

<p><b>D&amp;T</b> DT1-I can come up with a range of ideas after collecting information from different sources. DT2-I can produce a detailed, step-by-step plan. DT3-I can suggest alternative plans; outlining the positive features and draw backs. DT4-I can explain how a product will appeal to a specific audience. DT5-I can evaluate appearance and function against original criteria. DT6-I can use a range of tools and equipment competently. DT7-I can make a prototype before make a final version. DT8-I show that I can be both hygienic and safe in the kitchen.</p>		W	M	E	<p><b>History</b> H1-I can draw a timeline with different historical periods showing key historical events or lives of significant people. H2-I can compare two or more historical periods; explaining things which changed and things which stayed the same. H3-I can explain how Parliament affects decision making in England. H4-I can explain how our locality has changed over time. H5-I can test out a hypothesis in order to answer questions. H6-I can describe how crime and punishment has changed over a period of time.</p>		W	M	E	<p><b>Music</b> M1- I can maintain my part whilst others are performing their part. M2-I can improvise within a group using melodic and rhythmic phrases. M3-I can change sounds or organise them differently to change the effect. M4-I can compose music which meets specific criteria. M5-I can use notation to record groups of pitches (chords). M6-I can use my music diary to record aspects of the composition process. M7-I can choose the most appropriate tempo for a piece of music. M8-I can describe, compare and evaluate music using musical vocabulary. M9- I can explain why I think music is successful or unsuccessful. M10 I can suggest improvement to my own work and that of others. M11 I can contrast the work of a famous composer and explain my preferences</p>		W	M	E
<p><b>Geography</b> G1- I can plan a journey to a place in another part of the world, taking account of distance and time. G2- I can explain why many cities are situated on or close to rivers. G3-I can explain why people are attracted to live by rivers. G4-I can explain the course of a river. G5-I can name and locate many of the world's most famous rivers in an atlas. G6-I can name and locate many of the world's most famous mountainous regions in an atlas. G7-I can explain how a location fits into its wider geographical location with reference to human and economical features.</p>		W	M	E	<p><b>Art</b> A1 - I can identify and draw objects and use marks and lines to produce texture. A2-I can successfully use shading to create mood and feeling. A3-I can organise line, tone, shape and colour to represent figures and forms in movement. A4-I can use shading to create mood and feeling. A5-I can express emotion in my art. A6-I can create an accurate print design following criteria. A7-I can use images which I have created, scanned and found; altering them where necessary to create art. A8-I can research the work of an artist and use their work to replicate a style.</p>		W	M				W	M	E
<p><b>Science</b> <i>Living things and their habitats</i> SP1-I can describe the life cycle of different living things, e.g. mammal, amphibian, insect bird. SP2-I can describe the differences between different life cycles. SP3-I can describe the process of reproduction in plants. SP4-I can describe the process of reproduction in animals.  <i>Animals, including humans</i> SA1- I can create a timeline to indicate stages of growth in humans.  <i>Earth and space</i> SE1- I can describe and explain the movement of the Earth and other planets relative to the Sun. SE2- I can describe and explain the movement of the Moon relative to the Earth. SE3- I can explain and demonstrate how night and day are created. SE4- I can describe the Sun, Earth and Moon (using the term spherical).  <i>Forces</i> SF1- I can explain what gravity is and its impact on our lives. SF2- I can identify and explain the effect of air resistance. SF3- I can identify and explain the effect of water resistance. SF4- I can identify and explain the effect of friction. SF5- I can explain how levers, pulleys and gears allow a smaller force to have a greater effect.</p>		W	M	E	<p><b>Science</b> <i>Properties and changes of materials</i> SM1- I can compare and group materials based on their properties (e.g. hardness, solubility, transparency, conductivity, [electrical &amp; thermal], and response to magnets). SM2- I can describe how a material dissolves to form a solution; explaining the process of dissolving. SM3- I can describe and show how to recover a substance from a solution. SM4- I can describe how some materials can be separated. SM5- I can demonstrate how materials can be separated (e.g. through filtering, sieving and evaporating). SM6- I know and can demonstrate that some changes are reversible and some are not. SM7- I can explain how some changes result in the formation of a new material and that this is usually irreversible. SM8- I can discuss reversible and irreversible changes. SM9- I can give evidenced reasons why materials should be used for specific purposes.</p>		W	M	E	<p><b>Science</b> <i>Working scientifically</i> SW1-I can plan different types of scientific enquiry. SW2- I can control variables in an enquiry. SW3- I can measure accurate and precisely using a range of equipment. SW4- I can record data and results using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. SW5- I can use the outcome of test results to make predictions and set up a further comparative fair test. SW6-I can report findings from enquiries in a range of ways. SW7-I can explain a conclusion from an enquiry. SW8- I can explain causal relationships in an enquiry. SW9- I can relate the outcome from an enquiry to scientific knowledge in order to state whether evidence supports or refutes an argument or theory. SW10 Read, spell and pronounce scientific vocabulary accurately.</p>	On-going throughout			