

Key Skills - Year 5

<u>Geography</u>			
<u>Geographical skills and fieldwork</u>	<u>T1&2</u>	<u>T3&T4</u>	<u>T5&T6</u>
<i>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</i>			
<i>Use the 8 points of a compass, 4 and 6 figure grid references, symbols and keys to build knowledge of the UK and the wider world</i>			
<i>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans, graphs and digital technologies.</i>			
Can I apply geographical vocabulary to different contexts?			
Can I make detailed field sketches and digital images, making measurements of patterns?			
Can I use atlases, maps, globes and aerial photographs to competently research a location?			
Can I use aerial photos and a range of sources to observe features and identify patterns?			
Can I look at and make maps, including grid keys, grid references and begin to use scale?			
Can I use ~Google Earth to identify features from space?			
Can I discuss and present opinions about environmental issues, using a range of evidence selected?			
Can I identify which physical and human features this place has? Can I give reasons for why some of these features are where they are?			
Can I find out about places and the features in those places by either going to that place to observe or by deciding which will be the best sources of information to look at?			
Can I collect statistics about people and places and present them in an appropriate way?			
Can I describe different points of view on an environmental issue affecting a locality and give my opinion on the issue?			
Can I choose the most appropriate writing skills or ICT skills to help me present what I found out?			
<u>Locational skills</u>	<u>T1&2</u>	<u>T3&4</u>	<u>T5&6</u>
<i>Locate the world's countries using maps to focus on Europe, North and South America and concentrating on their environmental regions, key physical and human characteristics, countries and major cities.</i>			
<i>Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</i>			
<i>Identify the position and significance of latitude, longitude, Equator, Northern and Southern Hemispheres, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles and time zones (including night and day).</i>			
Can I explain the physical and human features of the Earth as seen from space?			

Can I explain changes in the USA?			
Can I explain how populations of people can affect the environment of a place?			
Can I explain how natural resources are used in trade and how these are being looked after?			
Place Knowledge <i>Understand geographical similarities and differences through the study of human and physical geography of a region of the UK, a region in a European country and a region within North or South America</i>	<u>T1&2</u>	<u>T3&4</u>	<u>T5&6</u>
Can I use a map to describe what a place might be like?			
Can I begin to identify the countries and capital cities of Europe and the USA?			
Can I explain why towns/cities have grown over time (urban spread and industry)?			
Can I suggest why a country or city might change in the future based on evidence?			
Can I use sources to gather evidence about similarities and differences of local and international places?			
Human and Physical Geography <i>Describe and understand the key aspects of: Physical geography, including :climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle Human geography, including: types of settlement and land use, economic activity including trade links and the distribution of natural resources, including energy, food, minerals and water</i>	<u>T1&2</u>	<u>T3&4</u>	<u>T5&6</u>
Can I name and locate famous hills and mountains?			
Can I compare the economy of North and South America?			
Can I explain the choices for Saxon and Viking settlement in the U.K? (History link)			
Can I study how changes in the environment can affect weather?			
Can I look at and make detailed maps of areas I am studying that include keys, grid references, scales, compass rose and standard OS symbols?			
Can I study a range of locations in Europe and North America?			
Can I ensure my field sketches show layouts, patterns of movement? Can I make careful measurements of rainfall, temperature, distances, depths and record these in a suitable way (using ICT)?			
<u>History</u>			
<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
1) Changes in Britain from the Stone Age to the Iron Age	1) The Roman Empire and its impact upon Britain 2) The impact of the slave trade on Bristol?	1) Britain's settlement by Anglo Saxons	1) A non-European society that provides contrast with British history (Mayan civilisation c. AD 900)

2) The achievements of the earliest civilisations (Ancient Egypt)		2) The Viking and Anglo-Saxon struggle for the Kingdom of England	2) A study of an aspect or theme in British history (the first policemen - Law & Order)
<u>Whole School Enrichment Opportunities</u>			
1) Ancient Greece – to be covered every four years to coincide with the Olympics			
2) Local Study – Millpond Primary School			
3) Any additional history of interest to the pupils			
<u>Historical Knowledge</u> <i>To be personalised for each topic</i>			<u>T1&2</u>
Can I describe the religious beliefs and attitudes of people from the past?			<u>T3&T4</u>
<u>Chronological Understanding</u> <i>When did events take place and when how did they fit in with each other?</i>			<u>T5&6</u>
Can I place key people, events and artefacts on a timeline with a sense of scale?			
Can I use such as millennium and era to describe when events took place?			
<u>Historical Interpretation</u> <i>What skills do the pupils need in order to find out about the past?</i>			<u>T1&2</u>
Can I ask a range of questions and find answers about the past and research the answers independently?			<u>T3&4</u>
Can I use artefacts, pictures, photographs, information books, visitors and visits to historical sites to help me find out about the past?			<u>T5&6</u>
Can I use different accounts of a historical event explaining why some of the reasons why the accounts may differ?			
Can I discuss how reliable and trustworthy a course is using the 3 Rs – reliability, relevance and richness (of information)?			
<u>Historical communication (Link to English, Maths and IT)</u> <i>How are the pupils going to showcase their knowledge and understanding to others?</i>			<u>T1&2</u>
Can I use key historical terms accurately to describe the features of a time period?			<u>T3&4</u>
Can I present my historical knowledge through writing my own myth?			<u>T5&6</u>
Can I draw graphs to show data from the past?			
Can I use ICT to create a timeline to scale?			
<u>Building an overview of world history</u> <i>The bigger picture: to develop a mature and informed perspective of the world</i>			<u>T1&2</u>
Can I give a broad overview of how life in Britain has changed?			<u>T3&4</u>
			<u>T5&6</u>

Can I use a timeline to look at changes over the time within a particular aspect of the past (Iron Age)?			
Can I compare and contrast political differences of a past society (Saxons and Vikings)?			
Can I describe how some of the people and events I have studied have affected life today in Britain? (Invaders and Settlers?)			
<u>Science</u>			
<u>Working Scientifically</u> <i>Pupils must always be taught through and clearly related to substantive science content in the PoS. Pupils should read and spell scientific vocabulary correctly and with confidence, using their growing word reading and spelling knowledge</i>	<u>T1&2</u>	<u>T3&4</u>	<u>T5&6</u>
Can I explore ideas and raise different kinds of questions?			
Can I plan different types of scientific enquiries to answer questions , including recognising and controlling variables where necessary?			
Can I select and plan the most appropriate type of scientific enquiry to use to answer scientific questions?			
Can I recognise when and how to set up comparative and fair tests and explain which variables need to be controlled and why?			
Can I use and develop keys and other information records to identify, classify and describe living things and materials and identify patterns that might be found in the natural environment?			
Can I take measurements using a range of scientific equipment with increasing accuracy and precision, taking repeat readings where appropriate?			
Can I make my own decisions about what observations to make, what measurements to use and how long to make them for, and whether to repeat them; choose the most appropriate equipment to make measurements and explain how to use it accurately?			
Can I decide how to record data from a choice of familiar approaches?			
Can I record data and result of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs bar and line graphs?			
Can I look for different casual relationships in their data and identify evidence that refutes or supports their ideas?			
Can I report and present findings from enquiries, including conclusions, casual relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations?			
Can I use test results to make predictions to set up further comparative and fair tests and use results to identify when further tests and observations might be needed?			
Can I talk about how scientific ideas have developed over time?			

Can I identify scientific evidence that has been used to support or refute ideas and arguments and recognise which secondary sources will be most useful to research their ideas and begin to separate opinion from fact?			
Use relevant scientific language and illustrations to discuss, communicate and justify their scientific ideas?			
Living things and their habitats	<u>T1&2</u>	<u>T3&4</u>	<u>T5&6</u>
Can I describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird?			
Can I describe the life process of reproduction in some plants and animals?			
Animals including humans	<u>T1&2</u>	<u>T3&4</u>	<u>T5&6</u>
Can I describe the changes as humans develop to old age?			
Properties and Changes of Matter	<u>T1&2</u>	<u>T3&4</u>	<u>T5&6</u>
Can I compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal)?			
Do I know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution?			
Can I use knowledge of solids, liquids, gases to decide how mixtures might be separated, including through filtering, sieving and evaporating?			
Can I give reasons, based on evidence from comparative and fair tests, for the particular use of everyday materials, including metals, wood and plastic?			
Can I demonstrate that dissolving, mixing and changes of state are reversible changes?			
Can I explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda?			
Earth and Space	<u>T1&2</u>	<u>T3&4</u>	<u>T5&6</u>
Can I describe the movement of the Earth and other planets relative to the sun in the solar system?			
Can I describe the movement of the moon relative to the Earth?			
Can I describe the sun, Earth and moon as approximately spherical bodies?			
Can I use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky?			
Forces	<u>T1&2</u>	<u>T3&4</u>	<u>T5&6</u>
Can I explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object?			
Can I identify the effects of air resistance, water resistance and friction, that act between moving surfaces?			
Can I recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have greater effect?			

Art and Design

<u>Drawing Skills</u>	<u>T1&2</u>	<u>T3&4</u>	<u>T5&6</u>
Can I use tone to show volume and distance?			
Can I extend my mark-making skills?			
Can I show patterns and textures in my drawings?			
<u>Painting Skills</u>	<u>T1&2</u>	<u>T3&4</u>	<u>T5&6</u>
Can I use a variety of brush strokes?			
Can I paint in the style of different artists?			
<u>Printing Skills</u>	<u>T1&2</u>	<u>T3&4</u>	<u>T5&6</u>
Can I make prints of two or more colours?			
<u>Sculpture Skills</u>	<u>T1&2</u>	<u>T3&4</u>	<u>T5&6</u>
Can I imprint designs onto clay e.g. clay tiles?			
<u>Textiles Skills</u>	<u>T1&2</u>	<u>T3&4</u>	<u>T5&6</u>
Can I use batik tools and dyes to create a design?			
<u>Collage Skills</u>	<u>T1&2</u>	<u>T3&4</u>	<u>T5&6</u>
Can I use mosaic?			
Can I use tessellation and other patterns?			
<u>Communication including computing skills and evaluating, exploring and developing</u>	<u>T1&2</u>	<u>T3&4</u>	<u>T5&6</u>
Can I discuss the work of great artists and the work of others?			
Can I comment on differences in others' work?			
Can I adapt my work and develop it further?			
<u>Design and Technology</u>			
<u>Design</u>			
<u>To understand contexts, users and purposes</u>	<u>T1&2</u>	<u>T3&4</u>	<u>T5&6</u>
Can I investigate similar products to get ideas, list key features and understand how they work?			
Can I describe the purpose for my product?			
Can I list design features that will appear to the intended users?			
Can I explain how parts and the whole product works and how it will be made?			
Can I research information about the needs and wants of users, using surveys, interviews, questionnaires and web-based resources?			
Can I develop design criteria to inform ideas and develop a simple design specification as a guide?			
To generate, develop, model and communicate ideas	<u>T1&2</u>	<u>T3&4</u>	<u>T5&6</u>

I can use prototypes and patterns to inform my ideas			
<i><u>Textiles, Construction and Sheet Materials</u></i>			
Planning	<u>T1&2</u>	<u>T3&4</u>	<u>T5&6</u>
Can I explain my choice of materials, components to fit functional properties and aesthetic properties?			
Can I explain choice of tools and equipment depending on skills and techniques to be used?			
Can I list/order the main stages and produce lists of tools, equipment and materials?			
Can I formulate step-by-step plans as a guide to making?			
Practical skills and techniques	<u>T1&2</u>	<u>T3&4</u>	<u>T5&6</u>
Can I follow procedures for safety and hygiene?			
Can I measure, mark, cut out and shape textile materials/components with increasing accuracy?			
Can I assemble, join and combine materials and components and apply a range of finishing techniques with accuracy?			
Can I use techniques that involve a number of steps, and demonstrate resourcefulness with practical problems?			
Key events and individuals	<u>T1&2</u>	<u>T3&4</u>	<u>T5&6</u>
Can I learn about inventors, designers, engineers (Brunel, Telford etc. in Bristol) and manufacturers who have developed innovative and ground-breaking products?			
<i><u>Technical Knowledge – Textiles, Construction and Sheet Materials</u></i>			
Knowledge and application of practical skills and techniques	<u>T1&2</u>	<u>T3&4</u>	<u>T5&6</u>
Can I make strong, stiff shell structures?			
Can I understand how simple electrical circuits and components can be used to create functional products?			
Can I program a computer to control my product?			
Can I understand mechanical systems; levers and linkages or pneumatic systems create movement;cams or pulleys or gears?			
Can I understand that a single fabric shape can be used to make a 3D textiles product, and that a 3D textiles product can be made from a combination of fabric shapes?			
Can I make a strong, stiff shell structure and am I able to reinforce and strengthen a 3D framework?			
<i><u>Cooking and Nutrition</u></i>			
Planning and Technical Knowledge	<u>T1&2</u>	<u>T3&4</u>	<u>T5&6</u>
Can I follow procedures for safety and hygiene?			
Can I formulate step-by-step plans a guide to making?			
Where food comes from	<u>T1&2</u>	<u>T3&4</u>	<u>T5&6</u>
Do I know that food is grown, reared and caught in the U.K, Europe and the wider world?			

Do I know that seasons may affect the availability of food and alter the types of food available at different times of the year (in terms of seasonal produce)?						
Do I understand how food is processed into ingredients that can be eaten or used in cooking?						
Food preparation, cooking and nutrition				<u>T1&2</u>	<u>T3&4</u>	<u>T5&6</u>
Can I measure, assemble ingredients, and apply finishing techniques with increasing accuracy?						
Do I know how to use a range of techniques; peeling, chopping, slicing, grating, mixing, spreading, kneading and baking?						
Do I know that a healthy diet is made up from a variety and balance of different food and drink and that to be active and healthy, food and drink are needed to provide energy for the body?						
Key events and individuals				<u>T1&2</u>	<u>T3&4</u>	<u>T5&6</u>
Can I learn about inventors, designers, engineers (e.g. cooking appliances), chefs (Jamie Oliver/Healthy Schools) and manufacturers who have developed innovative and ground-breaking products?						
Evaluate						
Own ideas and products				<u>T1&2</u>	<u>T3&4</u>	<u>T5&6</u>
Can I evaluate my ideas and products against my original design specification?						
Can I refer to my design criteria and evaluate as I am making my product?						
Investigate and analyse existing products				<u>T1&2</u>	<u>T3&4</u>	<u>T5&6</u>
(At age appropriate level) I can investigate and analyse how innovative the product is or was in its time						
Can I evaluate the effectiveness of the product being able to meet the needs and wants of the user?						
Can I find out where and when the product was designed and made?						
Can I investigate how much the product cost to make?						
Can I investigate and analyse how sustainable the materials that have been used to make the product are?						
Computing						
Year 3	Year 4	Year 5	Year 6			
Word/Publisher Skills E- Safety - Using Google search engine to research Excel to record and present data Publisher: Map of locality. Take and insert digital photos. PowerPoint	E-safety & sending/replying to emails respond to message through school blog/online forum branching databases (linked to natural disasters theme)	Animation related to the Anglo Saxons or Vikings Use of Blender to create a 3D model of the Solar System Video Adverts filmed on digital camcorders. Edited in Movie Maker	Internet safety – local skills zone type visit/enrichment activity. Communication/collaboration A study of an aspect or theme in British history. Data analysis Use and combine a variety of software.			

<p>presentation: Welcome to My Local Area Email/blogging/Website forum Video record scenes from Terms 5&6 Ancient Egypt theme</p>	<p>Digitally record image and sound using Movie Maker. Create a piece of music using ICT Using logo (modelling, controlling and sensing). Internet research (search engines) Present information using Word and PowerPoint</p>	<p>and soundtrack created using Audacity. Blogging. Use school's blog/online forum/VLE to increase security or Blogger or Word Press could be used.</p>	<p>Controlling and simulating physical systems (linked to DT) Photography</p>			
<p style="text-align: center;">Whole School Enrichment</p> <p>Understanding the importance of e-safety both at home and at school. Knowing where to seek help if needed.</p>						
<p>Using Technology</p>				<p><u>T1&2</u></p>	<p><u>T3&4</u></p>	<p><u>T5&6</u></p>
<p>Can I continue to become familiar with a range of devices, for example tablets, desktop computers, laptops, microphones, video recorders, camcorders, mobile phones etc.</p>						
<p>Can I increase my typing speed? Aim to reach the accepted competency rate for children of 15WPM by the end of Year 3?</p>						
<p>Can I make sensible choices about the technology I use to help with my work, and to justify my choices - for example why I have chosen a tablet rather than a laptop?</p>						
<p>Can I understand the purpose of and use independently a range of different technology?</p>						
<p>Can I continue to develop typing speed and accuracy to develop competency in typing, approaching 20 words per minute?</p>						
<p>Can I make choices about when to use technology, which piece(s) of technology to use, which software/tools to use on the technology and be able to explain my choices to others?</p>						
<p>Can I become increasingly familiar with a range of devices and increasingly develop my independence and confidence in using these devices?</p>						
<p>Can I continue to increase my typing speed and be encouraged to use a range of resources to help me with this?</p>						
<p>Can I make increasingly sensible choices about the technology that I use to help my work and justify my choices?</p>						
<p>Can I continue to become familiar with a range of devices and further develop my independence and confidence in using these devices?</p>						
<p>Can I continue to increase my typing speed and be encouraged to play games at home and in school which help me with this?</p>						

Using the Internet	<u>T1&2</u>	<u>T3&4</u>	<u>T5&6</u>
Can I discuss different strategies for finding relevant information e.g. using different keywords to find information on a given enquiry (Invaders and Settlers)?			
Can I use a range of keywords to find different sources of information and enter them into a chosen search engine?			
Can I modify searches further to find relevant information for a report?			
Can I save and use pictures, text and sound and be able to import these within my computing work?			
Can I select and combine information from a range of different sources and present my findings using a word processing or multimedia/publishing package for a specific audience?			
Am I aware that web sites are not always accurate and that information should be checked before it is used?			
Can I discuss issues of copyright and downloading material e.g. mp3s, images, videos etc. Find images which are creative common licenced and understand the importance of stating their sources?			
Can I recognise that anyone can author on the Internet and sometimes authors can produce rude, offensive and upsetting content, and that I should follow the school's e-safety rules if anything inappropriate is found?			
Communicating and Collaborating online	<u>T1&2</u>	<u>T3&4</u>	<u>T5&6</u>
Can I continue to use e-mail to e-mail within the school's domain?			
Can I begin to collaborate with other children outside of the school (perhaps within the CLF family) using secure e-mail?			
Can I upload files to an on-line area?			
Creating and Publishing	<u>T1&2</u>	<u>T3&4</u>	<u>T5&6</u>
Can I continue to regularly use word processing and desktop publishing to present my work combining formatted text with other media and make choices about programs and features to use?			
Can I continue to use ICT to create a finished product or set of linked products developing consistency in style across linked products?			
Can I use an alternative presentation tool (other than Powerpoint and Publisher) to create a presentation linking into a topic, area of interest or event etc.?			
Can I continue to create websites based on topics, areas of interest or events, increasing the complexity of these sites?			
Can I use technology to help me present my work showing an increasing degree of skills and use advanced features of both software and tools?			
Can I select tools which will help me to achieve a specific aim and justify these choices to others?			
Digital media	<u>T1&2</u>	<u>T3&4</u>	<u>T5&6</u>
Can I use technology to electronically compose music or sounds including creating melodies and save these as a range of audio files?			

Can I use technology to capture and edit video?			
Can I use a range of devices to create music samples and sequence these?			
Can I create and plan film trailers linked to a theme and use a range of different scenes and effects?			
Can I use image creation tools to create more complex images?			
Can I continue to choose to independently record video for a range of purposes?			
Can I continue to take photographs for a specific reason or project and/or find appropriate images on-line?			
Using Data	<u>T1&2</u>	<u>T3&4</u>	<u>T5&6</u>
Can I continue to use the computer and spreadsheets to create, present and alter graphs and charts?			
Can I continue to use, query and create my own databases as appropriate linking into work across the curriculum?			
If appropriate and cross-curricular links present the opportunity, can I begin to explore spreadsheets ownrign basic formulae?			
Programming and Control	<u>T1&2</u>	<u>T3&4</u>	<u>T5&6</u>
Can I continue to develop understanding of how technology with a focus on computational thinking?			
Can I understand that software relies on codes to run and that a range of different coding languages exist?			
Can I explore different ways in which computer software can be planned?			
Can I use a range of assisted programming software (Scratch and/or Kodul) to plan, design and create basic software (for example a simple game)?			
Can I use visual programming based software to plan, design and create basic non-game software which uses logic, algorithms and calculations (<i>E.g. Use Scratch to create a quiz for a KS1 pupil</i>)			
Modelling and Simulation	<u>T1&2</u>	<u>T3&4</u>	<u>T5&6</u>
Can I understand that ICT allows for situations to be modelled and that simulations are often guided by hidden rules?			
Can I use software to model 3D objects?			
Can I use software to create models of 3D objects, landscapes or items?			
Can I explore a range of increasingly complex simulations?			
PE			
Running, jumping, throwing and catching	<u>T1&2</u>	<u>T3&4</u>	<u>T5&6</u>
Can I develop new skills of dodging, using space and a sense of control?			
Can I use appropriate techniques to improve my running, throwing, jumping and catching?			
Can I be controlled and skillful in my actions and movements?			
Can I use my running throwing, jumping and catching skills to play a game?			
Can I combine running and jumping well?			
Can I choose the best pace for running?			

Play competitive games where appropriate and apply basic skills and principles in these	<u>T1&2</u>	<u>T3&4</u>	<u>T5&6</u>
Can I choose the appropriate tactics in a game?			
Can I follow multiple rules of a game?			
Can I develop a broader range of techniques and skills for both attacking and defending?			
Can I state why it is good to be part of a team?			
Develop flexibility, strength, technique, control and balance (e.g. through gymnastics and athletics)	<u>T1&2</u>	<u>T3&4</u>	<u>T5&6</u>
Can I perform complex sequences that include a variety of balances, changes of direction, level and speed?			
Can I be controlled and skillful in my actions and movements?			
Can I consistently complete actions and techniques with control?			
Can I perform actions, shapes and balances consistently and fluently in specific activities?			
Perform dances using a range of movement patterns	<u>T1&2</u>	<u>T3&4</u>	<u>T5&6</u>
Can I be creative and imaginative in composing my own dances?			
Can I perform expressively?			
Can I compose dances by using and adapting and developing steps, formations and patterns?			
Take part in outdoor and adventurous activity challenges both individually and as part of a team	<u>T1&2</u>	<u>T3&4</u>	<u>T5&6</u>
Can I choose and apply strategies and skills to meet the requirements of a task or challenge in a familiar, unfamiliar and changing environment?			
Can I decide what approach to use to meet the challenge set?			
Can I ask questions within my team to meet the challenge?			
Compare performance with previous ones and demonstrate improvement to achieve personal bests	<u>T1&2</u>	<u>T3&4</u>	<u>T5&6</u>
Can I compare and comment on the skills, techniques and ideas used in my work and in that of others?			
Can I use critical appraisals to improve my own performance?			
Swimming and water safety	<u>T1&2</u>	<u>T3&4</u>	<u>T5&6</u>
Can I choose and use a variety of strokes and skills, according to the task and the challenge? E.g. swimming without aids, distance and time challenges?			
Can I use my arms and legs consistently to improve the quality of my stroke whilst on my back and front?			
Can I use a range of strokes to aid personal survival skills and understand why they are so important?			
Lead healthy, active lifestyles	<u>T1&2</u>	<u>T3&4</u>	<u>T5&6</u>
Can I describe how valuable physical exercise is to my health?			
Can I describe the effects exercise has on my body?			
Can I say why it is important to have the right clothing for a sport and explain how/why this will add to the performance?			

Music			
Sing and play with increasing confidence and control, develop musical understanding, organize and manipulate ideas and reproduce sounds from aural memory	<u>T1&2</u>	<u>T3&4</u>	<u>T5&6</u>
Can I play a musical instrument (tune and un-tuned) with increasing accuracy?			
Can I compose music for a range of purposes?			
Can I internalize rhythms and play them on untuned instruments?			
Can I read musical notation on a stave (EGBDF)?			
Can I compare and contrast a variety of music, appreciating similarities and differences?			
Can I recognise music from different eras and begin to explain instruments used, sounds made and impact on subsequent eras?			
MFL			
	<u>T1&2</u>	<u>T3&4</u>	<u>T5&6</u>
Can I understand and ask questions about a statement?			
Can I use familiar vocabulary to ask questions?			
Can I use tone of voice and gesture to help convey meaning?			
Can I describe my favorite hobbies/pastimes?			
Can I read and understand a series of short sentences about a topic (going to the market, a day in school etc.)?			
Can I learn and recite a poem in a foreign language?			
Can I use a dictionary to understand the meaning of new vocabulary?			
Can I write a postcard or letter using learned phrases?			
Can I describe my family and/or friends?			
Can I translate a sentence from foreign language into english using the correct language pattern?			