Autumn 1 Habitats (Local Environment)

Historical, geographical and Social

L2 To distinguish between fact and opinion and make choices about sources of on-line information to find out about communities, locations and events.

I can begin to distinguish between fact and opinion in a text
I can begin to understand that some sources of online information may be biased and that I need to use a range of sources of information

L3 To investigate local and global issues by using ICT to analyse and process data. (Including census weather and GIS data)

I can use information from my own survey or from other sources to create a graph e.g. most common birds, types of dwelling, temperatures

L5 To engage actively with democratic processes, and address issues of concern to them through their actions and decision making

I can participate in electing the school council
I can bring issues of concern to the school council for their consideration

L9 How human patterns and distributions are influenced by both human and physical geography.

I can explain why there are towns and small settlements alongside rivers
I can explain that some areas around rivers are unsuitable for housing
I can understand why London grew up along the River Thames
I can research how capital cities often develop along the banks of major world rivers

Scientific and Technological Understanding

L15 To investigate the structure, function, life-cycle and growth of flowering plants and explain how these are linked.

I can describe the life-cycle of plants and identify similarities and differences between ranges of plants
I can name and describe the functions of the parts of a plant
I can explain why certain functions (pollination, fertilisation etc) are important
I can name the reproductive organs of a plant and their part in the life cycle
I know that green plants need light and water to grow well and that they produce new material from the air and water

L17 To investigate and explain how plants and animals are interdependent

I can describe what a habitat must provide an animal with
I can describe the relationship of the living things in a food chain
I can use scientific knowledge of living things to show why they live and what they do
I can recognise the stages in the growth and developments of humans
I can explain that some animals eat plants and some eat other animals
I know that because there are so many living things they need to be sorted into specific groups
I can describe differences in habitats and why different living things are found there
I can describe how animals from two habitats are suited to those habitats

L14 To apply knowledge and understanding to describe and explain the structure and function of key human body systems including reproduction

(This should include digestion (teeth and food), circulation (heart and pulse rate), skeleton (muscles and movement) and growth. This should be related to caring for the human body)

I can use keys to group and identify living things.

(This includes green plants as producers and animals as consumers; the ways I which plants depend on animals including pollination, seed dispersal and nutrients; fertilisers as plant nutrients and growing plants)

Understanding Physical Development, Health and Wellbeing
L1 To take the lead, prioritise actions and work independently and collaboratively towards goals

I can take various roles within a group e.g. leader, collaborator, scribe.
I can work sensibly with other people

L2 To listen to, reflect on and respect other people's views and feelings while negotiating and presenting their own views

I can listen to other people and show respect for their viewpoints
I can express an opinion when asked to discuss a given issue or idea

L4 To self-assess, set goals, prioritise and manage time and resources, understanding how this will help their future actions

I can finish my work in a given period of time
I can bring in an object from home when asked e.g. PE kit, homework
I can understand why this will be important in the future

L5 To recognise their strengths and how they can contribute to different groups

I can explain what I am good at and what I need to work on next

Understanding the arts

L2- The diverse roles of the arts within the cultures of their locality and the wider world

I can look at and discuss a range of landscape painting by different artists.
I can use a variety of source materials.

L4- To investigate, explore and record information, to appreciate aesthetic qualities and generate imaginative ideas.

I can select media and techniques to produce a picture.
I can investigate techniques in my sketchbook such as: a range of tones, texture, highlights and shadows
I can use a wide variety of dry media: charcoal, chalks, pastels, soft pencils etc. I can make different marks with dry and wet media.
I can use shape, form, space, colour, texture and pattern to develop and communicate my ideas in a drawing.
I can use a digital camera to record the landscapes I have visited.

Buddhism

<u>Birth of the Buddha</u>

I can explain the events surrounding the birth of the Buddha and say why he was considered special
I can draw parallels between the Buddha and special people in my own life
I can explain the meaning of the Four Noble Truths
I can understand the Eightfold Path

<u>Buddhist Symbols</u>

I can find out the meanings of some Buddhist symbols

<u>Buddhist stories</u>

I can describe what might be learnt from a Buddhist story
I can express my opinions about issues raised in Buddhist stories

<u>Speaking and Listening Opportunities</u>

<u>5R's: Reflective, Relationships, Resilient, Resourceful, Risk Taking</u>

<u>PSHE</u>

<u>Online safety</u>

I can keep personal information private
I can research independently and safely online
I can follow the SMART rules for keeping myself safe

<u>Enquire, Research, Investigation</u>