



## English

### Writing Objectives

I can continue to distinguish between homophones and other words which are often confused.

When writing narratives, I can, consider how authors have developed characters and settings in what I have read, listened to or seen performed.

I can select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.

In narratives, I can describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action.

I can ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.

I can use commas to clarify meaning or avoid ambiguity in writing.

I can use hyphens to avoid ambiguity

I can use brackets, dashes or commas to indicate parenthesis.

I can use semi-colons, colons or dashes to mark boundaries between independent clauses.

I can use a colon to introduce a list  
punctuating bullet points consistently.

### Reading Comprehension Objectives

I can ask questions to improve understanding.

I can check that the book makes sense, discussing understanding and exploring the meaning of words in context.

I can discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.

I can explain and discuss understanding of what I have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.

I can identify and discuss themes and conventions in and across a wide range of writing.

I can identify how language, structure and presentation contribute to meaning.

I can make comparisons within and across books.

I can participate in discussions about books that have been read to me and books that I have read for myself building on my own and other's ideas and challenging views courteously.

## English

### Word Reading Objectives

I can read fluently, using punctuation to inform meaning.

### Speaking and Listening Objectives

I ask questions to develop ideas and take account of others' views.

I explain ideas and opinions giving reasons and evidence.

I contribute to discussions, evaluating others' ideas and respond to them.

### Speaking and Listening Objectives

I can continue to distinguish between homophones and other words, which are often confused.

### Spelling Objectives

I can continue to distinguish between homophones and other words, which are often confused.

I can use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1.



## Maths

- I can draw 2-D shapes using given dimensions and angles.
- I can compare and classify geometric shapes based on their properties, sizes, and find unknown angles in any triangle, quadrilateral and regular polygons.
- I can illustrate and name parts of circles, including radius, diameter and circumference and know that the radius is half the diameter.
- I can recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.
- I can recognise, describe and build simple 3D shapes, including making nets.
- I can describe positions on the full coordinate grid (all four quadrants).
- I can draw and translate simple shapes on the coordinate plane, and reflect them in the axes.
- I can calculate with measures.



## Art

To compare and contrast Lowry scenes.  
To show perspective within a landscape drawing.  
To create line drawings using pencil  
To show perspective within my drawings.  
To recreate a scene in the style of Lowry.  
To explore 3D media.  
To use e-resources to explore art.

## Design Technology

## Music

### Singing

I can sing simple songs, chants and rhymes from memory.

### Listening

I can listen and compare high and low sounds.

### Composing

I can understand the difference between creating a rhythm pattern and a pitch pattern.

### Performing

I can perform short repeating rhythm patterns while keeping in time with a steady beat.

### Musical Notation

I can follow picture and symbols to guide singing and playing, for example 4 dots = 4 taps on a drum.

### Design

I can use computer aided design to create labelling and packaging.  
I can undertake a market research survey to support my design.  
I can design a recipe based on survey data.

### Make

I can safely prepare a meal following a recipe.

### Evaluate

I can evaluate the success of my meal and suggest ways to improve it.

### Technical Knowledge

I can work safely and hygienically in the kitchen.

## History

### Historical Chronology

I can suggest why certain events, people and changes might be seen as more significant than others during WW2 and how WW1 had an influence.

### Historical Concepts

I can identify and explain my understanding of propaganda and how it was used during WW2.

### Historical Interpretation

I can describe a key event from WW2 using a range of evidence from different sources and suggest why there may be different interpretations of events.

### Historical Enquiry

I can research what it was like for a child in WW2 and use photographs and illustrations to present my findings.

### Historical Communication

I can summarise the main events from WW2, explaining the order in which key events happened.

## Geography

### Locational

I can use lines of latitude and longitude to identify time zones.

### Place

I can identify similarities and differences of a North American city and rural region.

### Human/Physical

I can explain how countries in North America are key global players.

### Skills/fieldwork

I can use digital technology and maps to research (trade links, economic activity, mountains, rivers and energy distribution) an area in North America.



## Computing

- I can explain what makes a video effective.
- I can use a digital device to record a video
- I can capture video using a range of techniques
- I can create a storyboard
- I can identify that video can be improved through reshooting
- I can consider the impact of the choices made when making and sharing a video

## RE

- I can give examples of times my choices have been influenced and may have changed when I considered the consequences that might follow.
- I can explain how believing in Akhirah influences Muslims to do their best to lead good lives.
- I can recognise what motivates or influences me to lead a good life and compare it with what motivates and influences Muslims.
- I can give examples of times when I misinterpreted something.
- I can explain two different Muslim interpretations of Jihad.
- I can recognise what motivates me or influences me to lead a good life and compare it with what motivates and influences Muslims.

## MFL

- Speaking**  
I can name the subjects we study in school in Spanish using the correct definite article/determiner and say whether I like or dislike them.
- Listening**  
I can listen to someone describing their day at school and answer questions about it.
- Reading**  
I can read an extract describing someone's day at school and answer questions about it.
- Writing**  
I can complete a piece of writing describing my day at school.
- Grammar**  
I can fully conjugate the verb 'estudiar' (to study)

## Science

- I can identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.
- I can recognise the impact of diet, exercise, drugs and lifestyle on the way my body functions.
- I can describe the ways in which nutrients and water are transported within animals, including humans

### Working Scientifically

- I can use test results to make predictions to set up further comparative and fair tests.
- I can describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals.
- I can give reasons for classifying plants and animals based on specific characteristics.

## PE

### Striking and Fielding

- I can throw and catch accurately using a variety of techniques.

- I can bowl a ball with a short run up accurately.

- I can support fielders in my team when playing in the outfield.

- I can adapt my game play depending on the direct opponent.

- I can show tactical awareness when playing a competitive game.

### Fitness and Athletics

- I can throw with greater force and accuracy using the pull technique.
- I can perform a variety of jumps with a run up, maintaining control at the different stages
- I can transfer a relay baton as part of a team when racing competitively.
- I can start a relay effectively and change pace when racing in a relay.