

Science - Sound

- Can they describe a range of sounds and explain how they are made
- Can they associate some sounds with something vibrating?
- Can they compare sources of sound and explain how the sounds differ?
- Can they recognise how vibrations from sound travel through a medium to an ear?
- Can they find patterns between the pitch of a sound and features of the object that produce it?
- Can they find patterns between the volume of the sound and the strength of the vibrations that produced it?
- Can they recognise that sounds get fainter as the distance from the sound source increases?

Art and Design—Canopic jars

- Do they experiment with and combine materials and processes to design and make 3D form?
- Can they begin to sculpt clay and other mouldable materials?
- Can they create all the colours they need?
- Can they explain art from other periods of history?
- Can they tell if their finished product is going to be good quality?
- Are they conscience of the need to produce something that will be liked by others?
- Can they show a good level of expertise when using a range of tools and equipment?
- Do they work at their product even though their original idea

French—Catherine Cheater Scheme

- Can they have a short conversation where they are saying 2-3 things in French?
- Can they use short phrases to give a personal response?
- Do they understand classroom instructions, messages and dialogues?
- Can they recite a finger rhyme from memory?

Music

- Can they perform a simple part rhythmically?
- Can they sing songs from memory with accurate pitch?
- Can they improvise using repeated patterns?
- Can they describe and identify the different purposes of mu-

They do *what* with a hook?



Computing—We are musicians

- Can they explain how technology can be used to create music?
- Can they use sequencing software to create a piece of music?
- Can they record my own sound samples?
- Can they mix sound samples to create a piece of music?
- Can they export the file of a piece of music in a standard, compressed format?
- Can they explain how people listen to and buy music through

PE—Egyptian dance,

- Can they explain why warming up is important?
- Can they move and use actions with coordination and control?
- Can they hit a ball accurately and with control?
- Can they keep possession of the ball?
- Can they move to find a space when they are not in possession during a game?

Humanities (Geography/History) Ancient Egyptians

- Can they place periods of history on a timeline showing periods of time?
- Can they explain how events from the past have helped shape our lives?
- Do they recognise that the lives of wealthy people were very different from those of poor people?
- Do they appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past?
- Can they explain why people are attracted to live by rivers?
- Can they explain how a location fits into its wider geographical location; with reference to human and economical features?
- Can they find the same place on a globe and in an atlas?
- Can they label the same features on an aerial photograph as on a map?
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

RE—Sikhism

- Can they understand the concept of community?
- Can they reflect on their own experience of community?
- Do they know that it is possible to belong to more than one community?

PHSCE / SEAL - New beginnings

- I know how to make someone feel welcomed and valued at school.
- I know what it feels like to be unwelcome.
- I know how to join a group.
- I can tell you one special thing about me.
- I know how it feels to do or start something new, and some ways to cope