I can use knowledge of dynamics, texture and pitch to create a group composition
I can use teamwork to create a group composition featuring changes in texture, dynamics and pitch

Computing: Variables in a game.

I can define a 'variable' as something that is changeable
I can explain why a variable is used in a program
I can choose how to improve a game by using variables
I can design a project that builds on a given example
I can use my design to create a project
I can evaluate my project

PSHE - Family and Relationships

I can understand that everyone can expect a level of respect but this can be lost.
I can understand what respect is and how they should be respected.
I can understand how stereotypes influence our ideas and opinions.
I can understand a range of stereotypes and share this information effectively.
I can create a resolution guide that includes strategies to manage conflicts and describes situations where conflict is likely to arise.

RE – What would Jesus do?

I can identify features of Gospel texts.
I can suggest meanings of Gospel texts studied, showing awareness of different interpretations.
I can make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives.
I can relate biblical ideas, teachings or beliefs to the issues, problems and opportunities of their own lives and the life of their own community in the world today, offering insights of their own.

PE – Tag Rugby and Dodgeball

I can select the appropriate skill, choosing when to run and when to pass.
I can move into space to support a teammate abiding by the rules.
I can use defending skills to gain possession.
I can use a variety of attacking skills to beat a defender.
I can develop drawing defence and moving towards goal.
I can apply rules, skills and tactics learnt to play in a tag rugby tournament
I can apply rules honestly and fairly to a game situation.
I can develop throwing at a moving target.
I can select the appropriate dodging skill for the situation.
I can develop catching with increasing consistency under pressure.
I can understand and apply tactics in a game.
I can develop officiating skills and referee a game.

British Values Focus:

Tolerance