

### Dance

- Do they share and create phrases with a partner and in small groups?
- Can they repeat, remember and performing these phrases in a dance?

### Gymnastics—

- Can they use a greater number of their own ideas for movement in response to a task?
- Can they adapt sequences to suit different types of apparatus and their partners ability.
- Can they work in a controlled way and change direction and shapes?

#### Challenge for the most able

- Can they show greater fluency and control in their movements?

## PE (Indoor)

### Athletics

- Can they link running and jumping activities with some fluency, control and consistency.
- Can they take part in a relay activity remembering when to run and what to do?
- Can they throw in different ways and alter their action for distances?

### Circuit training—

- Can they explain why keeping fit is good for their health?
- Can they select and use the most appropriate skills, actions or ideas.

#### Challenge for the most able

- Can they make improvements to their work?

## PE (Outdoor)

## Science (teeth and food; moving and growing)

- Can they identify the simple function of different types of teeth in humans?
- Can they compare the teeth of herbivores and carnivores?
- Can they explain the importance of a nutritionally balanced diet?
- Can they identify that animals, including humans, cannot make their own food: they get nutrition from what they eat?
- Can they describe how nutrients, water and oxygen are transported within animals and humans?
- Can they describe and explain the skeletal system of a human?
- Can they describe and explain the muscular system of a human?
- Can they identify and name the basic parts of the digestive system in humans?
- Can they describe the simple functions of the basic parts of the digestive system in humans?
- Can they explain what a simple food chain shows?
- Can they construct and interpret a variety of food chains, identifying producers, predators and prey?

#### Challenge for the most able

## Computing

- Can they input data into a prepared data base?
- Can they sort and search a data base to answer simple questions?
- Do they recognise what a spreadsheet is?
- Can they use the terms cells, rows and columns?
- Can they enter data, highlight it and make bar charts?

#### Challenge for the most able

- Can they copy and paste the graph/bar chart and use it in a WP document?

## Art & Design

- Can they begin to sculpt clay and other mouldable materials?
- Can they show facial expressions in their drawings?
- Can they use their sketches to produce a final piece of work?
- Can they use different grades of pencil shade to show different tones and texture?

#### Challenge for the most able

- Can they begin to show facial expressions and body language in their sketches.

## DT

- Can they measure carefully so as to make sure they have not made mistakes?
- How have they attempted to make their product strong?
- Do they work at their product even though their original idea might not have worked?

#### Challenge for the most able

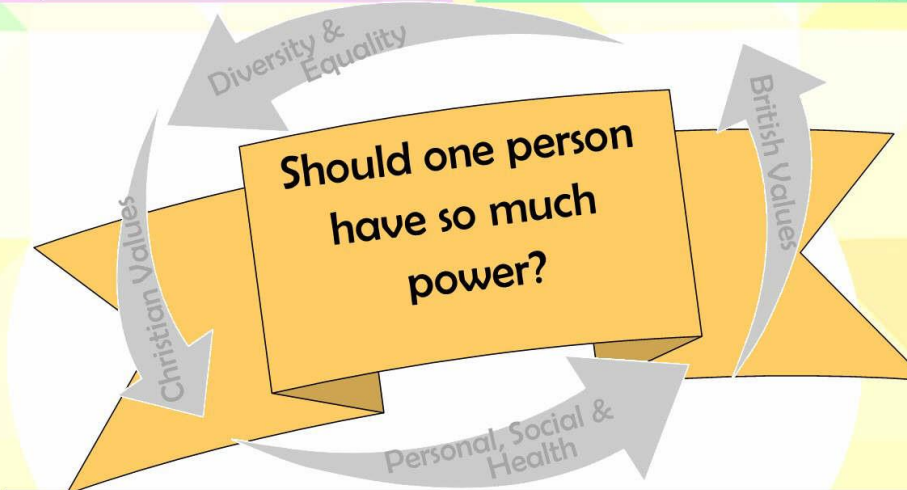
- Can they show a good level of expertise when using a range of tools an equipment?

## Music

- Can they play clear notes on instruments?
- Can they use standard notation?
- Can they use notation in a performance?
- Can they start to identify the character of a piece of music?
- Can they begin to identify write the style of 'Elgar'?

#### Challenge for the most able

- Can they show how they can use dynamics to provide contrast?



### Stunning Start:

Go back in time to meet Henry VIII. He believes he was the best British ruler. He thinks his way was the best way. We need to show him why he was wrong and try change his way of life. Start by looking at where the Tudors fit and make a gallery of the Tudor Monarchy.

### Trips to plan:

Bess, a poor Tudor, is coming in to visit to show the children how different people lived. She will share why Henry wasn't the best ruler.

### One Week Wonder:

Kingswood week?

## History

- Can they use the timeline within a specific time in history to set out the order things may have happened?
- Can they place periods of history on a timeline showing periods of time?

#### Challenge for the most able

- Can they begin to build up a picture of what main events happened in Britain/the world during different centuries?

## Geography

- Can they name some of the main towns and cities in Yorkshire and Lancashire? (challenging)
- Can they describe the main features of a village?
- Can they explain how a locality has changed overtime?
- Can they suggest different ways that a locality could be changed and improved?

#### Challenge for the most able

## Languages

- Can they have a short conversation where they are saying 2-3 things?
- Can they write 2-3 short sentences on a basic conversation?
- Can they use short phrases to give a personal response?
- Do they understand instructions, messages and dialogues within short passages?
- Can they read and understand short texts using familiar language?

#### Challenge for the most able