



### **Geography- Who lives in Antarctica?**

I can describe what lines of latitude and longitude are, and recall the eight points of a compass.

I can understand that the Northern and Southern hemispheres experience seasons at different times.

I can define what climate zones are, that Antarctica has a polar climate and list some physical features of Antarctica.

I can describe Antarctica's location in the far south of the globe and explain how people have adapted to life there.

I can state that tourism and research are the two main reasons people visit Antarctica.

I can list some of the research carried out in Antarctica.

I know who Shackleton was and describe his expedition.

I can successfully plot four-figure grid references at the point where the vertical and horizontal line meet.

I can describe a similarity and difference between life in the UK and life in Antarctica.

I can list some of the animals that are native to Antarctica.

I can plan a simple route on a map using compass points.

### **French: In a French Classroom**

I can show my understanding of key vocabulary with a physical response.

I can attempt to imitate the pronunciation of vocabulary with accuracy.

I can correctly identify masculine and feminine nouns in written form.

I can use modelled language to create sentences using appropriate articles.

I can deduce the meaning of new words, using a range of language detective skills.

I can speak clearly and present simple phrases when supported visually.

I can use appropriate intonation to engage the audience.

### **Computing - Data and Information- Branching Databases**

I can create questions with yes/no answers.

I can identify the attributes needed to collect data about an object.

I can create a branching database.

I can explain why it is helpful for a database to be well structured.

I can plan the structure of a branching database.

I can independently create an identification tool.

### **DT- Structures**

I can draw and label a simple dwelling that includes the most common features.

I recognise that a building is made up of multiple 3D shapes.

I can design a house with key features which satisfy a given purpose.

I can score or cut along lines on the net of a 2D shape.

I can use glue to securely assemble geometric shapes.

I can utilise skills to build a structure from simple geometric shapes.

I can evaluate my work by answering simple questions.

### **PE – Handball**

I am learning the rules of the game and am beginning to use them honestly.

I can defend an opponent to slow them down.

I can find space away from others and near to my goal.

I can provide feedback using key words.

I can throw, catch, dribble and shoot the ball with some control.

I understand my role both as a defender and as an attacker.

I work cooperatively with my group to self-manage games.

### **Science - Light and Shadows**

I can recall examples of light sources, and explain that darkness is the absence of light.

I can describe ways to protect eyes from harm.

I can describe what happens when light reflects, give examples of reflective surfaces / materials and describe factors that may affect the quality of a reflected image.

I can describe how shadows form and identify patterns between groups of materials and the shadows produced.

I can recall factors that affect the way a shadow appears, including what causes shadows to change throughout the day and factors that change the size of a shadow.

I can describe the pattern of changing shadows throughout the day.

I can describe how the light source's distance affects the shadow's size.

I can explain why a particular material is appropriate to make a shadow puppet and use knowledge of shadows to animate it.

When working scientifically, pupils who are secure will be able to:

I can express what information needs recording and suggest suitable headings for the results table.

I can record information in the correct columns.

I can identify if a question is testable, explain why and plan ways to answer it.

I can identify and explain why something is an advantage / disadvantage of a method and suggest an improvement to the experiment.

I can describe and use patterns in data, including identifying odd results.

I can use patterns to make predictions for missing data.

### **PE – Gymnastics**

I can adapt sequences to suit different types of apparatus.

I can choose actions that flow well into one another.

I can complete actions with increasing balance and control.

I can provide feedback using key words.

I can use matching and contrasting actions in a partner sequence.

I use a greater number of my own ideas for movements in response to a task.

With help, I can recognise how performances could be improved.

### **PSHE - Citizenship**

I can explain that children have rights and how these benefit them.

I can explain the responsibilities adults have for supporting children's rights.

I can discuss the benefits of recycling.

I can recognise some of the different groups within the local community and how they use local buildings.

I can explain how charities support the local community.

I can describe how democracy works locally and how this affects us.

I can recognise the need for rules and the consequences of breaking rules.

### **Music - Ballads**

I can identify the key features of a ballad.

I can perform a ballad using actions.

I can sing in time with a song and incorporate actions.

I can retell a summary of an animation's story.

I can write a verse with rhyming words which tell part of a story.

I can perform my lyrics fluently and with actions.

### **RE – How do Sikh people worship and celebrate?**

I can describe Sikh worship and suggest the significance of each part of it.

I can explain what happens at Vaisakhi and why Sikhs celebrate it.

I can make suggestions about why it is important for Sikhs to become part of the Khalsa.

I can explain what the 5 Ks are and why they are important to Khalsa Sikhs.

I can discuss reasons why being a Sikh is a good thing in Britain today and reasons why it might be hard sometimes.

British Values Focus: Democracy