

[illegible]



<p><b>WRITING</b></p>	<ul style="list-style-type: none"> <li>I can use and understand word classes e.g. noun, adjective, verb, adverb</li> <li>Identify the subject and verb within an active sentence</li> <li>I can use present, simple past, past progressive verb tenses (incl. most irregular verb forms) to show the difference in time</li> <li>I can understand how to use most coordinating Conjunctions (and, but, or, yet, so) <ul style="list-style-type: none"> <li>I can understand how to use and increasing range of subordinating conjunctions (if, since, as, although, while, after, before, until and because)</li> </ul> </li> <li>I can extend the range of sentences with more than one clause by using a wider range of these conjunctions</li> <li>I can choose nouns/ pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>I can create/ identify expanded noun phrases</li> <li>I can understand and use verb inflections was/ were, etc.</li> <li>I can revise different sentence types: command, question, statement, exclamation <ul style="list-style-type: none"> <li>I can revise formation of past, present and future tense</li> </ul> </li> <li>I can use fronted adverbials followed by a comma</li> </ul> <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 inverted commas to demarcate speech</li> <li>I can use commas, question marks or exclamation marks alongside inverted commas to correctly punctuate speech</li> <li>I can use commas after fronted adverbials</li> </ul> <p><b>Narrative – mythical quest</b> <b>Recount - diary</b></p>	<ul style="list-style-type: none"> <li>I can use and understand word classes e.g. noun, adjective, verb, adverb</li> <li>Identify the subject and verb within an active sentence</li> <li>I can use present, simple past, past progressive verb tenses (incl. most irregular verb forms) to show the difference in time</li> <li>I can understand how to use most coordinating Conjunctions (and, but, or, yet, so) <ul style="list-style-type: none"> <li>I can understand how to use and increasing range of subordinating conjunctions (if, since, as, although, while, after, before, until and because)</li> </ul> </li> <li>I can extend the range of sentences with more than one clause by using a wider range of these conjunctions</li> <li>I can choose nouns/ pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>I can create/ identify expanded noun phrases</li> <li>I can understand and use verb inflections was/ were, etc.</li> <li>I can revise different sentence types: command, question, statement, exclamation <ul style="list-style-type: none"> <li>I can revise formation of past, present and future tense</li> </ul> </li> <li>I can use fronted adverbials followed by a comma</li> </ul> <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 inverted commas to demarcate speech</li> <li>I can use commas, question marks or exclamation marks alongside inverted commas to correctly punctuate speech</li> <li>I can use commas after fronted adverbials</li> </ul> <p><b>Narrative – imaginary world</b> <b>Character description</b></p>	<ul style="list-style-type: none"> <li>I can use and understand word classes e.g. noun, adjective, verb, adverb</li> <li>Identify the subject and verb within an active sentence</li> <li>I can use present, simple past, past progressive verb tenses (incl. most irregular verb forms) to show the difference in time</li> <li>I can understand how to use most coordinating Conjunctions (and, but, or, yet, so) <ul style="list-style-type: none"> <li>I can understand how to use and increasing range of subordinating conjunctions (if, since, as, although, while, after, before, until and because)</li> </ul> </li> <li>I can extend the range of sentences with more than one clause by using a wider range of these conjunctions</li> <li>I can choose nouns/ pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>I can create/ identify expanded noun phrases</li> <li>I can understand and use verb inflections was/ were, etc.</li> <li>I can revise different sentence types: command, question, statement, exclamation <ul style="list-style-type: none"> <li>I can revise formation of past, present and future tense</li> </ul> </li> <li>I can use fronted adverbials followed by a comma</li> </ul> <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 inverted commas to demarcate speech</li> <li>I can use commas, question marks or exclamation marks alongside inverted commas to correctly punctuate speech</li> <li>I can use commas after fronted adverbials</li> </ul> <p><b>Narrative – alternative chapter</b> <b>Recount – non-chronological report</b></p>	<ul style="list-style-type: none"> <li>I can use and understand word classes e.g. noun, adjective, verb, adverb</li> <li>Identify the subject and verb within an active sentence</li> <li>I can use present, simple past, past progressive verb tenses (incl. most irregular verb forms) to show the difference in time</li> <li>I can understand how to use most coordinating Conjunctions (and, but, or, yet, so) <ul style="list-style-type: none"> <li>I can understand how to use and increasing range of subordinating conjunctions (if, since, as, although, while, after, before, until and because)</li> </ul> </li> <li>I can extend the range of sentences with more than one clause by using a wider range of these conjunctions</li> <li>I can choose nouns/ pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>I can create/ identify expanded noun phrases</li> <li>I can understand and use verb inflections was/ were, etc.</li> <li>I can revise different sentence types: command, question, statement, exclamation <ul style="list-style-type: none"> <li>I can revise formation of past, present and future tense</li> </ul> </li> <li>I can use fronted adverbials followed by a comma</li> </ul> <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 inverted commas to demarcate speech</li> <li>I can use commas, question marks or exclamation marks alongside inverted commas to correctly punctuate speech</li> <li>I can use commas after fronted adverbials</li> </ul> <p><b>Narrative – Alternative POV</b> <b>Recount - Letter</b></p>	<ul style="list-style-type: none"> <li>I can use and understand word classes e.g. noun, adjective, verb, adverb</li> <li>Identify the subject and verb within an active sentence</li> <li>I can use present, simple past, past progressive verb tenses (incl. most irregular verb forms) to show the difference in time</li> <li>I can understand how to use most coordinating Conjunctions (and, but, or, yet, so) <ul style="list-style-type: none"> <li>I can understand how to use and increasing range of subordinating conjunctions (if, since, as, although, while, after, before, until and because)</li> </ul> </li> <li>I can extend the range of sentences with more than one clause by using a wider range of these conjunctions</li> <li>I can choose nouns/ pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>I can create/ identify expanded noun phrases</li> <li>I can understand and use verb inflections was/ were, etc.</li> <li>I can revise different sentence types: command, question, statement, exclamation <ul style="list-style-type: none"> <li>I can revise formation of past, present and future tense</li> </ul> </li> <li>I can use fronted adverbials followed by a comma</li> </ul> <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 inverted commas to demarcate speech</li> <li>I can use commas, question marks or exclamation marks alongside inverted commas to correctly punctuate speech</li> <li>I can use commas after fronted adverbials</li> </ul> <p><b>Narrative – rebirth (retelling from a character's point of view)</b></p>	<ul style="list-style-type: none"> <li>I can use and understand word classes e.g. noun, adjective, verb, adverb</li> <li>Identify the subject and verb within an active sentence</li> <li>I can use present, simple past, past progressive verb tenses (incl. most irregular verb forms) to show the difference in time</li> <li>I can understand how to use most coordinating Conjunctions (and, but, or, yet, so) <ul style="list-style-type: none"> <li>I can understand how to use and increasing range of subordinating conjunctions (if, since, as, although, while, after, before, until and because)</li> </ul> </li> <li>I can extend the range of sentences with more than one clause by using a wider range of these conjunctions</li> <li>I can choose nouns/ pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>I can create/ identify expanded noun phrases</li> <li>I can understand and use verb inflections was/ were, etc.</li> <li>I can revise different sentence types: command, question, statement, exclamation <ul style="list-style-type: none"> <li>I can revise formation of past, present and future tense</li> </ul> </li> <li>I can use fronted adverbials followed by a comma</li> </ul> <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 inverted commas to demarcate speech</li> <li>I can use commas, question marks or exclamation marks alongside inverted commas to correctly punctuate speech</li> <li>I can use commas after fronted adverbials</li> </ul> <p><b>Narrative – adventure</b> <b>Recount – diary</b></p>
<p><b>MATHEMATICS</b></p>	<p><u>Place Value</u></p> <ul style="list-style-type: none"> <li>I can recognise the place value of each digit in a four-digit number (thousands, hundreds, tens and ones)</li> <li>I can order and compare numbers beyond 1000</li> <li>Find 1000 more or less than a given number</li> <li><u>Addition and subtraction</u></li> <li>I can Solve addition and subtraction two-step problems in contexts, deciding which operation and methods to use and why</li> <li>I can use mental methods of addition and subtracting bridging thousands</li> <li>I can estimate and use inverse operations to check answers to a calculation</li> <li>I can use column method where appropriate</li> <li><u>Multiplication</u></li> <li>I can recall multiplication and division facts for multiplication tables 6,7,9</li> <li>I can use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1;</li> <li>I can recognise and use factor pairs and commutativity in mental calculations</li> <li>I can multiply 1 digit numbers by 10 and 100</li> <li>I can use distributive law to multiply a 2 digit number by 6,7 and 9</li> <li><u>Division</u></li> <li>I can divide multiples of 10 and 100 by 10 and 100</li> </ul>	<p><u>Place Value</u></p> <ul style="list-style-type: none"> <li>I can recognise the place value of each digit in a four-digit number (thousands, hundreds, tens and ones)</li> <li>I can compare 4 digit numbers</li> <li>I can count backwards through zero to include negative numbers.</li> <li>I can find 1000 more or less than a given number</li> <li>I can represent decimals on a number line.</li> <li>I can compare and order decimals linked with money.</li> <li>I can round 1dp to the nearest whole.</li> <li><u>Multiplication and Division</u></li> <li>I can multiply a 3-digit number by a 1-digit number</li> <li>I can use written methods to divide a 3-digit number by a one-digit number.</li> <li><u>Fractions</u></li> <li>I can add and subtract fractions with the same denominator beyond a whole.</li> <li>I can find a unit and non-unit fraction of an amount.</li> <li>I can recognise and show using diagrams, families of common equivalent fractions.</li> <li><u>Fractions and Decimals</u></li> <li>I can represent tenths and hundredths as decimals and fractions.</li> <li>I can order tenths and hundredths when represented as both fractions and decimals.</li> <li>I can question what else I know.</li> <li><u>Properties of shape</u></li> </ul>	<p><u>Place Value</u></p> <ul style="list-style-type: none"> <li>I can round any number to the nearest 10, 100 and 1000</li> <li>I can solve number and practical problems that involve all of the place value objectives and with increasingly positive numbers.</li> <li><u>Addition and Subtraction</u></li> <li>I can round and adjust to add and subtract</li> <li><u>Multiplication and Division</u></li> <li>I can recall multiplication and division facts for multiplication tables up to 12 x 12.</li> <li>I can use commutativity to multiply 3 numbers</li> <li>multiplication</li> <li><u>Fractions</u></li> <li>I can count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten</li> <li>I can add and subtract fractions with the same denominator crossing a whole</li> <li>I can recognise and show, using diagrams, families of common equivalent fractions including</li> <li>I can solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number</li> <li>I can recognise and show, using diagrams, families of common equivalent fractions#</li> <li><u>Problem Solving and Reasoning</u></li> </ul>	<ul style="list-style-type: none"> <li><u>Addition and Subtraction</u></li> <li>I can use column methods of addition and subtraction where regrouping is required for ones, tens, hundreds or where the sum bridges the hundreds.</li> <li>I can solve problems with more than 2 addends</li> <li>I can solve problems that require both addition and subtraction.</li> <li>I can use bar modelling to solve problems.</li> <li><u>Measurement</u></li> <li>I can convert between different units of measurement (for example kilometres to meter and pounds to pence), dividing/multiplying by 10, 100 and 1000 applying the language of tenths.</li> <li>I can solve 2-step problems involving rounding to the nearest whole number with measure.</li> <li><u>Properties of Shape</u></li> <li>I can identify lines of symmetry in 2D shapes presented in different orientations.</li> <li><u>Multiplication and Division</u></li> <li>I can multiply a 3-digit number by a 1 digit number</li> <li>I can use written methods to divide a 3 digit number by a 1-digit number.</li> <li><u>Problem Solving and Reasoning</u></li> <li>I can solve a variety of problems and use mathematical vocabulary to show my reasoning.</li> </ul>	<ul style="list-style-type: none"> <li><u>Addition and Subtraction</u></li> <li>I can use column methods of addition and subtraction where regrouping is required for ones, tens, hundreds or where the sum bridges the hundreds.</li> <li>I can solve problems that require both addition and subtraction when using decimals.</li> <li>I can use column methods of addition and subtraction when using decimals.</li> <li>I can solve problems involving money and measures</li> <li><u>Multiplication and Division</u></li> <li>I can multiply a 3-digit number by a 1-digit number</li> <li>I can use written methods to divide a 3-digit number by a 1-digt number.</li> <li><u>Fractions</u></li> <li>I can recognise and show, using diagrams, families of common equivalent fractions</li> <li>I can solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number</li> <li>I can recognise and write decimal equivalents of any number of tenths or hundredths</li> <li>I can recognise and write decimal equivalents to <math>\frac{1}{4}</math>, <math>\frac{3}{4}</math>, <math>\frac{1}{2}</math></li> <li>I can find the effect of dividing a one or two-digit number by 10 and 100, identifying the value of the digits in the answer and ones, tenths and hundredths</li> <li><u>Problem Solving and Reasoning</u></li> </ul>	<p><u>Measurement</u></p> <ul style="list-style-type: none"> <li>I can measure and calculate the perimeter of a rectangular figure (including squares) in centimetres and metres.</li> <li>I can find the area of rectangular shapes by counting squares.</li> <li>I can recognise and show, using diagrams, families of common equivalent fractions including</li> <li><u>Fractions</u></li> <li>I can recognise and solve simple measure and money problems involving fractions and decimals to 2d.p</li> <li>I can solve problems involving increasingly harder fractions to calculate quantities and fractions to divide quantities, including non-unit fractions where the answer is a whole number</li> <li>I can add and subtract fractions with different denominators like <math>\frac{1}{2}</math> or <math>\frac{1}{4}</math></li> <li><u>Calculation</u></li> <li>I can use the formal methods of calculation</li> <li><u>Properties of Shape</u></li> <li>I can compare and classify geometric shapes including quadrilaterals and triangles based on their properties.</li> <li><u>Data Handling and Statistics</u></li> <li>I can interpret and present discrete data and continuous data using appropriate graphical methods, including bar charts and times graphs</li> </ul>



	<ul style="list-style-type: none"> <li>I can use known facts to divide mentally</li> <li>I can use near multiples to divide with remainders</li> </ul>	<ul style="list-style-type: none"> <li>I can identify acute and obtuse angles and compare and order angles up to two right angles by size.</li> <li>I can identify types of angles within shapes.</li> </ul>	<ul style="list-style-type: none"> <li>I can solve missing number or value problems including shape and symbol patterns.</li> <li>I can question what else I know.</li> </ul>		<ul style="list-style-type: none"> <li>I can solve a variety of problems and use mathematical vocabulary to show my reasoning.</li> </ul>	<ul style="list-style-type: none"> <li>I can solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs. <u>Position and Direction</u></li> <li>I can describe positions on a 2D grid as coordinates in the first quadrant.</li> <li>I can describe movements between positions as translations of a given unit to the left/right and up/down</li> <li>I can plot specific points and draw slides to complete a given polygon.</li> <li><u>Problem Solving and Reasoning</u></li> <li>I can solve a variety of problems and use mathematical vocabulary to show my reasoning.</li> </ul>
<b>SCIENCE</b>	States of Matter <ul style="list-style-type: none"> <li>I can understand the properties of solids, liquids and gases and particle formation.</li> <li>I know the link between the rate of evaporation and temperature.</li> <li>I can understand and explain the water cycle.</li> </ul>	Electricity <ul style="list-style-type: none"> <li>I can understand how electricity is produced.</li> <li>I can understand a complete circuit allows electricity to flow all the way around.</li> <li>I can understand electrical safety.</li> <li>I can understand how electricity flows around a series and parallel circuit.</li> <li>I can understand how a switch works by blocking or causing a break in a circuit.</li> <li>I can understand what a conductor and insulator is.</li> <li>I know that some materials are conductors and some are not.</li> </ul>	Sound <ul style="list-style-type: none"> <li>I can understand that sounds are made through vibrations.</li> <li>I know that sounds travels to and into your ear.</li> <li>I know how the volume of sound is related to the types of vibrations made.</li> </ul>	Living things and their Habitats <ul style="list-style-type: none"> <li>I can understand the processes of living things.</li> <li>I can classify animals within the wider world into own groups.</li> <li>I can recap vertebrates/invertebrates and animals that live on land/underwater.</li> <li>I can use a dichotomous classification key.</li> </ul>	Living things and their Habitats <ul style="list-style-type: none"> <li>I can create a classification key.</li> <li>I can recognise that living things can be grouped in a variety of ways.</li> <li>I can recognise that environments can change and that this can sometimes pose dangers to living things.</li> </ul>	Animals including Humans <ul style="list-style-type: none"> <li>I know the different types of teeth and their functions.</li> <li>I can find out about what damages teeth and how to look after them.</li> <li>I can name parts of the human digestive system.</li> <li>I can understand the processes of the human digestive season.</li> </ul>
<b>HISTORY</b>	<ul style="list-style-type: none"> <li>I can Identify who the Ancient Greeks were and describe the chronology of this period</li> <li>I can describe who Alexander the Great was and evaluate why he earned his title</li> <li>I can explain what everyday life was like for different groups of people in Ancient Greece</li> <li>I can compare and contrast different city-states in Ancient Greece</li> </ul>	<ul style="list-style-type: none"> <li>I can identify the legacy left behind by the Ancient Greeks</li> <li>I can explain the influence Ancient Greeks have had on modern life</li> <li>I can describe the key beliefs of the Ancient Greeks</li> <li>I can analyse what myths and legends tell us about how the Ancient Greeks saw their world</li> </ul>			<ul style="list-style-type: none"> <li>I can explain the events that led to the Roman invasion of Britain</li> <li>I can describe how the Roman army was so successful and powerful</li> <li>I can identify what the Romans brought to Britain</li> <li>I can recognise Roman inventions that are still used today</li> </ul>	<ul style="list-style-type: none"> <li>I can explain what life was like in Roman Britain</li> <li>I can identify evidence of Roman legacy in my local area</li> <li>I can evaluate whether life is better in Britain today because of the Roman invasion</li> </ul>
<b>GEOGRAPHY</b>	<ul style="list-style-type: none"> <li>I can identify hills and mountains in the UK</li> <li>I can use ordinance survey maps</li> <li>I can plan and conduct a fieldwork projects to gather comparative evidence about the local area</li> <li>I can present human and physical features of the local area using a range of methods</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 that Earthquakes are a consequence of plate movement (zoom out)</li> <li>I can investigate the location, intensity and distribution of earthquakes (zoom in)</li> <li>I can investigate primary effects of an Earthquake (zoom in)</li> <li>I can consider the secondary and tertiary effects of an Earthquake (zoom in)</li> <li>I can understand how Tsunamis are formed (zoom out)</li> </ul>	<ul style="list-style-type: none"> <li>I can investigate the location, intensity and distribution of Tsunamis (zoom in)</li> <li>I can understand the factors that determine the impact of a Tsunami. (zoom out)</li> <li>I can investigate the effects of a Tsunami (zoom in)</li> <li>I can complete a comparative case study (zoom in)</li> <li>I can research how we predict and prepare for natural disasters</li> <li>I can evaluate the effects of natural disasters</li> </ul>		<ul style="list-style-type: none"> <li>I can locate Gloucester and describe its features</li> <li>I can investigate causes of higher river levels</li> <li>I can consider the impact of river levels rising</li> <li>I can explore patterns and trends over time</li> </ul>
<b>RELIGIOUS EDUCATION</b>	<u>Branch 1: Covenant and Creation</u>  <u>Understand</u> <ul style="list-style-type: none"> <li>I can show some understanding of the historical context of Abraham (and Joseph) and the cultural and religious context out of which he was called. (RVE)</li> <li>I can retell the story of Abraham, ensuring it is accurate in sequence and detail and shows an understanding of the term 'covenant'.</li> <li>I can show an understanding of the story of Abraham and Isaac (Genesis 22:1-18), recognising the importance of historical context in explaining the meaning of this story then and now.</li> <li>I can recognise that God's covenant with Abraham is the foundation of the faith of the people of the Old and New Testaments: Judaism and Christianity.</li> <li>I can show some understanding of how the decisions of Abraham (and Joseph) were informed by their faith, hope, and love in God.</li> <li>I can make links between prayers that show trust in God and the virtues of faith, hope, and love.</li> </ul> <u>Discern</u> <ul style="list-style-type: none"> <li>I can describe and explain the virtues: faith, hope, and love.</li> <li>I can make links between these virtues of and the life of a person who was an example of faith made active in love (e.g., the intervention of Cardinal Manning in the London dockworker's strike in 1889).</li> </ul>	<u>Branch 2 – Prophecy and Promise</u>  <u>Understand</u> <ul style="list-style-type: none"> <li>I can describe what a prophet is drawing on Elijah and John the Baptist as examples.</li> <li>I can show some understanding of the cultural and religious context of Elijah's time and why people needed to be reminded of God's covenant.</li> <li>I can compare the description of John the Baptist in Mark and Matthew's accounts and describe the beliefs about John the Baptist the gospel writers show.</li> <li>I can make links with the words of Isaiah, the preaching of John the Baptist, and the season of Advent.</li> <li>I know that the feast of Christ the King marks the end of the Church's year and describe what is celebrated.</li> <li>I can make links with the ancestry of Jesus and the Jesse tree.</li> </ul> <u>Discern</u> <ul style="list-style-type: none"> <li>I can respond to a variety of artistic ways in which the Jesse tree is portrayed. Suggest reasons for the artist's choices and give reasons for my personal preference.</li> <li>I can talk about the type of king they think Jesus would be and give reasons for my answers.</li> <li>I can respond to a variety of artistic ways in Christ the King portrayed. Suggest reasons for the artist's</li> </ul>	<u>Branch 3: Galilee to Jerusalem</u>  <u>Understand</u> <ul style="list-style-type: none"> <li>I can show understanding of why some people gave Jesus the title 'Christ' (the anointed one) by making links with the Scripture studied.</li> <li>I can make links between Jesus' speech to John the Baptist's followers and signs that he is the Messiah.</li> <li>I can show understanding of the belief that Jesus reveals the kind of messiah he is by showing that God's Kingdom includes those who are excluded by society, making relevant links to the Scripture studied.</li> <li>I can use some religious vocabulary, describe the Sacrament of Reconciliation and the Sacrament of the Sick.</li> <li>I can make relevant links between the belief in that Jesus is the Messiah and the Nicene Creed (specifically Articles 2-4) and suggest why Catholics say this prayer.</li> <li>I can describe the work of a person or organisation who has been inspired by Jesus to work with those marginalised by societal attitudes to illness making links with the virtues of faith, hope, and love. (RVE)</li> </ul> <u>Discern</u> <ul style="list-style-type: none"> <li>I can explain my response to Jesus' question, 'Who do you say I am?', consider the response of Peter and the response of Christians today.</li> </ul>	<u>Branch 4: Desert to Garden</u>  <u>Understand</u> <ul style="list-style-type: none"> <li>I can retell, with increasing detail, the parable of the prodigal son, and make simple connections with Christian beliefs about God's mercy and forgiveness.</li> <li>I can make simple connections with the Judgement of Nations parable and the Christian belief that helping others is part of loving God.</li> <li>I can correctly sequence the events of Holy Week, describing some of the different reactions to Jesus during the events of Holy Week and how they speak to Christians today.</li> <li>I can retell the story of St Peter during Holy Week.</li> <li>I can correctly use developing specialist vocabulary to name and describe the corporal works of mercy, making links with the Judgements of the Nations parable.</li> <li>I can make simple connections between belonging to the Church and living out the 'Works of Mercy' in support of those in need (for example, giving alms in Lent or praying for someone who is sad).</li> </ul> <u>Discern</u> <ul style="list-style-type: none"> <li>I can consider why St Peter might have turned away from Jesus and how that made him feel making connections with when I have let people down or broken a promise.</li> <li>I can express a point of view about the difference between the people who are like sheep and the</li> </ul>	<u>Branch 5: Ends of the Earth</u>  <u>Understand</u> <ul style="list-style-type: none"> <li>I can make links between Jn 20:1-10 and Peter's declaration of faith in Matt 16:13-20 and/or between Peter's three denials of Jesus and Jesus' three requests of Peter (Jn 21:15-17).</li> <li>I can find connections between Jesus' words to Peter as the rock (Matt 16:18), John's account of Peter, and the role of the Pope as Peter's successor.</li> <li>I can explain the term 'apostle' and explain why the Church is 'apostolic'.</li> <li>I can encounter the words of the Apostles' Creed and know that it summarises the central beliefs of Christians.</li> <li>I can explain how the one, holy, Catholic, and apostolic Church is structured.</li> <li>I can describe some ways in which the Church today (locally or globally) continues the work of Jesus.</li> <li>I can describe what is meant by the 'communion of saints' and recognise that the Church teaches Mary has a special place within this communion as Queen of Heaven.</li> </ul> <u>Discern</u> <ul style="list-style-type: none"> <li>I can describe Peter's feelings when he entered the tomb and when he saw Jesus by the lake.</li> <li>I can explain why the Pope is described as 'the servant of the servants of God', making links with the ministry of Jesus.</li> </ul>	<u>Branch 6: Dialogue and Encounter</u>  <u>Understand</u> <ul style="list-style-type: none"> <li>I can describe some facts about the life of St Paul and explain why he is an important figure for Christians. (RVE)</li> <li>I can make links between Cor 13:1-7, 13 and the theological virtues.</li> <li>I can recount some facts about a different liturgical rite within the Catholic Church.</li> <li>I can recognise some reasons why different liturgical traditions arose in different parts of the world.</li> <li>I can describe some ways Christians in their local area work together for the benefit of the whole community (or the common good). (RVE)</li> <li>I can describe the five pillars of Islam and why they are an important part of Islamic faith and religious practice for British Muslims today. (RVE)</li> </ul> <u>Discern</u> <ul style="list-style-type: none"> <li>I can explain how a range of artists show St Paul's encounter with Jesus and discuss which one I prefer, giving relevant reasons for their opinion.</li> <li>I can explore some examples of art or music from a different Catholic community, for example, icons of the Coptic Church, and asking questions about what I have noticed.</li> <li>I can share stories and experiences of others from different Christian communities in the class and the</li> </ul>



	<ul style="list-style-type: none"> <li>I can explain why I think Abraham is seen as a model of prayer.</li> </ul> <p><u>Respond</u></p> <ul style="list-style-type: none"> <li>I can consider how my own life and the lives of my communities could be transformed by the virtues of faith, hope, and love.</li> <li>I can reflect on how the virtues of faith, hope and love help me to be a good neighbour.</li> <li>I can reflect on the challenges and blessings Abraham (and Joseph) experienced and how their faith played a part in how they reacted.</li> </ul>	<p>choices, give reasons for my personal preference and compare my ideas with others.</p> <p><u>Respond</u></p> <ul style="list-style-type: none"> <li>I can explain how Elijah and John the Baptist’s words speak to people today.</li> <li>I can explain what it means to be a good leader and talk to others about my ideas.</li> </ul>	<ul style="list-style-type: none"> <li>I can consider the claim ‘The miracles that Jesus worked were signs that the Kingdom of God was beginning. They expressed his love for humankind and reaffirmed his mission’ (YOUCAT 91) and express a point of view.</li> </ul> <p><u>Respond</u></p> <ul style="list-style-type: none"> <li>I can reflect on those that society excludes today and explain how I could show love for these people as Jesus did.</li> <li>I can consider how Jesus serves others and discussing how Christians can follow this example today. What could this mean for my life and the lives of my local communities?</li> </ul>	<p>people who are like goats in the Judgement of Nations.</p> <ul style="list-style-type: none"> <li>I can make connections between being a Christian and choosing to live out the ‘Works of Mercy’. (RVE)</li> </ul> <p><u>Respond</u></p> <ul style="list-style-type: none"> <li>I can reflect on the life and work of a person or organisation (historical or contemporary) who lives out the works of mercy and/or the love for those oppressed by poverty and the inspiration they offer for my life.</li> <li>I can explain what I need to change about myself during Lent to be a better person.</li> <li>I can explain how focusing on one of the acts of mercy could help with this, for example, caring for the most vulnerable in their communities.</li> <li>I can consider how my own life and the future of the communities to which I belong could be transformed by what I have learned about forgiveness.</li> </ul>	<ul style="list-style-type: none"> <li>I can explain why I like either an artistic representation of Mary or a prayer or hymn, giving reasons for my answer. Listen to the responses of others.</li> </ul> <p><u>Respond</u></p> <ul style="list-style-type: none"> <li>I can reflect on the story of Peter, share their ideas and listen to the ideas of others about what his life teaches Christians today.</li> <li>I can give examples of apostleship in the Church today and explain how they follow the example of Jesus.</li> </ul> <p>I can reflect on how Christian communities continue the work of Jesus in the community where I live.</p>	<p>wider community and asking questions about my beliefs, worship, or life.</p> <p><u>Respond</u></p> <ul style="list-style-type: none"> <li>I can discuss the meaning of what I have learned for my own life.</li> <li>I can ask and answer questions with others about my beliefs, experiences, and feelings, recognising the ways in which this could change the way I live and the relationships in my local communities.</li> <li>I can reflect on what I can learn from the stories of families from different Christian traditions or who follow different liturgical traditions.</li> </ul>
<b>PHYSICAL EDUCATION</b>	<p><u>Personal</u></p> <ul style="list-style-type: none"> <li>I can challenge myself in order to improve and cope well when tasks become challenging</li> </ul> <p>INVASION TAG RUGBY</p> <ul style="list-style-type: none"> <li>I can demonstrate knowledge of how to hold a rugby ball and use the learnt grip with support;</li> <li>I can pass a rugby ball with some accuracy using elements of the correct technique while stationary;</li> <li>I can catch a rugby ball with some success;</li> <li>I can pass a rugby ball with some accuracy using elements of the correct technique while moving at a walking pace;</li> <li>I can show knowledge of the rule that a pass can only be made backwards but do not always stand in a position to be able to receive a pass;</li> <li>I can use the sidestep to get around a passive defender at a walking pace;</li> <li>I can explain and demonstrate some of the rules of tagging;</li> <li>I can occasionally use the space effectively by sidestepping a defender or passing the ball;</li> <li>I can demonstrate knowledge of how to intercept a pass and sometimes execute this during drills that specifically practise this skill;</li> <li>I can demonstrate knowledge and understanding of what a tactical decision is but is not always able to execute them in a game situation to help their team keep and win back possession of the ball;</li> <li>I can show understanding of, and sometimes use, attacking and defending skills to contribute towards the success of their team;</li> <li>I can show some knowledge of the rules of tag rugby and sometimes adhere to them in a game;</li> <li>I can identify some of the tag rugby skills being performed by others in a game and give a suggestion for improvement</li> </ul>	<p><u>Social</u></p> <ul style="list-style-type: none"> <li>I can show patience, listen to and support others</li> </ul> <p>INVASION TAG RUGBY</p> <ul style="list-style-type: none"> <li>I can demonstrate knowledge of how to hold a rugby ball and use the learnt grip with support;</li> <li>I can pass a rugby ball with some accuracy using elements of the correct technique while stationary;</li> <li>I can catch a rugby ball with some success;</li> <li>I can pass a rugby ball with some accuracy using elements of the correct technique while moving at a walking pace;</li> <li>I can show knowledge of the rule that a pass can only be made backwards but do not always stand in a position to be able to receive a pass;</li> <li>I can use the sidestep to get around a passive defender at a walking pace;</li> <li>I can explain and demonstrate some of the rules of tagging;</li> <li>I can occasionally use the space effectively by sidestepping a defender or passing the ball;</li> <li>I can demonstrate knowledge of how to intercept a pass and sometimes execute this during drills that specifically practise this skill;</li> <li>I can demonstrate knowledge and understanding of what a tactical decision is but is not always able to execute them in a game situation to help their team keep and win back possession of the ball;</li> <li>I can show understanding of, and sometimes use, attacking and defending skills to contribute towards the success of their team;</li> <li>I can show some knowledge of the rules of tag rugby and sometimes adhere to them in a game;</li> <li>I can identify some of the tag rugby skills being performed by others in a game and give a suggestion for improvement</li> </ul>	<p><u>Cognitive</u></p> <ul style="list-style-type: none"> <li>I can identify specific areas I need to improve</li> </ul> <p>GYMNASTICS: MOVEMENT</p> <ul style="list-style-type: none"> <li>I can describe the new movements learnt in the unit;</li> <li>I can perform recognisable movements, e.g. a forward roll that looks like a forward roll;</li> <li>I can describe how their performance has improved over the lesson;</li> <li>I can link a series of different movements together to form a short routine;</li> <li>I can practise and refine their own movements independently showing awareness of others around them.</li> </ul>	<p><u>Creative</u></p> <ul style="list-style-type: none"> <li>I can recognise similarities and differences in movement/expression and use this to inform my ideas</li> </ul> <p>GYMNASTICS: MOVEMENT</p> <ul style="list-style-type: none"> <li>I can describe the new movements learnt in the unit;</li> <li>I can perform recognisable movements, e.g. a forward roll that looks like a forward roll;</li> <li>I can describe how their performance has improved over the lesson;</li> <li>I can link a series of different movements together to form a short routine;</li> <li>I can practise and refine their own movements independently showing awareness of others around them.</li> </ul>	<p><u>Physical</u></p> <ul style="list-style-type: none"> <li>I can select and apply different skills with control and consistency</li> </ul> <p>STRIKING AND FIELDING: CRICKET</p> <ul style="list-style-type: none"> <li>I can attempt to move and position themselves into a ball’s pathway when attempting to make a catch;</li> <li>I can adapt their hand and body positioning when attempting to make different types of a catches;</li> <li>I can understand the importance of keeping sight of the ball at all times;</li> <li>I can throw a ball overarm using a learnt technique;</li> <li>I can think about body positioning when throwing a ball at a target;</li> <li>I can stop a ball rolling towards them at times;</li> <li>I can stand correctly as a batsman, using some elements of the cricket bat grip to hold a bat;</li> <li>I can sometimes adopt the correct stance when facing a thrown or rolling ball;</li> <li>I can use elements of the forward defensive stroke, in appropriate circumstances, to protect the stumps from a ball that is travelling towards them;</li> <li>I can strike a ball, sometimes going in their chosen direction;</li> <li>I can sometimes adopt the correct positioning when playing attacking strokes;</li> <li>I can show an understanding of the different lines and lengths that a bowled ball can travel along the pitch.</li> <li>I can attempt to bowl overarm, with a straight arm and the correct grip;</li> <li>I can make the ball bounce, directing it towards the general area of an intended target;</li> <li>I can take part in a Kwik Cricket game;</li> <li>I can show an understanding of teamwork and communication in a striking and fielding game</li> </ul>	<p><u>Health and Fitness</u></p> <ul style="list-style-type: none"> <li>I can understand why and how to prepare for and recover from activities</li> </ul> <p>STRIKING AND FIELDING: CRICKET</p> <ul style="list-style-type: none"> <li>I can attempt to move and position themselves into a ball’s pathway when attempting to make a catch;</li> <li>I can adapt their hand and body positioning when attempting to make different types of a catches;</li> <li>I can understand the importance of keeping sight of the ball at all times;</li> <li>I can throw a ball overarm using a learnt technique;</li> <li>I can think about body positioning when throwing a ball at a target;</li> <li>I can stop a ball rolling towards them at times;</li> <li>I can stand correctly as a batsman, using some elements of the cricket bat grip to hold a bat;</li> <li>I can sometimes adopt the correct stance when facing a thrown or rolling ball;</li> <li>I can use elements of the forward defensive stroke, in appropriate circumstances, to protect the stumps from a ball that is travelling towards them;</li> <li>I can strike a ball, sometimes going in their chosen direction;</li> <li>I can sometimes adopt the correct positioning when playing attacking strokes;</li> <li>I can show an understanding of the different lines and lengths that a bowled ball can travel along the pitch.</li> <li>I can attempt to bowl overarm, with a straight arm and the correct grip;</li> <li>I can make the ball bounce, directing it towards the general area of an intended target;</li> <li>I can take part in a Kwik Cricket game;</li> <li>I can show an understanding of teamwork and communication in a striking and fielding game</li> </ul>
<b>PSHE</b>	<ul style="list-style-type: none"> <li>I can discuss how we are created individually by God who is Love, designed in His own image and likeness</li> <li>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)</li> <li>I can explore the value of every human life is precious from the beginning of life (conception) to natural death</li> <li>I understand that Catholics believe that a personal and communal prayer and worship are necessary ways of growing in our relationship with God</li> <li>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)</li> <li>I can describe how Catholics believe it is important to make a nightly examination of conscience.</li> </ul>	<ul style="list-style-type: none"> <li>I can discuss how we are created individually by God who is Love, designed in His own image and likeness</li> <li>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)</li> <li>I can explore the value of every human life is precious from the beginning of life (conception) to natural death</li> <li>I understand that Catholics believe that a personal and communal prayer and worship are necessary ways of growing in our relationship with God</li> <li>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)</li> <li>I can describe how Catholics believe it is important to make a nightly examination of conscience.</li> <li>I can understand that in Baptism God makes us His adopted children and ‘receivers’ of His love</li> <li>I can understand that Catholics believe that by regularly receiving the Sacrament of Reconciliation, we grow in good deeds (human virtue)</li> </ul>	<ul style="list-style-type: none"> <li>I can know that Jesus loves, embraces, guides, forgives and reconciles us with him and one another</li> <li>I can explain the importance of forgiveness and reconciliation in relationships, and some of Jesus’ teaching on forgiveness</li> <li>I can understand that relationships take time and effort to sustain</li> <li>I can reflect God’s image in our relationships with others: this is intrinsic to who we are and to our happiness</li> <li>I can suggest ways to maintain and develop good, positive, trusting relationships and strategies to use when relationships go wrong</li> <li>I can name different types of relationships including those between acquaintances, friends, relatives and family</li> <li>I know that good friendship is when both persons enjoy each other’s company and also want what is truly best for the other</li> <li>I can explain the difference between a group of friends and a ‘clique’. I can describe how to report</li> </ul>	<ul style="list-style-type: none"> <li>I can know that Jesus loves, embraces, guides, forgives and reconciles us with him and one another</li> <li>I can explain the importance of forgiveness and reconciliation in relationships, and some of Jesus’ teaching on forgiveness</li> <li>I can understand that relationships take time and effort to sustain</li> <li>I can reflect God’s image in our relationships with others: this is intrinsic to who we are and to our happiness</li> <li>I can suggest ways to maintain and develop good, positive, trusting relationships and strategies to use when relationships go wrong</li> <li>I can name different types of relationships including those between acquaintances, friends, relatives and family</li> <li>I know that good friendship is when both persons enjoy each other’s company and also want what is truly best for the other</li> <li>I can explain the difference between a group of friends and a ‘clique’. I can describe how to report</li> </ul>	<ul style="list-style-type: none"> <li>I can understand that God is Love as shown by the Trinity – a ‘communion of persons supporting each other in their self-giving relationship’</li> <li>I can explore how the human family is to reflect the Holy Trinity in mutual charity and generosity</li> <li>I can explore that the human family is to reflect the Holy Trinity in mutual charity and generosity</li> <li>I can explain that the Church family comprises of home, school and parish (which is part of the diocese)</li> <li>I can understand that God wants His Church to love and care for others</li> <li>I can suggest practical ways of loving and caring for others</li> </ul>	<ul style="list-style-type: none"> <li>I can understand that God is Love as shown by the Trinity – a ‘communion of persons supporting each other in their self-giving relationship’</li> <li>I can explore how the human family is to reflect the Holy Trinity in mutual charity and generosity</li> <li>I can explore that the human family is to reflect the Holy Trinity in mutual charity and generosity</li> <li>I can explain that the Church family comprises of home, school and parish (which is part of the diocese)</li> <li>I can understand that God wants His Church to love and care for others</li> <li>I can suggest practical ways of loving and caring for others</li> </ul>





	<ul style="list-style-type: none"> <li>I can understand that in Baptism God makes us His adopted children and 'receivers' of His love</li> <li>I can understand that Catholics believe that by regularly receiving the Sacrament of Reconciliation, we grow in good deeds (human virtue)</li> <li>I can understand that emotions change as they grow up (including hormonal effects)</li> <li>I can deepen my understanding of the range and intensity of my feelings; that 'feelings' are not good guides for action</li> <li>I can explore what emotional well-being means;</li> <li>I can describe how positive actions help emotional well-being (beauty, art, etc. lift the spirit)</li> <li>I can identify how trusted people help emotional well-being (e.g. parents/carer/teacher/parish priest)</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 can suggest how some behaviour is wrong, unacceptable, unhealthy and risky</li> <li>I can explore how thankfulness builds resilience against feelings of envy, inadequacy and insecurity, and against pressure from peers and the media</li> <li>I can understand how I was handmade by God with the help of their parents</li> <li>I can explain how a baby grows and develops in its mother's womb including, scientifically, the uniqueness of the moment of conception</li> <li>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</li> <li>I can begin to develop an understanding of how self-confidence arises from being loved by God (not status, etc.)</li> <li>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</li> <li>I can understand what the term puberty means;</li> <li>I can understand when to expect puberty to take place</li> <li>I can explore that that puberty is part of God's plan for our bodies.</li> <li>I can name genitalia</li> <li>I can name changes that will happen to boys during puberty</li> <li>I can name changes that will happen to girls during puberty.</li> </ul>	<ul style="list-style-type: none"> <li>I can understand that emotions change as they grow up (including hormonal effects)</li> <li>I can deepen my understanding of the range and intensity of my feelings; that 'feelings' are not good guides for action</li> <li>I can explore what emotional well-being means;</li> <li>I can describe how positive actions help emotional well-being (beauty, art, etc. lift the spirit)</li> <li>I can identify how trusted people help emotional well-being (e.g. parents/carer/teacher/parish priest)</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 can suggest how some behaviour is wrong, unacceptable, unhealthy and risky</li> <li>I can explore how thankfulness builds resilience against feelings of envy, inadequacy and insecurity, and against pressure from peers and the media</li> <li>I can understand how I was handmade by God with the help of their parents</li> <li>I can explain how a baby grows and develops in its mother's womb including, scientifically, the uniqueness of the moment of conception</li> <li>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</li> <li>I can begin to develop an understanding of how self-confidence arises from being loved by God (not status, etc.)</li> <li>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</li> <li>I can understand what the term puberty means;</li> <li>I can understand when to expect puberty to take place</li> <li>I can explore that that puberty is part of God's plan for our bodies.</li> <li>I can name genitalia</li> <li>I can name changes that will happen to boys during puberty</li> <li>I can name changes that will happen to girls during puberty.</li> </ul>	<p>and get help if I encounter inappropriate materials or messages</p> <ul style="list-style-type: none"> <li>I can describe how to use technology safely</li> <li>I can understand that bad language and bad behaviour are inappropriate</li> <li>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</li> <li>I can say how to report and get help if I encounter inappropriate materials or messages</li> <li>I can explain how to judge well what kind of physical contact is acceptable or unacceptable and how to respond</li> <li>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</li> <li>I can reason that medicines are drugs, but not all drugs are good for us</li> <li>I can recognise that alcohol and tobacco are harmful substances</li> <li>I can understand that our bodies are created by God, so we should take care of them and be careful about what we consume</li> <li>I can develop a greater awareness of bullying (including cyber-bullying), that all bullying is wrong, and how to respond to bullying</li> <li>I can learn about harassment and exploitation in relationships, including physical and emotional abuse and how to respond</li> <li>I can recognise that their increasing independence brings increased responsibility to keep themselves and others safe</li> <li>I can explain how to use technology safely</li> <li>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</li> <li>I can understand that in an emergency, it is important to remain calm</li> <li>I can suggest how quick reactions in an emergency can save a life</li> <li>I can name some ways in which children can help in an emergency using their First Aid knowledge</li> </ul>	<p>and get help if I encounter inappropriate materials or messages</p> <ul style="list-style-type: none"> <li>I can describe how to use technology safely</li> <li>I can understand that bad language and bad behaviour are inappropriate</li> <li>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</li> <li>I can say how to report and get help if I encounter inappropriate materials or messages</li> <li>I can explain how to judge well what kind of physical contact is acceptable or unacceptable and how to respond</li> <li>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</li> <li>I can reason that medicines are drugs, but not all drugs are good for us</li> <li>I can recognise that alcohol and tobacco are harmful substances</li> <li>I can understand that our bodies are created by God, so we should take care of them and be careful about what we consume</li> <li>I can develop a greater awareness of bullying (including cyber-bullying), that all bullying is wrong, and how to respond to bullying</li> <li>I can learn about harassment and exploitation in relationships, including physical and emotional abuse and how to respond</li> <li>I can recognise that their increasing independence brings increased responsibility to keep themselves and others safe</li> <li>I can explain how to use technology safely</li> <li>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</li> <li>I can understand that in an emergency, it is important to remain calm</li> <li>I can suggest how quick reactions in an emergency can save a life</li> </ul> <p>I can name some ways in which children can help in an emergency using their First Aid knowledge</p>	
<b>ART &amp; DESIGN</b>	<ul style="list-style-type: none"> <li>I can use different grades of pencil (HB, B- 6B) and they should be selected for purpose based on the qualities they offer.</li> <li>I can use H pencils to produce light marks - best for technical drawing.</li> <li>I can use B pencils to produce darker tones - best used for tonal drawings and shading.</li> <li>I can blend lines to create different shades and tones with different drawing mediums.</li> <li>I can add reflection to a drawing creates the quality of surface.</li> <li>I can create contrast and tone in drawings.</li> <li>I can begin to use different grades of pencils and experiment with showing tone texture, form and shape.</li> <li>I can use sketching strokes to draw.</li> <li>I can clearly mark areas of light and shadow in an observational drawing.</li> <li>I can capture light and shadow in the correct areas with knowledge of light source.</li> <li>I can draw lines and blend tones accurately to create soft gradients, and to create different textures and shades.</li> <li>I can use oil pastels and blend colours to create different tints, tones and shades.</li> <li>I can use an eraser to expose lighter tones to show texture in an artwork.</li> </ul>	<ul style="list-style-type: none"> <li>I can use different grades of pencil (HB, B- 6B) and they should be selected for purpose based on the qualities they offer.</li> <li>I can use H pencils to produce light marks - best for technical drawing.</li> <li>I can use B pencils to produce darker tones - best used for tonal drawings and shading.</li> <li>I can blend lines to create different shades and tones with different drawing mediums.</li> <li>I can add reflection to a drawing creates the quality of surface.</li> <li>I can create contrast and tone in drawings.</li> <li>I can begin to use different grades of pencils and experiment with showing tone texture, form and shape.</li> <li>I can use sketching strokes to draw.</li> <li>I can clearly mark areas of light and shadow in an observational drawing.</li> <li>I can capture light and shadow in the correct areas with knowledge of light source.</li> <li>I can draw lines and blend tones accurately to create soft gradients, and to create different textures and shades.</li> <li>I can use oil pastels and blend colours to create different tints, tones and shades.</li> <li>I can use an eraser to expose lighter tones to show texture in an artwork.</li> </ul>	<ul style="list-style-type: none"> <li>I can identify primary, secondary, complementary, warm, cold and contrasting colours.</li> <li>I can use precise colour language e.g. tint, tone, shade, hue.</li> <li>I can understand how hues are created.</li> <li>how to mix and match colours to create atmosphere and light effects.</li> <li>I can use different types of marks and make different effects and textures.</li> <li>I can identify and use a range of painting techniques (e.g. flicking, dripping, splattering) &amp; materials (e.g. powder, poster, watercolour paint).</li> <li>I can describe how artists use colour</li> <li>I can explain where the primary, secondary and tertiary colours sit on a colour wheel.</li> <li>I can mix colours, shades, tones and hues, confidently building on prior knowledge.</li> <li>I can create colours by mixing to represent images/objects in the natural and man-made world.</li> <li>I can mix and blend colours using a soft and smooth gradient, with little visual appearance of intervals.</li> <li>I can use paint to create effects and textures.</li> </ul>	<ul style="list-style-type: none"> <li>I can identify primary, secondary, complementary, warm, cold and contrasting colours.</li> <li>I can use precise colour language e.g. tint, tone, shade, hue.</li> <li>I can understand how hues are created.</li> <li>how to mix and match colours to create atmosphere and light effects.</li> <li>I can use different types of marks and make different effects and textures.</li> <li>I can identify and use a range of painting techniques (e.g. flicking, dripping, splattering) &amp; materials (e.g. powder, poster, watercolour paint).</li> <li>I can describe how artists use colour</li> <li>I can explain where the primary, secondary and tertiary colours sit on a colour wheel.</li> <li>I can mix colours, shades, tones and hues, confidently building on prior knowledge.</li> <li>I can create colours by mixing to represent images/objects in the natural and man-made world.</li> <li>I can mix and blend colours using a soft and smooth gradient, with little visual appearance of intervals.</li> <li>I can use paint to create effects and textures.</li> </ul>	



	<ul style="list-style-type: none"> <li>I can produce a careful line drawing of a given object/ person with increased detail and awareness of some proportion</li> <li>I can show an awareness of objects having a third dimension and perspective.</li> </ul>	<ul style="list-style-type: none"> <li>I can produce a careful line drawing of a given object/ person with increased detail and awareness of some proportion</li> <li>I can show an awareness of objects having a third dimension and perspective.</li> </ul>	<ul style="list-style-type: none"> <li>I can demonstrate control and accuracy when painting using thick and thin paintbrushes and select for purpose.</li> </ul>	<ul style="list-style-type: none"> <li>I can demonstrate control and accuracy when painting using thick and thin paintbrushes and select for purpose.</li> </ul>		
<b>DESIGN &amp; TECHNOLOGY</b>	<ul style="list-style-type: none"> <li>I can evaluate existing biscuit products.</li> <li>I can prepare and cook a dish.</li> <li>I can make and test a prototypes biscuit.</li> <li>I can evaluate a final product.</li> </ul>	<ul style="list-style-type: none"> <li>I can learn about electrical items and how they work.</li> <li>I can evaluate torches.</li> <li>I can design a product to fit a specific need.</li> <li>I can make and evaluate a torch.</li> </ul>	<ul style="list-style-type: none"> <li>I can create a range of different shaped frame structures.</li> <li>I can design a structure.</li> <li>I can build a frame structure.</li> <li>I can add cladding to frame structure.</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>I can evaluate fastenings.</li> <li>I can design a book sleeve.</li> <li>I can make and test a paper template.</li> <li>I can assemble a book jacket.</li> </ul>	<ul style="list-style-type: none"> <li>I can build a car chassis.</li> <li>I can design a shape that reduces air resistance.</li> <li>I can make a model based on a chosen design.</li> <li>I can assemble and test my completed product.</li> </ul>
<b>COMPUTING</b>	<ul style="list-style-type: none"> <li>I can describe how networks physically connect to other networks.</li> <li>I can recognise how networked devices make up the internet.</li> <li>I can outline how websites can be shared via the World Wide Web.</li> <li>I can describe how content can be added and accessed on the World Wide Web.</li> <li>I can recognise how the content of the WW is created by people.</li> <li>I can evaluate the consequences of unreliable content.</li> </ul>	<ul style="list-style-type: none"> <li>I can identify that sound can be recorded.</li> <li>I can explain that audio recordings can be edited.</li> <li>I can recognise the different parts of creating a podcast project.</li> <li>I can apply audio editing skills independently.</li> <li>I can combine audio to enhance my podcast project.</li> <li>I can evaluate the effective use of audio.</li> </ul>	<ul style="list-style-type: none"> <li>I can identify that accuracy in programming is important.</li> <li>I can create a program in a text-based language.</li> <li>I can explain what ‘repeat’ means.</li> <li>I can modify a count-controlled loop to produce a given outcome.</li> <li>I can decompose a task into small steps.</li> <li>I can create a program that uses count-controlled loops to produce a given outcome.</li> </ul>	<ul style="list-style-type: none"> <li>I can explain that data gathered over time can be used to answer questions.</li> <li>I can use a digital device to collect data automatically.</li> <li>I can explain that a data logger collects ‘data points’ from sensors over time.</li> <li>I can recognise how a computer can help us analyse data.</li> <li>I can identify the data needed to answer questions.</li> <li>I can use data from sensors to answer questions.</li> </ul>	<ul style="list-style-type: none"> <li>I can explain that the composition of digital images can be changed.</li> <li>I can explain that colours can be changed in digital images.</li> <li>I can explain how cloning can be used in photo editing.</li> <li>I can explain that images can be combined.</li> <li>I can combine images for a purpose.</li> <li>I can evaluate how changes can improve an image.</li> </ul>	<ul style="list-style-type: none"> <li>I can develop the use of count-controlled loops in a different programming environment.</li> <li>I can explain that in programming there are infinite loops and count-controlled loops.</li> <li>I can develop a design that includes two of more loops which run at the same time.</li> <li>I can modify an infinite loop in a given program.</li> <li>I can design a project that includes repetition.</li> <li>I can create a project that includes repetition.</li> </ul>