

Science - Electricity

- Can they identify common appliances that run on electricity?
- Can they construct a simple series electric circuit?
- Can they identify and name the basic part in a series circuit, including cells, wires, bulbs, switches and buzzers?
- Can they identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery?
- Can they recognise that a switch opens and closes a circuit?
- Can they associate a switch opening with whether or not a lamp lights in a simple series circuit?
- Can they recognise some common conductors and insulators?
- Can they associate metals with being good conductors?
- Can they set up a simple fair test to make comparisons?
- Can they plan a fair test and isolate variables, explaining why it was fair and which variables have been isolated?
- Can they take measurements using different equipment and units of measure and record what they have found in a range of ways?

Design and Technology— Olympic Torches

- Can they add things to their circuits?
- How have they altered their product after checking it?
- Are they confident about trying out new and different ideas?
- Can they come up with at least one idea about how to create their product?
- Do they take account of the ideas of others when designing?
- Can they produce a plan and explain it to others?
- Can they suggest some improvements and say what was good and not so good about their original design?
- Have they thought of how they will check if their design is successful?
- Can they begin to explain how they can improve their original design?
- Can they evaluate their product, thinking of both appearance and the way it works?

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-

The power of Zeus!



Computing—We are Web Designers

- Can they understand what a website is?
- Can they explain what HTML is?
- Can they use HTML tags to change text and pictures?
- Can they use HTML tags to create a web page with text and pictures?

PE—Manchester United Football

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

Humanities (Geography/History) Ancient Greeks

- 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 eg Olympics?
- 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 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 (Parthenon)?
- 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 - Going for goals

- Can they tell you about themselves as a learner?
- Can they use their strengths as a learner?
- Do they know what they need to do to learn effectively?
- Do they know that they are responsible for my own learning?
- Can they identify some barriers to their learning?