



### **Geography - Where does our food come from?**

- I can identify that different foods grow in different biomes and say why.
- I can explain which food has the most significant negative impact on the environment.
- I can consider a change people can make to reduce the negative impact of food production.
- I can describe the intentions around trading responsibly.
- I can explain that food imports can be both helpful and harmful.
- I can describe the journey of a cocoa bean.
- I can locate countries on a blank world map using an atlas.
- I can use a scale bar correctly to measure approximate distances.
- I can collect data through an interview process.
- I can analyse interview responses to answer an enquiry question.
- I can discuss any trends in data collected.

### **Music-**

- I can perform the hand jive hand actions in sequence and in time with the music.
- I can sing in tune and perform their actions in time.
- I can play the notes of the walking bass in the correct sequence.
- I can independently play their part with some awareness of the other performers.

### **RE – What kind of world did Jesus want?**

- I can identify this as part of a 'Gospel', which tells the story of the life and teaching of Jesus.
- I can make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'.
- I can offer suggestions about what Jesus' actions towards the leper might mean for a Christian.
- I can make simple links between Bible texts and the concept of 'Gospel' (good news).
- I can give examples of how Christians try to show love to all, including how members of the clergy follow Jesus' teaching.
- I can make links between the Bible stories studied and the importance of love, and life in the world today, expressing some ideas of their own clearly.

### **Science -**

- I can label key organs found in the digestive system and describe their functions.
- I can describe the functions of the four different types of adult human teeth.
- I know what good dental care involves.
- I can produce a food chain that begins with a plant and has arrows that move up the food chain.
- I can define a producer, predator and prey and identify examples in food chains.
- I can evaluate a strength or weakness of the digestive system model.
- I can describe an example of evidence that can be used to study teeth.
- I can recall that scientific research needs repeated results before being used in society.
- I can identify trends in predators and prey.

### **Programming B – Repetition in Games**

- I can develop the use of count-controlled loops in a different programming environment.
- I can explain that in programming there are infinite loops and count-controlled loops.
- I can develop a design that includes two or more loops which run at the same time.
- I can modify an infinite loop in a given program.
- I can design a project that includes repetition.
- I can create a project that includes repetition.

### **PE – Hockey and Dodgeball**

- I can attack with accuracy and control, maintaining possession, and beat a defender.
- I can defend to delay an opponent and gain possession.
- I can move towards the goal, finding space.
- I can compete in a tournament.
- I can develop my throwing and accuracy.
- I can dodge to avoid being hit.
- I can develop my catching.
- I can learn the rules of the game and use them to think tactically and apply in a tournament.

### **French:**

- I can say the numbers to 31 in French.
- I can read and calculate Maths sums correctly in French.
- I can say all the days of the week, working out the words for the days that are yesterday and today.
- I can match most of the French months to their English equivalents.
- I can ask when someone's birthday is and give the number and month of their own birthday.
- I can say the seasons of the year.
- I can translate the date from English to French.
- I can say the similarities and differences between birthdays in the UK and France.

### **PSHE - Safety and the Changing Body**

- I can understand the reasons for legal age restrictions.
- I can understand how quickly information can spread on the internet and some of the risks associated with that.
- I can assess and give first aid to a casualty who is having difficulty breathing due to an asthma attack.
- I can understand the difference between private and public, and secrets and surprises.
- I can understand how search engines work and whether information is useful.
- I can understand the changes they have already gone through and aware of some changes to come.
- I can understand that they will change physically as they develop into adults.
- I can understand some of the risks of smoking and some of the benefits of being a non-smoker.

### **DT - Adapting a recipe**

- I can describe features of biscuits using taste, texture and appearance.
- I can explain why some biscuits might be made for children, adults or special occasions.
- I can remember and follow simple rules for working in a safe and clean way.
- I can follow a recipe with support.
- I can use a budget to plan a recipe.
- I can adapt a recipe using additional ingredients to fit a design or budget.
- I can measure and mix ingredients properly.
- I can contribute to a discussion about criteria for evaluation.

British Values Focus: Individual Liberty