



Geography- Why do oceans matter?

- I can describe the water cycle.
- I can describe how the ocean is used for human activity.
- I can explain how the ocean helps to regulate the Earth's climate and temperature.
- I can identify the Great Barrier Reef as part of Australia.
- I can describe the benefits of the Great Barrier reef.
- I can describe how humans impact the oceans and the consequences of this.
- I can explain some actions that can be taken to help support healthy oceans.
- I can explain which data collection method would be best for marine fieldwork and why.
- I can collect data using a tally chart, photographs and a sketch map.
- I can safely navigate the fieldwork environment.
- I can make suggestions for how to improve a marine environment.
- I can present data using a tally chart and pie chart.

Science - Forces and Space: Earth and Space

- I can describe the geocentric and heliocentric models.
- I can name and describe the shape of celestial bodies.
- I can describe the orbits of celestial bodies in the Solar System and name the force that keeps them in their orbits.
- I can describe the orbit of the Moon around the Earth and its phases.
- I can explain how day and night occur, explain how the seasons occur and explain how a sundial works.
- I can list some of the uses of satellites and explain why space junk poses a problem to them

PSHE -Safety and the Changing body

- I can understand what is safe to share online and what to do before sending a message.
- I can identify possible dangers online, suggesting ways to stay safe, using the web to research relevant information.
- I can assess a casualty's condition; calmly, comfort and reassure a casualty who is bleeding; and seek medical help if required.
- I can understand that other people can influence our decisions but we have the right to make our own choices.

Music- Ukulele Lessons

- To understand and identify the main parts of the ukulele.
- To memorise the string names and learn how to locate fret numbers.
- To learn at least three chord shapes and how to change smoothly between them.
- To read and interpret chord diagrams.
- To develop basic strumming patterns to accompany songs.
- To learn and perform two songs, including our class arrangement of "I Gotta Feelin'" by The Black Eyed Peas.
- To begin reading tablature and playing simple riffs and melodies.
- To strengthen understanding of rhythm, pitch, dynamics, and texture through listening and performance activities.

Computing- Flat File Databases

- I can use a form to record information.
- I can compare paper and computer based databases.
- I can outline how to answer questions by grouping/sorting.
- I can explain how tools can be used to select specific data.
- I can explain that computer programmes can be used to compare data visually.
- I can use a real world database to answer questions.

Art - Drawing: Depth, emotion and movement

- I can use various types of lines to emphasise emotion or draw attention.
- I can describe how artists have shown emotion.
- I can describe how artists have created an effective composition using a focal point and balance.
- I can use colour and line to convey emotion or movement in my sketch.
- I can design a print, considering the composition carefully.
- I can use a combination of marks to create tone and depth.
- I can describe how artists use tone to show depth in their artwork.
- I can create an effective printing plate.
- I can reflect and improve my sketchbook experiments and final work.

RE –

- I can explain connections between the story of Moses and the concepts of freedom and salvation, using theological terms.
- I can make clear connections between Bible texts studied and what Christians believe about being the People of God and how they should behave.
- I can explain ways in which some Christians put their beliefs into practice by trying to bring freedom to others.
- I can identify ideas about freedom and justice arising from their study of Bible texts and comment on how far these are helpful or inspiring, justifying their responses.

PE – Netball and Tag Rugby

- I can develop passing and moving to maintain possession.
- I can use a variety of attacking skills to lose a defender.
- I can move into and create space to support a teammate.
- I can use defending skills to gain possession.
- I can develop accuracy shooting under pressure.
- I can use and apply skills, principles and tactics to a game situation.
- I can apply attacking skills to a game situation.
- I can make decisions and understand when to pass and when to run with the ball.
- I can apply attacking skills effectively within the rules.
- I can work as a team to delay opponents and stop the opposition from scoring.
- I can apply attacking skills to create space and beat a defender.
- I can apply rules and skills to take part in competitive games.

French- Space

- I can pick out key ideas and phrases in a longer piece of spoken French.
- I can use nouns and adjectives correctly to create metaphor poetry.
- I can make comparisons in French.
- I can read and build factually and grammatically accurate sentences.
- I can ask and answer questions and describe and compare planets.