







### Science- States of Matter

(see science books)

	I can <b>sort</b> and <b>group</b> materials together, according to whether they are solids, liquids or gases.
	I can <b>predict</b> and <b>test</b> how different materials change when they are heated or cooled. I can <b>identify</b> the part played by evaporation and condensation in the water cycle.
	I can <b>evaluate</b> my scientific inquiry, reflecting on my hypothesis.

Sc4/3.1 States of Matter

### Geography- Landscapes

	I can <b>identify</b> the main human and physical features of my local area landscape.
	I can <b>use</b> a map and digital/computer mapping to locate towns and geographical features.
	I can <b>compare</b> the geography of my local area and another town in the UK. I can <b>present</b> my research on the human and physical features of my local area.




Ge2/1.1b name and locate counties and cities of the UK  
Ge2/1.3b describe and understand key aspects of human geography, including: types of settlement and land use, economic activity, local human and physical geography

RE: see individual books and class big book  
What does it mean to be a Hindu in Britain today?

French: see individual folders and class big book  
All Around Town




PSHE: see class big book  
Returning to school: Mental Health Matters

### Computing – We are safe online.

	I <b>understand</b> the school e-safety rules. I <b>understand</b> that passwords are the key to accessing a personalised set of resources and can describe their everyday uses.
	I can <b>explore</b> the internet safely using school online safety rules.
	I can <b>create</b> a poster or leaflet about how to stay safe online.

Co2/1.7 use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.




### Art- Landscapes

	I can <b>discuss</b> the work of key landscape artists (Monet, van Gogh and Metzinger). I can <b>record</b> my observations and ideas in a sketch book.
	I can <b>explore</b> using different brushstrokes to create effect and texture in my work. I can <b>experiment</b> with using colour to show changing light.
	I can <b>create</b> my own landscape picture inspired by my local area.

Ar2/1.1 to create sketch books to record their observations and use them to review and revisit ideas  
Ar2/1.2 to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials  
Ar2/1.3 about great artists, architects and designers in history.




## There's No Place Like Home Term 1

### Music: Mamma Mia

	I can <b>find</b> the pulse of a song. I can <b>name</b> the instruments used in a song.
	I can <b>identify</b> the main sections of a song. I can copy a rhythm by clapping back.
	I can <b>create</b> my own rhythm.

Mu2/1.1 play and perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression  
Mu2/1.3 listen with attention to detail and recall sounds with increasing aural memory

### DT- Structures

	I can <b>review</b> existing structures and use features of these in my design. I can <b>choose</b> materials according to function.
	I can <b>use</b> techniques to reinforce and strengthen a 3D framework.
	I can <b>test</b> and <b>evaluate</b> my design.

DT2/1.4a apply their understanding of how to strengthen, stiffen and reinforce more complex structures