



Being...

an artist	a scientist	a computer user	a historian	a geographer
<ul style="list-style-type: none"> <li>• Create a background using a wash</li> <li>• Use a range of brushes to create different effects in painting</li> <li>• Use marks and lines to show texture in my art</li> <li>• Use sketches to produce a final piece of art</li> <li>• Create a background using a wash</li> <li>• Use digital images and combine with other media in my art</li> </ul>	<ul style="list-style-type: none"> <li>• Group materials based on their state of matter</li> <li>• Describe how some materials can change state</li> <li>• Explore how materials change state</li> <li>• Measure the temperature at which materials change state</li> <li>• Describe and explain the skeletal system of a human</li> <li>• Describe and explain the muscular system of a human</li> <li>• Describe the purpose of the skeleton in humans and animals</li> </ul>	<ul style="list-style-type: none"> <li>• Search for information on the web in different ways</li> <li>• Recognise the need for a secure password.</li> <li>• Recognise the need to keep personal information and passwords private.</li> <li>• Recognise the need to protect their devices from viruses.</li> <li>• Recognise that they can use online tools to collaborate and communicate with others and the importance of doing this responsibly, choosing age-appropriate websites.</li> <li>• Recognise the effect their writing or images might have on others</li> <li>• Understand that an adult needs to know what they are doing online and understand how to report concerns, including cyber bullying.</li> <li>• Understand that any personal information they put online can be seen and used by others</li> <li>• Understand the need for rules to keep them safe when exchanging ideas online.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe events from the past using dates when things happened.</li> <li>• Use my mathematical knowledge to work out how long ago events happened.</li> <li>• Use research skills to find answers to specific historical questions.</li> <li>• Explain how an event from the past has shaped our life today</li> <li>• Research what it was like for children in a given period of history and present my findings to an audience</li> </ul>	<ul style="list-style-type: none"> <li>• Locate the Tropic of Cancer and Tropic of Capricorn</li> <li>• Explain the difference between the British Isles, Great Britain and the United Kingdom</li> <li>• Know the countries that make up the European Union</li> <li>• Find at least six cities in the UK on a map</li> <li>• Name and locate some of the main islands that surround the UK</li> <li>• Carry out research to discover features of villages, towns or cities</li> <li>• Describe the correct geographical words to describe a place</li> <li>• Use some basic Ordnance Survey map symbols</li> <li>• Use grid references on a map</li> <li>• Use an atlas by using the index to find places</li> </ul>
a designer	a sports person	an international speaker	a musician	Cross curricular links
<ul style="list-style-type: none"> <li>• Design a product and make sure that it looks attractive</li> <li>• Choose a textile for both its suitability and its appearance</li> <li>• Select the most appropriate tools and techniques for a given task</li> </ul>	<ul style="list-style-type: none"> <li>• Follow a map in familiar context</li> <li>• Use clues to follow a route</li> <li>• Follow a route safely</li> <li>• Follow a route within a time limit</li> </ul>	<ul style="list-style-type: none"> <li>• Exchange French greetings</li> <li>• Understand and use <i>s'il te plait</i>, <i>merci</i> and <i>voila</i></li> <li>• Join in with French finger rhymes</li> <li>• Understand and use some French nouns (<i>un pinceau</i>, <i>un feutre</i>, <i>un crayon</i>, <i>un stlo</i>, <i>une gomme</i>, <i>une regle</i>)</li> <li>• Use <i>point</i> to describe a full stop and <i>virgule</i> to describe a comma</li> <li>• Write a simple French sentence, using <i>point</i> and <i>virgule</i> to describe the full stop and comma.</li> </ul>	<ul style="list-style-type: none"> <li>• Sing songs from memory with accurate pitch in tune</li> <li>• Show control in voice and pronounce the words in a song clearly</li> <li>• Maintain a simple part within and ensemble</li> <li>• Sing in tune, breath well, pronounce words, change pitch &amp; dynamics</li> <li>• Perform with control and awareness of what others are singing/playing</li> </ul>	<p>Diaries Non chronological reports Letter Timeline</p>

