

Art & Design

- Make own papers to use in a sketch book or journal.
- Explain intentions when developing ideas, identifying any changes and improvements made as work progresses.
- Describe how the techniques and themes used by other artists and genres have been developed in their own work.
- Use a variety of media to represent light, shade, form, pattern and texture in a range of drawing work.
- Use paint techniques characteristic of a specific genre (e.g. particular brush strokes, colours and paint application techniques).
- Create abstract forms choosing appropriate materials and tools, demonstrating the awareness and influence of a specific art genre.
- Using digital software, create abstract prints which involve experimentation with colour, size, shape and repetition.
- Embellish a 3-D form using collage techniques (decoupage).
- Combine images using digital technology, colour, size and rotation.
- Mix and use colour to reflect mood an atmosphere.
- Use pattern to add detail, movement and interest to a piece of work.
- Use pen and ink to add line, tone and perspective using a tonal ink wash.
- Use 3-D shapes to create an abstract form or sculpture, juxtaposing individual components.
- Explain how studying other artists' work has influenced and developed their own. Adapt and refine own work in the light of evaluations.
- Describe and explain the ideas, methods and techniques used to create artwork on a particular theme or genre.

D&T

Planning, Knowledge & Evaluation

- Develop detailed criteria for designs for products aimed at particular individuals or groups, sharing ideas through cross-sectional and exploded diagrams, prototypes and pattern pieces.
- Use CAD/CAM packages to design moving parts of a design.
- Check work as it develops and modify their approach in the light of progress.
- Research cultural traditions and evidence their influence in their own work.
- Explain the form and function of familiar existing products.
- Demonstrate modifications made to a product, as a result of ongoing evaluation, by themselves and others.
- Describe how an individual in the field of design and technology has helped shape the world.

D&T

Making, Using & Understanding

- Use more complex tools with increasing accuracy.
- Choose the best materials for a task, showing an understanding of their working characteristics.
- Demonstrate how their products take into account the safety of the user.
- Paint, glue, nail and sand to rejuvenate a damaged, faulty or old object.
- Combine fabrics to create more useful properties and make a product of high quality, checking for snags and glitches.
- Combine materials with moving joints.
- Use a craft knife, cutting mat and safety ruler with one to one supervision if needed.
- Join materials, using the most appropriate method for the materials or purpose.
- Select the most appropriate materials and frameworks for different structures, explaining what makes them strong.
- Select the most appropriate mechanical system for a particular purpose.
- Design products incorporating the most appropriate electrical systems.
- Develop, try out and refine sequences of instructions to effectively monitor, measure and control events.
- Use appropriate tools and equipment, weighing and measuring with scales.
- Plan how they can have a healthy/affordable diet.
- Explain how ingredients were grown, reared, caught and processed.

Geography

Knowledge & Understanding

- Explain how climate zones, biomes and vegetation belts affect the physical and human features of a place in the world.
- Describe in detail the human characteristics of some of the largest cities of the United Kingdom, taking into account population, economic activity and transport systems.
- Describe the environmental regions, key human and physical characteristics, countries and major cities of Europe, North and South America.
- Evaluate the effectiveness and impact of environmental schemes in place to sustain or improve the environment.
- Describe how climate, ecology and people are effected by cold, and describe the freezing and thawing processes.
- Identify geographical patterns on a range of scales.
- Explain how extreme climates affect the lives of people living there and the human and physical geography.
- Describe how physical and human processes can lead to similarities/differences in the environments of places and in the lives of people who live there.
- Explain how physical and human processes lead to diversity and change in places.
- Recognise that different values and attitudes, including their own, result in different approaches to environmental interaction and change.

Geography

Practical

- Produce accurate scaled maps.
- Compare and contrast areas of the UK and the wider world by analysing the geographical features on a range of maps including digital/computer mapping.
- Describe and explain geographical processes observed including taking accurate measurements and representing these in text, graphs and spreadsheets.
- Present findings both graphically and in writing using appropriate vocabulary.
- Use search engines, index, contents and other research techniques to locate and interpret information. Identify gaps in information collated and suggest ways of finding it.
- Plot a route on a map, globe or satellite image, suggesting the fastest route from one place to another and the most effective mode of transport.
- Explain how time zones (including day and night) of different countries around the world affect the human and physical geography of a place.
- Analyse and present more complex data, from different sources, suggesting reasons why it may vary.
- Use the web and satellite mapping tools to find out and present geographical information about a place.

Computing

- Produce algorithms independently using logical and appropriate structures to organise and record data.
- Create flowcharts and other diagrams to explain how a process or model works.
- Independently problem solve and model situations and processes, by understanding and explaining the impact of changing variables and rules within a model.
- Demonstrate knowledge and understanding of how networks work by describing the types of service offered (e.g. through email, www, ftp and video conferencing).
- Design and create/use a range of programs to accomplish given goals.
- Take account of accuracy and potential bias when searching for and selecting information.
- Evaluate and improve presentations in the light of discussion, marking and audience response.
- Find, report and flag buttons in commonly used sites and name sources of help (e.g. Childline and Cybermentors). Find a Click-CEOP button and explain to parents what it is for.
- Discuss scenarios involving online risk. State the source of information found online. Act as a role model for younger children.
- Explain that changing the numerical data affects a calculation.
- Create data collection forms and enter data from these accurately. Make graphs from the calculations on their spreadsheet. Sort and filter information.

History

- Make connections, draw contrasts and identify trends in two or more periods of history, to improve historical perspective.
- Use in context and understand terms relating to different types of history (e.g. cultural, economic, military, political, religious and social).
- Create, from memory, a timeline from dates/details/eras showing knowledge of how to check for accuracy.
- Describe how their own lives have been influenced by a significant individual movement.
- Suggest and research information sources required to present an in-depth study of a local town or city.
- Provide reasons for, and outcomes of, the main events and changes in historical periods, showing factual knowledge of aspects of Britain and the wider world.
- Describe the negative or positive impact of a period of history on contemporary society.
- Independently investigate a complex historical research question.
- Select, organise, summarise and present relevant information, from a wide range of sources, in the most effective way for a given purpose.
- Acknowledge different points of view expressed and explain why these are important in understanding and interpreting history.

Music

- Identify and explore the relationship between sounds and how different meanings can be expressed through sound and music.
- Compose a piece of music based on a theme (e.g. a film or a special event).
- Describe how music can be used to create expressive effects and convey emotion.
- Take the lead in performances and provide suggestions to others.
- Identify how sounds can be combined and used expressively, layering sounds and singing in tune with other performers.
- Create complex rhythmic patterns, using a variety of instrumentation with an awareness of timbre (quality of sound) and duration (length of notes and intervals).
- Use/understand staff and use unconventional notation when composing.
- Listen to and comment on the work of musicians and composers, indicating own preferences. Explain the influence of historical events on music.

PE

- Use and adapt tactics, choosing the most effective one for different situations.
- Select and perform combinations of sending and striking skills with confidence accuracy and consistency.
- Apply tactical knowledge effectively in attacking and defending situations.
- Move in time to music, creating movements that express the meaning and mood of the piece.
- Demonstrate a high level of control, speed, strength and stamina when running, jumping and throwing and suggest ways to improve their performance.
- Combine and perform gymnastic actions, using the whole body, adapting movements and balances to a routine so that they fit into a sequence
- Lead groups in problem solving, analysing their own effectiveness as a team leader.
- Perform sequences, on multiple levels, to an audience, with control and grace, using available space expressively. Explain how they need to improve their own performance in order to achieve their personal best.
- Swim over 100 metres, using three strokes, at a sustainable pace, being able to perform a wide range of survival techniques.

PSHE

- Reflect on and evaluate their achievements and strengths, in all areas of their lives, recognising their own worth. Take responsibility for a range of tasks, in a range of scenarios, with growing independence.
- Present, in a variety of ways, opinions on a wider range of topics, affecting both themselves and society, justifying their views and conclusions through evidence and separating fact from opinion.
- Understand the changes involved in puberty and about human reproduction. State the basic facts and laws about alcohol, tobacco and legal/illegal drugs, including an understanding of the term 'habit' and how habits can affect health and lifestyle.
- Describe some of the different beliefs and values in society, demonstrating respect and tolerance towards people different from themselves. Explore how information is presented differently in the media and online.
- Identify and explain how to manage the risks in different familiar situations (e.g. discussing issues connected to personal safety such as legal and illegal drugs), understanding there are different levels of risk, including when a 'secret' should be shared.

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PSHE

- Predict, assess and discuss how to manage situations that may have higher levels of risk associated with them. Respond appropriately to a wide range of feelings and emotions in themselves and others.
- Give quality, constructive feedback and support to benefit themselves and others when working collaboratively. Consider reasons why someone may want to bully another person and suggest ways to support them.
- Describe how different types of rights need to be protected, supported and balanced.
- Explore a controversial or emotive issue, considering both sides of an argument before forming a personal view or opinion. Explain how they can make a positive contribution to society, now and in the future.
- Talk about a range of jobs, and explain how they will develop skills to work in the future. Begin to develop an understanding of the terms 'savings', 'interest', 'tax' and 'debt'.
- Explain how a variety of social and personal relationships might change over time, including transition, loss, divorce, separation and bereavement.
- Identify positive things about themselves and their achievements; seeing their mistakes, making amends and setting personal goals. Develop self-organising and time management skills.

Languages

- Interpret simple dialogue, instructions and messages. Listen to some speech and note down information, main points or interesting detail.
- Speak with increasing confidence and fluency in a range of circumstances.
- Read simple texts independently, showing understanding of familiar words and phrases, using a bilingual dictionary or glossary to look up new words and phrases.
- Write a short text on a familiar topic, adapting and substituting words for effect/clarity. Use a dictionary or glossary to check words and phrases.
- Spell an increasing number of words correctly in a short piece of writing.
- Use a widening vocabulary, referring to bilingual dictionaries and glossaries for alternatives. Manipulate language, using vocabulary and structures for a range of purposes and audiences.
- Conjugate verbs for person, then tense.
- Use accurate pronunciation and intonation by listening to modelled examples (e.g. native speakers and recordings).
- Describe people, places, objects and actions orally, then apply to writing.
- Listen attentively to identify cultural features of a story, poem or song, such as the type of street/housing.
- Perform and present ideas and information to a wider range of audiences.