



History -What did the Ancient Egyptians believe?

- I can identify the ancient civilisations and key periods in ancient Egypt.
- I can describe the physical features of Egypt.
- I can explain the Egyptian creation story.
- I can identify the characteristics of important gods or goddesses.
- I can explain why the pyramids were built.
- I can identify the stages and challenges of building a pyramid.
- I can explain the links between ancient Egyptian beliefs and mummification.
- I can name sources that can be used to find out about ancient Egyptian beliefs.
- I can explain some Egyptian beliefs about the afterlife.

Music- Pentatonic Melodies (Chinese New Year)

- I can match my movements to the music, explaining why I chose these movements.
- I can accurately notate and play a pentatonic melody.
- I can play my part in a composition confidently.
- I can work within a group to perform a piece of music.

RE – Sikhi: What is important for Sikh people?

- I can make suggestions about what Sikhs believe about God.
- I can describe things that are important to Sikhs and show how these impact their lives and actions.
- I can make links between Sikh stories and the actions of Sikhs today.
- I can make clear links between the teachings of the Guru Granth Sahib and sewa.
- I can describe some of the things Sikhs' do which show equality in the Langar.

PE – Hockey

- I am beginning to use simple tactics.
- I am learning the rules of the game and am beginning to use them honestly.
- I can dribble, pass, receive and shoot the ball with some control.
- I can find space away from others and near to my goal.
- I can provide feedback using key words.
- I can track an opponent to slow them down.
- I understand my role as an attacker and as a defender.
- I work co-operatively with my group to self-manage games.

PE – Yoga

- I can copy and link yoga poses together to create a short flow.
- I can describe how yoga makes me feel.
- I can move from one pose to another in time with my breath.
- I can provide feedback using key words.
- I can work with others to create a flow including a number of poses.
- I show some stability when holding my yoga poses.

Computing- Programming (Scratch)

- I can explore a new programming environment.
- I can identify that commands have an outcome.
- I can explain that a program has a start.
- I can recognise that a sequence of commands can have an order.
- I can change the appearance of my project.
- I can decide the actions for each sprite in a program.

British Values Focus: Rule of Law

Science - Rocks and Soils

- I can define the term 'rock' and describe the appearance of different rocks.
- I can test different rocks based on their absorbency, hardness and reaction to acid rain (vinegar).
- I can list the different factors that break down rocks.
- I can describe fossil formation and identify fossils in rocks.
- I can describe the work of a palaeontologist.
- I can name, describe and compare some different types of soil, including naming the layers of soil.
- I can list some of the benefits of earthworms to soil.
- When working scientifically, pupils who are secure will be able to;*
- I can use a magnifying glass to observe the appearance of a rock in detail.
- I can use results to choose the appropriate rock type for a specific use, suggest a better choice of rock for a specific use and to predict how a rock will be affected by the weather.
- I can research and present information on fossil formation using a single source.
- I can use a model of the fossil record to determine the relative age of a fossil, to suggest how a living thing has changed over time and to suggest what living things were around in a certain era.
- I can draw and label the bars on a bar chart.
- I can accurately draw and label the layers of sediment.

PSHE - Safety and the changing body

- I can show an understanding that they must consider their own safety before helping others in an emergency situation.
- I can understand how to help someone who has been bitten or stung.
- I can write an email with instructions written using positive language.
- I can create a decision tree showing how to deal with unkind online behaviour and cyberbullying.
- I can send an email that describes some of the best ways to avoid being tricked by fake emails.

French: Playground Games (Numbers and age)

- I can recall all numbers one to six, with generally accurate pronunciation, in particular vowel and combinations sounds ('un', 'eu', 'oi' and 'in').
- I can join in with a song using actions.
- I can respond to numbers by showing fingers or ticking on whiteboards.
- I can ask and answer a question about my age.
- I can change my answers and recognise number words.
- I can listen carefully and relate sounds to a written phoneme.
- I can recall numbers one to 12 with increasingly accurate pronunciation.

Art - Sculpture and 3D Ancient Egypt

- I can recognise and name 2D and 3D shapes used in Ancient Egyptian art.
- I can talk about how Ancient Egyptian sculpture reflects beliefs and symbols.
- I can shape, roll and pinch materials to make 3D forms.
- I can use simple tools safely to carve or add details to sculpture.
- I can create a relief sculpture by pressing or carving into a surface.
- I can join and strengthen materials when building a sculpture.
- I can use geometric shapes to build strong 3D structures.
- I can create a sculpture that stands up and holds its shape.
- I can plan my ideas using sketches and shape drawings.
- I can design a sculpture inspired by Ancient Egyptian artefacts or gods.