



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
LEARNING FOCUS	Anglo-Saxons and Scots (History)	Vikings (History) What is a Biome (Geography)	Why would someone choose to live near a volcano? (Geography)	Why would someone choose to live near a volcano? (Geography)	Mayans (History) How far has my lunchbox travelled? (Geography)	Mayans (History)
READING	<ul style="list-style-type: none"> <li>I can read aloud a wider range of poetry and books written at an age-appropriate interest level with accuracy and at a reasonable speaking pace.</li> <li>I can read most words effortlessly and to work out how to pronounce unfamiliar written words with increasing automaticity. If the pronunciation sounds unfamiliar.</li> <li>I can ask for help in determining both the meaning of the word and how to pronounce it correctly.</li> <li>I can read widely and frequently, outside as well as in school, for pleasure and information.</li> <li>I can read silently, with good understanding, inferring the meanings of unfamiliar words, and then discuss what I have read. At this stage, children are expected to be reading fluently. If this is not the case and it is identified as a need, extra fluency lessons will be included.</li> <li>I can discuss vocabulary used by the author to create effect including figurative language.</li> <li>I can evaluate the use of authors' language and explain how it has created an impact on the reader.</li> <li>I can explore the meaning of words in context, confidently using a dictionary.</li> <li>I can investigate alternative word choices that could be made.</li> <li>I can read around the word' and explore its meaning in the broader context of a section or paragraph.</li> <li>I can confidently skim and scan, and also use the skill of reading before and after to retrieve information.</li> <li>I can use evidence from across larger sections of text.</li> <li>I can read a broader range of texts including myths, legends, stories from other cultures, modern fiction and classic texts.</li> <li>I can retrieve, record and present information from non-fiction texts.</li> <li>I can predict what might happen from details stated and implied.</li> <li>I can support my predictions with relevant evidence from the text.</li> </ul>	<ul style="list-style-type: none"> <li>I can read aloud a wider range of poetry and books written at an age-appropriate interest level with accuracy and at a reasonable speaking pace.</li> <li>I can read most words effortlessly and to work out how to pronounce unfamiliar written words with increasing automaticity. 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[illegible]



	<ul style="list-style-type: none"> <li>I can use reported speech to show formality and direct speech to show informality.</li> <li>I can use relative clauses both within and at the end of sentences.</li> <li>I can use the present perfect form of verbs in contrast to the past tense.</li> <li>I can understand how to indicate degrees of possibility using adverbs or modal verbs.</li> <li>I can use the subordinating conjunction ‘if’ with modals to express the conditional.</li> <li>I can use fronted adverbials for manner, place and time.</li> </ul> <p><b>Revise and ensure accuracy:</b></p> <ul style="list-style-type: none"> <li>I can use capital letters and full stops consistently</li> <li>I can use capital letters for proper nouns</li> <li>I can use capital letters for the personal pronoun ‘I’</li> <li>I can use apostrophes for contraction.</li> <li>I can use possessive apostrophes for singular regular nouns</li> <li>I can use question marks and exclamation marks correctly.</li> <li>I can use commas for lists</li> <li>I can use commas, exclamation or speech marks alongside inverted commas to accurately demarcate speech.</li> <li>I can use commas to clarify ambiguity in writing e.g. Pink zebra crossing/ Pink zebra, crossing.</li> <li>I can use inverted commas to demarcate speech accurately.</li> </ul> <p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>I can use colons to introduce a list.</li> </ul> <p><b>Text</b> El Deafo</p> <p><b>Outcome</b> <i>Narrative:</i> Rebirth</p> <p><i>Instructions:</i> How to adapt a school for deaf children.</p>	<ul style="list-style-type: none"> <li>I can use the present perfect form of verbs in contrast to the past tense.</li> <li>I can understand how to indicate degrees of possibility using adverbs or modal verbs.</li> <li>I can use the subordinating conjunction ‘if’ with modals to express the conditional.</li> <li>I can use fronted adverbials for manner, place and time.</li> </ul> <p><b>Revise and ensure 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advert for the elephant or for Lila’s fireworks.</p>	<ul style="list-style-type: none"> <li>I can use the present perfect form of verbs in contrast to the past tense.</li> <li>I can understand how to indicate degrees of possibility using adverbs or modal verbs.</li> <li>I can use the subordinating conjunction ‘if’ with modals to express the conditional.</li> <li>I can use fronted adverbials for manner, place and time.</li> </ul> <p><b>Revise and ensure accuracy:</b></p> <ul style="list-style-type: none"> <li>I can use capital letters and full stops consistently</li> <li>I can use capital letters for proper nouns</li> <li>I can use capital letters for the personal pronoun ‘I’</li> <li>I can use apostrophes for contraction.</li> <li>I can use possessive apostrophes for singular regular nouns</li> <li>I can use question marks and exclamation marks correctly.</li> <li>I can use commas for lists</li> <li>I can use commas, exclamation or speech marks alongside inverted commas to accurately 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present perfect form of verbs in contrast to the past tense.</li> <li>I can understand how to indicate degrees of possibility using adverbs or modal verbs.</li> <li>I can use the subordinating conjunction ‘if’ with modals to express the conditional.</li> <li>I can use fronted adverbials for manner, place and time.</li> </ul> <p><b>Revise and ensure accuracy:</b></p> <ul style="list-style-type: none"> <li>I can use capital letters and full stops consistently</li> <li>I can use capital letters for proper nouns</li> <li>I can use capital letters for the personal pronoun ‘I’</li> <li>I can use apostrophes for contraction.</li> <li>I can use possessive apostrophes for singular regular nouns</li> <li>I can use question marks and exclamation marks correctly.</li> <li>I can use commas for lists</li> <li>I can use commas, exclamation or speech marks alongside inverted commas to accurately demarcate speech.</li> <li>I can use commas to clarify ambiguity in writing e.g. Pink zebra crossing/ Pink 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Retell from Skellig or Mina’s POV.</p> <p><i>Instructions:</i> How to look after Skellig.</p>
<b>MATHEMATICS</b>	<p><b>Ongoing and recall:</b></p> <ul style="list-style-type: none"> <li>I can revisit place value knowledge of up to 4 digit numbers and 2dp.</li> </ul> <ul style="list-style-type: none"> <li>I can count in multiples of 3,4,8,6,7,9.</li> <li>I can recall times table knowledge with related division facts.</li> <li>I can read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit</li> <li>I can compare numbers with up to 6 digits</li> <li>I can count forwards and backwards in steps of powers of 10 for any given number up to 1,000,000</li> <li>I can round any number to 1,000,000 to the nearest 10, 100, 1000, 10 000 and 100 000</li> <li>I can solve problems and practical problems that involve all of the above</li> <li>I can add and subtract whole numbers with more than 4 digits, including using formal</li> </ul>	<ul style="list-style-type: none"> <li>I can read, write, order and compare numbers to at least 1,000,000 and determine 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numbers and improper fractions and convert from one form to the other and write mathematical statements <math>&gt;1</math> as a mixed number e.g. <math>\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1 \frac{1}{5}</math>.</li> <li>I can problem solve and reason with a range of contextual problems involving fractions and mixed numbers.</li> <li>I can calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm<sup>2</sup>) and square metres (m<sup>2</sup>) and estimate the area of irregular shapes.</li> <li>I can calculate the area of non-rectangular shapes using known knowledge and PS approach</li> <li>I can understand that the volume of shapes is the multiplication of 3 plains and use cm<sup>3</sup> to describe shapes they have made.</li> </ul>	<ul style="list-style-type: none"> <li>I can add and subtract mixed fractions</li> <li>Read and write decimal numbers as fractions (for example (for example, <math>0.71 = \frac{71}{100}</math>)</li> <li>I can recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents.</li> <li>I can use distributive law to multiply.</li> <li>I can multiply 1-digit by up to 4-digit number using written method.</li> <li>I can multiply up to 4-digit numbers by a 2-digit number.</li> <li>I can divide up to a 4-digit number by a 1-digit number using a formal written method.</li> <li>I can describe representations as a percentage.</li> <li>I can write any fraction as a percentage.</li> <li>I can write any percentage as a decimal.</li> </ul>	<ul style="list-style-type: none"> <li>I can divide up to a 4-digit number by a 1-digit number using a formal written method.</li> <li>I can multiply and divide whole and decimal numbers by 10, 100 and 1000 in the context of converting measures.</li> <li>I can solve comparison, sum and difference problems using information presented in a line graph</li> <li>I can complete, read and interpret information in tables, including timetables.</li> <li>I can reason with and solve a variety of context-based questions when data is presented in various formats (e.g. bar model, pie chart, pictogram).</li> <li>I know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles</li> <li>I can measure angles in degrees (°)</li> </ul>	<ul style="list-style-type: none"> <li>I can solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes</li> <li>I can solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign</li> <li>I can solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.</li> <li>I can recognise the per cent symbol (%) and understand that per cent related to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal</li> <li>I can find and record percentages in tens (10%, 20% etc).</li> <li>I can find and record exact percentages (e.g. 38%).</li> </ul>





	<p>written methods (columnar addition and subtraction).</p> <ul style="list-style-type: none"> <li>I can add and subtract numbers mentally with increasingly larger numbers.</li> <li>I can use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy.</li> <li>I can solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.</li> <li>I can understand and represent decimals up to 3 dp.</li> <li>I can multiply a whole number and decimal by 10, 100 and 1000.</li> <li>I can divide a whole number and decimal by 10, 100 and 1000.</li> <li>I can recall multiplication knowledge and division facts relating to tables up to 12 x 12.</li> <li>Use known knowledge to solve 2-digit x 1-digit multiplication problems.</li> </ul> <p><b>Focus areas:</b></p> <ul style="list-style-type: none"> <li>Missing number problems and number patterns</li> <li>• Always/sometimes/never</li> </ul>	<p>of short division and interpret remainders appropriately for the context.</p> <ul style="list-style-type: none"> <li>I can solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates" "Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction).</li> <li>I can add and subtract numbers mentally with increasingly larger numbers.</li> <li>I can use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy</li> <li>I can solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.</li> </ul> <p><b>Focus areas</b></p> <ul style="list-style-type: none"> <li>I can solve simple word problems (expressed orally and in written form). These should be context-based word problems (expressed orally and in written form).</li> </ul> <p><b>Verbal reasoning</b></p> <ul style="list-style-type: none"> <li>What I know and what I can work out by converting measurements using known knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>I can add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction).</li> <li>I can add and subtract numbers mentally with increasingly larger numbers</li> <li>I can use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy.</li> <li>I can solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.</li> <li>I can use distributive law to multiply</li> <li>I can multiply 1 digit by up to 4-digit number using written method</li> <li>I can identify 3-D shapes, including cubes and other cuboids, from 2-D representations.</li> <li>I can distinguish between regular and irregular polygons based on reasoning about equal sides and angles.</li> <li>I can recall angles are turns. A quarter turn is 90, a half turn is 18-, a 3/4 270, a whole turn 360.</li> <li>I know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles. Focus on identifying angles within shapes and estimating then measuring angles</li> </ul> <p><b>Focus areas:</b></p> <ul style="list-style-type: none"> <li>Patterns involving number and shape, including properties of shape.</li> <li>Tell me/ explain it/ show me.</li> </ul>	<ul style="list-style-type: none"> <li>I can understand how to find percentage equivalents of fractions with denominators as multiples of 10.</li> </ul> <p><b>Focus areas:</b></p> <ul style="list-style-type: none"> <li>I can explain with bar modelling</li> <li>Tell me/ explain it/ show me.</li> </ul>	<p>I can identify:</p> <ul style="list-style-type: none"> <li>angles at a point and one whole turn (360°)</li> <li>angles at a point on a straight line and half a turn (total 180°)</li> <li>other multiples of 90°</li> </ul> <ul style="list-style-type: none"> <li>I can use the properties of rectangles to deduce related facts and find missing lengths and angles.</li> </ul> <p><b>Focus areas:</b></p> <ul style="list-style-type: none"> <li>What else do I know?</li> <li>Prove it!"</li> </ul>	<ul style="list-style-type: none"> <li>I can add and subtract mixed fractions.</li> <li>I can multiply fractions.</li> <li>I can use the properties of rectangles to deduce related facts and find missing lengths and angles.</li> <li>I can identify, describe and represent the position of a shape following a reflection, rotation or translation, using the appropriate language, and know that the shape has not changed cubes and nets</li> <li>I can complete a combination of all problem solving and reasoning activities linked to used context this year.</li> <li>An opportunity to recap, solidify, address misconceptions and work mathematically with a greater degree of fluency.</li> </ul>
<b>SCIENCE</b>	<ul style="list-style-type: none"> <li>I can say which materials are conductors and insulators.</li> <li>I can say that some materials will dissolve in liquid to form a solution.</li> <li>I can recover a substance from a solution.</li> <li>I can use my knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering and sieving.</li> <li>I can identify how solids, liquids and gases change state.</li> <li>I can understand what condensation and evaporation is.</li> </ul>	<ul style="list-style-type: none"> <li>I can say which materials are conductors and insulators.</li> <li>I can say that some materials will dissolve in liquid to form a solution.</li> <li>I can recover a substance from a solution.</li> <li>I can use my knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering and sieving.</li> <li>I can identify how solids, liquids and gases change state.</li> <li>I can understand what condensation and evaporation is.</li> <li>I can explain that some changes result in the formation of new materials, and that</li> </ul>	<ul style="list-style-type: none"> <li>I can recall that unsupported objects fall towards the Earth because of the forces of gravity acting between the Earth and the object.</li> <li>I can explain that there are different forces that can act on objects.</li> <li>I can explain that friction can be used to affect the rate of travel of an object.</li> <li>I can say how water resistance acts upon an object in motion.</li> <li>I can explain the effects of air resistance that act between moving objects.</li> <li>I can explain that levers, pulleys and gears allow a smaller force to have a greater effect. Identify pulleys, levers and gears in common objects.</li> </ul>	<ul style="list-style-type: none"> <li>I can recall the names of the 8 planets in our solar system and their order in distance from the Sun.</li> <li>I can explain that the Earth, Sun and Moon are approximately spherical bodies.</li> <li>I can recognise the relative shape and size of the Sun, Moon and Earth.</li> <li>I can explain the movement of the Earth, sun and moon.</li> <li>I can explain changing ideas about the solar system.</li> <li>I can explain that day and night is due to the rotation of the Earth.</li> </ul>	<ul style="list-style-type: none"> <li>I can identify parts of a plant and their purpose.</li> <li>I can explain the difference between sexual and asexual reproduction.</li> <li>I can explain birth, growth, reproduction and death represent the stages of the life cycles of all animals.</li> <li>I can recall the life cycle of different mammals.</li> <li>I can recall the life cycles of different amphibians.</li> <li>I can explain the similarities and differences between the life cycles of a mammals, amphibian, insect and bird.</li> </ul>	<ul style="list-style-type: none"> <li>I know the stages of foetal development in humans.</li> <li>I know the main changes that happen during puberty, including the difference between boys and girls.</li> <li>I know the main changes that happen during old age (physical and mental changes to the body).</li> <li>☑ Explore how humans develop as they grow older.</li> </ul>



	<ul style="list-style-type: none"> <li>I can explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.</li> <li>I can describe how substances have changed.</li> <li>I can give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.</li> </ul>	<p>this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.</p> <ul style="list-style-type: none"> <li>I can describe how substances have changed.</li> <li>I can give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.</li> </ul>		<ul style="list-style-type: none"> <li>I can explain that different places on the Earth experience day and night at different times and understand how we have seasons.</li> <li>I can recall the phases of the moon.</li> </ul>	<ul style="list-style-type: none"> <li>I can explain how new plants can grow other than from seeds (cuttings, grafts, runners e.g. strawberries).</li> </ul>	
<b>HISTORY</b>	<ul style="list-style-type: none"> <li>I know who the Anglo-Saxons were and when and where they come from.</li> <li>I can explain the part the Scots played in creating an Anglo-Saxon Britain.</li> <li>I can recall which aspects of Anglo-Saxon village life are still evident today.</li> <li>I know which artefacts were uncovered at Sutton Hoo and what they teach us about the Anglo-Saxons.</li> <li>I know how our current justice system evolved from Anglo-Saxon times.</li> <li>I can explain how the Anglo-Saxons shaped the religious landscape in Britain.</li> </ul>	<ul style="list-style-type: none"> <li>I know who the Anglo-Saxons were and when and where they come from.</li> <li>I can explain the part the Scots played in creating an Anglo-Saxon Britain.</li> <li>I can recall which aspects of Anglo-Saxon village life are still evident today.</li> <li>I know which artefacts were uncovered at Sutton Hoo and what they teach us about the Anglo-Saxons.</li> <li>I know how our current justice system evolved from Anglo-Saxon times.</li> <li>I can explain how the Anglo-Saxons shaped the religious landscape in Britain.</li> </ul>	<b>Retrieval</b>	<b>Retrieval</b>	<ul style="list-style-type: none"> <li>I know who the Mayans were and when and where they lived.</li> <li>I can explain how and why the Ancient Maya expressed their identity.</li> <li>I can explain the ideas, beliefs and attitudes of the Maya.</li> <li>I can explain how evidence tells us about the Mayan society.</li> <li>I can compare the Mayan civilisation with what was happening in Britain during the same time period.</li> <li>I can compare by how the Mayans compare with the Greek and Egyptian civilisation.</li> <li>I can explain the Mayan impact on modern society.</li> <li>I can understand what historians believe could have caused the demise of the Mayan civilisation.</li> </ul>	<ul style="list-style-type: none"> <li>I know who the Mayans were and when and where they lived.</li> <li>I can explain how and why the Ancient Maya expressed their identity.</li> <li>I can explain the ideas, beliefs and attitudes of the Maya.</li> <li>I can explain how evidence tells us about the Mayan society.</li> <li>I can compare the Mayan civilisation with what was happening in Britain during the same time period.</li> <li>I can compare by how the Mayans compare with the Greek and Egyptian civilisation.</li> <li>I can explain the Mayan impact on modern society.</li> <li>I can understand what historians believe could have caused the demise of the Mayan civilisation.</li> </ul>
<b>GEOGRAPHY</b>	<ul style="list-style-type: none"> <li>What is a biome and how are they classified?</li> <li>Where are the 5 major biomes?</li> <li>What connections can we make about the biomes we have studied?</li> </ul>	<b>Retrieval</b>	<ul style="list-style-type: none"> <li>I can understand that the Earth is divided in continents, countries and tectonic plates (zoom out).</li> <li>I can understand the structure of the Earth (zoom out).</li> <li>I can understand how mountains are formed (zoom out).</li> <li>I can investigate the location and distribution of Mountains in the UK (zoom in).</li> <li>I can understand the formation of volcanoes (zoom out).</li> <li>I can investigate the location and distribution of volcanoes (zoom in).</li> <li>I can understand how volcanoes are classified (zoom out).</li> <li>I can understand the effects and consequences of volcanic eruptions (zoom in).</li> <li>I can understand the effects and consequences of volcanic eruptions (zoom in).</li> </ul>	<ul style="list-style-type: none"> <li>I can understand that the Earth is divided in continents, countries and tectonic plates (zoom out).</li> <li>I can understand the structure of the Earth (zoom out).</li> <li>I can understand how mountains are formed (zoom out).</li> <li>I can investigate the location and distribution of Mountains in the UK (zoom in).</li> <li>I can understand the formation of volcanoes (zoom out).</li> <li>I can investigate the location and distribution of volcanoes (zoom in).</li> <li>I can understand how volcanoes are classified (zoom out).</li> <li>I can understand the effects and consequences of volcanic eruptions (zoom in).</li> <li>I can understand the effects and consequences of volcanic eruptions (zoom in).</li> </ul>	<ul style="list-style-type: none"> <li><b>Retrieval from Y3:</b> I can identify climate zones and understand their characteristics.</li> <li>I can explore where food comes from.</li> <li>I can compare and evaluate findings.</li> </ul>	<ul style="list-style-type: none"> <li><b>Retrieval from Y3:</b> I can identify climate zones and understand their characteristics.</li> <li>I can explore where food comes from.</li> <li>I can compare and evaluate findings.</li> </ul>



			<ul style="list-style-type: none"> <li>I can consider the impact of a volcanic eruption (zoom in).</li> <li>I can investigate why someone would choose to live near a volcano (zoom out).</li> </ul>	<ul style="list-style-type: none"> <li>I can consider the impact of a volcanic eruption (zoom in).</li> <li>I can investigate why someone would choose to live near a volcano (zoom out).</li> </ul>		
<b>RELIGIOUS EDUCATION</b>	<p><b>Understand</b></p> <ul style="list-style-type: none"> <li>I can retell the Moses story, focusing on the two key events of the call and the covenant (the Burning Bush (Ex 3:1-15); the Sinai covenant and the Ten Commandments (Ex 19:3-8, 20:1-17)).</li> <li>I can make links between the Ten Commandments and Jesus' summary of the law in Matthew's Gospel (22:36-40).</li> <li>I can correctly use developing specialist vocabulary to describe what a covenant is, recognising that God made several covenants throughout history, e.g., with Noah, Abraham, and Moses.</li> <li>I can use developing specialist vocabulary to show how the Ten Commandments help human beings live good and happy lives.</li> <li>I can correctly use developing specialist vocabulary to describe sin as deliberately spoiling our friendship with God and each other.</li> <li>I know that a virtue is a positive habit that helps people live a good life.</li> </ul> <p><b>Discern</b></p> <ul style="list-style-type: none"> <li>I can ask questions about the Ten Commandments, such as What does 'you shall not steal' mean? Or what if there were eleven Commandments?</li> <li>I can express a point of view about what are positive habits (virtues) and negative habits and how virtues might help them grow in goodness.</li> <li>I can discuss what loving our neighbour means for Christians today, for example, welcoming asylum seekers and refugees. Express a point of view and give reasons relating to the Church's teaching on the common good and love of neighbour.</li> </ul> <p><b>Respond</b></p> <ul style="list-style-type: none"> <li>I can reflect on the words and images used to describe Moses' encounter with God.</li> <li>I can reflect on what makes them truly happy.</li> <li>I can discuss and dialogue with others about how rules can help people be happy.</li> </ul>	<p><b>Understand</b></p> <ul style="list-style-type: none"> <li>I can show an understanding of scripture passages that speak of David's life, recognising the intended audience and the historical context.</li> <li>I can show an understanding of some gospel passages that present Jesus as the fulfilment of the promise to David (Matt 1:1-17; Lk 1:32-33), recognising the gospel writers are writing for Christians.</li> <li>Recognise links with God's covenant with Abraham.</li> <li>Use specialist vocabulary to describe and explain the nature of David's kingship in the Old Testament, with reference to the passages that speak of David's kingship and Psalm 21:1-7.</li> <li>Recognise that David is a model of prayer, referencing one of the psalms.</li> <li>Know that the Rosary is a prayerful reflection on the life of Christ and explain what the joyful mysteries remember.</li> </ul> <p><b>Discern</b></p> <ul style="list-style-type: none"> <li>I can play with possibilities, asking 'what if?' questions that explore why God especially values those the world overlooks. For example, what if Samuel had followed his own judgement rather than God's in choosing a king? What is the possibility of those values being overlooked in today's communities?</li> <li>I can wonder about the imagery of shepherd used in the scripture passages studied and explore how it helps them, as readers, understand servant leadership.</li> <li>I can explore artistic representations of the O Antiphons, describe what they represent, and say which they prefer, giving reasons for their choice.</li> </ul> <p><b>Respond</b></p> <ul style="list-style-type: none"> <li>I can reflect on my understanding of David and the idea of a leader as a shepherd.</li> <li>I can talk with others about their ideas about leadership, thinking about what it means to be a good shepherd today.</li> <li>I can consider how my own life and the future of the communities to which they</li> </ul>	<p><b>Understand</b></p> <ul style="list-style-type: none"> <li>I can recognise that in the Beatitudes Jesus tells his followers important messages about what makes a life blessed.</li> <li>I can compare Matthew and Luke's description of the new law, or great commandment and make links between the new law a parable and Jesus' summary of the law and lessons for Christian life today.</li> <li>I can make simple links between the Beatitudes and the Ten Commandments.</li> <li>I can describe accurately in sequence and detail what the disciples see at the Transfiguration, saying something about the importance of Moses and Elijah.</li> <li>I can make links between the seven petitions (requests) of the Our Father and their meaning for Christians.</li> <li>I can show understanding of how the virtue of either hope or charity (love) links with Jesus' teaching in the Beatitudes.</li> </ul> <p><b>Discern</b></p> <ul style="list-style-type: none"> <li>I can express a point of view about Jesus' great commandment as a rule for life.</li> <li>I can imagine how Peter, James, or John felt at the Transfiguration. Explain their thinking with reference to why this event is a mystery.</li> <li>I can explore how they and others interpret artists' meanings, in response to paintings of the Transfiguration.</li> </ul> <p><b>Respond</b></p> <ul style="list-style-type: none"> <li>I can reflect on the mystery of the Transfiguration.</li> <li>I can offer reasons for why Jesus invites us to call God 'Father'.</li> <li>I can consider the meaning of what they have learned about Jesus' great commandment for their own lives.</li> <li>I can reflect on how the communities they are part of could be transformed if everyone chose to love their neighbour as themselves.</li> </ul>	<p><b>Understand</b></p> <ul style="list-style-type: none"> <li>I can explain what happens at the Ash Wednesday Mass and how Christians mark this day, using religious vocabulary to describe symbols and actions.</li> <li>I can make links between the Ash Wednesday readings and Lent as a time when Christians reflect on their sins and listen to God's call to return to him. Describe some ways Christians act to answer that call in Lent, including the importance of prayer.</li> <li>I can describe how Catholics define sin, making links with the Ten Commandments and Jesus' great commandment as guides for a good life.</li> <li>I can use specialist vocabulary to describe the term 'conscience'.</li> <li>I can simply describe Catholic beliefs in the last things, death, judgement, heaven, and hell.</li> <li>I can recognise that the words of St Paul (1 Corinthians 15:1-8, 20-25, 54-57) describe the Christian belief that through the Resurrection of Jesus, people can follow his path to heaven.</li> <li>I know that the Rosary is a prayerful reflection on the life of Christ and explain what the sorrowful mysteries remember.</li> </ul> <p><b>Discern</b></p> <ul style="list-style-type: none"> <li>I can consider if all points of view are equally valid when thinking about conscience. For example, is it ever okay to be cruel or unkind to another person?</li> <li>I can explain the temptations Jesus faced in the wilderness.</li> <li>I can ask 'what if' questions about the times they have faced temptations in their own lives.</li> </ul> <p><b>Respond</b></p> <ul style="list-style-type: none"> <li>I can consider how examining their conscience could help them recognise when they have acted to hurt themselves or others and how they could change.</li> <li>I can reflect on the meaning of what they have learned for their own lives.</li> </ul>	<ul style="list-style-type: none"> <li><b>Understand</b></li> <li>I can identify that scripture speaks of the outpouring of gifts of the Holy Spirit on the Messiah in the Old Testament and the gospels. Make links with the Sacrament of Confirmation.</li> <li>I can use specialist religious vocabulary to show knowledge and understanding of the religious actions and signs involved in the celebration of confirmation.</li> <li>I can describe the gifts of the Holy Spirit and describe some ways they help Christians be good disciples, making simple links with some of the fruits of the Spirit.</li> <li>Using the lives of Mary and another saint as examples, I can explain what the term 'discipleship' means.</li> <li>I can describe the names and signs under which the Holy Spirit appears and explain some simple links with scripture and the Sacrament of Confirmation.</li> <li>I know that the Rosary is a prayerful reflection on the life of Christ and explain what the glorious mysteries remember.</li> </ul> <p><b>Discern</b></p> <ul style="list-style-type: none"> <li>I can say what they wonder about the Holy Spirit in the life of Jesus and mystery of the Holy Trinity.</li> <li>I can express and explaining a preference for an artistic representation of the Holy Spirit, listening to different points of view and giving reasons for their answers.</li> <li>I can consider the claim 'the Sacrament of Confirmation helps a Christian grow in virtue', expressing a point of view about this statement.</li> </ul> <p><b>Respond</b></p> <ul style="list-style-type: none"> <li>I can reflect on the links between the words chrism and Christian and discuss what it means for Christians to be anointed for Christ today.</li> <li>I can reflect on how they can use their gifts to make a better world. (RVE)</li> <li>I can consider the gifts and virtues Christians need to be disciples today.</li> </ul>	<p><b>Understand</b></p> <ul style="list-style-type: none"> <li>I can explain that the Bible came together over a period of more than a thousand years and contains sacred texts from Judaism, the four Gospels, and other early writings of the Church.</li> <li>I know that the Church teaches that Sacred Scripture is the inspired Word of God and the Church helps Catholics read and understand the Bible.</li> <li>I know that the Bible is translated from different languages into many languages.</li> <li>I can recognise that the Tanakh uses different names for God that reveal aspects of his nature.</li> <li>I can use specialist vocabulary to describe some Jewish beliefs expressed in the Shema prayer.</li> </ul> <p><b>Discern</b></p> <ul style="list-style-type: none"> <li>I can ask 'How can Sacred Scripture be "truth" if not everything in it is right?' (YOUCAT 15) and discuss how to read the Bible prayerfully and how the Church helps us understand Scripture.</li> <li>I can explore the place of Sacred Scripture in Jewish life today.</li> <li>I can discuss why the whole Bible is important for Christians, not just the New Testament.</li> </ul> <p><b>Respond</b></p> <ul style="list-style-type: none"> <li>I can reflect on the books that matter to them in their lives.</li> <li>I can talk to others about their sacred texts and why they matter.</li> <li>I can think and talk about ways of showing respect for sacred texts.</li> </ul>



	<ul style="list-style-type: none"> <li>I can reflect on their habits and where they could ‘grow in virtue’ to be better neighbours.</li> </ul>	belong could be transformed by offering their own lives in service to others, as part of their preparation during Advent.				
<b>PHYSICAL EDUCATION</b>	<p><b><u>Personal</u></b></p> <ul style="list-style-type: none"> <li>I can see new challenges as opportunities to learn and develop</li> <li><i>I can develop and apply my ball skills and reaction and respond through focused skill development sessions, through modified/non-traditional games and sports and healthy competition.</i></li> </ul> <p><b><u>Invasion - Football</u></b></p> <ul style="list-style-type: none"> <li>I can give some reasons for warming up and cooling down</li> <li>I can pass, receive and dribble with a ball in different ways with some control and accuracy.</li> <li>I can begin to find and use space in a game.</li> <li>I can apply a few skills and techniques with</li> <li>some consistency.</li> <li>I know about some tactics for attacking and with support, begin to apply them in a game situation, such as when to pass and when to dribble.</li> <li>I know about some tactics for defending and with support, begin to apply them in a game situation, such as man-to-man marking and when to tackle.</li> <li>I know what they and their team needs to do to keep possession and contribute to this occasionally.</li> <li>I can follow rules in simple invasion games.</li> <li>I can evaluate their own and others’ performance with support.</li> </ul>	<p><b><u>Social</u></b></p> <ul style="list-style-type: none"> <li>I can give helpful feedback to help others improve</li> <li><i>I can develop and apply my dynamic balance on a line and counterbalance with a partner through focused skill development sessions, modified/non-traditional games and sports and healthy competition.</i></li> </ul> <p><b><u>Invasion - Football</u></b></p> <ul style="list-style-type: none"> <li>I can give some reasons for warming up and cooling down</li> <li>I can pass, receive and dribble with a ball in different ways with some control and accuracy.</li> <li>I can begin to find and use space in a game.</li> <li>I can apply a few skills and techniques with</li> <li>some consistency.</li> <li>I know about some tactics for attacking and with support, begin to apply them in a game situation, such as when to pass and when to dribble.</li> <li>I know about some tactics for defending and with support, begin to apply them in a game situation, such as man-to-man marking and when to tackle.</li> <li>I know what they and their team needs to do to keep possession and contribute to this occasionally.</li> <li>I can follow rules in simple invasion games.</li> <li>I can evaluate their own and others’ performance with support.</li> </ul>	<p><b><u>Cognitive</u></b></p> <ul style="list-style-type: none"> <li>I can understand ways to judge performance</li> <li><i>I can develop and apply my stance and footwork through focused skill development sessions, through modified/non-traditional games and sports and healthy competition.</i></li> </ul> <p><b><u>Dance</u></b></p> <ul style="list-style-type: none"> <li>I can select the most appropriate movement from a selection.</li> <li>I can attempt to transfer weight when performing movements.</li> <li>I can perform a group dance in canon with support.</li> <li>I can perform actions at low, medium and high levels.</li> <li>I can demonstrate some awareness of their body in a dance space when performing, demonstrating ideas with support.</li> <li>I can use suggested movements to create an ongoing motif.</li> <li>I can use suggested movements to communicate ideas in a dance.</li> </ul>	<p><b><u>Creative</u></b></p> <ul style="list-style-type: none"> <li>I can link actions and create sequences that express ideas</li> <li><i>I can develop and apply my seated balance and floor work balance through focused skill development sessions, through modified/non-traditional games and sports and healthy competition.</i></li> </ul> <p><b><u>Dance</u></b></p> <ul style="list-style-type: none"> <li>I can select the most appropriate movement from a selection.</li> <li>I can attempt to transfer weight when performing movements.</li> <li>I can perform a group dance in canon with support.</li> <li>I can perform actions at low, medium and high levels.</li> <li>I can demonstrate some awareness of their body in a dance space when performing, demonstrating ideas with support.</li> <li>I can use suggested movements to create an ongoing motif.</li> <li>I can use suggested movements to communicate ideas in a dance.</li> </ul>	<p><b><u>Physical</u></b></p> <ul style="list-style-type: none"> <li>I can use combinations of skills in specific circumstances</li> <li><i>I can develop and apply my jumping and landing and one leg balance through focused skill development sessions, modified/non-traditional games and sports and healthy competition.</i></li> </ul> <p><b><u>Net and wall - tennis</u></b></p> <ul style="list-style-type: none"> <li>I can show some ability to maintain control of a ball on a racket while moving.</li> <li>I can at times, successfully catch and control a ball on their racket.</li> <li>I can occasionally move their feet to attempt to improve their position for catching a ball.</li> <li>I can grip and hold the tennis racket correctly when hitting a forehand groundstroke.</li> <li>I can demonstrate knowledge of how and when to get into the ready position but may sometimes need reminding.</li> <li>I can use the forehand stroke, with some shots landing on the opposition's side of the court.</li> <li>I can explain an advantage and disadvantage of one of the backhand groundstroke techniques.</li> <li>I can occasionally use the correct technique for the double-handed backhand.</li> <li>I can hit a backhand stroke at a targeted area.</li> <li>I can sometimes achieve an appropriate overhead ball toss when in a service stance.</li> <li>I can use a developing service stroke to strike a ball overhead with a racket.</li> <li>I can hit a serve towards a target area.</li> <li>I can at times, hit a ball before it bounces using the volley technique.</li> <li>I can at times, play a short or long volley.</li> <li>I can use the ready position between shots, to prepare themselves for the next volley.</li> </ul>	<p><b><u>Health and fitness</u></b></p> <ul style="list-style-type: none"> <li>I can understand and describe the basic fitness components</li> <li><i>I can develop and apply my sending and receiving and ball chasing through focused skill development sessions, modified/non-traditional games and sports and healthy competition.</i></li> </ul> <p><b><u>Net and wall - Tennis</u></b></p> <ul style="list-style-type: none"> <li>I can show some ability to maintain control of a ball on a racket while moving.</li> <li>I can at times, successfully catch and control a ball on their racket.</li> <li>I can occasionally move their feet to attempt to improve their position for catching a ball.</li> <li>I can grip and hold the tennis racket correctly when hitting a forehand groundstroke.</li> <li>I can demonstrate knowledge of how and when to get into the ready position but may sometimes need reminding.</li> <li>I can use the forehand stroke, with some shots landing on the opposition's side of the court.</li> <li>I can explain an advantage and disadvantage of one of the backhand groundstroke techniques.</li> <li>I can occasionally use the correct technique for the double-handed backhand.</li> <li>I can hit a backhand stroke at a targeted area.</li> <li>I can sometimes achieve an appropriate overhead ball toss when in a service stance.</li> <li>I can use a developing service stroke to strike a ball overhead with a racket.</li> <li>I can hit a serve towards a target area.</li> <li>I can at times, hit a ball before it bounces using the volley technique.</li> <li>I can at times, play a short or long volley.</li> <li>I can use the ready position between shots, to prepare themselves for the next volley.</li> <li>I can understand some of the basic rules in tennis and knows how to keep score.</li> </ul>





					<ul style="list-style-type: none"> <li>I can understand some of the basic rules in tennis and knows how to keep score.</li> <li>I can use one or more of the stroke techniques learnt in this unit, to take part in a rally.</li> <li>I can serve the ball using the underarm technique.</li> <li>I can evaluate their performance, with support.</li> </ul>	<ul style="list-style-type: none"> <li>I can use one or more of the stroke techniques learnt in this unit, to take part in a rally.</li> <li>I can serve the ball using the underarm technique.</li> <li>I can evaluate their performance, with support.</li> </ul>
PSHE	<p><b><u>Calming the Storm</u></b></p> <ul style="list-style-type: none"> <li>I know that we were created individually by God who cares for us and wants us to put our faith in Him.</li> <li>I know that we physically becoming an adult is a natural phase of life.</li> <li>I know that lots of changes will happen during puberty and sometimes it might feel confusing, but it is all part of God's great plan and the results will be worth it.</li> </ul> <p><b><u>Gifts and talents</u></b></p> <ul style="list-style-type: none"> <li>I know that similarities and differences between people arise as they grow and mature, and that by living and working together ('teamwork') we create community;</li> <li>Self-confidence arises from being loved by God (not status, etc).</li> <li>I know that human beings are different to other animals.</li> <li>I know about the unique growth and development of humans, and the changes that girls will experience during puberty.</li> <li>I know about the need to respect their bodies as a gift from God to be looked after well, and treated appropriately.</li> <li>I know about the need for modesty and appropriate boundaries.</li> </ul> <p><b><u>Boys' Bodies</u></b></p> <ul style="list-style-type: none"> <li>I know that human beings are different in kind to other animals.</li> <li>I know about the unique growth and development of humans, and the changes that boys will experience during puberty.</li> <li>I know about the need to respect their bodies as a gift from God to be looked after well, and treated appropriately.</li> <li>I know about the need for modesty and appropriate boundaries.</li> </ul>	<p><b><u>Peculiar Feelings</u></b></p> <ul style="list-style-type: none"> <li>I can deepen my understanding of the range and intensity of their feelings; that 'feelings' are not good guides for action.</li> <li>I know that some behaviour is wrong, unacceptable, unhealthy or risky.</li> </ul> <p><b><u>Emotional Changes</u></b></p> <ul style="list-style-type: none"> <li>I know that emotions change as I grow up (including hormonal effects);</li> <li>I can deepen their understanding of the range and intensity of my feelings; that 'feelings' are not good guides for action.</li> <li>I know about emotional well-being: that beauty, art, etc. can lift the spirit; and that also openness with trusted parents/carers/teachers when worried ensures healthy well-being.</li> </ul> <p><b><u>Seeing Stuff Online</u></b></p> <ul style="list-style-type: none"> <li>I know the difference between harmful and harmless videos and images.</li> <li>I know about the impact that harmful videos and images can have on young minds.</li> <li>I know ways to combat and deal with viewing harmful videos and images.</li> </ul> <p><b><u>Making Babies (Part One)</u></b></p> <ul style="list-style-type: none"> <li>I know how a baby grows and develops in its mother's womb.</li> </ul> <p><b><u>Making Babies (Part Two)</u></b></p> <ul style="list-style-type: none"> <li>I know basic scientific facts about sexual intercourse between a man and woman.</li> <li>I know about the physical, emotional, moral and spiritual implications of sexual intercourse.</li> <li>I know about the Christian viewpoint that sexual intercourse should be saved for marriage.</li> </ul> <p><b><u>Menstruation</u></b></p> <ul style="list-style-type: none"> <li>I know about the nature and role of menstruation in the fertility cycle, and that fertility is involved in the start of life.</li> </ul>	<ul style="list-style-type: none"> <li><b><u>Is God Calling You?</u></b></li> <li>I know that God calls us to love others.</li> <li>I know ways in which we can participate in God's call to us.</li> <li><b><u>Under Pressure</u></b></li> <li>I know pressure comes in different forms, and what those different forms are and that there are strategies that they can adopt to resist pressure.</li> <li><b><u>Do You Want a Piece of Cake?</u></b></li> <li>I can understand what consent and bodily autonomy means.</li> <li>I can discuss and reflect on different scenarios in which it is right to say 'no'.</li> <li><b><u>Self-Talk</u></b></li> <li>I can learn about how thoughts and feelings impact on actions, and develop strategies that will positively impact their actions.</li> <li>I can apply this approach to personal friendships and relationships</li> <li><b><u>Build Others Up</u></b></li> <li>I know about prejudice, bullying and discrimination: what they mean and how to challenge them.</li> <li>I know about protected characteristics from the Equality Act 2010 such as race, age and disability.</li> <li>I know that everyone is made in the image of God, loved unconditionally by Him, has equal dignity and is deserving of equal respect.</li> </ul> <p><b><u>Sharing Isn't Always Caring</u></b></p> <ul style="list-style-type: none"> <li>I can recognise that my increasing independence brings increased responsibility to keep myself and others safe.</li> <li>I know how to use technology safely.</li> <li>I know 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.</li> </ul>	<p><b><u>Cyberbullying</u></b></p> <ul style="list-style-type: none"> <li>I know what the term cyberbullying means and examples of it.</li> <li>I know what cyberbullying feels like for the victim.</li> <li>I know how to get help if I experience cyberbullying.</li> </ul> <p><b><u>Types of Abuse</u></b></p> <ul style="list-style-type: none"> <li>To judge well what kind of physical contact is acceptable or unacceptable and how to respond.</li> <li>That there are different people we can trust for help, especially those closest to us who care for us, including parents, teachers and priests.</li> </ul> <p><b><u>Impacted Lifestyles</u></b></p> <ul style="list-style-type: none"> <li>I can understand the effect that a range of substances including drugs, tobacco and alcohol can have on the body.</li> <li>I can learn how to make good choices about substances that will have a positive impact on my health.</li> <li>I know that our bodies are created by God, so we should take care of them and be careful about what we consume.</li> </ul> <p><b><u>Making Good Choices</u></b></p> <ul style="list-style-type: none"> <li>I can recognise how we may come under pressure when it comes to drugs, alcohol and tobacco.</li> <li>I know that that I am entitled to say "no" for all sorts of reasons, but not least in order to protect my God-given body.</li> </ul> <p><b><u>Giving Assistance</u></b></p> <ul style="list-style-type: none"> <li>I know that the recovery position can be used when a person is unconscious but breathing.</li> <li>DR ABC is a primary survey to find out how to treat life-threatening conditions in order of importance.</li> </ul>	<ul style="list-style-type: none"> <li><b><u>The Trinity</u></b></li> <li>I know that God is Trinity - a community of persons.</li> <li>I know that the Church is the Body of Christ.</li> </ul> <p><b><u>Catholic Social Teaching</u></b></p> <ul style="list-style-type: none"> <li>I can develop a deeper understanding of Catholic Social Teaching, so that I can grow to be:</li> <li>Just, understanding that the way we live has an impact on others locally, nationally and globally</li> <li>Self-giving, able to put aside their own wants for the common good, serving all of humanity and caring for creation.</li> <li>I am equipped to calmly stand up for my faith, for friends, my community and for victims of injustice.</li> <li>.</li> </ul>	<p><b><u>Reaching Out</u></b></p> <ul style="list-style-type: none"> <li>I can apply the principles of Catholic Social Teaching to current issues.</li> <li>I can find ways in which I can spread God's love in my community.</li> </ul>





	<p><b><u>Spots &amp; Sleep</u></b></p> <ul style="list-style-type: none"> <li>I know to make good choices that it has an impact on their health: rest and sleep, exercise, personal hygiene, avoiding the overuse of electronic entertainment, etc.</li> <li><b><u>Body Image</u></b></li> <li>I can recognise that images in the media do not always reflect reality and can affect how people feel about themselves.</li> <li>I know that thankfulness builds resilience against feelings of envy, inadequacy, etc. and against pressure from peers or media</li> </ul>	<ul style="list-style-type: none"> <li>I know about some practical help on how to manage the onset of menstruation.</li> <li><b><u>Hope in Death</u></b></li> <li>I can explain what 'death' means.</li> <li>I know about some feelings often connected with grief</li> <li>I know what the Christian faith says about death and eternal life.</li> <li>I know some ways to support themselves and others when they are grieving</li> </ul>	<ul style="list-style-type: none"> <li>I know how to report and get help if I encounter inappropriate materials or messages.</li> </ul>			
<b>ART &amp; DESIGN</b>	<ul style="list-style-type: none"> <li><b><u>Drawing</u></b></li> <li><b>How do architects and designers use drawing?</b> Antoni Guadi - Architect Zaha Hadid - Architect William Morris – Designer</li> <li>I know the different grades of pencils:2H, HB, B, 2B, 4B &amp; 6B and the qualities they each offer in drawing.</li> <li>I can select an appropriate drawing media (pencil, biro, charcoal, colouring pencils, pastels etc...) which is fit for purpose.</li> <li>I can use the formal elements of art within observational studies - line, shape, form, tone, colour, texture &amp; pattern.</li> <li>I know that drawing can lead to jobs such as architecture, fashion designing, interior designer and illustration.</li> <li>I can select different grades of pencils for purpose.</li> <li>I can apply drawing skills using ink pens and explore the different properties.</li> <li>I can use a range of mark making techniques to show contrast and tone in drawings.</li> <li>I can make small studies from observation using viewfinders to focus on selected parts.</li> <li>I can draw from first-hand observation and from source material.</li> <li>I can use the work of a well-known artist to design a complex pattern from 2 or more motifs (and print a tiled version - polystyrene tile and ink printing).</li> </ul>	<ul style="list-style-type: none"> <li><b><u>Painting</u></b></li> <li><b>How do you create moods in paintings?</b> David Hockney - Contemporary Piet Mondrian – Modern</li> <li>I know that colour and the way that it is applied can express mood and provoke emotions.</li> <li>I know that colours can be mixed according to the mood that is required.</li> <li>I know that different paint media (poster, powder, watercolour, acrylic) can be chosen for specific effects an artist wants to achieve.</li> <li>I know that an artist's choice of colour and the relationships between colours have a huge influence on how a piece or art looks and feels.</li> <li>I know how personal influences in the world around us can influence our paintings.</li> <li>I can carry out preliminary studies to explore different paint media and tools to mix and apply colours to a surface.</li> <li>I can show an understanding the properties of a range of different paint types.</li> <li>I can experiment with different colours to create a range of moods in their paintings.</li> <li>I have awareness of composition, scale and proportions in artwork.</li> <li>I can paint from imagination and observation.</li> <li>I can develop a painting from a wide range of techniques, including planning and drawing.</li> <li>I can explain why they have chosen specific painting techniques.</li> </ul>	<b><u>Sculpture and mixed media</u></b>			
<b>DESIGN &amp; TECHNOLOGY</b>	<ul style="list-style-type: none"> <li></li> </ul>	<p><b><u>Technical Knowledge</u></b></p> <ul style="list-style-type: none"> <li>I can understand and use electrical systems in their products (for example, series circuits, bulbs, buzzers and motors).</li> </ul>	<p><b><u>Technical Knowledge</u></b></p> <ul style="list-style-type: none"> <li>I can apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</li> <li><b><u>Designing</u></b></li> </ul>	<p><b><u>Technical Knowledge</u></b></p> <ul style="list-style-type: none"> <li>I can apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</li> <li><b><u>Designing</u></b></li> </ul>	<p><b><u>Technical Knowledge</u></b></p> <ul style="list-style-type: none"> <li>I can apply their understanding of computing to program, monitor and control their products.</li> <li><b><u>Designing</u></b></li> </ul>	<p><b><u>Technical Knowledge</u></b></p> <ul style="list-style-type: none"> <li>I can apply their understanding of computing to program, monitor and control their products.</li> <li><b><u>Food</u></b></li> </ul>



		<ul style="list-style-type: none"> <li>I can apply their understanding of computing to program, monitor and control their products.</li> </ul> <p><b>Designing</b></p> <ul style="list-style-type: none"> <li>I can generate realistic ideas and their own design criteria through discussion, focusing on the needs of the user.</li> <li>I can use annotated sketches and prototypes to develop and communicate idea.</li> <li>I can investigate and analyse a range of existing products.</li> </ul> <p><b>Evaluating and Improving</b></p> <ul style="list-style-type: none"> <li>I can evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</li> <li>I can understand how key events and individuals in design and technology have helped shape the world.</li> </ul>	<ul style="list-style-type: none"> <li>I can generate realistic ideas and their own design criteria through discussion, focusing on the needs of the user.</li> <li>I can use annotated sketches and prototypes to develop and communicate ideas.</li> </ul> <p><b>Making</b></p> <ul style="list-style-type: none"> <li>I can order the main stages of making.</li> </ul> <p>Measure and mark out to the nearest centimetre.</p> <p><b>Evaluating and Improving</b></p> <ul style="list-style-type: none"> <li>I can investigate and analyse a range of existing products.</li> <li>I can evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</li> <li>I understand how key events and individuals in design and technology have helped shape the world.</li> </ul>	<ul style="list-style-type: none"> <li>I can generate realistic ideas and their own design criteria through discussion, focusing on the needs of the user.</li> <li>Use annotated sketches and prototypes to develop and communicate ideas.</li> </ul> <p><b>Making</b></p> <ul style="list-style-type: none"> <li>I can order the main stages of making.</li> <li>I can select from and use appropriate tools with some accuracy to cut, shape and join paper and card.</li> <li>I can select from and use finishing techniques suitable for the product they are creating.</li> <li>I can measure and mark out to the nearest centimetre.</li> </ul> <p><b>Evaluating and Improving</b></p> <ul style="list-style-type: none"> <li>I can investigate and analyse a range of existing products.</li> <li>I can evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</li> <li>I can understand how key events and individuals in design and technology have helped shape the world.</li> </ul>	<ul style="list-style-type: none"> <li>I can generate realistic ideas and their own design criteria through discussion, focusing on the needs of the user.</li> <li>I can use annotated sketches and prototypes to develop and communicate ideas.</li> <li>I can investigate and analyse a range of existing products.</li> <li>I can evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</li> <li>I understand how key events and individuals in design and technology have helped shape the world.</li> </ul> <p><b>Evaluating and Improving</b></p> <ul style="list-style-type: none"> <li>I can investigate and analyse a range of existing products.</li> <li>I can evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</li> <li>I can understand how key events and individuals in design and technology have helped shape the world.</li> </ul>	<ul style="list-style-type: none"> <li>I can understand and apply the principles of a healthy and varied diet.</li> <li>I can prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</li> <li>I can understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.</li> </ul> <p><b>Designing</b></p> <ul style="list-style-type: none"> <li>I can generate realistic ideas and their own design criteria through discussion, focusing on the needs of the user.</li> <li>I can use annotated sketches and prototypes to develop and communicate ideas.</li> </ul> <p><b>Evaluating and Improving</b></p> <ul style="list-style-type: none"> <li>I can investigate and analyse a range of existing products.</li> <li>I can evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</li> <li>I can understand how key events and individuals in design and technology have helped shape the world.</li> </ul>
<b>COMPUTING</b>	<ul style="list-style-type: none"> <li>I can describe that a computer system features inputs, processes, and outputs.</li> <li>I can explain that computer systems communicate with other devices.</li> <li>I can explain that systems are built using a number of parts.</li> <li>I can explain the benefits of a given computer system.</li> <li>I can identify tasks that are managed by computer systems.</li> <li>I can identify the human elements of a computer system.</li> <li>I can compare results from different search engines.</li> <li>I can make use of a web search to find specific information.</li> <li>I can refine my web search.</li> <li>I can explain why we need tools to find things online.</li> <li>I can recognise the role of web crawlers in creating an index.</li> <li>I can relate a search term to the search engine’s index.</li> </ul>	<ul style="list-style-type: none"> <li>I can compare features in different videos.</li> <li>I can explain that video is a visual media format.</li> <li>I can identify features of videos.</li> <li>I can experiment with different camera angles.</li> <li>I can identify and find features on a digital video recording device.</li> <li>I can make use of a microphone.</li> <li>I can capture video using a range of filming techniques.</li> <li>I can review how effective my video is.</li> <li>I can suggest filming techniques for a given purpose.</li> <li>I can create and save video content.</li> <li>I can decide which filming techniques I will use.</li> <li>I can outline the scenes of my video.</li> <li>I can explain how to improve a video by reshooting and editing.</li> <li>I can select the correct tools to make edits to my video.</li> </ul>	<ul style="list-style-type: none"> <li>I can create a simple circuit and connect it to a microcontroller.</li> <li>I can explain what an infinite loop does.</li> <li>I can program a microcontroller to make an LED switch on.</li> <li>I can connect more than one output component to a microcontroller.</li> <li>I can design sequences that use count-controlled loops.</li> <li>I can use a count-controlled loop to control outputs.</li> <li>I can design a conditional loop.</li> <li>I can explain that a condition is either true or false.</li> <li>I can program a microcontroller to respond to an input.</li> <li>I can explain that a condition being met can start an action.</li> <li>I can identify a condition and an action in my project.</li> <li>I can use selection (an ‘if...then...’ statement) to direct the flow of a program.</li> <li>.</li> </ul>	<ul style="list-style-type: none"> <li>I can choose which field to sort data by to answer a given question.</li> <li>I can explain what a field and a record is in a database.</li> <li>I can navigate a flat-file database to compare different views of information.</li> <li>I can combine grouping and sorting to answer specific questions.</li> <li>I can explain that data can be grouped using chosen values.</li> <li>I can group information using a database.</li> <li>I can choose multiple criteria to answer a given question.</li> <li>I can choose which field and value are required to answer a given question.</li> <li>I can outline how ‘AND’ and ‘OR’ can be used to refine data selection.</li> <li>I can explain the benefits of using a computer to create charts.</li> <li>I can refine a chart by selecting a particular filter</li> <li>I can select an appropriate chart to visually compare data.</li> <li>I can ask questions that will need more than one field to answer.</li> </ul>	<ul style="list-style-type: none"> <li>I can discuss how vector drawings are different from paper-based drawings.</li> <li>I can experiment with the shape and line tools.</li> <li>I can recognise that vector drawings are made using shapes.</li> <li>I can explain that each element added to a vector drawing is an object.</li> <li>I can identify the shapes used to make a vector drawing.</li> <li>I can move, resize, and rotate objects I have duplicated.</li> <li>I can explain how alignment grids and resize handles can be used to improve consistency.</li> <li>I can modify objects to create a new image.</li> <li>I can use the zoom tool to help me add detail to my drawings.</li> <li>I can change the order of layers in a vector drawing.</li> <li>I can identify that each added object creates a new layer in the drawing.</li> <li>I can use layering to create an image.</li> </ul>	<ul style="list-style-type: none"> <li>I can identify conditions in a program.</li> <li>I can modify a condition in a program.</li> <li>I can recall how conditions are used in selection.</li> <li>I can create a program with different outcomes using selection.</li> <li>I can identify the condition and outcomes in an ‘if... then... else...’ statement.</li> <li>I can use selection in an infinite loop to check a condition.</li> <li>I can design the flow of a program which contains ‘if... then... else...’</li> <li>I can explain that program flow can branch according to a condition.</li> <li>I can show that a condition can direct program flow in one of two ways.</li> <li>I can identify the outcome of user input in an algorithm.</li> <li>I can outline a given task.</li> <li>I can use a design format to outline my project.</li> <li>I can implement my algorithm to create the first section of my program.</li> </ul>



	<ul style="list-style-type: none"><li>• I can explain that a search engine follows rules to rank results.</li><li>• I can give examples of criteria used by search engines to rank results.</li><li>• I can order a list by rank.</li><li>• I can describe some of the ways that search results can be influenced.</li><li>• I can explain how search engines make money.</li><li>• I can recognise some of the limitations of search engines.</li></ul>	<ul style="list-style-type: none"><li>• I can store, retrieve, and export my recording to a computer.</li><li>• I can evaluate my video and share my opinions.</li><li>• I can make edits to my video and improve the final outcome.</li><li>• I can recognise that my choices when making a video will impact on the quality of the final outcome.</li></ul>	<ul style="list-style-type: none"><li>• I can create a detailed drawing of my project.</li><li>• I can describe what my project will do.</li><li>• I can identify a real-world example of a condition starting an action.</li><li>• I can test and debug my project.</li><li>• I can use selection to produce an intended outcome.</li><li>• I can write an algorithm that describes what my model will do.</li></ul>	<ul style="list-style-type: none"><li>• I can present my findings to a group.</li><li>• I can refine a search in a real-world context "</li></ul>	<ul style="list-style-type: none"><li>• I can copy part of a drawing by duplicating several objects.</li><li>• I can recognise when I need to group and ungroup objects.</li><li>• I can reuse a group of objects to further develop my vector drawing.</li><li>• I can compare vector drawings to freehand paint drawings.</li><li>• I can create a vector drawing for a specific purpose.</li><li>• I can reflect on the skills I have used and why I have used them.</li></ul>	<ul style="list-style-type: none"><li>• I can share my program with others.</li><li>• I can test my program.</li><li>• I can extend my program further.</li><li>• I can identify the setup code I need in my program.</li><li>• I can identify ways the program could be improved.</li></ul>
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