

## Art & Design

- Make/use a sketch book with a hard cover and mitred corners.
- Select and record visual and other information to develop ideas on a theme.
- Investigate, combine and organise visual and tactile qualities of materials and processes when making something.
- Draw from close observation to capture fine details.
- Add textural materials to paint, to create a desired effect.
- Add embellishments and decorations to enhance a form or sculpture.
- Use a motif and stencil to create a mono or repeat print.
- Create a photo montage of digital images to achieve a particular purpose.
- Take a picture from an unusual or thought-provoking viewpoint.
- Use complementary and contrasting colours for effect.
- Use bold colour and geometric shapes to create a graphic-style print.
- Use tone to emphasise form in drawing and painting.
- Use 3-D materials to sculpt a human form.
- Comment on similarities/differences between own and others' work, describing what they feel about both.
- Compare and comment on a number of artworks on a similar theme, explaining the approaches taken by different artists or genres.

## D&T

### Planning, Knowledge & Evaluation

- Collect information from a number of different sources and use this information to inform design ideas, in words, labelled sketches, diagrams and models, keeping in mind fitness for purpose and the end user.
- Use ICT packages to create alternatives for an initial design.
- Make realistic, step by step plans, reflecting on designs as the product develops.
- Describe the work of a favourite fashion designer and explain why they like his/her designs.
- Explain how an existing product is useful to the user.
- Identify what has worked well and what could be improved, evidencing and explaining the results of research.
- Explain how fashions and fabrics have changed over time and how this has affected fashion. Explain how the design of a product has changed over time.

## D&T

### Making, Using & Understanding

- Analyse the potential of a range of tools and use with accuracy.
- Choose from a range of materials, showing an understanding of their different characteristics.
- Follow health and safety rules when working with materials and substances.
- Describe how a product could be made better, stronger or more sustainable.
- Use a simple pattern to create a life-sized item of clothing.
- Use more complex pop-ups.
- Cut internal shapes.
- Use a glue gun with close supervision (one to one).
- Prototype and build frame and shell structures, showing awareness of how to strengthen, stiffen and reinforce.
- Use pulleys, levers and linkages in their products.
- Build models incorporating motors.
- Create a solution to a problem using a control output device that has a sequence of events that activate it.
- Measure and weigh ingredients appropriately to prepare and cook a range of savoury dishes.
- Make healthy eating choices and explain why.
- Explain some of the processes that foods go through to preserve/make them more appealing.

## Geography

### Knowledge and Understanding

- Describe how physical activity has impacted and/or changed the physical and human characteristics of a place in the world.
- Name and locate rivers of the United Kingdom and describe the impact on human and physical geography of the places they are found.
- Locate the countries of Europe (including Russia), North and South America.
- Explain how people try to sustain environments.
- Describe and explain how physical processes have changed the characteristics of a landscape, country or continent.
- Describe patterns in geography and offer clear explanations for why they appear (e.g. a number of hotels and restaurants are found at the seaside).
- Describe and explain how the climate of a country or continent is linked to the distribution of natural resources and tourism.
- Compare and contrast how areas of the world have capitalised on their physical or human features.
- Describe how changes, in the features of a place, can affect the lives and activities of the people living there.
- Offer reasons for their own views and recognise that other people may hold different views.

## Geography

### Practical

- Draw sketch maps and plans using standardised symbols and key.
- Locate and name geographical features on an Ordnance Survey map.
- Propose geographical questions, collecting and recording specific evidence to answer them.
- Explain views on a geographical issue, using appropriate vocabulary.
- Suggest which source material to use for a specific task, locating the information needed.
- Plot a route on a map or globe, from one place to another, identifying countries or significant landmarks that are passed.
- Locate and explain the significance of the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn to a range of countries of the world.
- Collect and analyse data from first and second hand sources, identifying and analysing patterns and suggesting reasons for them.
- Suggest where in the world an aerial photograph or satellite image shows, explaining reasons for their suggestion.



## Computing

- Detect and correct errors in algorithms and programs (debug).
- Test programs using models and simulations. Design and write programs that accomplish specific goals, working with variables for input and output.
- Use logical reasoning to detect problems, make changes and find out what happens as a result.
- Demonstrate knowledge and understanding of computer hardware including input, output and storage devices.
- Create programs to control physical systems. Discuss opportunities for online communication and collaboration.
- Evaluate the quality and success of their solutions. Check the plausibility and usefulness of information they find.
- Use and combine a variety of software and internet services on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information.
- Recognise social networking sites and social networking features, built into other things, such as online games and handheld games consoles. Make judgements in order to stay safe whilst communicating with others online.
- Know who to tell if anything worries them online. Identify potential risks when presented with scenarios including social networking profiles. Use ICT responsibly, securely and safely.
- Describe how to sort and organise information to use in a database.
- Create a branching database from information which they have collected and sorted.

## History

- Compare two periods of history, identifying similarities and differences between them.
- Begin to use abstract terms (e.g. empire, civilisation, parliament, peasantry and heptarchy).
- Place different periods of time on a timeline and remember key historical facts and some dates from a period studied.
- Explain how significant historical figures contributed to national and international achievements in a variety of eras.
- Describe the impact of international events (e.g. war) on the local area.
- Explain the impact of a significant historical figure on life in Britain.
- Explain that an event can have more than one cause.
- Ask and answer more complex questions through independent research.
- Choose the best way to record a range of historical information, giving reasons for their choice.
- Use a range of source materials to answer questions about the past which go beyond simple observations.

## Music

- Describe how a piece of music makes them feel, making an attempt to explain why. Recall sounds with increasing aural memory.
- Shape composition, considering dynamics, timbre and tempo.
- Describe, compare and evaluate different kinds of music, using appropriate musical vocabulary.
- Perform significant parts from memory and from notation, either on a musical instrument or vocally.
- Maintain a simple part within an ensemble.
- Create and repeat extended rhythmic patterns, using a range of percussion and tuned instruments.
- Follow a basic melody line, using standard notation.
- Appreciate and listen to music drawn from different traditions, cultures and composers.

## PE

- Follow rules to play more challenging team games, such as rounders, hockey, non-stop cricket and team-tag.
- Throw, catch, strike and field a ball with control and accuracy.
- Work effectively as part of a team, choosing an appropriate strategy or tactic to cause problems for the opposition.
- Improvise and move with precision, control and fluency in response to a range of stimuli.
- Run with pace over longer distances and for more extended periods, identifying the difference between this and sprinting.
- Combine movements, actions and balances, individually or collaboratively, to create a fluid routine.
- Respond positively to increased challenges and other team members, showing ability to listen to feedback.
- Create/perform fluently a sequence of movements, showing good balance/body tone and practise to improve.
- Use constructive feedback to make improvements to their performance.
- Swim between 25 and 50 metres, unaided, performing more than one stroke. Use breathing and survival techniques.

## PSHE

- Identify positive ways to face new challenges, applying knowledge creatively.
- Convey own opinions and answers clearly, supported by evidence. Formulate questions to further their understanding or adapt their viewpoint.
- Identify some factors that affect emotional health and well-being (e.g. exercise or dealing with emotions).
- Recognise that their actions affect themselves and others. Respond to, or challenge, negative behaviours, such as stereotyping and aggression, evaluating social norms.
- Assess and manage risks associated with personal lifestyle and activity choices; trying new ideas, facing challenges safely and recognising what is dangerous. Develop their understanding of online safety, including the protection of personal details.

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## PSHE

- Recognise strong emotions and identify ways of self-regulating them positively. Explain how things can be misinterpreted or misrepresented.
- List different types of teasing, discrimination, bullying and aggressive behaviours, explaining how it can feel and who can help with these issues.
- Explain the words 'discrimination' and 'stereotype' and give examples of both.
- Explain how they might make a positive contribution to a world issue, such as global warming, poverty or fair trade. Recognise the role of voluntary and community groups.
- List several ways of saving money, including those linked with banks and building societies. Discuss how to make money and show enterprise.
- Describe why someone might start a relationship with another person.
- Talk about their achievements and plan how to work towards new goals, making use of constructive feedback.

## Languages

- Listen carefully and follow simple commands (e.g. put up your hands, stand up or hold up an object, picture or card).
- Respond to what they see and hear by answering a question, using modelled responses.
- Read words and phrases in a familiar text.
- Label items and select appropriate words to complete short sentences. Make simple signs that include words and phrases used regularly in class.
- Spell key words and phrases correctly, being aware of symbols (e.g. acute, grave and circumflex accents in French).
- Describe objects using simple phrases. Use simple phrases.
- Use modelled prepositions and pronouns (e.g. the pen/it is on the table).
- Pronounce single words and key phrases correctly.
- Describe a place using key words and phrases.
- Listen attentively to/watch short scenarios in a given language, using a range of pictures/animations to support.
- Present a short description to a familiar audience, using learnt words and phrases.