



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
LEARNING FOCUS	World War Two (History)	World War Two (History)	Has Australia’s luck ran out? (Geography)	Has Australia’s luck ran out? (Geography)	Has Australia’s luck ran out? (Geography)	Local History Study (History)
READING	<p>Word Reading</p> <ul style="list-style-type: none"> 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. I can read most words effortlessly and to work out how to pronounce unfamiliar written words with increasing automaticity. If the pronunciation sounds unfamiliar, I can ask for help in determining both the meaning of the word and how to pronounce it correctly. I can read widely and frequently, outside as well as in school, for pleasure and information. I can read silently, with good understanding, inferring the meanings of unfamiliar words, and then discuss what I have read. <p>Retrieval:</p> <ul style="list-style-type: none"> I can retrieve, record and present information from a wide variety of non-fiction texts. I can read a broader range of texts, stories from other cultures, modern fiction, poetry and classic texts. I can confidently skim and scan and use the skill of reading before and after to retrieve information <p>Vocab</p> <ul style="list-style-type: none"> I can explore the meaning of words in context by exploring the meaning in the broader context of the section or paragraph. <p>Prediction</p> <ul style="list-style-type: none"> I can predict what might happen from details stated and implied. <p>Summarise</p> <ul style="list-style-type: none"> I can summarise the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas 	<p>Word Reading</p> <ul style="list-style-type: none"> 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. I can read most words effortlessly and to work out how to pronounce unfamiliar written words with increasing automaticity. 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If the pronunciation sounds unfamiliar, I can ask for help in determining both the meaning of the word and how to pronounce it correctly I can read silently, with good understanding, inferring the meanings of unfamiliar words, and then discuss what I have read. <p>Vocab</p> <ul style="list-style-type: none"> I can analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect. <p>Retrieval</p> <ul style="list-style-type: none"> I can use evidence from across whole chapters or texts. <p>Prediction</p> <ul style="list-style-type: none"> I can support predictions by using relevant evidence from the text. <p>Structure and Organisation</p> <ul style="list-style-type: none"> I can recognise bias, fact and opinion. <p>Inference</p> <ul style="list-style-type: none"> I can consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters). <p>Summarising</p> <ul style="list-style-type: none"> I can draw out key information and to summarise the main ideas in a text. I can make comparisons across different books. 	<p>Word Reading</p> <ul style="list-style-type: none"> I can read most words effortlessly and to work out how to pronounce unfamiliar written words with increasing automaticity. 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I can summarise texts using a limited number of words. 	<p>Word Reading</p> <ul style="list-style-type: none"> I can read most words effortlessly and to work out how to pronounce unfamiliar written words with increasing automaticity. 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I can summarise texts using a limited number of words.
WRITING	<ul style="list-style-type: none"> I can revise basic word class e.g. noun, adjective, verb, adverb, determiner, pronoun I can use a range of expanded noun phrases to convey complicated information concisely I can use sentences with different forms such as single clause sentences for effect (i.e. dramatic effect in fiction; emphasis in non-fiction) I can use a wide range of 	<ul style="list-style-type: none"> I can revise basic word class e.g. noun, adjective, verb, adverb, determiner, pronoun I can use a range of expanded noun phrases to convey complicated information concisely I can use sentences with different forms such as single clause sentences for effect (i.e. dramatic effect in fiction; emphasis in non-fiction) I can use a wide range of 	<ul style="list-style-type: none"> I can revise basic word class e.g. noun, adjective, verb, adverb, determiner, pronoun I can use a range of expanded noun phrases to convey complicated information concisely I can use sentences with different forms such as single clause sentences for effect (i.e. dramatic effect in fiction; emphasis in non-fiction) I can use a wide range of 	<ul style="list-style-type: none"> I can revise basic word class e.g. noun, adjective, verb, adverb, determiner, pronoun I can use a range of expanded noun phrases to convey complicated information concisely I can use sentences with different forms such as single clause sentences for effect (i.e. dramatic effect in fiction; emphasis in non-fiction) I can use a wide range of 	<ul style="list-style-type: none"> I can revise basic word class e.g. noun, adjective, verb, adverb, determiner, pronoun I can use a range of expanded noun phrases to convey complicated information concisely I can use sentences with different forms such as single clause sentences for effect (i.e. dramatic effect in fiction; emphasis in non-fiction) I can use a wide range of 	<ul style="list-style-type: none"> I can revise basic word class e.g. noun, adjective, verb, adverb, determiner, pronoun I can use a range of expanded noun phrases to convey complicated information concisely I can use sentences with different forms such as single clause sentences for effect (i.e. dramatic effect in fiction; emphasis in non-fiction) I can use a wide range of



	<ul style="list-style-type: none"> • I can use a wide range of subordinating conjunctions and the complete set of coordinating conjunctions • I can use relative clauses or with an implied (i.e. omitted) relative pronoun • I can use the perfect form of verbs to mark relationships in time/cause • I can use conjunctions, adverbs and prepositions to express time/cause • I can use fronted adverbials and commas after these • I can understand and use inflections was/were • I can use determiners accurately a/an • I can identify the subject, verb and object in both active and passive sentences • I can use a range of subordinate clauses • I can recognise vocabulary and structures that are appropriate for formal speech and writing, including the passive voice • I can use passive verbs to affect the presentation of information in a sentence • I can use figurative language to have an impact on the reader (alliteration, metaphors, similes, personification) • I can use capital letters and full stops consistently • I can use capital letters for proper nouns • I can use capital letters for the personal pronoun 'I' • I can use apostrophes for contraction • I can use possessive apostrophes for singular regular nouns • I can use question marks and exclamation marks correctly • Use commas for lists • Use commas, exclamation or speech marks alongside inverted commas to accurately demarcate speech • Use commas to clarify ambiguity in writing e.g. • Use inverted commas to demarcate speech accurately • I can write a diary • I can write a monologue • I can write a narrative story 	<p>subordinating conjunctions and the complete set of coordinating conjunctions</p> <ul style="list-style-type: none"> • I can use relative clauses or with an implied (i.e. omitted) relative pronoun • I can use the perfect form of verbs to mark relationships in time/cause • I can use conjunctions, adverbs and prepositions to express time/cause • I can use fronted adverbials and commas after these • I can understand and use inflections was/were • I can use determiners accurately a/an • I can identify the subject, verb and object in both active and passive sentences • I can use a range of subordinate clauses • I can recognise vocabulary and structures that are appropriate for formal speech and writing, including the passive voice • I can use passive verbs to affect the presentation of information in a sentence • I can use figurative language to have an impact on the reader (alliteration, metaphors, similes, personification) • I can use capital letters and full stops consistently • I can use capital letters for proper nouns • I can use capital letters for the personal pronoun 'I' • I can use apostrophes for contraction • I can use possessive apostrophes for singular regular nouns <p>Use question marks and exclamation marks correctly</p> <ul style="list-style-type: none"> • Use commas for lists • Use commas, exclamation or speech marks alongside inverted commas to accurately demarcate speech • Use commas to clarify ambiguity in writing e.g. • Use inverted commas to demarcate speech accurately • I can write a setting description • I can write dialogue • I can write a poem 	<p>subordinating conjunctions and the complete set of coordinating conjunctions</p> <ul style="list-style-type: none"> • I can use relative clauses or with an implied (i.e. omitted) relative pronoun • I can use the perfect form of verbs to mark relationships in time/cause • I can use conjunctions, adverbs and prepositions to express time/cause • I can use fronted adverbials and commas after these • I can understand and use inflections was/were • I can use determiners accurately a/an • I can identify the subject, verb and object in both active and passive sentences • I can use a range of subordinate clauses • I can recognise vocabulary and structures that are appropriate for formal speech and writing, including the passive voice • I can use passive verbs to affect the presentation of information in a sentence • I can use figurative language to have an impact on the reader (alliteration, metaphors, similes, personification) • I can use capital letters and full stops consistently • I can use capital letters for proper nouns • I can use capital letters for the personal pronoun 'I' • I can use apostrophes for contraction • I can use possessive apostrophes for singular regular nouns <p>Use question marks and exclamation marks correctly</p> <ul style="list-style-type: none"> • Use commas for lists • Use commas, exclamation or speech marks alongside inverted commas to accurately demarcate speech • Use commas to clarify ambiguity in writing e.g. • Use inverted commas to demarcate speech accurately • I can write a persuasive letter • I can write an information text • Short burst writing 	<p>subordinating conjunctions and the complete set of coordinating conjunctions</p> <ul style="list-style-type: none"> • I can use relative clauses or with an implied (i.e. omitted) relative pronoun • I can use the perfect form of verbs to mark relationships in time/cause • I can use conjunctions, adverbs and prepositions to express time/cause • I can use fronted adverbials and commas after these • I can understand and use inflections was/were • I can use determiners accurately a/an • I can identify the subject, verb and object in both active and passive sentences • I can use a range of subordinate clauses • I can recognise vocabulary and structures that are appropriate for formal speech and writing, including the passive voice • I can use passive verbs to affect the presentation of information in a sentence • I can use figurative language to have an impact on the reader (alliteration, metaphors, similes, personification) • I can use capital letters and full stops consistently • I can use capital letters for proper nouns • I can use capital letters for the personal pronoun 'I' • I can use apostrophes for contraction • I can use possessive apostrophes for singular regular nouns <p>Use question 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• I can recognise vocabulary and structures that are appropriate for formal speech and writing, including the passive voice • I can use passive verbs to affect the presentation of information in a sentence • I can use figurative language to have an impact on the reader (alliteration, metaphors, similes, personification) • I can use capital letters and full stops consistently • I can use capital letters for proper nouns • I can use capital letters for the personal pronoun 'I' • I can use apostrophes for contraction • I can use possessive apostrophes for singular regular nouns <p>Use question marks and exclamation marks correctly</p> <ul style="list-style-type: none"> • Use commas for lists • Use commas, exclamation or speech marks alongside inverted commas to accurately demarcate speech • Use commas to clarify ambiguity in writing e.g. • Use inverted commas to demarcate speech accurately • I can write a narrative • I can write a balanced argument • Short burst writing 	<p>subordinating 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MATHEMATICS	<ul style="list-style-type: none"> I can read, write, order and compare numbers up to 10,000,000 and determine the value of each digit. I can identify the value of each digit in numbers given to 3 decimal places, and multiply and divide numbers by 10, 100, 1000 giving answers up to 3 decimal places. I can multiply one-digit numbers with up to 2 decimal places by whole numbers. I can use negative numbers in context and calculate intervals across zero I can round any whole number to a required degree of accuracy. I can solve number and practical problems that involve all of the above. I can calculate problems using knowledge of multiplying and dividing by 10, 100, 1000, 10 000 etc. I can investigate prime and composite numbers I can be secure in solving problems involving decimals with up to 3dp. I can multiply and divide by 10, 100 and 1000 I can convert between decimals, fractions and percentages and percentages. 	<ul style="list-style-type: none"> I can multiply multi-digit numbers up to 4-digits by a 2-digit whole number (integer) using the formal written method of long multiplication. I can identify common factors, common multiples and prime numbers. I can solve problems involving multiplication. I can perform mental calculations, including with mixed operations and large numbers I can use estimation to check answers I can use BODMAS I can divide numbers up to 4-digits by a 2-digit whole number (integer) using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context. I can divide numbers up to 4-digits by a 2-digit number using the formal written method of short division where appropriate, interpreting rounders according to the context. I can solve problems involving division. I can use estimation to check answers I can use BODMAS I can perform mental calculations, including with mixed operations and large numbers. I can solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why. I can solve problems involving addition and subtraction. I can use estimation to check answers 	<ul style="list-style-type: none"> I can solve multi-step problems involving adding then subtracting (finding change) I can divide proper fractions by whole numbers. I can associate a fraction with division and calculate decimal fraction equivalents. I can use written division methods in cases where the answer has up to 2 decimal places. I can solve problems which require answers to be rounded to specified degrees of accuracy. I can recognise the per cent symbol (%) and understand that 'per cent' related to 'number of parts per hundred'. I can find and record percentages in tens e.g. 10%, 20% ... I can find and record exact percentages e.g. 37% I can recall and use equivalences between simple fractions, decimals and percentages, including in different contexts. I can solve problems involving the calculation of percentages (for example, of measures, and such as 15% of 360) and the use of percentages for comparison. I can solve problems involving the relative sizes of two quantities where missing values can be found using integer multiplication and division facts. I can solve problems involving similar shapes where the scale factor is known or can be found. I can solve problems involving unequal sharing and grouping using knowledge of fractions and multiples I can identify common factors, common multiples and prime numbers. I can use my knowledge of the order of operations to carry out calculations involving the four operations. I can solve problems involving addition, subtraction, multiplication and division. 	<ul style="list-style-type: none"> I can solve problems involving the relative sizes of two quantities where missing values can be found using integer multiplication and division facts. I can solve problems involving similar shapes where the scale factor is known or can be found. I can solve problems involving unequal sharing and grouping using knowledge of fractions and multiples. I can draw 2-D shapes using given dimensions and angles. I can recognise, describe and build simple 3-D shapes, including making nets. I can Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons. I can Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius. I can describe positions on the full coordinate grid (all 4 quadrants). I can draw and translate simple shapes on the coordinate plane, and reflect them in the axes. I can Identify, describe and represent the position of a shape following reflection or translation, using the appropriate language, and know that the shape has not changed. I can describe positions on the full coordinate grid (all 4 quadrants). I can draw and translate simple shapes on the coordinate plane, and reflect them in the axes. I can identify, describe and represent the position of a shape following reflection or translation, using the appropriate language, and know that the shape has not changed. I can use simple formulae. I can generate and describe linear number sequences. I can express missing number problems algebraically. I can find pairs of numbers that satisfy an equation with two unknowns. I can enumerate possibilities of combinations of two variables. I can recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles. I can use the properties of rectangles to deduce related facts and find missing lengths and angles. I can identify acute and obtuse angles and compare and order angles up to two right angles by size. 	<ul style="list-style-type: none"> I can add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions. I can multiply simple pairs of proper fractions, writing the answer in its simplest form. Additional: including improper fractions/ mixed numbers. I can compare and order fractions, including fractions greater than 1. I can solve problems involving fractions, decimals and percentages. <p>SATS preparation</p>	<ul style="list-style-type: none"> I can solve problems involving the relative sizes of two quantities where missing values can be found using integer multiplication and division facts. I can solve problems involving similar shapes where the scale factor is known or can be found. I can solve problems involving unequal sharing and grouping using knowledge of fractions and multiples. I can draw 2-D shapes using given dimensions and angles. I can recognise, describe and build simple 3-D shapes, including making nets. I can compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons. I can illustrate and name parts of circles, including radius, diameter and circumference I can describe positions on the full coordinate grid (all 4 quadrants). I can draw and translate simple shapes on the coordinate plane, and reflect them in the axes. I can identify, describe and represent the position of a shape following reflection or translation, using the appropriate language, and know that the shape has not changed. <p>Secondary transition projects</p>
SCIENCE	<ul style="list-style-type: none"> I can explain how light travels in straight lines I can understand how shadows are formed (WHW) I can explain how we see I can understand reflection and refraction and explain the difference between them I can understand how objects appear coloured 	<ul style="list-style-type: none"> I can classify plants I can classify vertebrates into groups and describe key characteristics I can classify invertebrates and identify key characteristics I can create an identification key I can understand what micro-organisms are and what makes mould grow faster (WHW) 	<ul style="list-style-type: none"> I can recognise that living things have changed over time and that fossils provide information about living things that inhabit the earth millions of years ago I can find out about a scientists impact in the scientific world I can recognise that living things produce off spring I can understand natural selection I can understand how plants and animals adapt in different habitats I can understand the advantages and disadvantages of adaptations 	<ul style="list-style-type: none"> I can recognise that living things have changed over time and that fossils provide information about living things that inhabit the earth millions of years ago I can find out about a scientists impact in the scientific world I can recognise that living things produce off spring I can understand natural selection I can understand how plants and animals adapt in different habitats I can understand the advantages and disadvantages of adaptations 	<ul style="list-style-type: none"> I can understand how the heart works I can understand how the lungs work I can describe the ways in which nutrients in water are transported within animals, including humans I can understand the effects of exercise on our bodies I can understand what our bodies need to stay healthy I can understand and explain the need for sleep for a healthy body I can understand what different types of drugs are I can explain how drugs, smoking and alcohol affect the body physically, emotionally and mentally 	<ul style="list-style-type: none"> I can understand how scientists discovered electricity I can identify components in a circuit I know that the brightness of a lamp or the volume of a buzzer is affected by the number of cells used or voltage in a circuit I know how to represent a series circuit using recognised symbols I know that a typical cell has a voltage of 1.5 V and these can be connected together I can create a range of circuits and recognise the need for a complete circuit (WHW)
HISTORY	<ul style="list-style-type: none"> I can explain how and why Germany suffered at the end of WWI I can explain how the conditions in Germany and the wider world lead to the rise of Hitler’s popularity I can identify the reasons why Britain and France declared war on Germany in 1939 	<ul style="list-style-type: none"> I can explain the role propaganda played in the war effort I can explain how the Battle of Britain was a turning point in the War I can explain the significance of how the D Day landings marked the start of the end of Hitler’s reign in Europe 	Retrieval	Retrieval	Retrieval	<ul style="list-style-type: none"> I can explain how the justice system worked in the Anglo Saxon times I can use sources to explore punishments in the Tudor period I can explore an area of social history I can compare and contrast I can explain how national history is reflected in Gloucester



	<ul style="list-style-type: none"> I can identify the reasons how the Blitz affect Britain I can explain how WWII changed British society 	<ul style="list-style-type: none"> I can identify and give reasons to how the second world war ended 				<ul style="list-style-type: none"> I can explain how the past has influenced our judicial period today
GEOGRAPHY	<ul style="list-style-type: none"> I can use six figure grid references I can understand the locational aspect of where we are from in the world 	Retrieval	<ul style="list-style-type: none"> I can understand the change and effects of global population I can understand the physical / human geographical challenges that poses within Australia I can explain the population make up of Australia and know why there are specific surges I can understand what and why coastal cities are popular 	<ul style="list-style-type: none"> I can explain the effects and consequences of fossil fuels I can explain how the climate is affecting trade and economy I can explain how industry has changed as a result of population and climate change 	Retrieval	Retrieval
RELIGIOUS EDUCATION	<p><u>Understand</u> 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)).</p> <p>I can make links between the Ten Commandments and Jesus' summary of the law in Matthew's Gospel (22:36-40).</p> <p>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.</p> <p>I can use developing specialist vocabulary to show how the Ten Commandments help human beings live good and happy lives.</p> <p>I can correctly use developing specialist vocabulary to describe sin as deliberately spoiling our friendship with God and each other.</p> <p>I know that a virtue is a positive habit that helps people live a good life.</p> <p><u>Discern</u></p> <p>I can ask questions about the Ten Commandments, such as What does 'you shall not steal' mean? Or what if there were eleven Commandments?</p> <p>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.</p> <p>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.</p> <p><u>Respond</u></p> <p>I can reflect on the words and images used to describe Moses' encounter with God.</p>	<p><u>Understand</u></p> <p>I can show an understanding of scripture passages that speak of David's life, recognising the intended audience and the historical context.</p> <p>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.</p> <p>Recognise links with God's covenant with Abraham.</p> <p>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.</p> <p>Recognise that David is a model of prayer, referencing one of the psalms.</p> <p>Know that the Rosary is a prayerful reflection on the life of Christ and explain what the joyful mysteries remember.</p> <p><u>Discern</u></p> <p>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?</p> <p>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.</p> <p>I can explore artistic representations of the O Antiphons, describe what they represent, and say which they prefer, giving reasons for their choice.</p> <p><u>Respond</u></p> <p>I can reflect on my understanding of David and the idea of a leader as a shepherd.</p>	<p><u>Understand</u></p> <p>I can recognise that in the Beatitudes Jesus tells his followers important messages about what makes a life blessed.</p> <p>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.</p> <p>I can make simple links between the Beatitudes and the Ten Commandments.</p> <p>I can describe accurately in sequence and detail what the disciples see at the Transfiguration, saying something about the importance of Moses and Elijah.</p> <p>I can make links between the seven petitions (requests) of the Our Father and their meaning for Christians.</p> <p>I can show understanding of how the virtue of either hope or charity (love) links with Jesus' teaching in the Beatitudes.</p> <p><u>Discern</u></p> <p>I can express a point of view about Jesus' great commandment as a rule for life.</p> <p>I can imagine how Peter, James, or John felt at the Transfiguration. Explain their thinking with reference to why this event is a mystery.</p> <p>I can explore how they and others interpret artists' meanings, in response to paintings of the Transfiguration.</p> <p><u>Respond</u></p> <p>I can reflect on the mystery of the Transfiguration.</p> <p>I can offer reasons for why Jesus invites us to call God 'Father'.</p> <p>I can consider the meaning of what they have learned about Jesus' great commandment for their own lives.</p>	<p><u>Understand</u></p> <p>I can explain what happens at the Ash Wednesday Mass and how Christians mark this day, using religious vocabulary to describe symbols and actions.</p> <p>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.</p> <p>I can describe how Catholics define sin, making links with the Ten Commandments and Jesus' great commandment as guides for a good life.</p> <p>I can use specialist vocabulary to describe the term 'conscience'.</p> <p>I can simply describe Catholic beliefs in the last things, death, judgement, heaven, and hell.</p> <p>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.</p> <p>I know that the Rosary is a prayerful reflection on the life of Christ and explain what the sorrowful mysteries remember.</p> <p><u>Discern</u></p> <p>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?</p> <p>I can explain the temptations Jesus faced in the wilderness.</p> <p>I can ask 'what if' questions about the times they have faced temptations in their own lives.</p> <p><u>Respond</u></p> <p>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.</p>	<p><u>Understand</u></p> <p>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.</p> <p>I can use specialist religious vocabulary to show knowledge and understanding of the religious actions and signs involved in the celebration of confirmation.</p> <p>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.</p> <p>Using the lives of Mary and another saint as examples, I can explain what the term 'discipleship' means.</p> <p>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.</p> <p>I know that the Rosary is a prayerful reflection on the life of Christ and explain what the glorious mysteries remember.</p> <p><u>Discern</u></p> <p>I can say what they wonder about the Holy Spirit in the life of Jesus and mystery of the Holy Trinity.</p> <p>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.</p> <p>I can consider the claim 'the Sacrament of Confirmation helps a Christian grow in virtue', expressing a point of view about this statement.</p> <p><u>Respond</u></p> <p>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.</p> <p>I can reflect on how they can use their gifts to make a better world. (RVE)</p>	<p><u>Understand</u></p> <p>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.</p> <p>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.</p> <p>I know that the Bible is translated from different languages into many languages.</p> <p>I can recognise that the Tanakh uses different names for God that reveal aspects of his nature.</p> <p>I can use specialist vocabulary to describe some Jewish beliefs expressed in the Shema prayer.</p> <p><u>Discern</u></p> <p>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.</p> <p>I can explore the place of Sacred Scripture in Jewish life today.</p> <p>I can discuss why the whole Bible is important for Christians, not just the New Testament.</p> <p><u>Respond</u></p> <p>I can reflect on the books that matter to them in their lives.</p> <p>I can talk to others about their sacred texts and why they matter.</p> <p>I can think and talk about ways of showing respect for sacred texts.</p>



	<p>I can reflect on what makes them truly happy.</p> <p>I can discuss and dialogue with others about how rules can help people be happy.</p> <p>I can reflect on their habits and where they could ‘grow in virtue’ to be better neighbours.</p>	<p>I can talk with others about their ideas about leadership, thinking about what it means to be a good shepherd today.</p> <p>I can consider how my own life and the future of the communities to which they belong could be transformed by offering their own lives in service to others, as part of their preparation during Advent.</p>	<p>I can reflect on how the communities they are part of could be transformed if everyone chose to love their neighbour as themselves.</p>	<p>I can reflect on the meaning of what they have learned for their own lives.</p>	<p>I can consider the gifts and virtues Christians need to be disciples today.</p>	
PHYSICAL EDUCATION	<p>Personal</p> <p>I can improve through perseverance and regular practice.</p> <p>I can develop and apply my ball skills and reaction and response through focused skill development sessions, modified/non-traditional games and sports and healthy competition.</p> <p>Gymnastics</p> <p>I can create some shapes with a gymnastics ribbon to represent river features</p> <p>I can use shape and movement to represent the upper, middle or lower course of a river and some river features</p> <p>I can create and hold a balance that represents mountain shapes on two, three and four points of their bodies</p> <p>I can move into and out of a balance or shape with some fluency and control</p> <p>I can work with a partner to create a range of body shapes and balances to depict different mountain features</p> <p>I can work with a partner and as part of a group, listening to and sharing ideas</p> <p>I can perform a range of counterbalances with a partner</p> <p>I can perform a range of straightforward part-weight partner balances safely and effectively</p> <p>I can follow direction to form creative body shapes, balances and positions to represent mountain ranges</p> <p>I can think of, plan and perform some rhythmic gymnastics, shapes, balances and movements that fit a river journey theme</p> <p>I can select and use appropriate apparatus in a sequence</p> <p>I can perform a group sequence by linking shapes, movements and balances and using apparatus effectively</p> <p>I can say what is good about their own and others’ performances</p>	<p>Social</p> <p>I can organise roles and responsibilities within a group.</p> <p>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.</p> <p>Gymnastics</p> <p>I can create some shapes with a gymnastics ribbon to represent river features</p> <p>I can use shape and movement to represent the upper, middle or lower course of a river and some river features</p> <p>I can create and hold a balance that represents mountain shapes on two, three and four points of their bodies</p> <p>I can move into and out of a balance or shape with some fluency and control</p> <p>I can work with a partner to create a range of body shapes and balances to depict different mountain features</p> <p>I can work with a partner and as part of a group, listening to and sharing ideas</p> <p>I can perform a range of counterbalances with a partner</p> <p>I can perform a range of straightforward part-weight partner balances safely and effectively</p> <p>I can follow direction to form creative body shapes, balances and positions to represent mountain ranges</p> <p>I can think of, plan and perform some rhythmic gymnastics, shapes, balances and movements that fit a river journey theme</p> <p>I can select and use appropriate apparatus in a sequence</p> <p>I can perform a group sequence by linking shapes, movements and balances and using apparatus effectively</p> <p>I can say what is good about their own and others’ performances</p>	<p>Cognitive</p> <p>I can use awareness of space/others to make good decisions.</p> <p>I can develop and apply my stance and footwork through focused skill development sessions, through modified/non-traditional games and sports and healthy competition.</p> <p>Striking and Fielding</p> <p>I can catch a ball accurately</p> <p>I can accurately throw or roll a ball at a target, using an overarm technique</p> <p>I can strike a bowled ball in an intended direction</p> <p>I can understand the importance of warming up</p> <p>I can begin to identify strengths and areas in which I could improve</p>	<p>Creative</p> <p>I can change tactics, rules or tasks to make activities more fun or challenging.</p> <p>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.</p> <p>Striking and Fielding</p> <p>I can catch a ball accurately</p> <p>I can accurately throw or roll a ball at a target, using an overarm technique</p> <p>I can strike a bowled ball in an intended direction</p> <p>I can understand the importance of warming up</p> <p>I can begin to identify strengths and areas in which I could improve</p>	<p>Physical</p> <p>I can accurately perform different movements and actions together so that they flow.</p> <p>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.</p> <p>Athletics</p> <p>I can try to improve reaction speed through repetition</p> <p>I can use elements of the correct technique for the underarm throw, with some success</p> <p>I can demonstrate elements of an effective sprinting technique</p> <p>I can know how to pass and receive a baton using the downsweep, and use this technique with some success in a relay race</p> <p>I can demonstrate a degree of endurance and stamina to be able to run for longer distances</p> <p>I can understand how to pace themselves and can sometimes do this in a race, including speeding up at the end</p> <p>I can sometimes use their preferred leg to lead with over the obstacles</p> <p>I can demonstrate some coordination and fluency when hurdling but generally lack speed</p> <p>I can demonstrate some elements of the different jumping techniques and work hard to improve on their personal best</p> <p>I can lead jumping activities with the support of their peers</p> <p>I can demonstrate some elements of the overhead heave throw technique and work hard to improve on their personal best</p> <p>I can use different throwing techniques for distance and accuracy.</p>	<p>Health and fitness</p> <p>I can monitor and record my activity.</p> <p>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.</p> <p>Invasion - Basketball</p> <p>I can dribble with the ball using some elements of the correct technique</p> <p>I can occasionally look up when dribbling with the ball</p> <p>I can use elements of the correct technique to pass the ball over a range of distances</p> <p>I can sometimes combine dribbling and passing at a walking pace</p> <p>I can sometimes move around the court using an effective technique without a ball but find it more challenging when a ball is introduced</p> <p>I can know the rules for pivoting and sometimes perform this skill, using the correct footwork</p> <p>I can occasionally combine more than one skill, such as dribbling and pivoting, at a walking pace</p> <p>I can use at least one technique while dribbling to protect the ball from a defender to keep possession</p> <p>I can know what to do when an opposition player is in possession of the ball and sometimes adopt elements of the defensive stance when marking</p> <p>I can know how to man-to-man mark and sometimes do this with success</p> <p>I can attempt to get free from a defender, sometimes with success</p> <p>I can understand and sometimes use attacking and defending skills and tactics to contribute towards the success of their team</p> <p>I can understand what being part of a team involves</p> <p>I can evaluate their own performance, with support.</p>
PSHE	<u>Calming the Storm</u>	<u>Peculiar Feelings</u>	<u>Is God Calling You?</u>	<u>Cyberbullying</u>	<u>The Trinity</u>	



	<p>I know that we were created individually by God who cares for us and wants us to put our faith in Him.</p> <p>I know that we physically becoming an adult is a natural phase of life.</p> <p>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!</p> <p><u>Gifts and talents</u></p> <p>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; Self-confidence arises from being loved by God (not status, etc).</p> <p>I know that human beings are different to other animals.</p> <p>I know about the unique growth and development of humans, and the changes that girls will experience during puberty.</p> <p>I know about the need to respect their bodies as a gift from God to be looked after well, and treated appropriately.</p> <p>I know about the need for modesty and appropriate boundaries.</p> <p><u>Boys' Bodies</u></p> <p>I know that human beings are different in kind to other animals.</p> <p>I know about the unique growth and development of humans, and the changes that boys will experience during puberty.</p> <p>I know about the need to respect their bodies as a gift from God to be looked after well, and treated appropriately.</p> <p>I know about the need for modesty and appropriate boundaries.</p> <p><u>Spots & Sleep</u></p> <p>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.</p> <p><u>Body Image</u></p> <p>I can recognise that images in the media do not always reflect reality and can affect how people feel about themselves.</p> <p>I know that thankfulness builds resilience against feelings of envy, inadequacy, etc. and against pressure from peers or media</p>	<p>I can deepen my understanding of the range and intensity of their feelings; that 'feelings' are not good guides for action.</p> <p>I know that some behaviour is wrong, unacceptable, unhealthy or risky.</p> <p><u>Emotional Changes</u></p> <p>I know that emotions change as I grow up (including hormonal effects);</p> <p>I can deepen their understanding of the range and intensity of my feelings; that 'feelings' are not good guides for action.</p> <p>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.</p> <p><u>Seeing Stuff Online</u></p> <p>I know the difference between harmful and harmless videos and images.</p> <p>I know about the impact that harmful videos and images can have on young minds.</p> <p>I know ways to combat and deal with viewing harmful videos and images.</p> <p><u>Making Babies (Part One)</u></p> <p>I know how a baby grows and develops in its mother's womb.</p> <p><u>Making Babies (Part Two)</u></p> <p>I know basic scientific facts about sexual intercourse between a man and woman.</p> <p>I know about the physical, emotional, moral and spiritual implications of sexual intercourse.</p> <p>I know about the Christian viewpoint that sexual intercourse should be saved for marriage.</p> <p><u>Menstruation</u></p> <p>I know about the nature and role of menstruation in the fertility cycle, and that fertility is involved in the start of life.</p> <p>I know about some practical help on how to manage the onset of menstruation.</p> <p><u>Hope in Death</u></p> <p>I can explain what 'death' means.</p> <p>I know about some feelings often connected with grief</p> <p>I know what the Christian faith says about death and eternal life.</p> <p>I know some ways to support themselves and others when they are grieving</p>	<p>I know that God calls us to love others.</p> <p>I know ways in which we can participate in God's call to us.</p> <p><u>Under Pressure</u></p> <p>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.</p> <p><u>Do You Want a Piece of Cake?</u></p> <p>I can understand what consent and bodily autonomy means.</p> <p>I can discuss and reflect on different scenarios in which it is right to say 'no'.</p> <p><u>Self-Talk</u></p> <p>I can learn about how thoughts and feelings impact on actions, and develop strategies that will positively impact their actions.</p> <p>I can apply this approach to personal friendships and relationships</p> <p><u>Build Others Up</u></p> <p>I know about prejudice, bullying and discrimination: what they mean and how to challenge them.</p> <p>I know about protected characteristics from the Equality Act 2010 such as race, age and disability.</p> <p>I know that everyone is made in the image of God, loved unconditionally by Him, has equal dignity and is deserving of equal respect.</p> <p><u>Sharing Isn't Always Caring</u></p> <p>I can recognise that my increasing independence brings increased responsibility to keep myself and others safe.</p> <p>I know how to use technology safely.</p> <p>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.</p> <p>I know how to report and get help if I encounter inappropriate materials or messages.</p>	<p>I know what the term cyberbullying means and examples of it.</p> <p>I know what cyberbullying feels like for the victim.</p> <p>I know how to get help if I experience cyberbullying.</p> <p><u>Types of Abuse</u></p> <p>To judge well what kind of physical contact is acceptable or unacceptable and how to respond. That there are different people we can trust for help, especially those closest to us who care for us, including parents, teachers and priests.</p> <p><u>Impacted Lifestyles</u></p> <p>I can understand the effect that a range of substances including drugs, tobacco and alcohol can have on the body.</p> <p>I can learn how to make good choices about substances that will have a positive impact on my health.</p> <p>I know that our bodies are created by God, so we should take care of them and be careful about what we consume.</p> <p><u>Making Good Choices</u></p> <p>I can recognise how we may come under pressure when it comes to drugs, alcohol and tobacco.</p> <p>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.</p> <p><u>Giving Assistance</u></p> <p>I know that the recovery position can be used when a person is unconscious but breathing. DR ABC is a primary survey to find out how to treat life-threatening conditions in order of importance.</p>	<p>I know that God is Trinity - a community of persons.</p> <p>I know that the Church is the Body of Christ.</p> <p><u>Catholic Social Teaching</u></p> <p>I can develop a deeper understanding of Catholic Social Teaching, so that I can grow to be: Just, understanding that the way we live has an impact on others locally, nationally and globally Self-giving, able to put aside their own wants for the common good, serving all of humanity and caring for creation.</p> <p>I am equipped to calmly stand up for my faith, for friends, my community and for victims of injustice.</p> <p>.</p>	
ART & DESIGN	<p>Drawing:</p> <ul style="list-style-type: none"> I can draw with precision and control. I can show confidence in using a variety of drawing mediums, including graded pencils, ink and pen and select these based on properties, purpose or outcome. I can independently apply a range of techniques to create texture e.g. use of 		<p>Painting:</p> <ul style="list-style-type: none"> I can choose appropriate paint, paper and implements to create, adapt and extend work. I can carry out preliminary studies to test media and materials. I can mix and match colours accurately to depict what they see in. 		<p>Sculpture</p> <p>Awaiting</p>	



	<p>an eraser, stippling, cross-hatching, surface etc.</p> <ul style="list-style-type: none"> I can explain why they have chosen specific drawing techniques. I can draw from first-hand observation and from secondary source material. I can draw pictures with perspective. I can begin to show facial expressions and body language in their sketches. I can use chiaroscuro to create three-dimensionality, mood and life in their drawings. <p>I can make annotated notes about distinctive features in sketchbooks.</p>		<ul style="list-style-type: none"> I can create imaginative work from a variety of sources including their own independent research. I can use a range of painting apparatus can be chosen and applied based on their properties, purpose or 			
DESIGN & TECHNOLOGY	<ul style="list-style-type: none"> I can research and design a 3 course meal I can apply culinary skills and knowledge I can evaluate 	None covered this term	<ul style="list-style-type: none"> I can research and design I can build a range of structures I can Improve and add detail to structures I can create a surrounding landscape 	<ul style="list-style-type: none"> I can write a design brief I can write a program to include multiple functions as part of a navigation device. I can develop a sustainable product concept. I can develop 3D CAD skills to produce a virtual model. I can present a pitch to ‘sell’ the product to a specified client. 	<ul style="list-style-type: none"> I can research and analyse a range of children’s toys. I can design a steady hand game. I can construct a stable base. I can assemble electronics and complete their electronic game. 	<ul style="list-style-type: none"> I can create design criteria to meet a user’s needs I can use an exploded diagram to assemble a frame. I can explore a mechanism to inform a design decision. I can evaluate a completed design
COMPUTING	<ul style="list-style-type: none"> I can recognise that data is transferred using agreed methods I can explain that internet devices have addresses I can describe how computers use addresses to access websites I can identify and explain the main parts of a data packet I can explain that data is transferred over networks in packets I can explain that all data transferred over the internet is in packets I can recognise how to access shared files stored online I can send information over the internet in different ways I can explain that the internet allows different media to be shared I can identify different ways of working together online I can recognise that working together on the internet can be public or private I can explain how the internet enables effective collaboration I can explain the different ways in which people communicate I can identify that there are a variety of ways to communicate over the internet I can choose methods of communication to suit particular purposes I can compare different methods of communicating on the internet I can decide when I should and should not share information online 	<ul style="list-style-type: none"> I can explore a website I can discuss the different types of media used on websites I know that websites are written in HTML I can recognise the common features of a web page I can suggest media to include on my page I can draw a web page layout that suits my purpose I can say why I should use copyright-free images I can find copyright-free images I can describe what is meant by the term ‘fair use’ I know how to use technology respectfully and responsibly when online I can add content to my own web page I can preview what my web page looks like I can evaluate what my web page looks like on different devices and suggest/make edits. I can explain what a navigation path is I can describe why navigation paths are useful I can make multiple web pages and link them using hyperlinks I can explain the implication of linking to content owned by others I can create hyperlinks to link to other people's work I can evaluate the user experience of a website 	<ul style="list-style-type: none"> I can identify examples of information that is variable I can explain that the way a variable changes can be defined I can identify that variables can hold numbers or letters I can identify a program variable as a placeholder in memory for a single value I can explain that a variable has a name and a value I can recognise that the value of a variable can be changed I can decide where in a program to change a variable I can make use of an event in a program to set a variable I can recognise that the value of a variable can be used by a program I can choose the artwork for my project I can create algorithms for my project I can explain my design choices I can create the artwork for my project I can choose a name that identifies the role of a variable I can test the code that I have written I can identify ways that my game could be improved I can use variables to extend my game I can share my game with others 	<ul style="list-style-type: none"> I can collect data I can suggest how to structure my data I can enter data into a spreadsheet I can explain what an item of data is I can choose an appropriate format for a cell I can apply an appropriate format to a cell I can explain which data types can be used in calculations I can construct a formula in a spreadsheet I can identify that changing inputs changes outputs I can calculate data using different operations I can create a formula which includes a range of cells I can apply a formula to multiple cells by duplicating it I can use a spreadsheet to answer questions I can explain why data should be organised I can apply a formula to calculate the data I need to answer questions I can produce a chart I can use a chart to show the answer to questions I can suggest when to use a table or chart 	<ul style="list-style-type: none"> I can add 3D shapes to a project I can view 3D shapes from different perspectives I can move 3D shapes relative to one another I can add 3D shapes to a project I can view 3D shapes from different perspectives I can move 3D shapes relative to one another I can rotate objects in three dimensions I can duplicate 3D objects I can group 3D objects I can accurately size 3D objects I can show that placeholders can create holes in 3D objects I can combine a number of 3D objects I can analyse a 3D model I can choose objects to use in a 3D model I can combine objects in a design I can construct a 3D model based on a design I can explain how my 3D model could be improved I can modify my 3D model to improve it 	<ul style="list-style-type: none"> I can apply my knowledge of programming to a new environment I can test my program on an emulator I can transfer my program to a controllable device I can identify examples of conditions in the real world I can use a variable in an ‘if, then, else’ statement to select the flow of a program I can determine the flow of a program using selection I can use a condition to change a variable I can experiment with different physical inputs I can explain that checking a variable doesn’t change its value I can use a comparison operator (e.g. <>=) in an if, then statement I can explain the importance of the order of conditions in else, if statements I can modify a program to achieve a different outcome I can decide what variables to include in a project I can design the algorithm for my project I can design the program flow for my project I can create a program based on my design I can test my program against my design I can use a range of approaches to find and fix bugs



	<ul style="list-style-type: none">• I can explain that communication on the internet may not be private• I can explain how to report inappropriate content online					
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