



The Victorians

RE

- I can show an understanding of why people show commitment in different ways.
- I can describe how different practices enable Muslims to show their commitment to God and understand that some of these will be more significant to some Muslims than others.
- I can think of some ways of showing commitment to God that would be better than others for Muslims.
- I can explain the qualities needed in different people because of the important jobs they are chosen to do.
- I can make links between the Virgin Birth and Christian beliefs about Jesus (Incarnation).
- I can start to consider my own response to the Christian belief in the Virgin birth, showing respect to Christian views.

Art

- I can explain why I have used different tools to create art.
- I can over print to create different patterns.

Design Technology

- I can use market research to inform my plans and ideas.
- I can work within a budget.

Music

- I can use a variety of different music devices in my composition (including melody and chords).
- I can compare and contrast the impact that different composers from different times have had on people of that time.
- I can perform parts from memory.

MFL

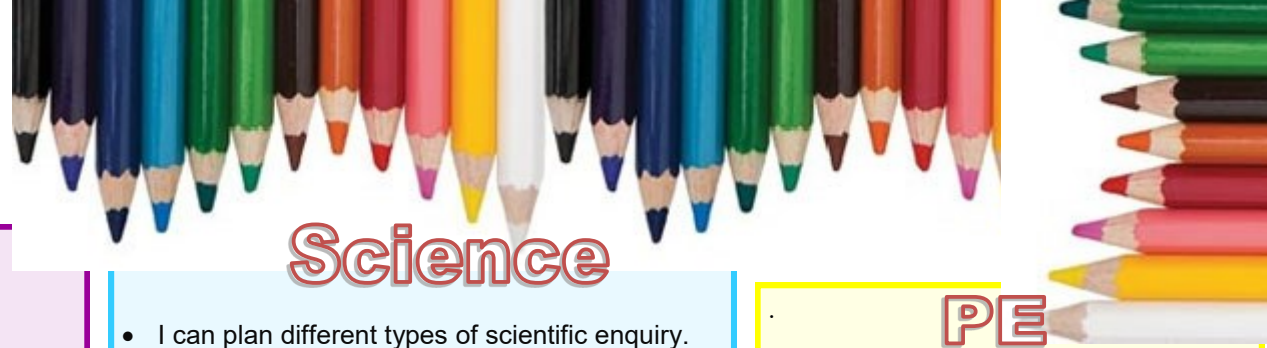
- I can hold a simple conversation with at least 5 exchanges.
- I can use my knowledge of grammar to speak correctly.

History

- I can place features of historical events and people from past societies and periods in a chronological framework
- I can summarise how Britain has had a major influence on world history
- I can describe features of historical events and people from past societies and periods they have studied
- I can appreciate how Britain once had an Empire and how that has helped or hindered our relationship with a number of countries today
- I can begin to appreciate that how we make decisions has been through a Parliament for some time
- I can appreciate how plagues and other major events have created huge differences to the way medicines and health care was developed

Geography

- I can give an extended description of the human features of different places around the world.
- I can explain how human activity has caused an environment to change.
- I can explain the term sustainable development and use it in different contexts.
- I can explain what a place might be like in the future, taking account of issues influenced by human features.
- I can report on ways in which humans have both improved and damaged the environment
- I can explain how people are trying to manage their environment.



Computing

- I understand how the internet works
- I understand some of the threats associated with online communication
- I can raise awareness about appropriate behaviour related to using email as tool for communication
- I understand that there are risks in using communication technologies
- I understand that data, software and hardware can be harmed by malicious software
- I understand some of the ways we can protect ourselves against online threats
- I understand some of the ways we can protect ourselves against online threats
- I understand that cyber crime can take a number of different forms, including spam email
- I can understand the consequences associated with online crime
- I know some ways to protect yourself and your data from cyber criminals
- I understand the importance of protecting your identity and personal information
- I understand chat room and instant messaging threats and know how to protect personal information
- I understand how to communicate and behave responsibly online.
- I understand how to behave appropriately online with others
- I recognise forms of online bullying and the consequences of it
- I understand how to deal with and protect themselves from online bullying
- I can understand that information on the internet can be biased or inaccurate
- I know some safe steps to take when accessing websites
- I understand some of the ways to search online effectively and safely
- I know that using some online data can be illegal
- I know safe steps to take when searching and using data online

Science

- I can plan different types of scientific enquiry.
- I can control variables in an enquiry.
- I can measure accurately and precisely using a range of equipment.
- I can record data and results using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.
- I can use the outcome of test results to make predictions and set up a further comparative fair test.
- I can relate the outcome from an enquiry to scientific knowledge in order to state whether evidence supports or refutes an argument or theory.

Light

- I can explain that light appears to travel in a straight line.
- I can explain and demonstrate how we see objects because an object gives out or reflects light in our eyes.
- I can explain why shadows have the same shape as the object that casts them.

Electricity

- I can explain how the number & voltage of cells in a circuit links to the brightness of a lamp or the volume of a buzzer.
- I can compare and give reasons for why components work and do not work in a circuit.
- I can draw circuit diagrams using correct symbols.

PE

Dance

- I can work creatively and imaginatively with a partner to compose motifs and structure simple dances
- I can perform to an accompaniment expressively and sensitively
- I can perform dances fluently and with control whilst working with a partner
- I can explain how dancing keeps me healthy

Tag Rugby

- I can explain the full rules of a game to a partner
- I can make a team plan and communicate it to others
- I can lead others in a game situation
- I can change my tactics in a game to improve my team's performance
- I can make a team plan and communicate it to others
- I can lead others in a game situation
- I can play in different positions