



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
LEARNING FOCUS	History Stone Age to Iron Age	History Stone Age to Iron Age	Geography Rivers and mountains	Geography Rivers and Mountains	History Ancient Egypt	History Ancient Egypt
READING	The below reading objectives will be covered across all 6 terms					
	Word Reading/Decoding <ul style="list-style-type: none"> I should be able to read books written at an age-appropriate interest level. I should be able to read them accurately and at a speed that is sufficient for me to focus on understanding what I read rather than on decoding individual words. I should be able to decode most new words outside my spoken vocabulary, making a good approximation to the word's pronunciation. I can develop my understanding and enjoyment of stories, poetry, plays and non-fiction, and learning to read silently. 	Fluency <ul style="list-style-type: none"> I can continue to build my fluent reading, developing my expression, automaticity, rhythm and phrasing and smoothness. 	Vocabulary and author intent <ul style="list-style-type: none"> I can check that the text makes sense to them, discussing my understanding and explaining the meaning of words in context. I can discuss authors' choice of words and phrases for effect. I can identify vocabulary that captures the reader's interest. I can use dictionaries to check the meaning of words that they have read. I can identify how language choices help build meaning. I can find the meaning of new words using the context of the sentence. 	Retrieval <ul style="list-style-type: none"> I can use contents page and subheadings to locate information. I can learn the skill of 'skim and scan' to retrieve details. I can begin to use quotations from the text. I can retrieve and record information from a fiction text. I can retrieve information from a non-fiction text. 	Prediction <ul style="list-style-type: none"> I can justify predictions using evidence from the text. I can use relevant prior knowledge to make predictions and justify them. I can use details from the text to form further predictions 	Structure and Organisation <ul style="list-style-type: none"> I can identify how language, structure and presentation contribute to meaning. I can retrieve and record information from non-fiction texts using contents and glossary to locate it. I can read books that are structured in different ways and read for a range of purposes.
	Inference <ul style="list-style-type: none"> I can draw inferences about characters' feelings, thoughts and motives from their actions, and begin to find evidence from the text. I can begin to justify inferences by referencing a specific point in the text. I can ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives. 	Summarising <ul style="list-style-type: none"> I can identify main ideas that I have drawn from a key paragraph or page and summarise these. I can begin to distinguish between the important and less important information in a text. I can give a brief, verbal summary of a story. I can begin to identify themes from a wide range of books. 				
WRITING	<ul style="list-style-type: none"> I am increasingly aware of and understand function of basic word class e.g. noun, adjective, verb, adverb I can understand how to use some conjunctions (and, but, so, or) I can understand how to use some subordinating conjunctions (if, when, because) I can choose nouns/ pronouns appropriately for clarity and cohesion I can use adverbs with some fronting and commas after these when fronted I can create and identify expanded noun phrases I can use different sentence types: command, question, exclamation, statement I can use correct and consistent tense structures: past, present and future tense I can use prepositions of time and place I can use paragraphs to organise writing I can use capital letters and full stops consistently 	<ul style="list-style-type: none"> I am increasingly aware of and understand function of basic word class e.g. noun, adjective, verb, adverb I can understand how to use some conjunctions (and, but, so, or) I can understand how to use some subordinating conjunctions (if, when, because) I can choose nouns/ pronouns appropriately for clarity and cohesion I can use adverbs with some fronting and commas after these when fronted I can create and identify expanded noun phrases I can use different sentence types: command, question, exclamation, statement I can use correct and consistent tense structures: past, present and future tense I can use prepositions of time and place I can use paragraphs to organise writing I can Use capital letters and full stops consistently 	<ul style="list-style-type: none"> I am increasingly aware of and understand function of basic word class e.g. noun, adjective, verb, adverb I can understand how to use some conjunctions (and, but, so, or) I can understand how to use some subordinating conjunctions (if, when, because) I can choose nouns/ pronouns appropriately for clarity and cohesion I can use adverbs with some fronting and commas after these when fronted I can create and identify expanded noun phrases I can use different sentence types: command, question, exclamation, statement I can use correct and consistent tense structures: past, present and future tense I can use prepositions of time and place I can use paragraphs to organise writing Use capital letters and full stops consistently 	<ul style="list-style-type: none"> I am increasingly aware of and understand function of basic word class e.g. noun, adjective, verb, adverb I can understand how to use some conjunctions (and, but, so, or) I can understand how to use some subordinating conjunctions (if, when, because) I can choose nouns/ pronouns appropriately for clarity and cohesion I can use adverbs with some fronting and commas after these when fronted I can create and identify expanded noun phrases I can use different sentence types: command, question, exclamation, statement I can use correct and consistent tense structures: past, present and future tense I can use prepositions of time and place I can use paragraphs to organise writing I can use capital letters and full stops consistently 	<ul style="list-style-type: none"> I am increasingly aware of and understand function of basic word class e.g. noun, adjective, verb, adverb I can understand how to use some conjunctions (and, but, so, or) I can understand how to use some subordinating conjunctions (if, when, because) I can choose nouns/ pronouns appropriately for clarity and cohesion I can use adverbs with some fronting and commas after these when fronted I can create and identify expanded noun phrases I can use different sentence types: command, question, exclamation, statement I can use correct and consistent tense structures: past, present and future tense I can use prepositions of time and place I can use paragraphs to organise writing I can use capital letters and full stops consistently 	<ul style="list-style-type: none"> I am increasingly aware of and understand function of basic word class e.g. noun, adjective, verb, adverb I can understand how to use some conjunctions (and, but, so, or) I can understand how to use some subordinating conjunctions (if, when, because) I can choose nouns/ pronouns appropriately for clarity and cohesion I can use adverbs with some fronting and commas after these when fronted I can create and identify expanded noun phrases I can use different sentence types: command, question, exclamation, statement I can use correct and consistent tense structures: past, present and future tense I can use prepositions of time and place I can use paragraphs to organise writing I can use capital letters and full stops consistently



	<ul style="list-style-type: none"> • I can use capital letters for proper nouns • I can use capital letters for the personal pronoun 'I' <ul style="list-style-type: none"> • I can use apostrophes for contraction • I can apply the possessive apostrophe (singular regular nouns) • I can use question marks correctly • I can use commas correctly • I can use commas for lists • I can begin to use inverted commas to demarcate speech 	<ul style="list-style-type: none"> • I can use capital letters for proper nouns • I can use capital letters for the personal pronoun 'I' <ul style="list-style-type: none"> • I can use apostrophes for contraction • I can apply the possessive apostrophe (singular regular nouns) • I can use question marks correctly • I can use commas correctly • I can use commas for lists • I can begin to use inverted commas to demarcate speech 	<ul style="list-style-type: none"> • I can use capital letters for proper nouns • I can use capital letters for the personal pronoun 'I' <ul style="list-style-type: none"> • I can use apostrophes for contraction • I can apply the possessive apostrophe (singular regular nouns) • I can use question marks correctly • I can use commas correctly • I can use commas for lists • I can begin to use inverted commas to demarcate speech 	<ul style="list-style-type: none"> • I can use capital letters for proper nouns • I can use capital letters for the personal pronoun 'I' <ul style="list-style-type: none"> • I can use apostrophes for contraction • I can apply the possessive apostrophe (singular regular nouns) • I can use question marks correctly • I can use commas correctly • I can use commas for lists • I can begin to use inverted commas to demarcate speech 	<ul style="list-style-type: none"> • I can use capital letters for proper nouns • I can use capital letters for the personal pronoun 'I' <ul style="list-style-type: none"> • I can use apostrophes for contraction • I can apply the possessive apostrophe (singular regular nouns) • I can use question marks correctly • I can use commas correctly • Use commas for lists • I can begin to use inverted commas to demarcate speech 	<ul style="list-style-type: none"> • I can use capital letters for proper nouns • I can use capital letters for the personal pronoun 'I' <ul style="list-style-type: none"> • I can use apostrophes for contraction • I can apply the possessive apostrophe (singular regular nouns) • I can use question marks correctly • I can use commas correctly • I can use commas for lists • I can begin to use inverted commas to demarcate speech
MATHEMATICS	<ul style="list-style-type: none"> • I can count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number • I can learn and use multiplication and division facts for the 3, 4 and 8 multiplication tables and related division facts • I can recognise the place value of each digit in a three-digit number (100s, 10s, 1s) • I can compare and order numbers up to 1000 • I can read numbers up to 1000 in numerals and in words • I can solve number problems and practical problems involving these ideas • I can find 10 more/less • I can find 100 more/less • I can learn and use multiplication and division facts for the 3, 4 and 8 multiplication tables and related division facts • I can add and subtract numbers mentally, including: <ul style="list-style-type: none"> • a three-digit number and 1s • a three-digit number and a multiple of 10 • a three-digit number and a multiple of 100 • I can estimate the answer to a calculation and use inverse operations to check answers • I can solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction • I can use distributive law and known place value to multiply a 2-digit number by a single digit (multiple of 10 x single digit and any 2-digit x single) 	<ul style="list-style-type: none"> • I can count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number • I can learn and use multiplication and division facts for the 3, 4 and 8 multiplication tables and related division facts • I can recognise the place value of each digit in a three-digit number (100s, 10s, 1s) • I can compare and order numbers up to 1000 • I can read and write numbers up to 1000 in numerals and in words • I can solve number problems and practical problems involving these ideas • I can identify, represent and estimate numbers using different representations • I can divide a multiple of 10 by 10 • I can use known facts and partitioning to divide • I can divide near multiples with remainders • I can use multiplication/division to solve scaling problems • I can recognise and represent fractions • I can compare and order fractions with the same denominator • I can compare and order unit fractions with an understanding that the bigger the denominator, the smaller each equal part is • I can begin to explore equivalent fractions • I can add and subtract numbers mentally, including: <ul style="list-style-type: none"> • a three-digit number and 1s • a three-digit number and 10s • a three-digit number and 100s • I can solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction 	<ul style="list-style-type: none"> • I can count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number • I can learn and use multiplication and division facts for the 3, 4 and 8 multiplication tables and related division facts • I can add numbers with up to 3 digits, using formal written methods of columnar addition and subtraction • I can solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction • I can write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods • I can solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects • I can read scales • I can read intervals on a number line or scale of 2,5,10,20,25,50 and 100 • I can measure, compare, add and subtract lengths (m/cm/mm); mass (kg/g); volume/ capacity (l/ml) using previously learnt methods of addition and subtraction • I can interpret and present data using bar charts, pictograms and tables • I can solve one-step and two-step questions (for example, 'How many more?' and 'How many fewer?') using information presented in scaled bar charts and pictograms and tables • I can recognise and represent fractions 	<ul style="list-style-type: none"> • I can count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number • I can learn and use multiplication and division facts for the 3, 4 and 8 multiplication tables and related division facts • I can subtract numbers with up to 3 digits, using formal written methods of columnar addition and subtraction • I can solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction • I can recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators • I can add and subtract fractions with the same denominator within one whole (for example $5/7 + 1/7 = 6/7$) • I can count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10 (unit 1) • I can recognise and show, using diagrams, equivalent fractions with small denominators • I can compare and order unit fractions, and fractions with the same denominators • I can solve problems that involve all the above • I can recognise angles as a property of shape or a description of turn • I can understand clockwise and anticlockwise relating to the movements on a clock • I can identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four make a whole turn; identify whether angles are greater than or less than a right angles • I can write and calculate mathematical statements for multiplication and division using the 	<ul style="list-style-type: none"> • I can count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number • I can learn and use multiplication and division facts for the 3, 4 and 8 multiplication tables and related division facts • I can add and subtract numbers mentally, including: <ul style="list-style-type: none"> • a three-digit number and 1s • a three-digit number and 10s • a three-digit number and 100s • I can add and subtract numbers with up to 3 digits, using formal written methods of columnar addition and subtraction • I can solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction • I can rehearse methods of written multiplication • I can rehearse using near multiples to divide a number with remainders • I can solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects • I can measure the perimeter of simple 2-D shapes by adding lengths and working out missing lengths with what we already know • I can draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them • I can identify horizontal and vertical lines and pairs of perpendicular and parallel lines • I can identify angles within shapes as right angles or smaller/bigger than a right angle 	<ul style="list-style-type: none"> • I can count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number • I can learn and use multiplication and division facts for the 3, 4 and 8 multiplication tables and related division facts • I can use appropriate methods to solve calculation problems (addition, subtraction, multiplication and division) • I can recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators • I can add and subtract fractions with the same denominator within one whole (for example $5/7 + 1/7 = 6/7$) • I can recognise and show, using diagrams, equivalent fractions with small denominators • I can compare and order unit fractions, and fractions with the same denominators • I can order and compare tenths written as decimals and fractions • I can interpret and present data using bar charts, pictograms and tables • I can solve one-step and two-step questions (for example, 'How many more?' and 'How many fewer?') using information presented in scaled bar charts and pictograms and tables • I can read analogue time to the nearest 5 minutes • I can read 12Hr Digital • I can begin to convert 12Hr and 24Hr digital time



			<ul style="list-style-type: none">I can compare and order fractionsI can add and subtract fractions with the same denominatorI can explore equivalent fractions	multiplication tables that they know, including for two-digit numbers, times one-digit numbers, using mental and progressing to expanded and short formal written method for multiplication		
SCIENCE	<p>Rocks</p> <ul style="list-style-type: none">I can compare different kinds of rocks based on their appearance and simple physical properties. Including whether they are pitted; crystalline or not; the comparative size of any crystals; whether they are lustrous or dull; whether they have layers; whether they contain fossils; whether they are permeable or not.I can explain how sedimentary, igneous, and metamorphic rocks are formed and link these to some physical characteristics of these types of rocks.I can describe in simple terms how fossils are formed when things that have lived are trapped within rock with both text and diagrams, inside sedimentary rock but also “live” fossils trapped in amber and ice; the difference between mould and cast fossils, as well as trace fossils.I can recognise that soils are made from rocks and organic matter by closely observing soil taken from school grounds.I can compare different soils with regards to how well they absorb and/or retain water, linking the results to the suitability of different soils to different uses and different climates.I can compare different soils with regards to how well they absorb and/or retain water, linking the results to the suitability of different soils to different uses and different climates.	<p>Forces and Magnets</p> <ul style="list-style-type: none">I can explain what forces are.I can compare how things move on different surfaces.I can explore how magnetic forces work.I can identify magnetic materials.I can understand the properties of some magnetic materials.	<p>Animals including Humans</p> <ul style="list-style-type: none">I can name the main food groups.I can understand the humans need food as a source of fuel.I can understand the importance of a balanced diet.I can name and identify animals with exoskeletons and endoskeletons.I can name main bones that make up the human skeleton (tibia, fibula, phalanges, metatarsal, metacarpals, patella, skull, clavicle, spine, radius, ulna).Know that the skeleton has multiple functions including, support, movement and protection. • Know which organs the ribcage protects (heart, lungs).I can spot patterns in human skeletons with something of my choice.I can name some muscle groups (bicep/tricep, pectorals, abdominals, hamstring/quads)I can explain that humans have muscles for support, protection and movement.Know that muscles protect the bones and organs by absorbing shock and reducing friction in the joints.I can explain that humans have muscles for support, protection and movement.I can explain that muscles protect the bones and organs by absorbing shock and reducing friction in the joints.	<p>Light</p> <ul style="list-style-type: none">I can name some sources of light.I can understand that the moon, windows and mirrors are not light sources.I can understand that darkness is absence of light.I can explain how light reflects on surfaces and know that this reflected light travels to the eye so we can see the object.I can understand that we need light to see.I can understand that light is a form of energy.I can understand that light travels in straight lines.I can name the main part of the human eye (cornea, retina, iris, pupil).I can understand how the sun can damage parts of the eye and how the eyes can be protected.I can know that some light is invisible to the human eye but we can see and feel its effects.I can know that shadows are formed when light is blocked from a light source by a solid object.I can explain how shadows change size.	<p>Plants</p> <ul style="list-style-type: none">I can identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.I can explain that petals are used to attract pollinators.I can explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant.I can understand the different requirements for survival of small common garden plants vs. trees (leaf size, growth rate, stem thickness – support/water transportation, room to grow).I can explore the requirement of plants for life and growth, and how they vary from plant to plant.I can name and explain the parts of life cycle of a flowering plant (germination, growing and flowering, pollination, fertilisation and seed formation, seed dispersal).I can name different methods of seed dispersal (water, gravity, wind, animal, ballistic).	
HISTORY	<ul style="list-style-type: none">I can recall when the Stone age, Bronze age and Iron age began.I can understand what geographical changes took place after the Ice Age.I can understand how people survived in the Stone AgeI can discuss how tools changed throughout the Stone Age, Bronze Age and Iron Age.	<ul style="list-style-type: none">I can understand how people in the Stone Age told their stories.I can understand what life was like in the Stone Age, Bronze Age and Iron Age.I can understand how Britain changed from the Stone Age to the Iron Age.			<ul style="list-style-type: none">I can discover when Tutankhamun’s tomb was discovered and understand why it was such an important discovery.I can understand what Ancient Egyptians believed about life after death.I can understand how and why the Egyptians buried their dead.I can understand what the pyramids and tombs tell us about life in Ancient Egypt	<ul style="list-style-type: none">I can understand what the pyramids and tombs tell us about life in Ancient EgyptI can understand what life was like for other people in Ancient EgyptI can understand how hieroglyphics help us to know about the Ancient Egyptians.



					<ul style="list-style-type: none"> I can understand what life was for other people in Ancient Egypt. 	
GEOGRAPHY	<ul style="list-style-type: none"> I can understand the difference between weather and climate I can identify climate zones and understand some characteristics 	<ul style="list-style-type: none"> I can explore where food comes from. 	<ul style="list-style-type: none"> I can locate the longest rivers in the UK and Europe I can recall the five stages of the water cycle I can describe the formation of rivers 	<ul style="list-style-type: none"> I can describe the basic structure of the Earth I can describe how fold mountains are formed. I can locate mountains on a map. I can identify features of mountains and rivers. I can make links between physical features and human geography such as tourism. I can investigate the effects of climate change on the Alps. 	<ul style="list-style-type: none"> I can understand the difference between weather and climate I can identify climate zones and understand some characteristics 	<ul style="list-style-type: none"> I can explore where food comes from I can compare and evaluate findings
RELIGIOUS EDUCATION	<p><u>Branch 1: Covenant and Creation</u></p> <p>Understand</p> <ul style="list-style-type: none"> I can revisit and remember the first Creation story from Genesis, recognising the author's use of poetic language to describe how the world was formed. I can know the belief that human beings are made 'in the image of God' (Gen 1:27) and talk about what this might mean. I can make simple links between the first Creation story, the belief that all human beings are created equal, and an expression of the principle of Catholic Social Teaching about human dignity. I can describe stewardship by making simple links between Genesis 1:26-31 and people's actions today I can use religious vocabulary to describe how either a psalm or a prayer they have studied praises Creation. I can recognise that in Laudato Si', Pope Francis teaches that human beings are called to have a loving relationship with God, with each other, and with the world. <p>Discern</p> <ul style="list-style-type: none"> I can Explain how caring for the world could change the world for the better. I can consider how all people should be treated equally and giving reasons that relate to the first Creation story (focusing on Genesis 1:26-31). I can suggest meanings for an artistic expression of the goodness of Creation, considering the maker's intention (e.g., St Francis of Assisi's Canticle of Creation). (RVE) 	<p><u>Branch 2 – Prophecy and Promise</u></p> <p>Understand</p> <ul style="list-style-type: none"> I can know that Sunday is a holy day for Christians, making simple links between the story of Creation (Gen 1:1-2:4) and Sunday as a day of rest. I can give a simple description of how Catholics celebrate the Mass. I can give simple descriptions of some special prayers, signs, and actions performed in church and at Mass using religious language, focusing on the Liturgy of the Word. I can retell how Joseph puts his trust in God when the angel appears. I can make links between the angel's message about Jesus and the words of the prophet Isaiah. I can recall how angels bring God's message in the gospels of St Matthew and St Luke. <p>Discern</p> <ul style="list-style-type: none"> I can talk, asking, and answering questions about their experiences of liturgies and the Mass. I can know how Catholics use some prayers, signs, actions, and symbols during Mass I can make links between Catholic beliefs and prayers, signs, actions, and symbols during Mass I can explain how Joseph and Mary trusted in God. I can ask questions about Joseph and Mary's trust in God. I can compare and make simple links between the signs used in Advent and Christmas and their meaning for Christians. <p>Respond</p> <ul style="list-style-type: none"> I can respond creatively to the words of an Advent hymn, work of art, prayer or poem that connects to the message of the angels. 	<p><u>Branch 3: Galilee to Jerusalem</u></p> <p>Understand</p> <ul style="list-style-type: none"> I can retell, in any form, the visit of the Magi and explain what the visit of the Magi and the gifts they bring show us about Jesus. I can show a simple understanding of what the kingdom of God is and is not. I can show a simple understanding of a miracle of Jesus (either Matt 8:5-13 or Matt 9:1-8) and understand that it is a sign of the kingdom and the compassion of Jesus. I can show knowledge of two parables of Jesus, making links between them, to show some understanding of what the kingdom of God is like. I can retell one of Jesus' parables, making simple links between the chosen parable and Jesus' message about the kingdom of God. I can recall the 'Our Father' prayer and make simple links between the prayer and building the kingdom. <p>Discern</p> <ul style="list-style-type: none"> I can ask and answer questions about the feelings of the characters in one of the stories studied. I can reflect on how Jesus teaches what the kingdom of God is like, including thinking about the 'Our Father' prayer. I can explain how people need to change their behaviour to show their commitment to building the kingdom. <p>Respond</p> <ul style="list-style-type: none"> I can explain how people could build the kingdom with reference to the life of a saint. I can show understanding of how people would behave in the 	<p><u>Branch 4: Desert to Garden</u></p> <p>Understand</p> <ul style="list-style-type: none"> I can retell in any form the story of the feeding of the five thousand. I can recall the words and actions of Jesus at the last supper and make simple links with his words and actions in the miracle of the loaves. I can describe how Jesus showed his love at the Last Supper and how he shares this love when people celebrate their first Eucharist. I can make links between the story of the Last Supper and the Mass, giving reasons for these links. I can recognise that the Church teaches that the Eucharist is the meeting point where God gives himself to communicants as food; they receive the Body of Christ and become ever more united in his Body the Church. I can describe, with increasing detail and accuracy, the prayers, religious signs, and actions of the Mass, focusing on the Liturgy of the Eucharist. I can give reasons for actions and symbols used in the Mass and make links between beliefs and actions. <p>Discern</p> <ul style="list-style-type: none"> I can ask questions about the words of the offertory prayer. I can ask questions about the story of Creation. I can explore some different cultural practices associated with Holy Week. <p>Respond</p> <ul style="list-style-type: none"> I can reflect on the Catholic belief that Jesus gives himself in Holy Communion. I can describe the experience of Mass with Catholics and asking 	<p><u>Branch 5: Ends of the Earth</u></p> <p>Understand</p> <ul style="list-style-type: none"> I can make links between the Scripture sources (Lk 24:13-35 and Matt 28:16-20) and what happens at Mass I can use religious language to describe the Christian belief in the mystery of God as Trinity. I can describe some signs and symbols of the Holy Trinity (e.g., Jesus called the disciples to 'make disciples of all nations' in the name of the Father and of the Son and of the Holy Spirit. I know that Christians make the sign of the cross as a prayerful reminder of their baptism through the Holy Spirit. I know that Christians make the sign of the cross as a prayerful reminder of their baptism through the Holy Spirit. I can recognise that Mary joins the disciples in prayer and make simple links with how Catholics ask for Mary's prayers. I can make connections with the life of the early Church and Catholics gathering for Mass today. I can recall how we learn about the life of Jesus. (In the gospels, the work of the disciples in the Acts) I know that Paul wrote letters to the early Christian communities. I can understand that the gospels and Paul's letters are different ways of writing (literary forms). <p>Discern</p> <ul style="list-style-type: none"> I can ask questions about the story of Emmaus and when the disciples recognised Jesus. I can ask and respond to questions about how the disciples felt after the Ascension and before Pentecost, noticing the role of Mary. 	<p><u>Branch 6: Dialogue and Encounter</u></p> <p>Understand</p> <ul style="list-style-type: none"> I can make links between Exodus (12:1-8,15-20, 13:3) and the account of the Last Supper in Luke (22:14-23). I can simply describe how Jewish people celebrate the Passover in Britain today making links with the Exodus account, correctly using specialist vocabulary to describe symbols and actions in the meal. (RVE) I can make simple links and connections between some Islamic religious laws, beliefs, worship, and life (e.g., belief in one God, the Creator, the significance of Muhammed, importance of the will of God, etc.). (RVE) I can make links between the Scripture sources (Lk 24:13-35 and Matt 28:16-20) and what happens at Mass. <p>Discern</p> <ul style="list-style-type: none"> I can wonder why Jesus chose to celebrate the Last Supper on the feast of the Passover. I can explore some examples of Islamic art or religious music, for example, Islamic calligraphy or the adhan and ask 'I wonder' questions about what they have seen. (RVE) I can listen to the stories and experiences of those from the Jewish or Islamic communities in the class or the wider community and ask questions about their laws, beliefs, worship, or life. (RVE) <p>Respond</p> <ul style="list-style-type: none"> I can reflect on the meaning of what they have learned for their own lives. I can ask and answer questions with others about their beliefs, experiences, and feelings,



	<ul style="list-style-type: none"> I can suggest reasons why the author of the first story of Creation suggests a holy day. <p>Respond</p> <ul style="list-style-type: none"> I can make connections between experiences where people have not been treated equally and how this felt. I can describe some of the blessings of Creation in their own lives. I can reflect on the prayerful words studied that give thanks for Creation. 	<ul style="list-style-type: none"> I can reflect on what Sunday Mass means for Christians. 	kingdom of God and reflect on what that might mean for them.	<p>questions about their experiences and feelings.</p> <ul style="list-style-type: none"> I can reflect on what their learning means for their life. (RVE) 	<ul style="list-style-type: none"> I can explore some different symbols of the Trinity and talking about what they represent e.g., by visiting their local church. <p>Respond</p> <ul style="list-style-type: none"> I can reflect on how the Holy Spirit helped the disciples and relating this to the possibilities in their lives, giving examples. I can explain their own and others' experiences and feelings about what it means for a Christian to share the gospel. 	recognising the ways in which this could influence the way they live. (RVE)
PHYSICAL EDUCATION	<p><u>OOA - Orienteering</u></p> <ul style="list-style-type: none"> I can orienteer I can use a key I can read a map and place objects in the correct place <p>Real PE unit 1 Personal</p> <ul style="list-style-type: none"> I can develop and apply footwork skills I can balance on one leg I can identify where I am with my learning and use this to help improve my performance through practice I can develop and apply footwork skills I can balance on one leg 	<p><u>OOA - Orienteering</u></p> <ul style="list-style-type: none"> I can orienteer I can use a key I can read a map and place objects in the correct place <p>Real PE unit 2 Social</p> <ul style="list-style-type: none"> I can develop and apply jumping and landing skills I can perform a seated balance I can perform a seated balance 	<p><u>Dance – Rainforest</u></p> <ul style="list-style-type: none"> I can begin to use suggested dance vocabulary when prompted; I can begin to consider how to improve their dance when prompted; I can perform suggested movements to represent features of the rainforest; I can select movements and put them together to make movement phrases; I can link movement phrases together by simply performing them one after another; I can answer questions about their dance performance. <p>Real PE unit 3 Cognitive</p> <ul style="list-style-type: none"> I can develop a dynamic balance on a line I can develop my co-ordination whilst using a ball <u>Real PE unit 3 Cognitive</u> I can identify and explain things I am doing well I can develop a dynamic balance on a line I can develop my co-ordination whilst using a ball I can dance <p><u>Dance – Rainforest</u></p> <ul style="list-style-type: none"> I can begin to use suggested dance vocabulary when prompted; I can begin to consider how to improve their dance when prompted; I can perform suggested movements to represent features of the rainforest; I can select movements and put them together to make movement phrases; 	<p><u>Dance – Rainforest</u></p> <ul style="list-style-type: none"> I can begin to use suggested dance vocabulary when prompted; I can begin to consider how to improve their dance when prompted; I can perform suggested movements to represent features of the rainforest; I can select movements and put them together to make movement phrases; I can link movement phrases together by simply performing them one after another; I can answer questions about their dance performance. <p>Real PE unit 4 Creative</p> <ul style="list-style-type: none"> I can send and receive a ball I can hold a counterbalance with a partner 	<p>Invasion games – Netball</p> <ul style="list-style-type: none"> I can have a basic understanding of what an invasion game is; I can understand the difference between attacking and defending; I can begin to apply basic attacking and defending skills in simple invasion games, such as marking and dodging I can travel with the ball in at least one different way with some efficiency. I can show some improvement in being able to keep control of the ball when moving and dribbling. I can move with the ball with increasing speed, proficiency and success. I can pass the ball in different ways using some elements of the correct technique and with some control and accuracy. I can pass the ball over a range of distances during skills practice drills but may need support when applying this in a netball-based game. I can sometimes select and use the right pass in a netball-based game. I can have a basic understanding of the roles of the defender and the defending team. I know how to mark an opponent and sometimes do this with success. I can have a basic understanding of the roles of the attacker and the attacking team; I can aim for and hit a target from close proximity. I can apply some of the basic principles of attacking and defending to simple invasion games with some success. I can work effectively as part of a team. 	<p>Invasion games –Netball</p> <ul style="list-style-type: none"> I can have a basic understanding of what an invasion game is; I can understand the difference between attacking and defending; I can begin to apply basic attacking and defending skills in simple invasion games, such as marking and dodging I can travel with the ball in at least one different way with some efficiency. I can show some improvement in being able to keep control of the ball when moving and dribbling. I can move with the ball with increasing speed, proficiency and success. I can pass the ball in different ways using some elements of the correct technique and with some control and accuracy. I can pass the ball over a range of distances during skills practice drills but may need support when applying this in a netball-based game. I can sometimes select and use the right pass in a netball-based game. I can have a basic understanding of the roles of the defender and the defending team. I know how to mark an opponent and sometimes do this with success. I can have a basic understanding of the roles of the attacker and the attacking team; I can aim for and hit a target from close proximity. I can apply some of the basic principles of attacking and defending to simple invasion games with some success. I can work effectively as part of a team. I can evaluate my performance with support.



			<ul style="list-style-type: none"> I can link movement phrases together by simply performing them one after another; I can answer questions about their dance performance. 		<ul style="list-style-type: none"> I can evaluate my performance with support. Real PE unit 5 Physical <ul style="list-style-type: none"> I can perform a floor work routine 	Real PE unit 5 Fitness <ul style="list-style-type: none"> I can chase a ball
PSHE	<ul style="list-style-type: none"> I can discuss how we are created individually by God who is Love, designed in His own image and likeness I can understand that God made us with the desire to be loved and to love and 'to make a difference': each of us has a specific purpose (vocation) I can explore the value of every human life is precious from the beginning of life (conception) to natural death I understand that Catholics believe that a personal and communal prayer and worship are necessary ways of growing in our relationship with God I can explore how in Baptism, God makes us His adopted children and 'receivers' of His love; by receiving the Sacrament of Reconciliation, we develop good habits (grow in human virtue) I can describe how Catholics believe it is important to make a nightly examination of conscience. I can understand that in Baptism God makes us His adopted children and 'receivers' of His love I can understand that Catholics believe that by regularly receiving the Sacrament of Reconciliation, we grow in good deeds (human virtue) I can understand that emotions change as they grow up (including hormonal effects) I can deepen my understanding of the range and intensity of my feelings; that 'feelings' are not good guides for action I can explore what emotional well-being means; I can describe how positive actions help emotional well-being (beauty, art, etc. lift the spirit) I can identify how trusted people help emotional well-being (e.g. parents/carer/teacher/parish priest) I can recognise that images in the media do not always reflect reality and can affect how people feel about themselves I can suggest how some behaviour is wrong, unacceptable, unhealthy and risky I can explore how thankfulness builds resilience against feelings of envy, inadequacy and insecurity, and against pressure from peers and the media I can understand how I was handmade by God with the help of their parents I can explain how a baby grows and develops in its mother's womb including, scientifically, the uniqueness of the moment of conception 	<ul style="list-style-type: none"> I can discuss how we are created individually by God who is Love, designed in His own image and likeness I can understand that God made us with the desire to be loved and to love and 'to make a difference': each of us has a specific purpose (vocation) I can explore the value of every human life is precious from the beginning of life (conception) to natural death I understand that Catholics believe that a personal and communal prayer and worship are necessary ways of growing in our relationship with God I can explore how in Baptism, God makes us His adopted children and 'receivers' of His love; by receiving the Sacrament of Reconciliation, we develop good habits (grow in human virtue) I can describe how Catholics believe it is important to make a nightly examination of conscience. 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I can describe how to report and get help if I encounter inappropriate materials or messages I can describe how to use technology safely I can understand that bad language and bad behaviour are inappropriate I can explore that just as what we eat can make us healthy or make us ill, so what we watch, hear, say or do can be good or bad for us and others I can say how to report and get help if I encounter inappropriate materials or messages I can explain how to judge well what kind of physical contact is acceptable or unacceptable and how to respond I can name different people we can trust for help, especially those closest to us who care for us, including our teachers and parish priest I can reason that medicines are drugs, but not all drugs are good for us I can recognise that alcohol and tobacco are harmful substances I can understand that our bodies are created by God, so we should take care of them and be careful about what we consume I can develop a greater awareness of bullying (including cyber-bullying), that all bullying is wrong, and how to respond to bullying I can learn about harassment and exploitation in relationships, including 	<ul style="list-style-type: none"> I can know that Jesus loves, embraces, guides, forgives and reconciles us with him and one another I can explain the importance of forgiveness and reconciliation in relationships, and some of Jesus' teaching on forgiveness I can understand that relationships take time and effort to sustain I can reflect God's image in our relationships with others: this is intrinsic to who we are and to our happiness I can suggest ways to maintain and develop good, positive, trusting relationships and strategies to use when relationships go wrong I can name different types of relationships including those between acquaintances, friends, relatives and family I know that good friendship is when both persons enjoy each other's company and also want what is truly best for the other I can explain the difference between a group of friends and a 'clique'. I can describe how to report and get help if I encounter inappropriate materials or messages I can describe how to use technology safely I can understand that bad language and bad behaviour are inappropriate I can explore that just as what we eat can make us healthy or make us ill, so what we watch, hear, say or do can be good or bad for us and others I can say how to report and get help if I encounter inappropriate materials or messages I can explain how to judge well what kind of physical contact is acceptable or unacceptable and how to respond I can name different people we can trust for help, especially those closest to us who care for us, including our teachers and parish priest I can reason that medicines are drugs, but not all drugs are good for us I can recognise that alcohol and tobacco are harmful substances I can understand that our bodies are created by God, so we should take care of them and be careful about what we consume I can develop a greater awareness of bullying (including cyber-bullying), that all bullying is wrong, and how to respond to bullying I can learn about harassment and exploitation in relationships, including 	<ul style="list-style-type: none"> I can understand that God is Love as shown by the Trinity – a 'communion of persons supporting each other in their self-giving relationship' I can explore how the human family is to reflect the Holy Trinity in mutual charity and generosity I can explore that the human family is to reflect the Holy Trinity in mutual charity and generosity I can explain that the Church family comprises of home, school and parish (which is part of the diocese) I can understand that God wants His Church to love and care for others I can suggest practical ways of loving and caring for others 	<ul style="list-style-type: none"> I can understand that God is Love as shown by the Trinity – a 'communion of persons supporting each other in their self-giving relationship' I can explore how the human family is to reflect the Holy Trinity in mutual charity and generosity I can explore that the human family is to reflect the Holy Trinity in mutual charity and generosity I can explain that the Church family comprises of home, school and parish (which is part of the diocese) I can understand that God wants His Church to love and care for others I can suggest practical ways of loving and caring for others



	<ul style="list-style-type: none">• I can explore similarities and differences between people arise as they grow and make choices, and that by living and working together ('teamwork') we create community• I can begin to develop an understanding of how self-confidence arises from being loved by God (not status, etc.)• I can learn that Catholics believe that they need to respect and look after their bodies as a gift from God through what they wear, what they eat and what they physically do• I can understand what the term puberty means;• I can understand when to expect puberty to take place• I can explore that that puberty is part of God's plan for our bodies.• I can name genitalia• I can name changes that will happen to boys during puberty• I can name changes that will happen to girls during puberty.	<ul style="list-style-type: none">• I can explore similarities and differences between people arise as they grow and make choices, and that by living and working together ('teamwork') we create community• I can begin to develop an understanding of how self-confidence arises from being loved by God (not status, etc.)• I can learn that Catholics believe that they need to respect and look after their bodies as a gift from God through what they wear, what they eat and what they physically do• I can understand what the term puberty means;• I can understand when to expect puberty to take place• I can explore that that puberty is part of God's plan for our bodies.• I can name genitalia• I can name changes that will happen to boys during puberty• I can name changes that will happen to girls during puberty.	<p>physical and emotional abuse and how to respond</p> <ul style="list-style-type: none">• I can recognise that their increasing independence brings increased responsibility to keep themselves and others safe• I can explain how to use technology safely• I can explain that just as what we eat can make us healthy or make us ill, so what we watch, hear, say or do can be good or bad for us and others• I can understand that in an emergency, it is important to remain calm• I can suggest how quick reactions in an emergency can save a life• I can name some ways in which children can help in an emergency using their First Aid knowledge	<p>physical and emotional abuse and how to respond</p> <ul style="list-style-type: none">• I can recognise that their increasing independence brings increased responsibility to keep themselves and others safe• I can explain how to use technology safely• I can explain that just as what we eat can make us healthy or make us ill, so what we watch, hear, say or do can be good or bad for us and others• I can understand that in an emergency, it is important to remain calm• I can suggest how quick reactions in an emergency can save a life• I can name some ways in which children can help in an emergency using their First Aid knowledge		
ART & DESIGN	<p>Drawing</p> <ul style="list-style-type: none">• I can understand that marks can be made using different materials and media.• I can explore different grades of pencil that offer different qualities in drawing.• I can understand that H pencils are hard and will produce light marks. (HB)• I can understand that B pencils are soft and will produce darker tones. (B, 2B & 4B)• I can understand and show that more lines closer together will create darker tones.• I can explore how artists and illustrators use different drawing techniques (hatching and cross hatching).• I can explore how artists experiment with different tools and materials to create artwork.• I can explore and understand that artists can make their own tools.• I can explore and describe how artists can work in more than one medium. <ul style="list-style-type: none">• I can hold a pencil appropriately, making a range of marks and lines with control and awareness.• I can explore and experiment with graded pencils to shown tone and texture.• I can explore mark making with a variety of items including materials such as wire, sticks or items they find.• I can explore mark making with different mediums including pencil, charcoal, Indian ink and biro to create simple pen studies• I can use hatching and cross hatching to show tone and texture.• I can draw from secondary sources images e.g. pictures and artists' copies.• I can explain why they have chosen specific materials to draw with.• I can use sketchbooks to collect ideas and for personal experimentation.• I can work in the style of a selected artist.• I can compare the work of different artists, using artistic vocabulary.• I can discuss and begin to interpret meaning and purpose of artwork.		<p>Painting</p> <ul style="list-style-type: none">• I can explain that a tertiary colour is made by mixing whole amount one primary colour with half the amount of another primary colour.• I can explore a colour wheel as an illustration of colour hues around a circle, which shows the relationships between primary colours, secondary colours and tertiary colours.• I can explain that complementary colours are and how they can be used for effect.• I can explore how artists use complementary colours in their work to create mood and feeling.• I can learn about the life and work of some artists and their artistic style.• I can name some different periods in art history and some art movements within them.• I can understand that artists living in different places at different times can be inspired by similar ideas or stories.• I can understand that by mixing paint you can create secondary and tertiary colours. <ul style="list-style-type: none">• I can mix colours, tints and shades, with accuracy, predicting the colour that they will make.• I can use complementary colours• I can create a colour wheel independently.• I can produce a background using a wash.• I can select and use a range of brushes and techniques to create different effects (building on Y2)• I can work confidently in different scales (for large scale paintings use bristle brushes and for small scale painting use water colour brushes).• I can use sketchbooks to collect ideas and for personal experimentation.• I can record observations and express own opinions.• I can work in the style of a selected artist.• I can describe the work of different artist using artistic vocabulary.• I can begin to carry out a problem-solving process to make changes and improve their artwork.		<p>Sculpture</p>	
DESIGN & TECHNOLOGY	<ul style="list-style-type: none">• I can design a toy that uses a pneumatic system.• I can create a pneumatic system to a desired motion.• I can test and finalise ideas against design criteria.	<ul style="list-style-type: none">• I can design a Stone Age animal toy.• I can create a base using strengthening techniques, construct and evaluate.	<ul style="list-style-type: none">• I can develop design criteria.• I can use code to programme and control a product.• I can develop and communicate ideas and justify reasons.		<ul style="list-style-type: none">• I can explain the benefits of seasonal foods.• I can evaluate seasonal ingredients• I can design a mock up using a criterion.	<ul style="list-style-type: none">• I can cross stitch and applique.• I can assemble fabrics into a product.• I can decorate fabric using applique and cross-stitch.



	<ul style="list-style-type: none">I can assess against the design brief criteria.				<ul style="list-style-type: none">I can make and evaluate a dish.	
COMPUTING	<p>Computing systems and networks</p> <ul style="list-style-type: none">I can understand how a digital device worksI can name parts of a digital deviceI can understand how digital devices can help usI can discuss how I can digitally be connectedI can describe how computers are connected through networks	<p>Creating Media</p> <ul style="list-style-type: none">I can understand how pictures move in framesI can create images as frames that can be used together to make an animation	<p>Programming a sequence of sounds</p> <ul style="list-style-type: none">I can create a simple algorithmI can sequence eventsI can programme keys to control movement	<p>Data and branching data bases</p> <ul style="list-style-type: none">I can write yes/no statementsI can group objects based on similar attributesI can select and group objects into a tree structureI can create yes/no questions	<p>Creating media</p> <ul style="list-style-type: none">I can combine text and imagesI can edit a documentI can publish a documentI can format text and pictures	<p>Programming</p> <ul style="list-style-type: none">I can programme keys to move a spriteI can programme movementsI can use events and actions to draw a lineI can debug codeI can write a simple algorithm