



Spelling, Punctuation and Grammar
SpGP1: I can use subordination (using **when, if, that, because**) in my sentences.
SpGP2: I can use co-ordination (using **or, and, but**) in my sentences.
SpGP3: I can tell if a sentence is a question, command, exclamation or a sentence.
SpGP4: I can make new words (nouns) by adding **-ness** and **-er** to the end of a word.
SpGP5: I can make new words (adjectives) by adding **-ful** and **-less** to the end of a word.
Please Note: Further spelling/grammar/punctuation coverage will also be delivered each week as an addition to this.

PSHE: Physical Activity: Benefits of exercise and diet.
SEAL: Bullying - I know how bullying affects my behaviour and who I can talk to.
SEAL: Negotiating skills.
PSHE1: I Know that there are 3 different types of being healthy and I can identify the types of exercise I do.
PSHE2: I can understand the meaning of diet.
SEAL3: I can understand how bullying affects behaviour and how to resolve this.
PSHE4: I Know that eating a balanced diet helps us to exercise well and that some food groups are needed for exercise.
PSHE5: I understand what negotiation is.
PSHE6: I can create a number of negotiation skills.

Art & Design – Designing Aliens (Painting)
A&D1: I can research aliens and use my imagination to design my own detailed alien.
A&D2: I can learn how to mix paints in order to make different colours.
A&D3: I can use paints to mix a variety of colours and then use these colours to paint my alien.

ICT – We are astronauts– Programming on screen – unit 2.1
ICT1: I can understand that an algorithm is a sequence of instructions.
ICT2: I can implement an algorithm as a programme for the bee-bot.
ICT3: I can create a sprite and a background in Scratch.
ICT4: I can programme a spaceship using Scratch.
ICT5: I can write and debug a Scratch programme.
ICT6: I can predict what a simple programme will do.

Design Technology – Make own balloon car – Moon Buggy
DT1: I can research images of moon buggies and suggest ways I could make one.
DT2: I can investigate different / appropriate materials for my moon buggy. **DT3:** I can design my moon buggy using a range of equipment, tools and materials. (AF)
DT4: I can write instructions on how to make a moon buggy. (AF)
DT5: I can follow my instructions to make my moon buggy. (AF)

TOPIC: Space
Power of Reading text: The Man on the Moon by Simon Bartram
Range of non-fiction books.

RE – What does it mean to be a Hindu?
RE1: I can share who is important to me. (*family – community*)
RE2: I can talk about love and loyalty in Hinduism and I can share why family is important to Hindus.
RE3: I can talk about Hindu values and how they are the same and different for religious people.
RE4: I can understand what Karma means for Hindus and how Karma makes Hindus behave.
RE5: I can say what a Mandir is and explain what Hindus do in a Mandir. I can understand why the Mandir is important to Hindus.
RE6: I can say what a Pilgrimage is and why it is important for Hindus. I can share a journey that was important to me and say why.
RE7: I can summarise what it means to be a Hindu. I can talk about what I think is right and wrong and I can share what Hindus believe is right and what is wrong.

HISTORY – Neil Armstrong and Christopher Columbus
H1: I can understand some of the criteria that makes a person significant. I can think of some questions to ask about Neil Armstrong.
H2: I can say Neil Armstrong was the first man to walk on the moon and when it was. (AF)
H3: I can use what I have researched to explain who Neil Armstrong is and what he did.
H4: I can write a recount of the moon landing story and identify some of the main events and people in this historic event using dates and terms.
H5: I can say Christopher Columbus was the first man to sail around the world. (AF)
H6: I can compare the experiences of Christopher Columbus and Neil Armstrong.

Physical Education
PE (Outdoor) - Football – Chelsea
F1: I can begin to understand how to dribble a ball.
F2: I can practise passing a ball.
F3: I can practice scoring.
F4: I can move fluently, changing direction.
F5: I can practise finding a space to receive the ball.
F6: I can play as a team.
PE (Indoor - Hall) – Karate – Mr Elcome
K1: I can recap on the different language and stances.
K2: I can move backwards – Zenkutsu Dachi
K3: I can move forwards – Oi Tsuki, backwards and turn.
K4: I can move forwards – Gedan Bari, backwards and turn.
K5: I can stand and move forward – Mae Geri.
K6: I can move accordingly to the given language – Assessment Week.