



Being...

an artist	a designer	a computer user	a geographer	a historian
I know how to...	I know how to...	I know how to...	I know how to...	I know how to...
<ul style="list-style-type: none"> • Research the work of an artist and use their work to replicate a style • Organise line, tone, shape and colour to represent figures and forms in movement • Use feedback to make amendments and improvements to my art. 	<ul style="list-style-type: none"> • Explain how a product will be applied to a specific audience • Show that I can test and evaluate my products • Use market research to inform my plans and ideas • Follow and refine my plans • Justify my plans in a convincing way • Make a prototype before making a final version • Come up with a range of ideas after collecting information from different sources 	<ul style="list-style-type: none"> • Design a solution by breaking a problem up • Recognise that differed solutions can exist for same problem • Select, use and combine software on a range of digital devices • Edit a film Combine sequences of instructions an procedures to turn devices on and off 	<ul style="list-style-type: none"> • Use ordnance symbol survey symbols and 6 figure grid references • Answer questions using a map • Use maps, atlases, globes to locate and describe features • use Ordnance Survey symbols and can record and present geographical fieldwork using a range of methods 	<ul style="list-style-type: none"> • Compare two or more historical periods: explaining things which changed and things which stayed the same • Explain how our locality has changed over time • Summarise how Britain has had a major influence on the world • Describe a key event from Britain's past using a range of evidence from different sources • Identify and explain differences, similarities and changes between different periods of history
a scientist	a sports person	a musician	an international speaker	Cross curricular links
<ul style="list-style-type: none"> • Create a timeline to indicate stages of growth in humans • Describe the changes as humans develop to old age • identify and name the main parts of the human circulatory system • describe the function of the heart, blood vessels, and blood • discuss the impact of diet, exercise, drugs and life style on health • describe the ways in which nutrients and water are transported in animals, including humans. 	<ul style="list-style-type: none"> • Be controlled when taking off and landing • Throw with accuracy • Combine running and jumping • Demonstrate stamina • Plan a route and a series of clues for someone else • Plan with others taking account of safety and danger • Follow a map in an unknown location • Use clues and compass to navigate a route • Change route to overcome a problem • Use new information to change a route 	<ul style="list-style-type: none"> • Know how pulse, rhythm and pitch fit together • Use a range of words to describe music e.g. duration, timbre, pitch etc • Use these words to identify strengths and weaknesses in own and others music • Internalise the pulse in music • Know the difference between pulse and rhythm • Start to use musical dimensions vocabulary to describe music duration, timbre, texture, structure • Use these words to identify where music works well/needs improving 	<ul style="list-style-type: none"> • count up and down from 0-20 • count in steps of two • the numbers vingt et un, vingt-deux, vingt-trois, vingt-quatre, vint-cinq • describe days of the week with more confidence • I know the numbers vingt-six, vingt-sept, vingt-huit, vingt-neuf, trente, trente et un • name and introduce family members 	<ul style="list-style-type: none"> •