



Geography - Would you like to live in the desert?

- I can identify the lines of latitude where hot desert biomes are located.
- I can describe the characteristics of a hot desert biome.
- I can locate the largest deserts in each continent.
- I can describe ways the Mojave Desert is used.
- I can name and describe the physical features found in a desert.
- I can identify how humans use the desert.
- I can explain how human activity may contribute to the changing climate and landscape of a desert.
- I recognise that the Mojave Desert has a different time zone to the UK.
- I can describe some of the threats to deserts.
- I can list the benefits and drawbacks of living in a desert environment.
- I can identify characteristics of two contrasting biomes and compare land use.
- I can discuss a desert environment, explaining whether it is hospitable and why.

Science - Unbalanced forces

- I can describe gravity and its effects.
- I can describe the relationship between mass and gravity.
- I can describe air resistance and its effects.
- I can describe friction and its effects.
- I can describe water resistance and its effects.
- I can describe the relationship between surface area and air and water resistance.
- I can explain how to make an object aerodynamic or streamlined.
- I can describe the effects of levers, pulleys and simple machines on movement.
- I can analyse predictions, data and anomalies to write a conclusion.
- I can write a method.
- I can draw and annotate a diagram.
- I can draw an accurate line graph.

PSHE - Citizenship

- I can understand what happens when someone breaks the law.
- I can understand what rights are and that freedom of expression is one of these rights.
- I can understand how reducing the use of materials and energy helps the environment, and what individuals can do to support this.
- I can understand how people contribute to society and how this is recognised.
- I can understand the role of pressure groups.
- I can understand the basics of how parliament works including the parts of parliament.

Computing- Programming B – Selection in quizzes

- I can explain how selection is used in computer programs.
- I can relate that a conditional statement connects a condition to an outcome.
- I can explain how selection directs the flow of a program
- I can design a program that uses selection.
- I can create a program that uses selection.
- I can evaluate my program.

RE – Hindu Dharma

How does the dharma at each stage of life help Hindus to be good?

What does the story of Rama and Sita teach Hindus about dharma and karma?

Why is Sri Ganesha significant to Hindus today?

What is important in a Hindu wedding?

How do Hindu Virtues help Hindus come closer to God?

Art - Sculpture and 3D

- I can group images together, explaining their choices.
- I can answer questions about an installation thoughtfully and generate my own questions.
- I can show that I understand what installation art means.
- I can justify my opinion of installation artworks.
- I can evaluate my box designs, considering how they might appear as full-sized spaces.
- I can create an installation plan, model or space.
- I can describe my creations.
- I can describe how a space conveys a particular message or theme.
- I can make and explain choices about materials used, arrangement of items in the space and the overall display of the installation.
- I can show I have considered options for how to display my installation best e.g. lighting effects.
- I can present information about my installation clearly in the chosen format.
- I can justify choices made, explaining how I improve the viewer experience or make it interactive.

Music - Looping and Remixing

- I can perform a looped body percussion rhythm; keeping in time with their group.
- I can use loops to create a whole piece of music, ensuring that the different aspects of music work together.
- I can play the first section of 'Somewhere Over the Rainbow' with accuracy.
- I can choose a suitable fragment of music and be able to play it along to the backbeat.
- I can perform a piece with some structure and two different loops.

PE – Athletics and Yoga

- I can understand pace and apply different speeds over varying distances.
- I can develop fluency and co-ordination when running for speed.
- I can develop technique in relay changeovers.
- I can build momentum and power in the triple jump.
- I can develop throwing with force for longer distances.
- I can develop throwing with greater control and technique.
- I can understand how breath can help me to hold and move from pose to pose.
- I can identify and use balance when exploring poses and creating a flow.
- I can identify and use flexibility when exploring poses and creating a flow.
- I can identify and use strength when exploring poses and creating a flow.
- I can create and refine a flow with a partner.
- I can lead others through our flow.

French: Verbs in a French week

- I can attempt to read new verbs aloud with confidence and mostly accurate pronunciation.
- I can create an opinion phrase using one of the new verbs.
- I can work together to visually and orally present a verb in at least three different forms, with the appropriate pronoun.
- I can work together to build a verb spinner and use it to generate appropriate phrases.
- I can recognise and recall different parts of verbs avoir and être.
- I can create an original short text, correctly adapting a range of verbs to their appropriate form.

British Values Focus: Democracy & Rule of Law