

		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	
History	Question	What was life like during the Ice Age?		Who is David Attenborough and why is he important?		What animals were found in the polar regions in the Ice Age and what was life like for them?						What was homelife like for our grandparents using transport? Why has this change in transport affected pollution levels today?	
	Skills	I can use a wide variety of different sources to find out facts and present them in a variety of different ways		I can use a wide variety of different sources to find out facts and present them in a variety of different ways		I can use appropriate historical vocabulary to communicate my ideas/knowledge						I can use evidence to ask questions and find answers to questions about the past	
	Knowledge	I know what the landscape was like during the Ice Age and can describe the differences to today's landscape.		I know who David Attenborough is and what he does to conserve the environment to ensure the polar regions are protected in the future.		I know what animals lived during the Ice Age and how the climate change affected their existence.						I know what life was like for my grandparents and why this means there is more pollution around now.	
Science	Question	Which materials attract and repel magnets?	Can you predict what will happen if we put magnetic poles together?	What happens when materials change?	What happens when materials change?	Who is Greta Tunberg?	Who was Mary Anning? When did she live? Why was she famous?	What are the three categories that rocks can be grouped into?	How are fossils formed?	What are the functions of different part of a plant? how is water transported in a plant?	How do plants live and grow? Does this vary from plant to plant?	What is the life cycle of a living plant?	
	Skills	Take measurements in standard and no standard units. Make predictions. I can compare and group together objects based on whether they attract or repel magnets.	I can predict if magnets will repel or attract depending on which poles are facing each other.	I can group everyday materials based on whether they are solids, liquids or gases. I can gather and record findings in a variety of ways.	I can explore everyday materials and develop basic descriptions of states of matter. I can gather and record findings in a variety of ways.	I can ask questions about the world around me and answer them in different ways.	I can ask questions about the world around me and answer them in different ways.	I can use suitable vocabulary to talk or write about my findings and with help, draw simple conclusions based on the evidence.	I can use suitable vocabulary to talk or write about my findings and with help, draw simple conclusions based on the evidence.	Ask questions about the world around them. Carry out simple comparative tests.	I can make careful observations and predictions. I can ask questions about the world around me and answer them in different ways.	I can make careful observations and predictions. I can ask questions about the world around me and answer them in different ways.	
	Knowledge	I know that magnets attract and repel and which materials this affects and why.	I know that magnets have two poles.	I know that there are 3 states of matter and can identify these.	I know the basic characteristics of solids, liquids and gases.	I know who Greta Tunberg is, why she is famous and that she campaigns to address climate change.	I know that Mary Anning was a Paleontologist who made significant fossil discoveries on the Southern Coast of England.	I know that rocks can be igneous, metamorphic or sedimentary. I can group them based on their appearance and physical qualities.	I know that fossils are formed over millions of years from a process of heat and pressure.	I know the functions of the key parts of a plant and the importance of the roots and stem in water transportation.	I know what all plants need to grow and how this differs for some plants based on the environment.	I know the life cycle of a plant.	
Geography	Question	What are the names of the oceans? Which continents and countries are they near?	What are the physical features of the ocean and arctic?	How does climate affect the oceans and arctic?	How can we protect the oceans and arctic?	What is the government doing to protect the ocean and polar regions?	Are creatures in the ocean and arctic treated fairly?	What is sustainability?	How do people use natural resources to survive in the arctic?	How can we look after the environment and why do we need to do this?	How have humans changed the landscape we are studying? What problems are caused by pollution?	Who is Jacques Cousteau and why was he important? Who are the inuits and why are they important? Who are 4ocean and why are they important?	
	Skills	I can locate the 7 oceans of the world on a map, atlas and globe.	I can ask geographical questions about physical and human characteristics of the landscape.	I can ask geographical questions about physical and human characteristics of the landscape.	I can ask and answer geographical questions.	I can ask and answer geographical questions.	I can consider opposing points of view.	I understand the impact of humans on the environment	I can suggest ways of looking after the oceans and polar regions	I can suggest ways of looking after the oceans and polar regions	I understand the impact of significant people		
	Knowledge	I know the 7 oceans of the world and where they are located.	I can explain and describe the features of the ocean and arctic, why are oceans different to seas?	I can explain how climate changes affect the ocean.	I can explain ways that the ocean can be protected from climate change.	I can explain the steps and schemes that the government is putting in to place to protect the ocean and polar regions	I can explain ways that the ocean can be protected from climate change.	I can explain how people use natural resources in the polar regions to survive.	I can explain how to look after the environment and give reasons for why we need to do this.	I can explain how humans have changed the environment giving both positives and negatives. I can explain the issues caused by pollution.	I know who Jacques Cousteau was and his impact.		
RE	Question	In what ways are places of worship important?	In what ways are places of worship important?	In what ways are places of worship important?	What makes people inspiring?	What makes people inspiring?	What makes people inspiring?	What makes people inspiring?	What makes people inspiring?	What makes people inspiring?	What does it mean to belong? Who do I identify as/with?	What does it mean to belong? Who do I identify as/with?	
	Skills	I can find out more about different forms of worship, prayer and meditation in different communities.	I can write creatively and thoughtfully some songs, prayers or meditations suited to particular occasions and communities.	I can compare and discuss similarities and differences between religious symbols.	I can say what/who inspires me and how this influences me.	I can describe the lives of some inspirational and spiritual leaders from the modern world.	I can understand how key leaders can be sources of wisdom for religious believers.	I can apply ideas of their own by giving reasons for their views about how leaders can provide wisdom and inspiration.	I can apply ideas of their own by giving reasons for their views about how leaders can provide wisdom and inspiration.	I can express and communicate my understanding of the challenges of commitment for a Christian person and community considering 'What difference does believing in Jesus mean to Christians?'	I can express and communicate my understanding of the challenges of commitment for a Christian person and community considering 'What difference does believing in Jesus mean to Christians?'	I can express and communicate my understanding of the challenges of commitment for a Christian person and community considering 'What difference does believing in Jesus mean to Christians?'	
	Knowledge	I know that prayer and meditation is an opportunity to reflect and reach out.	I know that prayer is used in celebrations/particular occasions as well as daily rituals.	I know what is the same and what is different when comparing symbols.	I know that inspirational leaders are those who make positive change.	I know at least 2 spiritual leaders (e.g. Mother Teresa, Gandhi, Martin Luther King, Mandela, Malela Youstafza) and the difference they made to society.	I know that followers of religion are inspired by leaders, such as The Pope, etc.	I know who is important within religion and culture around the world.	I know that Jesus is the founder of Christianity. I know that Christians believe that Jesus is the son of God.	I know what it means to belong to other communities.			
PSHE	Question	Celebrating difference piece 1	Celebrating difference piece 2	Celebrating difference piece 3	Celebrating difference piece 4	Celebrating difference piece 5	Celebrating difference piece 6	Puzzle 3: Dreams & Goals - Ages 7-8 - Piece 1	Puzzle 3: Dreams & Goals - Ages 7-8 - Piece 2	Puzzle 3: Dreams & Goals - Ages 7-8 - Piece 3	Puzzle 3: Dreams & Goals - Ages 7-8 - Piece 4	Puzzle 3: Dreams & Goals - Ages 7-8 - Piece 5	
	Skills	I can understand that everybody's family is different and important to them.	I can understand that differences and conflicts sometimes happen among family members.	I can explain what it means to be a witness to bullying.	I can explain how witnesses can make the situation better or worse by what they do.	I can recognise that some words are used in hurtful ways	I can tell you about a time when my words affected someone's feelings and what the consequences were	I can identify a dream/ambition that is important to me	I can imagine how I will feel when I achieve my dream/ambition	I can enjoy facing new learning challenges and working out the best ways for me to achieve them	I can be motivated and enthusiastic about achieving our new challenge	I can recognise obstacles which might hinder my achievement and take steps to overcome them	I can evaluate my own learning process and identify how it can be better next time
	Knowledge	I know how to appreciate my family/the people who care for me	I know how to calm myself down and can use the 'Solve it together' technique.	I know some ways of helping to make someone who is bullied feel better	I know how to problem-solve a bullying situation with others	I know to try hard not to use hurtful words (e.g. gay, fat)	I know how to give and receive compliments and know how this feels	I know to respect and admire people who overcome obstacles and achieve their dreams and goals (e.g. through disability)	I know how to break down a goal into a number of steps and know how others could help me to achieve it	I know that I am responsible for my own learning and that I can use my strengths as a learner to achieve the challenge	I know how to manage the feelings of frustration that may arise when obstacles occur	I know how to be confident in sharing my success with others and store my feelings in my internal treasure chest	
Computing	Question	How can I make things move, make a sound or carry out a task?	How do I make a computer carry out a task more than once?	How do I correct a mistake in a programme?	What is technology? How has it improved every day life?	What is the World Wide Web? How is it used?	Who was Robert E Kahn and Vint Cerf? - 'fathers of the internet'	Who was Sir Tim Berners-Lee? - WWW	How can I present my work to others? - Google Doc: create and type	How can I present my work to others? modify text size, colour, orientation	How can I present my work to others? Insert pictures, format page layout, insert text		
	Skills	I can put programming commands into a sequence to achieve a specific outcome. I can create an algorithm I will need for a simple program.	I can use repeat and loop commands.	I can identify an error in an algorithm.	I can explain how different technology has helped people around the world.	I can explain what the world wide web is and how it is used.	I can name the significant person I can explain why they are significant I can identify what types of technology are used for I can explain the significance	I can create, modify and present documents for a particular purpose. I can use a keyboard confidently including shortcut commands.	I can create, modify and present documents for a particular purpose. I can use a keyboard confidently including shortcut commands.	I can create, modify and present documents for a particular purpose. I can use a keyboard confidently including shortcut commands.	I can create, modify and present documents for a particular purpose. I can use a keyboard confidently including shortcut commands.		
	Knowledge	I know how to program a sequence of commands to achieve a specified outcome. I know how to create a simple algorithm. I know how to include repeat and loop commands in an algorithm I know how to identify	I know how to include repeat and loop commands in an algorithm	I know how to identify the incorrect block in an algorithm.	I know what technology can be used for and can identify a range of technology. I know how different technology is used to help people	I know what the world wide web is. I know how to use the world wide web.	I know the significance they have had on the technological world	I know how to create, modify and present a range of documents for a particular purpose I know how to use keyboard including commands and I am familiar with the layout of the keys	I know how to create, modify and present a range of documents for a particular purpose I know how to use keyboard including commands and I am familiar with the layout of the keys	I know how to create, modify and present a range of documents for a particular purpose I know how to use keyboard including commands and I am familiar with the layout of the keys	I know how to create, modify and present a range of documents for a particular purpose I know how to use keyboard including commands and I am familiar with the layout of the keys		
Art	Question	How do I show light and shadow using Charcoal?	How do I create tone using Charcoal?	How can I produce landscapes with charcoal?	What artwork has been created linked to the arctic/antarctic/oceans?	Who is Sebastião Salgado? What do his photographs show? How do they make me feel?	How can I adapt my sketches to show some of the features of Sebastião Salgado's work?						
	Skills	I can use shading to show light and shadow.	I can use hatching and cross hatching to show tone and texture.	I can annotate sketches to explain and elaborate ideas throughout the curriculum.	I can develop ideas from starting points	Comment on artworks using visual language.	I can adapt and refine ideas as they progress.						
	Knowledge	I know that I can change the way I use charcoal to show light and shadow.	I know what cross hatching is and can explain texture.	I know what a landscape is and how sketches help me improve my work.	I know how different artists are inspired and how to begin a plan for a piece of work.	I know why Sebastião Salgado is important in the world of art.	I know how to refine my work based on the style of another artist.						
Design	Question	How do I show light and shadow using Charcoal?	How do I create tone using Charcoal?	How can I produce landscapes with charcoal?	What artwork has been created linked to the arctic/antarctic/oceans?	Who is Sebastião Salgado? What do his photographs show? How do they make me feel?	How can I adapt my sketches to show some of the features of Sebastião Salgado's work?						
	Skills	I can use shading to show light and shadow.	I can use hatching and cross hatching to show tone and texture.	I can annotate sketches to explain and elaborate ideas throughout the curriculum.	I can develop ideas from starting points	Comment on artworks using visual language.	I can adapt and refine ideas as they progress.						
	Knowledge	I know that I can change the way I use charcoal to show light and shadow.	I know what cross hatching is and can explain texture.	I know what a landscape is and how sketches help me improve my work.	I know how different artists are inspired and how to begin a plan for a piece of work.	I know why Sebastião Salgado is important in the world of art.	I know how to refine my work based on the style of another artist.						
MFL	Question	How do you say the numbers 1-20 in French?	How do you say the numbers 1-20 in French?	How do you say the common colours in French?	How do you say the common colours in French?	How do you say the common colours in French?	How do you say the common colours in French?	Can you ask for and give name?	Can you ask for and give name?	Can you follow classroom instructions?	Can you follow classroom instructions?	Can you select the correct classroom instructions	
	Skills	I can watch mouth of speaker	I can understand and say numbers 1-10 with correct	I can listen and respond to simple stories, finger	I can recognise and respond to sound patterns	I can recognise and respond to sound patterns and words	I can use the forms of address for adults - Monsieur, Madame	I can use the forms of address for adults - Monsieur, Madame	I can perform a simple communicative task	I can listen to and follow simple classroom commands	I can listen to and follow simple classroom commands	I can make french sounds and copy intonation patterns	
	Knowledge	I know how to imitate pronunciation of sounds	I know how sounds are presented in written form.	How could we structure our shanty song?	What words could we link to the songs we have	What is the beat in Music?	How could you improve your performance?						
Music	Question	What is a sea shanty?	What was the role of the shantymen?	How could we structure our shanty song?	What words could we link to the songs we have	What is the beat in Music?	How could you improve your performance?						
	Skills	I can sing expressively using Dynamics.	I can lead a group in a small performance.	I can perform to school peers using vocal and/or	I can identify the strong beat in different pieces of	I can develop my performance through practice and	I can develop my performance through practice and						
	Knowledge	I know what a sea shanty is.	I know the role of a shantymen.	I can identify the strong beat in different pieces of	I am able to identify words that are associated	I know how to identify the beat in Music.	I know how to improve my performance.						
PE	Question	What is the difference between a jump, a hop and a leap?	What is a sideways bunny jump?	How do I make a sequence with a partner?	What is a headstand?	How do I jump off apparatus?	What is a low level pairs sequence?	How do I tag?	Which way do I pass?	How do I play rats and rabbits?	Can I score a try?	Can I score a try?	
	Skills	I can perform all 3 actions safely	I can perform a sideways bunny jump safely	I can link my gymnastics moves together with a partner to create a sequence	I can perform a safe headstand	I can perform a variety of different safe jumps off small apparatus	I can make a sequence with a partner at a low level (small apparatus included)	I can tackle using the tag belts	I can pass a ball correctly	I can play rats and rabbits	I can score a try	I can use my laces to shoot at goal	I can attack and defend against a partner
	Knowledge	I know a sideways bunny jump is a progression towards a safe cartwheel	I know how to start and finish a sequence and what is needed in between	I know the correct technique to perform a safe headstand	I know the correct technique for vaulting and the difference between vaulting through and jumping onto apparatus	I know how to mount/dismount apparatus safely with a partner	I know the rules of tagging (shout tag, hold in the air, place on the floor)	I know I can only pass backwards/sideways	I know I need to attack (run to score) or defend (try and tag) depending on the command	I know I cannot dive when scoring a try	I know I need to shoot to score a goal	I know if I have the ball I need to score a try and if I don't I'm trying to tag	

		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
History	Question	Who were the Ancient Greeks?	Who were the Ancient Greeks?	Who was in charge and how did they rule?	Who was in charge and how did they rule?	What was homelife like in Ancient Greece?	What was homelife like in Ancient Greece?	What conflicts happened and why?	What conflicts happened and why?	Is it fair that only men were allowed to compete in the olympic games?	Is it fair that only men were allowed to compete in the olympic games?	Who was Hippocrates and how did he change the world?	Who was Hippocrates and how did he change the world?	
	Skills	I can place key events on a timeline.	I can use sources to identify key facts.	I can use a range of sources to identify key facts.	I can use a range of sources to identify key facts.	I can use evidence to ask questions and find answers about the past.	I can use evidence to ask questions and find answers about the past.	I can use evidence to ask questions and find answers about the past.	I can use evidence to ask questions and find answers about the past.	I can use evidence to ask questions and find answers about the past.	I can use evidence to ask questions and find answers about the past.	I can use evidence to ask questions and find answers about the past.	I can use evidence to ask questions and find answers about the past.	I can use evidence to ask questions and find answers about the past.
Science	Question	How do we see objects? Are there different light sources? What is the difference in brightness and colour if light sources?	Why can't some people see? How can technology help them?	How does sound travel?	What is the difference between pitch, volume, echo and tone?	What is the difference between pitch, volume, echo and tone?	Can everybody hear in the same way?	What does nocturnal and diurnal mean? What animals come into these categories?	How are nocturnal animals adapted to their habitat?	How do seasons affect the length of the day? How do we get day and night? How do we get seasons?	What are the planets in our solar system and what order do they go around the sun?	How are day and night created and why does the sun appear to move across the sky during the day? Are day and night the same in all parts of the world?	How are living things grouped? What do you animals look like as adults? Can they be matched?	What nutrition do animals need to survive? How and where do animals get their nutrition?
	Skills	I can make increasingly careful observations and discuss similarities and differences.	I can make comparisons.	I can make observations of sound by listening carefully to the pitch, tone, volume and echo.	I can make observations of sound by listening carefully to the pitch, tone, volume and echo.	I can make observations of sound by listening carefully to the pitch, tone, volume and echo.	I can make comparisons.	I can ask questions about the world around me and answer them in different ways. Use suitable scientific vocabulary to explain my findings.	I can ask questions about the world around me and answer them in different ways. Use suitable scientific vocabulary to explain my findings.	I can ask questions about the world around me and answer them in different ways. Use suitable scientific vocabulary to explain my findings.	I can ask questions about the world around me and answer them in different ways. Use suitable scientific vocabulary to explain my findings.	I can ask questions about the world around me and answer them in different ways. Use suitable scientific vocabulary to explain my findings.	I can ask questions about the world around me and answer them in different ways. Use suitable scientific vocabulary to explain my findings.	Gather and record findings in a variety of ways.
Geography	Question	Where is Greece located in relation to the UK and the other places we have studied this year (Scandinavia and Polar regions)? What are some of the physical features I can identify?	What natural resources do they have in Greece? How do people in Greece use them to survive? How is the land used?	What type of government did Greece have in the past? What type of government does it have now?	How have humans changed the landscape in Greece?	How is climate change affecting Greece?		What is a fair trade?	What key characteristics of a world map do I need to understand?	What is a compass and how is it used?				
	Skills	I can use a range of sources such as maps, diagrams, globes, aerial photographs and GIS. I can identify the continent, country and cities.	I can describe how people use natural resources to survive and identify land use.	I can ask and answer geographical questions about the physical and human characteristics of a location in the UK and the world.	I can use a range of sources such as maps, diagrams, globes, aerial photographs and GIS to ask and answer geographical questions about the physical and human characteristics of a location in the UK and the world.	I can use a range of sources such as maps, diagrams, globes, aerial photographs and GIS to ask and answer geographical questions about the physical and human characteristics of a location in the UK and the world.	I know how Greece has changed because of pollution and climate change.	I can locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle on a given map.	I can use 8 points of a compass to locate places.					
RE	Question	What can we learn from Christian sacred spaces? A group task	What have we learned about places that are special or holy to Christian people?	What can we learn from Christian sacred spaces? Individual tasks	Who celebrates what and why?	Who celebrates what and why?	What can we learn from religious stories?	What can we learn from religious stories?	What can we learn from religious stories?	How do people worship?	Assess and consolidate			
	Skills	I can identify, describe and explain how Christians use churches.	Suggest why certain places are sacred and to who. Describe items associated with worship and their meaning.	I can describe how a church is used for worship. Describe similarities and difference between practices of worship.	I can make connections between different features of the religions and world views they study, discovering more about celebrations, worship, and the rituals which mark important points in life in order to reflect thoughtfully on their ideas.	I can make connections between different features of the religions and world views they study, discovering more about celebrations, worship, and the rituals which mark important points in life in order to reflect thoughtfully on their ideas.	I can experience well told storytelling, and develop their own skills as story tellers in relation to 'great lives' in religious stories.	I can experience well told storytelling, and develop their own skills as story tellers in relation to 'great lives' in religious stories.	I can experience well told storytelling, and develop their own skills as story tellers in relation to 'great lives' in religious stories.	I can find out about similarities and differences in Jewish and Muslim prayer and understand how the practices of prayer for Jewish and Muslim people can bring the community together.	I can find out about similarities and differences in Jewish and Muslim prayer and understand how the practices of prayer for Jewish and Muslim people can bring the community together.	I can find out about similarities and differences in Jewish and Muslim prayer and understand how the practices of prayer for Jewish and Muslim people can bring the community together.	I can find out about similarities and differences in Jewish and Muslim prayer and understand how the practices of prayer for Jewish and Muslim people can bring the community together.	
PSHE	Question	Explain why Christians come to church. Explain what they do there and how they care for the church.	I know how to explain and present the main ideas about worship	I know how to reflect on learning from the module.	I know the main celebrations for Islam.	I know the main celebrations for Judaism.	I know how to analyse stories and the impact of different characters, e.g. lesser characters in stories.	I know how to analyse stories and the impact of different characters, e.g. lesser characters in stories.	I know how to analyse stories and the impact of different characters, e.g. lesser characters in stories.	I know that prayer is a key part of worship; it builds a	I know that prayer is a key part of worship; it builds a	I know that prayer is one of the five pillars of Islam	I know that prayer is one of the five pillars of Islam	
	Skills	I know how to set myself a fitness challenge.	I know what it feels like to make a healthy choice.	How is it used to improve human life?	Who was Robert E. Kahn and Vint Cerf? - Fathers of the Internet	Who was Sir Tim Berners-Lee? - WWW	How do I stay safe online?	How do I stay safe online?	How do I stay safe online?	I can express how I might feel if I had a new baby in my	I know how to recognise how I feel about these	I know how to recognise how I feel about these	I know how to express how I feel when my ideas are	I can start to recognise stereotypical ideas I might
Computing	Question	I can understand how exercise affects my body	I know that the amount of calories, fat and	I can tell you my knowledge and attitude towards	I can identify things, people and places that I need	I can identify when something feels safe or unsafe.	I understand how complex my body is and	I understand that animals and humans lots	I understand that boys' and girls' bodies need	I can identify how boys' and girls' bodies change	I can identify how boys' and girls' bodies change	I can start to recognise stereotypical ideas I might	I can start to recognise stereotypical ideas I might	Consolidation.
	Skills	I know how to set myself a fitness challenge.	I know what it feels like to make a healthy choice.	How is it used to improve human life?	Who was Robert E. Kahn and Vint Cerf? - Fathers of the Internet	Who was Sir Tim Berners-Lee? - WWW	How do I stay safe online?	How do I stay safe online?	How do I stay safe online?	I can express how I might feel if I had a new baby in my	I know how to recognise how I feel about these	I know how to recognise how I feel about these	I know how to express how I feel when my ideas are	I can start to recognise stereotypical ideas I might
Art	Question	What is a website and why is it useful?	What technology do we see in our local area?	I can describe and explain the ways they can stay safe	I know how to keep themselves and others safe online and what to do if they are worried about something they have seen online	I can name the significant person	I know what is worrying online and unexpect and when/how to report to an adult	I know the impact of inappropriate or negative comments	I know how to create a simple algorithm	I know how to create a simple algorithm	I know how to create a simple algorithm	I know how to create, modify and present a range of documents for a particular purpose	I know how to create, modify and present a range of documents for a particular purpose	
	Skills	I can critique different website designs	I can look at different technology children are using. How is	I can describe and explain the ways they can stay safe	I know how to keep themselves and others safe online and what to do if they are worried about something they have seen online	I can name the significant person	I know what is worrying online and unexpect and when/how to report to an adult	I know the impact of inappropriate or negative comments	I know how to create a simple algorithm	I know how to create a simple algorithm	I know how to create a simple algorithm	I know how to create, modify and present a range of documents for a particular purpose	I know how to create, modify and present a range of documents for a particular purpose	I can use a keyboard confidently including shortcut
Design	Question	I know what a website is and what makes a good website	I can look at different technology children are using. How is	I can describe and explain the ways they can stay safe	I know how to keep themselves and others safe online and what to do if they are worried about something they have seen online	I can name the significant person	I know what is worrying online and unexpect and when/how to report to an adult	I know the impact of inappropriate or negative comments	I know how to create a simple algorithm	I know how to create a simple algorithm	I know how to create a simple algorithm	I know how to create, modify and present a range of documents for a particular purpose	I know how to create, modify and present a range of documents for a particular purpose	
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Music	Question	What is clay? How is it used?	What tools can be used to decorate clay? How can I add texture and detail to my design?	How successful was my recipe? How did it taste? Was it appealing?	How will I work safely and hygienically? What techniques will I use to make the product?	How successful was my recipe? How did it taste? Was it appealing?								
	Skills	I can mould and shape clay into a range of shapes.	I can use clay tools to add interesting detail.	I can evaluate my design against my design criteria.	I can work safely and hygienically. I can combine a range of ingredients using a range of techniques and I know how to weigh using measuring scales. I know how to follow a recipe. I know how to prepare food safely.	I can evaluate my design against my design criteria.								
MFL	Question	Names of fruit	Names of fruit	Names of fruit	Names of fruit	Names of fruit	Names of fruit	Names of fruit	Names of fruit	Names of fruit	Names of fruit	Names of fruit	Names of fruit	
	Skills	I recognise how to pronounce 'on' in French	Understand and say the names of fruits and food items in	I can listen and respond to a nursery rhyme and an	I notice the spelling of familiar words.	I can copy single words, phrases and short sentences	I can imitate pronunciation of sounds	I can join in reading a story	I can match sound to the written word	I can copy single words, phrases and short sentences	I can imitate pronunciation of sounds	I can understand and respond to a question	I can listen and respond to a nursery rhyme and an	
PE	Question	What is a glockenspiel?	What is notation?	Can you write down the simple notation?	How could you develop your skills on the chosen	How could you improve your performance?								
	Skills	I can perform simple rhythmic and melodic patterns on a	I can perform simple rhythmic and melodic patterns on an	I can perform simple rhythmic and melodic patterns on an	I can improve my performance by practicing	I can improve my performance by practicing based on								
YC	Question	What is cricket?	How do I bat in cricket?	How do I field in cricket?	How do I play a game of cricket?	How do I umpire a game of cricket?	How do I organise a cricket tournament?							
	Skills	I can perform simple rhythmic and melodic patterns on a	I can perform simple rhythmic and melodic patterns on an	I can perform simple rhythmic and melodic patterns on an	I can improve my performance by practicing	I can improve my performance by practicing based on								