

	Summer 1	Summer 2
Safety and Safeguarding	<p>PSHE</p> <ul style="list-style-type: none"> I can identify healthy and unhealthy choices in food and how this could negatively impact me. I can identify healthy and unhealthy choices in exercise and sleep and how this could negatively impact me. I can begin to explain the positive and negative effects of habits on a healthy lifestyle. I can explain that regular exercise is good for my mental and physical health. I can identify different feelings and begin to discuss my own feelings. I can recognise that feelings can change overtime and become more or less powerful. <p>DT</p> <ul style="list-style-type: none"> I can use appropriate tools to measure, mark, cut, score and assemble my product. <p>Computing</p> <ul style="list-style-type: none"> I know what an avatar is. I know that an avatar can represent me online. I know that an avatar can be changed for different reasons. I know what avatars can represent. I know when to use an avatar. 	Will be updated at the end of Summer 1
PSHE /SMSC	<p>Health and Wellbeing</p> <ul style="list-style-type: none"> I can identify healthy and unhealthy choices in food and how this could negatively impact me. I can explain what is meant by a healthy, balanced diet. I can identify foods and food groups that should be eaten regularly or just occasionally. I can identify healthy and unhealthy choices in exercise and sleep and how this could negatively impact me. I can begin to explain the positive and negative effects of habits on a healthy lifestyle. I can explain that regular exercise is good for my mental and physical health. I can identify different feelings and begin to discuss my own feelings. I can recognise how feelings can be expressed (words, actions and body language). I can recognise that feelings can change overtime and become more or less powerful. 	Will be updated at the end of Summer 1
Science	<p>Plants</p> <ul style="list-style-type: none"> I can identify and describe the functions of different parts of a flowering plant. I can explore the requirements of plants for life and growth 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. I understand the process of pollination, seed formation and seed dispersal. I can explore questions that focus on the role of the roots and stem in nutrition and support. I can begin to understand that plants can make their own food. I can compare the effect of different factors on plant growth. I can discover how seeds are formed by observing the different stages of plant life cycles. I can look for patterns in the structure of fruits that relate to how the seeds are dispersed I can observe how water is transported in plants 	
Geography	History and Geography alternate each half term.	- Will be updated at the end of Summer 1

<p style="text-align: center;">History</p>	<p><u>Ancient Egyptians</u></p> <ul style="list-style-type: none"> • I can explain where the Ancient Egyptians fit on a timeline, where they were located and what else was going on across the world. • I can name another Ancient Civilisation that was happening at a similar time to the Ancient Egyptians in a different part of the world. • I can identify key characteristics about the Ancient Egyptians and how they lived. • I can explain the differences between the social statuses and roles in Ancient Egypt. . • I can explain what was significant about the Egyptian afterlife. • I can explain the process of mummification and why it was important. • I can give examples of things that might have been buried with Ancient Egyptians and explain their importance. • I know who Lord Carnarvon was and how he is connected to my local area. • I can give details about the discoveries of Howard Carter • I know who Tutankhamun was and give reasons about why he was important. • I can explain how historians and archaeologists can use artefacts to explain life in the past. 	<p style="text-align: center;">History and Geography alternate each half term.</p>
<p style="text-align: center;">DT</p>	<p><u>Nets and 3D Products</u></p> <ul style="list-style-type: none"> • I can use different techniques to cut and join paper and card. • I can explain the properties of different 2D and 3D shapes. • I can investigate and evaluate a range of different shell products. • I can generate ideas to create a product that meets set criteria. • I can analyse existing products for their effectiveness. • I can create a design using annotated sketches on Microsoft Word to communicate my ideas. • I can order the steps to make my product. • I can use appropriate tools to measure, mark, cut, score and assemble my product. • I can use Microsoft Word to create finishing products for my design. • I can test and evaluate my product based on the design criteria. 	<p style="text-align: center;">Art and DT alternate each half term.</p>
<p style="text-align: center;">Art</p>	<p style="text-align: center;">Art and DT alternate each half term.</p>	<p style="text-align: center;">Will be updated at the end of Summer 1</p>
<p style="text-align: center;"><u>RE</u></p>	<p><u>Ceremony</u></p> <p><u>Inquire</u></p> <ul style="list-style-type: none"> • I can explain that ceremonies can have a different meaning/ value depending on the purpose. • I can identify and provide an example of how a ceremony is different to a party for example. <p><u>Contextualise</u></p> <ul style="list-style-type: none"> • I can give examples of how and why the Dasta Bandi and naming ceremonies are considered important to Sikh's. • I can give examples of the things that make a Sikh ceremony special and why this is important to a person of faith. <p><u>Evaluate</u></p> <ul style="list-style-type: none"> • I can express how a Sikh may feel if they were not able to keep to their traditional ceremonies. • I can express how and why I might feel a certain way about ceremonies I have seen or been a part of in my life. <p><u>Communicate</u></p>	<p style="text-align: center;">Will be updated at the end of Summer 1</p>

	<ul style="list-style-type: none"> I can express how the concept of ceremonies makes me feel. I can give an example of why the ceremony was important and give an example of how the importance is shown. I can give opinions as to what I think makes an effective ceremony and the meaning behind it. <p><u>Apply</u></p> <ul style="list-style-type: none"> I can describe how my response to concept of ceremonies relates to my life and those of others. I can discuss how the value of a ceremony is shown and how this can differ in different situations. 	
Outdoor PE	<p><u>Hockey- Control, pass and move with the ball.</u></p> <ul style="list-style-type: none"> I know that I need to try and keep the ball as close to my stick as possible 'glued onto the face of your stick'. I know that a push pass always stays in contact with the ball until releasing to a teammate. I know how to apply the push pass to a scoring situation. 	Will be updated at the end of Summer 1
Indoor PE	<p><u>Strength and Technique in Dance</u></p> <ul style="list-style-type: none"> I can begin to explore my lower body strength. I can begin to explore my upper body strength. I can begin to know the meaning of strength, technique and how this effects my body. I can begin to understand and explore canon and unison in pairs. 	Will be updated at the end of Summer 1
Music	<p><u>Musical Storytelling</u></p> <ul style="list-style-type: none"> I can sing a widening range of unison songs, rounds and partner songs of varying styles. I understand how music tells a story. I can recognise features of melody, tonality, mood and instrumentation to help tell that story. I can listen with understanding and begin to use simple musical terminology in my opinion and analysis of the effect of that music. I can play improvisations and melodies as a whole class or in small groups. I can compose in response to different stimuli, e.g., stories and images. I can record my ideas through simple notation either graphic or dot. I can use the instrument that we learnt last term and untuned and tuned percussion to create texture to my compositions. 	
Computing	<p><u>Online Safety</u></p> <ul style="list-style-type: none"> I know what an avatar is. I know that an avatar can represent me online. I know that an avatar can be changed for different reasons. I know what avatars can represent. I know when to use an avatar. <p><u>Coding</u></p> <ul style="list-style-type: none"> I know that an algorithm is a set of instructions. I know that an algorithm can be made up of command blocks. I can write an algorithm using command blocks. I can implement my algorithm into a coding programme. I can write an algorithm to achieve an intended goal. I can write an algorithm that includes directional movement. 	Will be updated at the end of Summer 1
French	<p><u>Ice Cream</u></p> <ul style="list-style-type: none"> I know how to name 10 common flavours of ice cream. I know how to say I would like (e.g. je voudrais une glace à la vanilla). I know how to use the French for 'and' (et). I know how to ask for a cornet or a pot. 	<p><u>Storytime</u></p> <ul style="list-style-type: none"> I know how to listen to a story in a foreign language - listen out for key words, repeated words. I can respond to the names of parts of the body (head, shoulders, knees, feet, mouth, nose, eyes, ears) I can understand the question 'Which is the odd one out?' and be able to answer the question.

