

LKS2 Curriculum – 2 Year Cycle

Cycle A	
Term 1 <u>THE SOUND COLLECTOR</u>	<p>SCIENCE Sound I can identify how sounds are made, associating some of them with something vibrating I can recognise that vibrations from sounds travel through a medium to the ear I can find patterns between the pitch of a sound and features of the object that produced it I can find patterns between the volume of a sound and the strength of the vibrations that produced it I can recognise that sounds get fainter as the distance from the sound source increases</p> <p>HISTORY N/A</p> <p>GEOGRAPHY N/A</p> <p>ART AND DESIGN N/A</p> <p>DT Electrical systems <u>Design</u> I can use different information sources. I can use annotated sketches, lists and CAD (foldify) I can plan a sequence of actions. I can assemble and rearrange a range of materials and components to model ideas. <u>Technical Knowledge</u> I can create models with electrical systems – switches, bulbs, buzzers. <u>Evaluation</u> I can evaluate against design criteria – purpose, appearance, conservation of materials. I can consider the view of others to improve work. I know about great designers/ inventors e.g. Thomas Edison, Graham Bell, Isambard Kingdom Brunel.</p> <p>PE Dance and Swimming <u>Dance</u> I can plan, perform and repeat sequences. I can move in a clear, fluent and expressive manner. I can refine movements into sequences.</p>

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I can create dances and movements that convey a definite idea.
I can change speed and levels within a performance.
I can develop physical strength and suppleness by practising moves and stretching.
Swimming
I can swim between 25 and 50 metres unaided.
I can use more than one stroke and coordinate breathing as appropriate for the stroke being used.
I can coordinate leg and arm movements.
I can swim at the surface and below the water.

MUSIC

Mama Mia – pop music, singing and playing

I can sing from memory with accurate pitch.
I can sing in tune.
I can maintain a simple part within a group.
I can pronounce words within a song clearly.
I can show control of voice.
I can play notes on an instrument with care so that they are clear.
I can perform with control and awareness of others.
I can evaluate music using musical vocabulary to identify areas of likes and dislikes.
I can understand layers of sounds and discuss their effect on mood and feelings.
I can develop an understanding of the history of music.

COMPUTING

We are programmers

To Code (using Scratch)

Motion – I can use specified screen coordinates to control movement.
Looks – I can set the appearance of objects and create sequences of changes.
Sound – I can create and edit sounds. Control when they are heard, their volume, duration and rests.
Draw – I can control the shade of pens.
Events – I can specify conditions to trigger events.
Control – I can use IF THEN conditions to control events or objects.
Sensing – I can create conditions for actions by sensing proximity or by waiting for a user input (such as proximity to a specified colour or a line or responses to questions).
Variables & Lists – I can use variables to store a value.
I can use the functions define, set, change, show and hide to control the variables.
Operators – I can Use the Reporter operators () + () - () () * () () / () to perform calculations.
I can use key phrases in search engines.
I can explain what autocomplete is and how to choose the best suggestion.
I can explain how the internet can be used to sell and buy things.

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	<p>I can explain the difference between a 'belief', an 'opinion' and a 'fact'.</p> <p>RE Bar Mitzvah I can identify religious artefacts and explain how and why they are used. I can describe religious buildings and explain how they are used. I can explain some of the religious practices of both clerics and individuals.</p> <p>PSHE Being Me in My World (Y3) I can recognise my worth and can identify positive things about myself and my achievements. I can set personal goals I can face new challenges positively, make responsible choices and ask for help when I need it I can understand why rules are needed and how they relate to rights and responsibilities I can understand that my actions affect myself and others and I care about other people's feelings I can make responsible choices and take action I can understand my actions affect others and try to see things from their points of view I can describe ways people who have similar likes and interests can get together online. I can give examples of technology-specific forms of communication (e.g. emojis, acronyms, text speak). I can explain some risks of communicating online with others I don't know well. I can explain how my and other people's feelings can be hurt by what is said or written online. I can explain why I should be careful who I trust online and what information I can trust them with. I can explain why I can take back my trust in someone or something if I feel nervous, uncomfortable or worried. I can explain what it means to 'know someone' online and why this might be different from knowing someone in real life. I can explain what is meant by 'trusting someone online'. I can explain why this is different from 'liking someone online'. I can explain what bullying is and can describe how people may bully others. I can describe rules about how to behave online and how I follow them.</p> <p>MFL All about me I can ask and answer simple questions and talk about interests. I can ask others to repeat words or phrases if necessary.</p>
Term 2 <u>MEET THE FLINTSTONES</u>	<p>SCIENCE Rocks I can compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. I can describe in simple terms how fossils are formed when things that have lived are trapped within rock.</p>

	<p>I can recognise that soils are made from rocks and organic matter.</p> <p>HISTORY Changes in Britain from the Stone Age to the Iron Age <u>To investigate and interpret the past</u> I can use evidence to ask questions and find answers to questions about the past. I can suggest suitable sources of evidence for historical enquiries. <u>To understand chronology</u> I can place events, artefacts and historical figures on a time line using dates. I can understand the concept of change over time, representing this, along with evidence, on a time line. I can use dates and terms to describe events. <u>To build an overview of world history</u> I can describe changes that have happened in the locality of the school throughout history. I can give a broad overview of life in Britain from ancient until medieval times. I can describe the social, ethnic, cultural or religious diversity of past society. I can describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. <u>To communicate historically</u> I can use appropriate historical vocabulary to communicate, including: dates time period era change chronology. I can use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</p> <p>GEOGRAPHY N/A</p> <p>ART AND DESIGN Andy Goldsworthy <u>Drawing</u> I can use different techniques e.g. hatching, cross/ contour hatching, to create textures of objects seen, remembered or imagined I can use a sketchbook to collect and develop ideas – annotate sketches/ collages to explain ideas I can draw on different scales <u>3D</u> I can use recycled, natural and manmade materials in imaginative ways to create sculptures</p>
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	<p><u>Collage</u></p> <p>I can experiment with a range of collage techniques such as layering, coiling, montage, tessellation, mosaic to create images</p> <p>I can use collage as a means of collecting ideas and information and building up visual vocabulary</p> <p>DT</p> <p>N/A</p> <p>PE</p> <p>Gymnastics and Invasion Games</p> <p><u>Games</u></p> <p>I can throw and catch with control and accuracy.</p> <p>I can strike a ball and field with control.</p> <p>I can choose appropriate tactics to cause problems for the opposition.</p> <p>I can follow the rules of the game and play fairly.</p> <p>I can maintain possession of a ball (with, e.g. feet, a hockey stick or hands).</p> <p>I can pass to team mates at appropriate times.</p> <p>I can lead others and act as a respectful team member.</p> <p><u>Gymnastics</u></p> <p>I can plan, perform and repeat sequences.</p> <p>I can move in a clear, fluent and expressive manner.</p> <p>I can refine movements into sequences.</p> <p>I can show changes of direction, speed and level during a performance.</p> <p>I can travel in a variety of ways, including flight, by transferring weight to generate power in movements.</p> <p>I can show a kinaesthetic sense in order to improve the placement and alignment of body parts (e.g. in balances experiment to find out how to get the centre of gravity successfully over base and organise body parts to create an interesting body shape).</p> <p>I can swing and hang from equipment safely (using hands).</p> <p>MUSIC</p> <p>Glockenspiel Stage 2 – rhythm, motifs, playing and composing</p> <p>I can play notes on an instrument with care so that they are clear.</p> <p>I can perform with control and awareness of others.</p> <p>I can compose and perform melodic songs.</p> <p>I can create repeated patterns with a range of instruments.</p> <p>I can create accompaniments for tunes.</p> <p>I can devise non-standard symbols to indicate when to play and rest.</p> <p>I can recognise the notes EGBDF and FACE on the musical stave.</p> <p>I can recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent.</p>
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COMPUTING

We are Bug Fixers

To Code (using Scratch)

Motion – I can use specified screen coordinates to control movement.

Looks – I can set the appearance of objects and create sequences of changes.

Sound – I can create and edit sounds. Control when they are heard, their volume, duration and rests.

Draw – I can control the shade of pens.

Events – I can specify conditions to trigger events.

Control – I can use IF THEN conditions to control events or objects.

Sensing – I can create conditions for actions by sensing proximity or by waiting for a user input (such as proximity to a specified colour or a line or responses to questions).

Variables & Lists – I can use variables to store a value.

I can use the functions define, set, change, show and hide to control the variables.

Operators – I can Use the Reporter operators () + () () - () () * () () / () to perform calculations.

RE

Hanukkah

I can present the key teachings and beliefs of a religion.

I can refer to religious figures and holy books to explain answers.

I can explain some of the religious practices of both clerics and individuals.

PSHE

Celebrating Difference (Y3)

I can tell you about a time when my words affected someone's feelings and what the consequences were.

I can give and receive compliments and know how this feels.

I can tell you a time when my first impression of someone changed as I got to know them.

I can explain why it is good to accept people for who they are.

MFL

Letter writing to pen pal

I can write a few short sentences using familiar expressions.

I can express personal experiences and responses.

I can use a translation dictionary or glossary to look up new words.

Christmas

I can read and understand the main points in short written texts.

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Term 3

ROMANS

SCIENCE

Living things and their habitats

I can recognise that living things can be grouped in a variety of ways.

I can explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.

I can recognise that environments can change and that this can sometimes pose dangers to living things.

HISTORY

Study – Pompeii

To investigate and interpret the past

I can use evidence to ask questions and find answers to questions about the past.

I can suggest suitable sources of evidence for historical enquiries.

I can use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.

I can describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.

I can suggest causes and consequences of some of the main events and changes in history.

To understand chronology

I can place events, artefacts and historical figures on a time line using dates.

I can understand the concept of change over time, representing this, along with evidence, on a time line.

I can use dates and terms to describe events.

To build an overview of world history

I can describe changes that have happened in the locality of the school throughout history.

I can give a broad overview of life in Britain from ancient until medieval times.

I can describe the social, ethnic, cultural or religious diversity of past society.

I can describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.

To communicate historically I can use appropriate historical vocabulary to communicate, including:

dates

time period

era

change

chronology.

I can use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.

GEOGRAPHY

Physical Geography – volcanoes

To investigate places

I can ask and answer geographical questions about the physical and human characteristics of a location.

	<p>I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</p> <p>ART AND DESIGN</p> <p>Craft – Mosaic</p> <p><u>Printing</u></p> <p>I can create more complex patterns - reflection, rotation, symmetry, tessellation</p> <p>I can explore patterns in the local environment – curtains, wallpaper</p> <p>I can use ICT to create patterns</p> <p><u>Collage</u></p> <p>I can experiment with a range of collage techniques such as layering, coiling, montage, tessellation, mosaic to create images</p> <p>DT</p> <p>Volcano Construction</p> <p><u>3D</u></p> <p>I can use mouldable materials including papier mache and mod roc to create simple 3D effects</p> <p><u>Design</u></p> <p>I can consider purpose, audience, appearance.</p> <p>I can consider conservation of materials.</p> <p>I can plan a sequence of actions.</p> <p><u>Make</u></p> <p>I can use simple joining, shaping and finishing techniques to construct products.</p> <p>I can use materials with awareness to functional qualities and conservation.</p> <p>PE</p> <p>Dance and Cricket</p> <p><u>Games</u></p> <p>I can throw and catch with control and accuracy.</p> <p>I can strike a ball and field with control.</p> <p>I can choose appropriate tactics to cause problems for the opposition.</p> <p>I can follow the rules of the game and play fairly.</p> <p>I can maintain possession of a ball (with, e.g. feet, a hockey stick or hands).</p> <p>I can pass to team mates at appropriate times.</p> <p><u>Dance</u></p> <p>I can plan, perform and repeat sequences.</p> <p>I can move in a clear, fluent and expressive manner.</p> <p>I can refine movements into sequences.</p> <p>I can create dances and movements that convey a definite idea.</p> <p>I can change speed and levels within a performance.</p>
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I can develop physical strength and suppleness by practising moves and stretching.
I can lead others and act as a respectful team member.

MUSIC

Stop! – rap, dimensions of music, singing, composing

I can maintain a simple part within a group.
I can pronounce words within a song clearly.
I can show control of voice.
I can use digital technologies to compose pieces of music.
I can evaluate music using musical vocabulary to identify areas of likes and dislikes.
I can understand layers of sounds and discuss their effect on mood and feelings.
I can develop an understanding of the history of music.

COMPUTING

We are presenters

To Communicate

I can use some of the advanced features of applications and devices in order to communicate ideas, work or messages professionally.

To Connect

I can contribute to blogs that are moderated by teachers.
I can give examples of the risks posed by online communications.
I can understand the term 'copyright'.
I can understand that comments made online that are hurtful or offensive are the same as bullying.
I can understand how online services work.
I can give reasons why I should only share information with people I choose to and can trust. I can explain that if I am not sure or I feel pressured, I should ask a trusted adult.

RE

Nature of promises and marriage

I can describe religious buildings and explain how they are used.
I can explain some of the religious practices of both clerics and individuals.
I can explain how beliefs about right and wrong affect people's behaviour.
I can describe how some of the values held by communities or individuals affect behaviour and actions.
I can discuss and give opinions on stories involving moral dilemmas.

PSHE

Dreams & Goals (Y3)

Safer Internet Day

I can tell you about a person who has faced difficult challenges and achieved success

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	<p>I can evaluate my own learning process and identify how it can be better next time. I am confident in sharing my success with others and know how to store my feelings of success in my internal treasure chest.</p> <p>I know how to make a new plan and set new goals even if I have been disappointed. I know what it means to be resilient and to have a positive attitude.</p> <p>MFL Out and about I can take part in discussions and tasks. I can demonstrate a growing vocabulary.</p>
<p>Term 4</p> <p><u>ROMANS</u></p>	<p>SCIENCE Light I can recognise that they need light in order to see things and that dark is the absence of light. I can notice that light is reflected from surfaces. I can recognise that light from the sun can be dangerous and that there are ways to protect their eyes. I can recognise that shadows are formed when the light from a light source is blocked by an opaque object. I can find patterns in the way that the size of shadows change.</p> <p>HISTORY The Roman Empire & its impact on Britain <u>To investigate and interpret the past</u> I can use evidence to ask questions and find answers to questions about the past. I can suggest suitable sources of evidence for historical enquiries. I can use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. I can suggest causes and consequences of some of the main events and changes in history. <u>To understand chronology</u> I can place events, artefacts and historical figures on a time line using dates. I can understand the concept of change over time, representing this, along with evidence, on a time line. I can use dates and terms to describe events. <u>To build an overview of world history</u> I can describe changes that have happened in the locality of the school throughout history. I can give a broad overview of life in Britain from ancient until medieval times. I can compare some of the times studied with those of other areas of interest around the world. I can describe the social, ethnic, cultural or religious diversity of past society.</p>

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	<p>I can describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p> <p><u>To communicate historically</u> I can use appropriate historical vocabulary to communicate, including:</p> <ul style="list-style-type: none"> dates time period era change chronology. <p>I can use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</p> <p>GEOGRAPHY N/A</p> <p>ART AND DESIGN Technical Drawing <u>Drawing</u> I can use different techniques e.g. hatching, cross/ contour hatching, to create textures of objects seen, remembered or imagined I can use a sketchbook to collect and develop ideas – annotate sketches/ collages to explain ideas I can draw on different scales</p> <p>DT Construction – Villas <u>3D</u> I can use a frame to provide stability and form I can use recycled, natural and manmade materials in imaginative ways to create sculptures <u>Design</u> I can use different information sources. I can use annotated sketches, lists and CAD (foldify) I can assemble and rearrange a range of materials and components to model ideas. <u>Make</u> I can mark out and cut accurately using standard measures. I can use simple joining, shaping and finishing techniques to construct products. I can use tools with greater accuracy and control – saws, needles, knives. I can use materials with awareness to functional qualities and conservation. <u>Evaluation</u> I can evaluate against design criteria – purpose, appearance, conservation of materials. I can consider the view of others to improve work.</p>
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PE

Gymnastics and Outdoor activities

Gymnastics

I can plan, perform and repeat sequences.

I can move in a clear, fluent and expressive manner.

I can refine movements into sequences.

I can show changes of direction, speed and level during a performance.

I can travel in a variety of ways, including flight, by transferring weight to generate power in movements.

I can show a kinaesthetic sense in order to improve the placement and alignment of body parts (e.g. in balances experiment to find out how to get the centre of gravity successfully over base and organise body parts to create an interesting body shape).

I can swing and hang from equipment safely (using hands).

OAA

I can arrive properly equipped for outdoor and adventurous activity.

I can understand the need to show accomplishment in managing risks.

I can show an ability to both lead and form part of a team.

I can support others and seek support if required when the situation dictates.

I can show resilience when plans do not work and initiative to try new ways of working.

I can use maps, compasses and digital devices to orientate themselves.

I can remain aware of changing conditions and change plans if necessary.

MUSIC

Lean on Me – soul/gospel, dimensions of music, musical learning, singing

I can sing from memory with accurate pitch.

I can sing in tune.

I can maintain a simple part within a group.

I can pronounce words within a song clearly.

I can show control of voice.

I can play notes on an instrument with care so that they are clear.

I can perform with control and awareness of others.

I can use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music.

I can evaluate music using musical vocabulary to identify areas of likes and dislikes.

I can understand layers of sounds and discuss their effect on mood and feelings.

I can develop an understanding of the history of music.

COMPUTING

We are network engineers

To Code (using Scratch)

Motion – I can use specified screen coordinates to control movement.

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Looks – I can set the appearance of objects and create sequences of changes.
 Sound – I can create and edit sounds. Control when they are heard, their volume, duration and rests.
 Draw – I can control the shade of pens.
 Events – I can specify conditions to trigger events.
 Control – I can use IF THEN conditions to control events or objects.
 Sensing – I can create conditions for actions by sensing proximity or by waiting for a user input (such as proximity to a specified colour or a line or responses to questions).
 Variables & Lists – I can use variables to store a value.
 I can use the functions define, set, change, show and hide to control the variables.
 Operators – I can Use the Reporter operators () + () () - () () * () () / () to perform calculations.
 I understand and can give reasons why passwords are important.
 I can describe simple strategies for creating and keeping passwords private.
 I can describe how connected devices can collect and share my information with others.
 I can explain how internet use can be monitored.

RE

The Easter story (incl. Last Supper/Garden of Gethsemane)

I can present the key teachings and beliefs of a religion.
 I can refer to religious figures and holy books to explain answers.
 I can identify religious symbolism in literature and the arts.
 I can show an understanding that personal experiences and feelings influence attitudes and actions.
 I can give some reasons why religious figures may have acted as they did.
 I can ask questions that have no universally agreed answers.
 I can discuss and give opinions on stories involving moral dilemmas.

PSHE

Healthy Me (Y3)

I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe including who to go to for help.
 I can express how being anxious or scared feels.
 I can recognise when people are putting me under pressure and can explain ways to resist this when I want to.
 I can identify feelings of anxiety and fear associated with peer pressure.
 I can explain what is meant by the term 'identity'.

MFL

Out and about

I can take part in discussions and tasks.
 I can demonstrate a growing vocabulary.

Shrove Tuesday

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	<p>I can make comparisons between life in countries or communities where the language is spoken and this country.</p> <p>Easter</p> <p>I can make comparisons between life in countries or communities where the language is spoken and this country.</p>
<p>Term 5</p> <p><u>TALES FROM EUROPE</u></p>	<p>SCIENCE</p> <p>Electricity</p> <p>I can identify common appliances that run on electricity.</p> <p>I can construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.</p> <p>I can identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery.</p> <p>I can recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.</p> <p>I can recognise some common conductors and insulators, and associate metals with being good conductors.</p> <p>HISTORY</p> <p>N/A</p> <p>GEOGRAPHY</p> <p>Comparing UK & European countries</p> <p>Locate European countries</p> <p><u>To investigate places</u></p> <p>I can ask and answer geographical questions about the physical and human characteristics of a location.</p> <p>I can explain own views about locations, giving reasons.</p> <p>I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</p> <p>I can use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies.</p> <p>I can use a range of resources to identify the key physical and human features of a location.</p> <p>I can name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</p> <p>I can name and locate the countries of Europe and identify their main physical and human characteristics.</p> <p><u>To investigate patterns</u></p> <p>I can describe geographical similarities and differences between countries.</p> <p>I can describe how the locality of the school has changed over time.</p> <p><u>To communicate geographically</u></p> <p>I can describe key aspects of:</p> <p>human geography, including: settlements and land use.</p>

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I can use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.

ART AND DESIGN

N/A

DT

Cooking & Nutrition

Cooking and Nutrition

I can follow a recipe (preferably savoury)

I can measure ingredients to the nearest gram.

I can prepare, assemble or cook ingredients hygienically.

I can talk about seasonality of food and how it is grown, reared, caught and processed e.g. spices used in curry, chocolate.

PE

Athletics and

Striking & Fielding

Games

I can throw and catch with control and accuracy.

I can strike a ball and field with control.

I can choose appropriate tactics to cause problems for the opposition.

I can follow the rules of the game and play fairly.

I can maintain possession of a ball (with, e.g. feet, a hockey stick or hands).

I can pass to team mates at appropriate times.

I can lead others and act as a respectful team member.

Athletics

I can sprint over a short distance up to 60 metres.

I can run over a longer distance, conserving energy in order to sustain performance.

I can use a range of throwing techniques (such as under arm, over arm).

I can throw with accuracy to hit a target or cover a distance.

I can jump in a number of ways, using a run up where appropriate.

I can compete with others and aim to improve personal best performances.

MUSIC

Blackbird – The Beatles, history of music, singing, playing

I can sing from memory with accurate pitch.

I can sing in tune.

I can maintain a simple part within a group.

I can pronounce words within a song clearly.
 I can show control of voice.
 I can play notes on an instrument with care so that they are clear.
 I can perform with control and awareness of others.
 I can use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music.
 I can evaluate music using musical vocabulary to identify areas of likes and dislikes.
 I can understand layers of sounds and discuss their effect on mood and feelings.
 I can develop an understanding of the history of music.

COMPUTING

We are communicators

To Communicate

I can use some of the advanced features of applications and devices in order to communicate ideas, work or messages professionally.

To Connect

I can contribute to blogs that are moderated by teachers.
 I can give examples of the risks posed by online communications.
 I can understand the term 'copyright'.
 I can understand that comments made online that are hurtful or offensive are the same as bullying.
 I can understand how online services work.
 I can explain how I can represent myself in different ways online.
 I can explain ways in which and why I might change my identity depending on what I am doing online (e.g. gaming; using an avatar; social media).

RE

The church and the synagogue

I can identify religious artefacts and explain how and why they are used.
 I can describe religious buildings and explain how they are used.
 I can explain some of the religious practices of both clerics and individuals.

PSHE

Relationships (Y3)

I can explain how some of the actions and work of people around the world help and influence my life and can show an awareness of how this could affect my choices.
 I can explain different points of view on an animal rights issue and express my own opinion and feelings on this.
 I can explain why spending too much time using technology can sometimes have a negative impact on me; I can give some examples of activities where it is easy to spend a lot of time engaged (e.g. games, films, videos).

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	<p>MFL</p> <p>Letter writing to pen pal</p> <p>I can write a few short sentences using familiar expressions.</p> <p>I can express personal experiences and responses.</p> <p>I can write short phrases from memory with spelling that is readily understandable.</p> <p>I can use a translation dictionary or glossary to look up new words.</p> <p>Culture</p> <p>I can describe with some interesting details some aspects of countries or communities where the language is spoken.</p> <p>I can make comparisons between life in countries or communities where the language is spoken and this country.</p>
<p>Term 6</p> <p><u>MUCH ADO ABOUT NOTHING</u></p>	<p>SCIENCE</p> <p>States of Matter</p> <p>I can compare and group materials together, according to whether they are solids, liquids or gases.</p> <p>I can observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C).</p> <p>I can identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p> <p>HISTORY</p> <p>Life in Tudor & Elizabethan England</p> <p><u>To investigate and interpret the past</u></p> <p>I can use evidence to ask questions and find answers to questions about the past.</p> <p>I can suggest suitable sources of evidence for historical enquiries.</p> <p>I can use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</p> <p><u>To understand chronology</u></p> <p>I can place events, artefacts and historical figures on a time line using dates.</p> <p>I can understand the concept of change over time, representing this, along with evidence, on a time line.</p> <p>I can use dates and terms to describe events.</p> <p><u>To build an overview of world history</u></p> <p>I can give a broad overview of life in Britain from ancient until medieval times.</p> <p>I can describe the social, ethnic, cultural or religious diversity of past society.</p> <p>I can describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p> <p><u>To communicate historically</u> I can use appropriate historical vocabulary to communicate, including:</p> <ul style="list-style-type: none"> dates time period era change

	<p>chronology.</p> <p>I can use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</p> <p>GEOGRAPHY</p> <p>N/A</p> <p>ART AND DESIGN</p> <p>Costume design</p> <p><u>Drawing</u></p> <p>I can use different techniques e.g. hatching, cross/ contour hatching, to create textures of objects seen, remembered or imagined</p> <p>I can use a sketchbook to collect and develop ideas – annotate sketches/ collages to explain ideas</p> <p>I can engage in close observational drawing of people/ faces – proportion and placement</p> <p><u>Printing</u></p> <p>I can explore patterns in the local environment – curtains, wallpaper</p> <p>DT</p> <p>Textiles</p> <p><u>Textiles</u></p> <p>I can use smaller eyed needles and finer threads. I can master a backstitch</p> <p>I can develop my skills in stitching, cutting and joining</p> <p>I can print onto fabric</p> <p>I can learn the technique for tie dying/ dip dying</p> <p>I can learn the technique for batik</p> <p>I can learn to applique</p> <p>I can weave to create different textural effects</p> <p><u>Design</u></p> <p>I can use different information sources.</p> <p>I can consider purpose, audience, appearance.</p> <p>I can consider conservation of materials.</p> <p>I can use annotated sketches, lists and CAD (foldify)</p> <p><u>Make</u></p> <p>I can mark out and cut accurately using standard measures.</p> <p>I can use tools with greater accuracy and control – saws, needles, knives.</p> <p>I can use materials with awareness to functional qualities and conservation.</p> <p>I can backstitch.</p> <p><u>Technical Knowledge</u></p> <p>I can select appropriate techniques to decorate textiles - sew on buttons, make loops, simple applique.</p>
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I can use a running stitch and backstitch.

PE

Athletics and Swimming

Swimming

I can swim between 25 and 50 metres unaided.

I can use more than one stroke and coordinate breathing as appropriate for the stroke being used.

I can coordinate leg and arm movements.

I can swim at the surface and below the water.

Athletics

I can sprint over a short distance up to 60 metres.

I can run over a longer distance, conserving energy in order to sustain performance.

I can use a range of throwing techniques (such as under arm, over arm).

I can throw with accuracy to hit a target or cover a distance.

I can jump in a number of ways, using a run up where appropriate.

I can compete with others and aim to improve personal best performances.

MUSIC

Reflect, Rewind and Replay – dimensions of music, singing, playing, composing, performing

I can sing from memory with accurate pitch.

I can sing in tune.

I can maintain a simple part within a group.

I can pronounce words within a song clearly.

I can show control of voice.

I can play notes on an instrument with care so that they are clear.

I can perform with control and awareness of others.

I can compose and perform melodic songs.

I can create repeated patterns with a range of instruments.

I can devise non-standard symbols to indicate when to play and rest.

I can recognise the notes EGBDF and FACE on the musical stave.

I can recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent.

COMPUTING

We are opinion pollsters

To Collect

I can devise and construct databases using applications designed for this purpose in areas across the curriculum.

I can describe how others can find out information about me by looking online.

I can explain ways that some of the information about me online could have been created, copied or shared by others.

LKS2 Curriculum – 2 Year Cycle

RE

Abraham

I can present the key teachings and beliefs of a religion.

I can refer to religious figures and holy books to explain answers.

I can give some reasons why religious figures may have acted as they did.

PSHE

Changing Me (Y3 + Y4)

I can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up.

I recognise how I feel about these changes happening to me and know how to cope with these feeling.

I can identify what I am looking forward to when I am in Year 5.

I can reflect on the changes I would like to make when I am in Year 5 and can describe how to go about this.

MFL

Out and about

I can take part in discussions and tasks.

I can demonstrate a growing vocabulary.

I can read short texts independently.

LKS2 Curriculum – 2 Year Cycle

Cycle B	
Term 1 <u>AROUND THE WORLD</u>	<p>SCIENCE Animals including humans I can identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. I can describe the simple functions of the basic parts of the digestive system in humans. I can construct and interpret a variety of food chains, identifying producers, predators and prey.</p> <p>HISTORY N/A</p> <p>GEOGRAPHY Geographical skills and fieldwork (Science link) Identify the position and significance of latitude & longitude <u>To investigate places</u> I can ask and answer geographical questions about the physical and human characteristics of a location. I can explain own views about locations, giving reasons. I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features. I can use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies. <u>To investigate patterns</u> I can name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones and describe some of the characteristics of these geographical areas. I can describe geographical similarities and differences between countries. <u>To communicate geographically</u> I can describe key aspects of: human geography, including: settlements and land use. I can use the eight points of a compass, four-figure grid references, symbols and keys to communicate knowledge of the United Kingdom and the wider world.</p> <p>ART Modern Art (Pollock) <u>Painting</u> I can experiment with how to start a painting: blocking in colour (under painting in large shapes to lay out composition) I can experiment with creating texture: impasto – add paint in thickened layers to add depth and distance</p>

paint on textured fabrics
 I can apply colour using dotting, scratching, splashing with different painting tools
 I can confidently mix secondary and tertiary colours and use tints (add white), tones (add grey) and shades (add black)
 I can make colour wheels. I understand complimentary colours

DT
N/A

PE
Dance and Swimming

Dance

I can plan, perform and repeat sequences.
 I can move in a clear, fluent and expressive manner.
 I can refine movements into sequences.
 I can create dances and movements that convey a definite idea.
 I can change speed and levels within a performance.
 I can develop physical strength and suppleness by practising moves and stretching.

Swimming

I can swim between 25 and 50 metres unaided.
 I can use more than one stroke and coordinate breathing as appropriate for the stroke being used.
 I can coordinate leg and arm movements.
 I can swim at the surface and below the water.

MUSIC

Let Your Spirit Fly – genres of music, dimensions of music, singing, playing

I can sing from memory with accurate pitch.
 I can sing in tune.
 I can maintain a simple part within a group.
 I can pronounce words within a song clearly.
 I can show control of voice.
 I can play notes on an instrument with care so that they are clear.
 I can perform with control and awareness of others.
 I can use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music.
 I can evaluate music using musical vocabulary to identify areas of likes and dislikes.
 I can understand layers of sounds and discuss their effect on mood and feelings.
 I can develop an understanding of the history of music.

	<p>COMPUTING</p> <p>We are software developers</p> <p><u>To Code (using Scratch)</u></p> <p>Motion – I can use specified screen coordinates to control movement.</p> <p>Looks – I can set the appearance of objects and create sequences of changes.</p> <p>Sound – I can create and edit sounds. Control when they are heard, their volume, duration and rests.</p> <p>Draw – I can control the shade of pens.</p> <p>Events – I can specify conditions to trigger events.</p> <p>Control – I can use IF THEN conditions to control events or objects.</p> <p>Sensing – I can create conditions for actions by sensing proximity or by waiting for a user input (such as proximity to a specified colour or a line or responses to questions).</p> <p>Variables & Lists – I can use variables to store a value.</p> <p>I can use the functions define, set, change, show and hide to control the variables.</p> <p>Operators – I can Use the Reporter operators () + () () - () () * () () / () to perform calculations.</p> <p>I can analyse information and differentiate between 'opinions', 'beliefs' and 'facts'. I understand what criteria have to be met before something is a 'fact'.</p> <p>I can describe how I can search for information within a wide group of technologies (e.g. social media, image sites, video sites).</p> <p>I can describe some of the methods used to encourage people to buy things online (e.g. advertising offers; in-app purchases, pop-ups) and can recognise some of these when they appear online.</p> <p>I can explain that some people I 'meet online' (e.g. through social media) may be computer programmes pretending to be real people.</p> <p>I can explain why lots of people sharing the same opinions or beliefs online does not make those opinions or beliefs true.</p> <p>RE</p> <p>Stories from the Old Testament and comparing Creation Stories</p> <p>I can present the key teachings and beliefs of a religion.</p> <p>I can refer to religious figures and holy books to explain answers.</p> <p>I can ask questions that have no universally agreed answers.</p> <p>PSHE</p> <p>Being Me (Y4)</p> <p>I know my attitudes and actions make a difference to the class team</p> <p>I can understand who is in my school community, the roles they play and how I fit</p> <p>I can understand how democracy works through the school council</p> <p>I can understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them</p> <p>I can understand how groups come together to make decisions</p> <p>I can understand how democracy and having a voice benefits the school community</p>
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	<p>I can search for information about myself online. I can recognise I need to be careful before I share anything about myself or others online. I know who I should ask if I am not sure if I should put something online.</p> <p>MFL Culture</p> <p>I can describe with some interesting details some aspects of countries or communities where the language is spoken. I can make comparisons between life in countries or communities where the language is spoken and this country.</p>
<p>Term 2</p> <p><u>CONFLICT: Anglo Saxons, Vikings and Celts</u></p>	<p>SCIENCE Animals including humans</p> <p>I can identify that humans and some other animals have skeletons and muscles for support, protection and movement. I can identify the different types of teeth in humans and their simple functions.</p> <p>HISTORY Anglo Saxons, Vikings and Celts</p> <p><u>To investigate and interpret the past</u> I can use evidence to ask questions and find answers to questions about the past. I can suggest suitable sources of evidence for historical enquiries. I can use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</p> <p><u>To understand chronology</u> I can place events, artefacts and historical figures on a time line using dates. I can understand the concept of change over time, representing this, along with evidence, on a time line. I can use dates and terms to describe events.</p> <p><u>To build an overview of world history</u> I can give a broad overview of life in Britain from ancient until medieval times. I can compare some of the times studied with those of other areas of interest around the world. I can describe the social, ethnic, cultural or religious diversity of past society. I can describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p> <p><u>To communicate historically</u> I can use appropriate historical vocabulary to communicate, including: dates time period era change chronology.</p>

	<p>I can use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</p> <p>GEOGRAPHY N/A</p> <p>ART Sketching/printmaking – Celtic Tessellation <u>Drawing</u> I can use a sketchbook to collect and develop ideas – annotate sketches/ collages to explain ideas <u>Printing</u> I can create a relief print e.g. collograph – when different items are used on a printing block e.g. string, card I can create more complex patterns - reflection, rotation, symmetry, tessellation I can explore patterns in the local environment – curtains, wallpaper</p> <p>DT Saxon/Viking Cooking <u>Cooking and Nutrition</u> I can follow a recipe (preferably savoury) I can measure ingredients to the nearest gram. I can prepare, assemble or cook ingredients hygienically. I can talk about seasonality of food and how it is grown, reared, caught and processed e.g. spices used in curry, chocolate.</p> <p>PE Gymnastics and Invasion Games <u>Games</u> I can throw and catch with control and accuracy. I can strike a ball and field with control. I can choose appropriate tactics to cause problems for the opposition. I can follow the rules of the game and play fairly. I can maintain possession of a ball (with, e.g. feet, a hockey stick or hands). I can pass to team mates at appropriate times. I can lead others and act as a respectful team member. <u>Gymnastics</u> I can plan, perform and repeat sequences. I can move in a clear, fluent and expressive manner. I can refine movements into sequences. I can show changes of direction, speed and level during a performance.</p>
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I can travel in a variety of ways, including flight, by transferring weight to generate power in movements.
I can show a kinaesthetic sense in order to improve the placement and alignment of body parts (e.g. in balances experiment to find out how to get the centre of gravity successfully over base and organise body parts to create an interesting body shape).
I can swing and hang from equipment safely (using hands).

MUSIC

Glockenspiel Stage 1 – rhythm, motifs, playing and composing

I can play notes on an instrument with care so that they are clear.
I can perform with control and awareness of others.
I can compose and perform melodic songs.
I can devise non-standard symbols to indicate when to play and rest.
I can recognise the notes EGBDF and FACE on the musical stave.
I can recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent.

COMPUTING

We are toy designers

To Code (using Scratch)

Motion – I can use specified screen coordinates to control movement.
Looks – I can set the appearance of objects and create sequences of changes.
Sound – I can create and edit sounds. Control when they are heard, their volume, duration and rests.
Draw – I can control the shade of pens.
Events – I can specify conditions to trigger events.
Control – I can use IF THEN conditions to control events or objects.
Sensing – I can create conditions for actions by sensing proximity or by waiting for a user input (such as proximity to a specified colour or a line or responses to questions).
Variables & Lists – I can use variables to store a value.
I can use the functions define, set, change, show and hide to control the variables.
Operators – I can Use the Reporter operators () + () () - () () * () () / () to perform calculations.

RE

The Christmas Story (incl. The Annunciation)/Christmas around the world (incl. Epiphany)

I can present the key teachings and beliefs of a religion.
I can identify religious symbolism in literature and the arts.
I can give some reasons why religious figures may have acted as they did.
I can describe how some of the values held by communities or individuals affect behaviour and actions.

	<p>PSHE Celebrating Difference (Y4) I can tell you about a time when my words affected someone's feelings and what the consequences were. I can give and receive compliments and know how this feels. I can tell you a time when my first impression of someone changed as I got to know them. I can explain why it is good to accept people for who they are. I can describe strategies for safe and fun experiences in a range of online social environments. I can give examples of how to be respectful to others online. I can identify some online technologies where bullying might take place. I can describe ways people can be bullied through a range of media (e.g. image, video, text, chat). I can explain why I need to think carefully about how content I post might affect others, their feelings and how it may affect how others feel about them (their reputation).</p> <p>MFL Letter writing to pen pal I can write a few short sentences using familiar expressions. I can express personal experiences and responses. I can use a translation dictionary or glossary to look up new words.</p> <p>Christmas I can make comparisons between life in countries or communities where the language is spoken and this country.</p>
<p>Term 3</p> <p><u>LEGENDS: Ancient Greece</u></p>	<p>SCIENCE Magnets and forces I can compare how things move on different surfaces I can notice that some forces need contact between 2 objects, but magnetic forces can act at a distance I can observe how magnets attract or repel each other and attract some materials and not others I can compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials I can describe magnets as having 2 poles I can predict whether 2 magnets will attract or repel each other, depending on which poles are facing</p> <p>HISTORY Ancient Greece – a study of Greek life & stories <u>To investigate and interpret the past</u> I can use evidence to ask questions and find answers to questions about the past. I can suggest suitable sources of evidence for historical enquiries. I can use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</p>

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	<p><u>To understand chronology</u></p> <p>I can place events, artefacts and historical figures on a time line using dates.</p> <p>I can understand the concept of change over time, representing this, along with evidence, on a time line.</p> <p>I can use dates and terms to describe events.</p> <p><u>To build an overview of world history</u></p> <p>I can give a broad overview of life in Britain from ancient until medieval times.</p> <p>I can compare some of the times studied with those of other areas of interest around the world.</p> <p>I can describe the social, ethnic, cultural or religious diversity of past society.</p> <p>I can describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p> <p><u>To communicate historically</u> I can use appropriate historical vocabulary to communicate, including:</p> <ul style="list-style-type: none"> dates time period era change chronology. <p>I can use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</p> <p>GEOGRAPHY</p> <p>N/A</p> <p>ART</p> <p>Sculpture (clay)</p> <p><u>3D</u></p> <p>I can develop skills in joining, extending and modelling clay – pinch, coil, slab and slip</p> <p>I can use mouldable materials including papier mache and mod roc to create simple 3D effects</p> <p>I can use a frame to provide stability and form</p> <p>I can use recycled, natural and manmade materials in imaginative ways to create sculptures</p> <p>DT</p> <p>N/A</p> <p>PE</p> <p>Dance and Cricket</p> <p><u>Games</u></p> <p>I can throw and catch with control and accuracy.</p> <p>I can strike a ball and field with control.</p> <p>I can choose appropriate tactics to cause problems for the opposition.</p>
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	<p>I can follow the rules of the game and play fairly. I can maintain possession of a ball (with, e.g. feet, a hockey stick or hands). I can pass to team mates at appropriate times.</p> <p><u>Dance</u></p> <p>I can plan, perform and repeat sequences. I can move in a clear, fluent and expressive manner. I can refine movements into sequences. I can create dances and movements that convey a definite idea. I can change speed and levels within a performance. I can develop physical strength and suppleness by practising moves and stretching. I can lead others and act as a respectful team member.</p> <p>MUSIC Three Little Birds – reggae, singing, playing, improvising, composing</p> <p>I can maintain a simple part within a group. I can pronounce words within a song clearly. I can show control of voice. I can play notes on an instrument with care so that they are clear. I can perform with control and awareness of others. I can use digital technologies to compose pieces of music. I can evaluate music using musical vocabulary to identify areas of likes and dislikes. I can understand layers of sounds and discuss their effect on mood and feelings.</p> <p>COMPUTING We are musicians</p> <p><u>To Communicate</u></p> <p>I can use some of the advanced features of applications and devices in order to communicate ideas, work or messages professionally.</p> <p><u>To Connect</u></p> <p>I can contribute to blogs that are moderated by teachers. I can give examples of the risks posed by online communications. I can understand the term 'copyright'. I can understand that comments made online that are hurtful or offensive are the same as bullying. I can understand how online services work. When searching on the internet for content to use, I can explain why I need to consider who owns it and whether I have the right to reuse it. I can give some simple examples.</p>
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	<p>RE Life and parables of Jesus I can present the key teachings and beliefs of a religion. I can refer to religious figures and holy books to explain answers. I can identify religious symbolism in literature and the arts. I can give some reasons why religious figures may have acted as they did. I can explain how beliefs about right and wrong affect people's behaviour. I can describe how some of the values held by communities or individuals affect behaviour and actions. I can discuss and give opinions on stories involving moral dilemmas.</p> <p>PSHE Dreams & Goals (Y4) I can evaluate my own learning process and identify how it can be better next time. I am confident in sharing my success with others and know how to store my feelings of success in my internal treasure chest. I know how to make a new plan and set new goals even if I have been disappointed. I know what it means to be resilient and to have a positive attitude.</p> <p>MFL Leisure I can understand the main points from spoken passages. I can ask others to repeat words or phrases if necessary. I can ask and answer simple questions and talk about interests.</p>
<p>Term 4</p> <p><u>LEGACY: Ancient Greece</u></p>	<p>SCIENCE Magnets and forces I can compare how things move on different surfaces. I can notice that some forces need contact between 2 objects, but magnetic forces can act at a distance. I can observe how magnets attract or repel each other and attract some materials and not others. I can compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials. I can describe magnets as having 2 poles. I can predict whether 2 magnets will attract or repel each other, depending on which poles are facing.</p> <p>HISTORY Ancient Greece –achievements & their influence on the world <u>To investigate and interpret the past</u> I can use evidence to ask questions and find answers to questions about the past.</p>

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	<p>I can suggest suitable sources of evidence for historical enquiries.</p> <p>I can use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</p> <p>I can describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.</p> <p>I can suggest causes and consequences of some of the main events and changes in history.</p> <p><u>To understand chronology</u></p> <p>I can place events, artefacts and historical figures on a time line using dates.</p> <p>I can understand the concept of change over time, representing this, along with evidence, on a time line.</p> <p>I can use dates and terms to describe events.</p> <p><u>To build an overview of world history</u></p> <p>I can give a broad overview of life in Britain from ancient until medieval times.</p> <p>I can compare some of the times studied with those of other areas of interest around the world.</p> <p>I can describe the social, ethnic, cultural or religious diversity of past society.</p> <p>I can describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p> <p><u>To communicate historically</u> I can use appropriate historical vocabulary to communicate, including:</p> <ul style="list-style-type: none"> dates time period era change chronology. <p>I can use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</p> <p>GEOGRAPHY</p> <p>N/A</p> <p>ART</p> <p>N/A</p> <p>DT</p> <p>Cranes and Archimedes Screw</p> <p><u>3D</u></p> <p>I can use a frame to provide stability and form</p> <p>I can use recycled, natural and manmade materials in imaginative ways to create sculptures</p> <p><u>Design</u></p> <p>I can use different information sources.</p> <p>I can consider purpose, audience, appearance.</p> <p>I can consider conservation of materials.</p>
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I can use annotated sketches, lists and CAD (foldify)
I can plan a sequence of actions.
I can assemble and rearrange a range of materials and components to model ideas.
Make
I can mark out and cut accurately using standard measures.
I can use simple joining, shaping and finishing techniques to construct products.
I can use tools with greater accuracy and control – saws, needles, knives.
I can use materials with awareness to functional qualities and conservation.
Technical Knowledge
I can create mechanical structures – levers, linkages; pneumatics.
I can strengthen with diagonal struts.
Evaluation
I can evaluate against design criteria – purpose, appearance, conservation of materials.
I can evaluate, disassemble and analyse a range of existing products.
I can consider the view of others to improve work.
I know about great designers/ inventors e.g. Thomas Edison, Graham Bell, Isambard Kingdom Brunel.

PE

Gymnastics and Outdoor activities

Gymnastics

I can plan, perform and repeat sequences.
I can move in a clear, fluent and expressive manner.
I can refine movements into sequences.
I can show changes of direction, speed and level during a performance.
I can travel in a variety of ways, including flight, by transferring weight to generate power in movements.
I can show a kinaesthetic sense in order to improve the placement and alignment of body parts (e.g. in balances experiment to find out how to get the centre of gravity successfully over base and organise body parts to create an interesting body shape).
I can swing and hang from equipment safely (using hands).

OAA

I can arrive properly equipped for outdoor and adventurous activity.
I can understand the need to show accomplishment in managing risks.
I can show an ability to both lead and form part of a team.
I can support others and seek support if required when the situation dictates.
I can show resilience when plans do not work and initiative to try new ways of working.
I can use maps, compasses and digital devices to orientate themselves.
I can remain aware of changing conditions and change plans if necessary.

	<p>MUSIC</p> <p>The Dragon Song – world music, dimensions of music, playing, improvising, composing</p> <p>I can play notes on an instrument with care so that they are clear.</p> <p>I can perform with control and awareness of others.</p> <p>I can use sound to create abstract effects.</p> <p>I can use drones as accompaniments.</p> <p>I can choose, order, combine and control sounds to create an effect.</p> <p>I can use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music.</p> <p>I can evaluate music using musical vocabulary to identify areas of likes and dislikes.</p> <p>I can understand layers of sounds and discuss their effect on mood and feelings.</p> <p>I can develop an understanding of the history of music.</p> <p>COMPUTING</p> <p>We are HTML editors</p> <p><u>To Code (using Scratch)</u></p> <p>Motion – I can use specified screen coordinates to control movement.</p> <p>Looks – I can set the appearance of objects and create sequences of changes.</p> <p>Sound – I can create and edit sounds. Control when they are heard, their volume, duration and rests.</p> <p>Draw – I can control the shade of pens.</p> <p>Events – I can specify conditions to trigger events.</p> <p>Control – I can use IF THEN conditions to control events or objects.</p> <p>Sensing – I can create conditions for actions by sensing proximity or by waiting for a user input (such as proximity to a specified colour or a line or responses to questions).</p> <p>Variables & Lists – I can use variables to store a value.</p> <p>I can use the functions define, set, change, show and hide to control the variables.</p> <p>Operators – I can Use the Reporter operators () + () () - () () * () () / () to perform calculations.</p> <p>I can explain what a strong password is.</p> <p>I can describe strategies for keeping my personal information private, depending on context.</p> <p>I can explain that others online can pretend to be me or other people including my friends.</p> <p>I can suggest reasons why they might do this.</p> <p>RE</p> <p>Moses/Passover</p> <p>I can present the key teachings and beliefs of a religion.</p> <p>I can refer to religious figures and holy books to explain answers.</p> <p>I can present the key teachings and beliefs of a religion.</p> <p>I can refer to religious figures and holy books to explain answers.</p> <p>I can explain some of the religious practices of both clerics and individuals.</p>
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LKS2 Curriculum – 2 Year Cycle

	<p>PSHE Healthy Me (Y4) I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe including who to go to for help. I can express how being anxious or scared feels. I can recognise when people are putting me under pressure and can explain ways to resist this when I want to. I can identify feelings of anxiety and fear associated with peer pressure. I can explain how my online identity can be different to the identity I present in 'real life'. Knowing this, I can describe the right decisions about how I interact with others and how others perceive me.</p> <p>MFL Leisure I can understand the main points from spoken passages. I can ask others to repeat words or phrases if necessary. I can ask and answer simple questions and talk about interests.</p> <p>Easter I can read and understand the main points in short written texts.</p>
<p>Term 5</p> <p><u>THE SECRET GARDEN</u></p>	<p>SCIENCE Plants I can identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. I can explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant. I can investigate the way in which water is transported within plants. I can explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p> <p>HISTORY N/A</p> <p>GEOGRAPHY Physical Geography – climate zones, biomes and vegetative belts <u>To investigate patterns</u> I can name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas. I can describe geographical similarities and differences between countries. <u>To communicate geographically</u></p>

LKS2 Curriculum – 2 Year Cycle

I can describe key aspects of:
physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle.

ART

Watercolour Painting/Mixed Media – Landscape Art

Drawing

I can make initial sketches (light sketching) as preparation for painting

Painting

I can experiment with how to start a painting:

blocking in colour (under painting in large shapes to lay out composition)

colour wash backgrounds

mixed media – printed/ collage background...

I can experiment with creating texture:

impasto – add paint in thickened layers to add depth and distance

paint on textured fabrics

I can apply colour using dotting, scratching, splashing with different painting tools

I can confidently mix secondary and tertiary colours and use tints (add white), tones (add grey) and shades (add black)

Collage

I can add collage to a printed or painted background

I can make colour wheels. I understand complimentary colours

DT

N/A

PE

Athletics and Striking &

Fielding

Games

I can throw and catch with control and accuracy.

I can strike a ball and field with control.

I can choose appropriate tactics to cause problems for the opposition.

I can follow the rules of the game and play fairly.

I can maintain possession of a ball (with, e.g. feet, a hockey stick or hands).

I can pass to team mates at appropriate times.

I can lead others and act as a respectful team member.

Athletics

I can sprint over a short distance up to 60 metres.

I can run over a longer distance, conserving energy in order to sustain performance.

I can use a range of throwing techniques (such as under arm, over arm).
 I can throw with accuracy to hit a target or cover a distance.
 I can jump in a number of ways, using a run up where appropriate.
 I can compete with others and aim to improve personal best performances.

MUSIC

Bringing Us Together – disco music, singing, playing, improvising

I can sing from memory with accurate pitch.
 I can sing in tune.
 I can maintain a simple part within a group.
 I can pronounce words within a song clearly.
 I can show control of voice.
 I can play notes on an instrument with care so that they are clear.
 I can perform with control and awareness of others.
 I can evaluate music using musical vocabulary to identify areas of likes and dislikes.
 I can understand layers of sounds and discuss their effect on mood and feelings.
 I can develop an understanding of the history of music.

COMPUTING

We are co-authors

To Communicate

I can use some of the advanced features of applications and devices in order to communicate ideas, work or messages professionally.
 I can explain why copying someone else's work from the internet without permission can cause problems.
 I can give examples of what those problems might be.

RE

Sukkhhot

I can present the key teachings and beliefs of a religion.
 I can refer to religious figures and holy books to explain answers.
 I can present the key teachings and beliefs of a religion.
 I can refer to religious figures and holy books to explain answers.
 I can explain some of the religious practices of both clerics and individuals.

PSHE

Relationships (Y4)

I can explain how some of the actions and work of people around the world help and influence my life and can show an awareness of how this could affect my choices.
 I can explain different points of view on an animal rights issue and express my own opinion and feelings on this.

LKS2 Curriculum – 2 Year Cycle

	<p>I can explain how using technology can distract me from other things I might do or should be doing. I can identify times or situations when I might need to limit the amount of time I use technology. I can suggest strategies to help me limit this time.</p> <p>MFL Holidays I can understand the main points from spoken passages. I can read and understand the main points in short written texts. Letter writing to pen pal I can write a few short sentences using familiar expressions. I can express personal experiences and responses. I can write short phrases from memory with spelling that is readily understandable. I can use a translation dictionary or glossary to look up new words.</p>
<p>Term 6</p> <p><u>IT'S NOT EASY</u> <u>BEING GREEN: Flora and Fauna</u></p>	<p>SCIENCE Living things and their habitats I can recognise that living things can be grouped in a variety of ways. I can explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. I can recognise that environments can change and that this can sometimes pose dangers to living things.</p> <p>HISTORY N/A</p> <p>GEOGRAPHY Physical Geography –rivers, mountains, volcanoes, earthquakes, water cycle <u>To communicate geographically</u> I can describe key aspects of: physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle.</p> <p>ART N/A</p> <p>DT Paper Engineering/Quilling <u>3D</u> I can use recycled, natural and manmade materials in imaginative ways to create sculptures <u>Collage</u></p>

LKS2 Curriculum – 2 Year Cycle

I can experiment with a range of collage techniques such as layering, coiling, montage, tessellation, mosaic to create images

Design

I can use different information sources.

I can consider purpose, audience, appearance.

I can consider conservation of materials.

I can use annotated sketches, lists and CAD (foldify)

I can plan a sequence of actions.

I can assemble and rearrange a range of materials and components to model ideas.

Technical Knowledge

I can create shell structures - (nets, giftboxes, lunchboxes, packaging, party boxes...)

PE

Athletics and Swimming

Swimming

I can swim between 25 and 50 metres unaided.

I can use more than one stroke and coordinate breathing as appropriate for the stroke being used.

I can coordinate leg and arm movements.

I can swim at the surface and below the water.

Athletics

I can sprint over a short distance up to 60 metres.

I can run over a longer distance, conserving energy in order to sustain performance.

I can use a range of throwing techniques (such as under arm, over arm).

I can throw with accuracy to hit a target or cover a distance.

I can jump in a number of ways, using a run up where appropriate.

I can compete with others and aim to improve personal best performances.

MUSIC

Reflect, Rewind and Replay – dimensions of music, singing, playing, composing, performing

I can sing from memory with accurate pitch.

I can sing in tune.

I can maintain a simple part within a group.

I can pronounce words within a song clearly.

I can show control of voice.

I can play notes on an instrument with care so that they are clear.

I can perform with control and awareness of others.

I can compose and perform melodic songs.

I can create repeated patterns with a range of instruments.

I can devise non-standard symbols to indicate when to play and rest.

LKS2 Curriculum – 2 Year Cycle

I can recognise the notes EGBDF and FACE on the musical stave.

I can recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent.

COMPUTING

We are meteorologists

To Collect

I can devise and construct databases using applications designed for this purpose in areas across the curriculum.

To Connect

I can contribute to blogs that are moderated by teachers.

I can give examples of the risks posed by online communications.

I can understand the term 'copyright'.

I can understand that comments made online that are hurtful or offensive are the same as bullying.

I can understand how online services work.

RE

Symbols of Judaism and Christianity

I can refer to religious figures and holy books to explain answers.

I can identify religious symbolism in literature and the arts.

I can identify religious artefacts and explain how and why they are used.

PSHE

Changing Me (Y3+4)

I can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up.

I recognise how I feel about these changes happening to me and know how to cope with these feeling.

I can identify what I am looking forward to when I am in Year 5.

I can reflect on the changes I would like to make when I am in Year 5 and can describe how to go about this.

MFL

Holidays

I can understand the main points from spoken passages.

I can read and understand the main points in short written texts.