



Geography – Rainforests

- I can describe a biome and give an example.
- I can state the location and some key features of the Amazon rainforest.
- I can name and describe the four layers of tropical rainforests.
- I can understand that trees and plants adapt to living in the rainforest and give an example.
- I can define the word indigenous and give an example of how indigenous peoples use the Amazon's resources.
- I can name one way in which the Amazon is changing.
- I can say why the Amazon rainforest is important.
- I can give an example of how humans are having a negative impact on the Amazon and an action that can be taken to help.
- I can use a variety of data collection methods with support.
- I can summarise how the local woodland is used and suggest changes to improve the area.

Music- Percussion

- I can identify the structure of a piece of music
- I can have an idea as to when there is one layer in a piece of music and when there are two.
- I can play a sequence in the correct order in time with their partner.
- I can play two contrasting rhythms together
- I can play two different melodies together
- I can play a complete piece of music with four different layers with an appropriate structure

RE – Hindu Dharma

- I can describe how Hindus show their faith
- I can make connections between Hindu faiths and teachings.
- I can describe ways that Hindus express their faith.
- I can suggest reasons about Hindus living in Britain
- I can identify similarities and differences between Hindu and other religions.

Science – Living Things and classification

- I can group different organisms.
- I can classify plants and animals.
- I can understand the impact we have as humans on habitats.
- I can understand what Deforestation is.
- I can understand about endangered species.

PSHE - Economic Wellbeing

- I can understand the factors which can make something good value for money, as well as other factors that affect purchasing decisions.
- I can understand how to keep track of money and why this is important.
- I can understand ways in which we can lose money and the range of feelings associated with losing money.
- I can understand that there are a range of influences on job choices and that these can be positive or negative.
- I can understand that people can change their job.

Art- Sculpture

- I can try drawing in an unfamiliar way and take risks in my work.
- I can use familiar shapes to create simple 3D drawings and describe the shapes I use.
- I can draw a simple design with consideration for how its shape can be created from wire
- I can transfer a drawn idea successfully to a wire pattern
- I can make informed choices about my choice of tools
- I can successfully bend wire to follow a simple template, adding details for stability and aesthetics
- I can consider alternative ways to display my own sculpture
- I can explore different ways to join materials to create a 3D outcome

French: Food

- I can recognise and understand the meaning of new words that are cognates.
- I can use a model text to support conversation.
- I can complete mathematical calculations in French, writing answers in euros.
- I can recognise shop names and label a triarama.
- I can use a bilingual dictionary to translate given words.
- I can use a range of strategies to understand a familiar text.
- I can ask and respond to questions found in a café conversation.

Computing – Audio

- I can identify the input device (microphone) and output devices (speaker or headphones) required to work with sound digitally.
- I can discuss the ownership of digital audio and the copyright implications of duplicating the work of others.
- I can use Audacity to produce a podcast, which will include editing, adding multiple tracks, and opening and saving the audio files.
- I can evaluate my work and give feedback to my peers.

PE – Athletics and Cricket

- I can develop overarm and underarm throwing and apply these to a striking and fielding game.
- I can develop bowling technique and learn the rules of the skill within this game.
- I can develop batting technique and understand where to hit the ball.
- I can develop fielding techniques and apply them to game situations.
- I can play different roles in a game and begin to think tactically about each role.
- I can apply skills and knowledge to compete in a tournament

British Values Focus: Rule of Law