

Year 5 Yearly Skills Overview 2017 - 2018

History	Geography Human and physical geography of a region in <u>South America</u>	Science	Computing	Art Painting and Drawing must be focussed upon each year but collage, sculpture, print, textile and digital media only need to be covered twice across the whole of KS2
<p>Range and depth of historical knowledge</p> <ul style="list-style-type: none"> I can describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. I can describe the social, ethnic, cultural or religious diversity of past society. I can compare some of the times studied with those of the other areas of interest around the world. <p>Interpretations of history</p> <ul style="list-style-type: none"> I select suitable sources of evidence, giving reasons for choices. I can describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. <p>Historical enquiry</p> <ul style="list-style-type: none"> I can identify primary and secondary sources I can use evidence to build a picture of life in the time studied <p>Chronology</p> <ul style="list-style-type: none"> I can place events, artefacts and historical figures on a time line using dates. I can describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). I use dates and terms accurately in describing events. <p>Communication and organisation</p> <ul style="list-style-type: none"> Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology, century, decade, legacy. I can use original ways to present information and ideas. <p>Suggested content:</p> <ul style="list-style-type: none"> Mayans Victorians <p>Key areas to study to cover skills (all year groups)</p> <p>Research famous figures in the time period Where this event sit chronologically in our history Key battles Everyday lives of the people living in time period How this link with the past affects how we live today</p>	<p>To investigate places</p> <p>I can use thematic maps (1:25,000 to 1:50 000), atlases, globes and digital/computer mapping to locate countries and describe features.</p> <ul style="list-style-type: none"> I use my knowledge and understanding to suggest relevant geographical questions. I can collect and analyse statistics and gather information in order to draw clear conclusions about locations. I can use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Then record the results in a range of ways. I can name and locate the countries of South America and identify their main physical and human characteristics. I can understand geographical similarities and differences through the study of human and physical geography of a region of South America <p>To investigate patterns</p> <ul style="list-style-type: none"> I can identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, I can explain some of the reasons for geographical similarities and differences between countries. I can describe how locations around the world (South America) are changing and explain some of the reasons for change. I can describe how countries and geographical regions are interconnected and interdependent. <p>To communicate geographically</p> <ul style="list-style-type: none"> I can recognise and can talk about the range of views people hold about environmental interaction and change. I can describe and understand key aspects of: <ul style="list-style-type: none"> physical geography, including: climate zones, biomes and vegetation belts, human geography, including: economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies. I can create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land). I can use eight points of the compass compass – simple bearings I can use 4 figure – to 6 figure grid references I can measure simple straight line distances on a map – using scale bar Plans and sketch maps- symbols – appropriate style <p>Sources: Maps, Fieldwork, Internet, Data, Reading about places and environments, Stories, Experience of visiting locations, Video.</p> <p>Techniques: Drawing maps (including grid references, symbols and keys), Compass rose, Literacy, numeracy and ICT skills, Drama (including role play)</p>	<p>Plan</p> <ul style="list-style-type: none"> I can make detailed observations to inform my own hypothesis to make predictions and create an investigation explore my theory. I plan enquiries, including recognising and controlling variables where necessary. I select and use methods to obtain data systematically. <p>Do</p> <ul style="list-style-type: none"> I take measurements, using a range of scientific equipment, with increasing accuracy and precision. I recognise hazard symbols and make, and act on, simple suggestions to control risks to themselves and others. <p>Record</p> <ul style="list-style-type: none"> I record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs, and models. <p>Review</p> <ul style="list-style-type: none"> I use simple models to describe scientific ideas, identifying scientific evidence that has been used to support or refute ideas or arguments I report findings from enquiries, including oral and written explanations of results, explanations involving causal relationships, and conclusions. I present findings in written form, displays and other presentations. I use test results to make predictions to set up further comparative and fair tests. I evaluate my working methods to make practical suggestions for improvements. I can identify scientific evidence that has been used to support or refute ideas or arguments. <p>Biology</p> <p>Explain and understand:</p> <p>To investigate living things</p> <ul style="list-style-type: none"> I can describe the life process of reproduction in some plants and animals. I can describe the changes as humans develop from birth to old age. I can describe the life cycles common to a variety of animals, including humans (birth, growth, development, reproduction, death), and to a variety of plants (growth, reproduction and death). I can identify how plants and animals, including humans, resemble their parents in many features. <p>Chemistry</p> <p>To investigate materials.</p> <ul style="list-style-type: none"> I classify changes in materials as reversible [such as water freezing, and non-reversible, such as baking of cakes]. I understand how some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution. 	<p>Word processing and multimedia:</p> <p>Cut and paste Select and import sounds Select and import graphics Format and edit my work Use justify, insert, find and replace Use a multimedia authoring program Understand how pages are linked together Use criteria to evaluate the design and layout Create a page of sounds with positioned action buttons</p> <p>Digital imagery:</p> <p>Capture, retrieve and edit digital images Create a short animated sequence Combine stills, video and sound Use time lapsing on my animation Upload images to a website</p> <p>Communicating, Collaborating and Publishing Online safety:</p> <p>Discuss e-safety Understand and abide by policies Compose and respond to forums, blogs and emails Compare different forms of communication Keep myself safe online Collaborate on a project Produce formal and informal messages Keep to copyright rules Embed files on my own pages Author my own pages Report unsuitable web content Report incidents of cyberbullying Create and use passwords safely.</p> <p>Computer Sciences</p> <p>Use collision sensing Solve problems Import my own sprite Use variables Use an operator Debug and fix problems Create a background Create a new costume and use this to simulate animation</p> <p>Music and Sound</p> <p>Record musical and non-musical sounds Copy sound files Layer sound, add voice, music and sound effects Use ICT to perform sounds Create my own sounds and compositions</p> <p>Modelling and Simulations</p> <p>Use graphical information to answer questions Use data-logging devices Understand sequencing commands Control an onscreen mimic or simulation with inputs and outputs Sequence instructions to control output devices Draw simple flow diagrams Refine procedures to improve desired outcomes Combine procedures to solve more complex problems</p> <p>Control and Sensing</p> <p>Design questions using key words, to search database Recognise the need for accuracy when answering questions Use ICT to create charts and tables Use graphs to provide supporting evidence Check for accuracy Modify a search pattern</p>	<p>Develop ideas</p> <ul style="list-style-type: none"> I adapt and refine ideas as they progress. I collect information, sketches and resources from a wider range of sources and present ideas imaginatively in a sketch book. I think about how I might adapt and refine my ideas, skills and methods. <p>Master techniques: Planning</p> <ul style="list-style-type: none"> I controlling brushes and materials with confidence. I adopt a systematic approach when mixing and applying colour. I experiment with creating mood with colour. I sketch (lightly) before painting to combine line and colour. I create a colour palette based upon colours observed in the natural or built world. <p>Collage</p> <ul style="list-style-type: none"> I experiment with techniques that use contrasting textures, colours or patterns. (rough/smooth, light/dark, plain/patterned) I use ceramic mosaic materials and techniques. I use and can explain my decision about coiling, overlapping, tessellation, mosaic and montage. <p>Sculpture</p> <ul style="list-style-type: none"> I use materials with an increased sensitivity and control. I include texture that conveys feelings, expression or movement. I add materials to provide interesting detail. I use tools to carve and add shapes, texture and pattern <p>Drawing</p> <ul style="list-style-type: none"> I use hatching and cross hatching to show tone and texture. I use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). I combine different pressures and shading techniques. <p>Print</p> <ul style="list-style-type: none"> I approach work in stages to use simple processes to make more complex designs. I build up layers of colours. I make precise repeating patterns. I combining printing techniques within one piece of work to create impact and effect. <p>Textiles</p> <ul style="list-style-type: none"> I can follow a clear design brief to achieve an effect in techniques such as sewing (cross stitch & backstitch) appliqué, embroidery, plaiting and finger knitting. I can use basic cross stitch and back stitch. I quilt, pad and gather fabric. <p>Digital media</p> <ul style="list-style-type: none"> I can create images, video and sound recordings and explain why they were created. <p>Evaluate and take inspiration</p> <ul style="list-style-type: none"> I think about artwork by relating it to the contexts in which the work was made. I discuss my own work and that of others. I give details (including own sketches) about the style of some notable artists, artisans and designers.

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		<ul style="list-style-type: none"> • I can compare and group together everyday materials based on evidence from comparative and fair tests, including their hardness, solubility, conductivity (electrical and thermal), and response to magnets. I can give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic. • I can use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. • I can classify some changes as reversible and some as irreversible . • I can use evidence to explain that in some cases the new materials made are gases • I understand that irreversible changes often make new and useful materials • I can demonstrate that dissolving, mixing and changes of state are reversible changes. <p>I can 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</p> <p>Physics</p> <p>To understand movement, forces and magnets</p> <ul style="list-style-type: none"> • I can explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. • I can identify the effect of drag forces, such as air resistance, water resistance and friction that act between moving surfaces. • I understand that force and motion can be transferred through mechanical devices such as gears, pulleys, levers and springs. • I can identify levers, pulleys and gears in real life. • I can draw diagrams to show forces acting on an object. I can describe, in terms of drag forces, why moving objects that are not driven tend to slow down. • I can describe some situations where there is more than one force acting on an object • I can describe and explain the motion of some objects in terms of the forces acting on them. • I can describe the direction of forces when it is compressed <p>To understand electrical circuits</p> <ul style="list-style-type: none"> • I recognise some common conductors and insulators and associate metals with being good conductors.(linking to materials) <p>To understand the Earth's movement in space</p> <ul style="list-style-type: none"> • I can describe the movement of the Earth relative to the Sun in the solar system. • I can describe the movement of the Moon relative to the Earth. • I can name some of the planets in our solar system. I can describe the Sun, Earth and Moon as approximately spherical bodies. • I can name the planets in our solar system. • I can talk about the properties of a planet and link this to their location • I understand that the appearance of the Moon changes over 28 days due to orbiting the Earth. • I can use evidence to explain that the Earth, Sun and Moon are spherical • I can use the idea of the Earth's rotation to explain day and night. • I can use the work of well known scientists to support my ideas on space. 	<p>Make queries using and/or to search data Search using greater and less than</p> <p>Research</p> <p>Discuss different strategies for finding relevant information Select an appropriate search engine Select and combine information from a range of different sources Identify that web sites are not always accurate Use a range of keywords to find different sources Question the validity and reliability of information</p> <p>Understand how internet searches work</p> <p>Spreadsheets</p> <p>Enter data into a spreadsheet Enter a formulae into a spreadsheet Make predictions and check results Use 'SUM' to calculate total Change data in a spreadsheet to answer 'what if...?'</p> <p>Create and use a spreadsheet to create costings for a budget</p>	

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<p>Construction, mechanics and electronics</p> <ul style="list-style-type: none"> I can control a model using an ICT control model. I can use a glue gun with close supervision. I can join materials using appropriate methods. Use a hand drill to drill tight and loose fit holes. <p>Materials</p> <ul style="list-style-type: none"> I can cut materials with precision. I can cut accurately and safely to a marked line. I can join/combine materials with temporary, fixed or moving joints. <p>Design, make, evaluate and improve</p> <ul style="list-style-type: none"> I can undertake research to inform design process. This may include surveys and interviews. I can use prototypes, cross-sectional diagrams, exploded diagrams and CAD software to represent designs. I can consider the views of others when evaluating their own work. I can ensure products have a high quality finish, using art skills where appropriate. I can justify their decisions about materials and methods of construction. I can make suggestions on how their design/product could be improved. <p>Cooking and nutrition</p> <ul style="list-style-type: none"> I can assemble or cook ingredients, controlling the temperature of the oven or hob if cooking. I can measure accurately using different equipment. I can create recipes, including ingredients, methods, cooking times and temperatures. I understand the importance of correct storage and handling of ingredients. <p>Take inspiration from design throughout history</p> <ul style="list-style-type: none"> I can explore objects and designs to identify likes and dislikes. I can explore how products have been created. 	<p>Relationships and sex education</p> <p>Knowledge</p> <p>Puberty</p> <ul style="list-style-type: none"> Know that puberty is when a child changes in to an adult. Understand the physical changes associated with puberty. Understand the impact of puberty on the body and the importance of physical hygiene. <p>Skills</p> <ul style="list-style-type: none"> How to deal with emotional changes during puberty towards themselves, their families and their peers. <p>Drugs education</p> <p>Knowledge</p> <p>Alcohol</p> <ul style="list-style-type: none"> Effects of alcohol on the body Risks related to drinking. The law and drinking <p>Skills/activities</p> <ul style="list-style-type: none"> Develop strategies to deal with peer pressure. <p>First aid/lifesaving skills</p> <ul style="list-style-type: none"> Role play scenario. Resusci Annie—JD, JM, LF, ST, AH all 3 day First Aid trained so can deliver hands only CPR instruction.. Heart Start resources to support. <p>PHSE – friendship</p> <p>Friendship skills</p> <ul style="list-style-type: none"> I know how to: look and sound friendly; be a good listener (taking turns); give and receive compliments; see things from someone else’s point of view. I can tell you ways to appear friendly to other people. <p>Cooperation skills</p> <ul style="list-style-type: none"> I can take on a role in a group and contribute to the overall outcome. I can discuss in a group how well we are working together. <p>Seeing things from other points of view</p> <ul style="list-style-type: none"> I know how to see things from someone else’s point of view. <p>Managing feelings of anger</p> <ul style="list-style-type: none"> know: what my triggers for anger are; how our bodies change when we start to get angry; some ways to calm down when I start feeling angry. I understand why it is important to calm down before I am overwhelmed by feelings of anger. I can tell you some of the ways I can stop myself being overwhelmed by feelings of anger. I know how it feels to be overwhelmed by feelings 	<p>Dance</p> <p>Pupils should be taught to: Create and perform dances using a range of movement patterns, including those from different times, places and cultures. Respond to a range of stimuli and accompaniment.</p> <ul style="list-style-type: none"> I can perform & create motifs in a variety of dance styles with accuracy & consistency I can select & use a wide range of compositional skills to demonstrate ideas I can suggest ways to improve quality of performance showing sound knowledge & understanding I can lead my own warm up & demonstrates all round safe practice <p>Gymnastics</p> <p>Pupils should be taught to: Create and perform fluent sequences on the floor and using apparatus. Include variations in level, speed and direction in their sequences.</p> <ul style="list-style-type: none"> I can perform & create movement sequences with some complex skills & displaying accuracy & consistency I can select & use a wide range of compositional skills in complex sequences alone & in groups. I show an ability to innovate I can analyse skills & can suggest ways to improve quality of performance showing sound knowledge & understanding I can lead own warm up & demonstrates all round safe practice <p>Games</p> <p>Pupils should be taught to: Play and make up small-sided and modified competitive net, striking/fielding and invasion games. Use skills and tactics and apply basic principles suitable for attacking and defending. Work with others to organise and keep the games going.</p> <ul style="list-style-type: none"> I can combine accurate passing skills / techniques in game e.g. using the inside and outside of the hockey stick to move the ball in different directions (towards a team mate or away from an opposing member) I can advise and help others in their techniques in a game e.g. making suggestions in how to improve their skill set. I understand & explain short term effects of exercise, warming, cooling I understand & can explain long term effects of exercise e.g. stating that you will become fitter because your heart and lungs are becoming more efficient. <p>Athletics</p> <p>Pupils should be taught to: Take part in and design challenges and competitions that call for precision, speed, power or stamina. Use running, jumping and</p>	<p>Attainment Target 1: Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <ul style="list-style-type: none"> Sing songs in a variety of styles showing accuracy and expression. Sing part of 2 and 3 part rounds with confidence and pitch accuracy. Sing songs linked to an era of history or linked to an event, understanding its history and purpose. Sing songs from memory. Sing independently with increasing confidence and accuracy (solos). Understand and use rhythmic and melodic ostinato patterns to accompany songs or pieces of music. Compose and perform a song with awareness of lyrics and melody. Setting words to melody. Perform songs in a way that reflects their meaning. Perform with a sense of occasion <p>Attainment Target 2:</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <ul style="list-style-type: none"> Create pieces of music for a number of instruments, tuned and untuned using musical structures. Create own simple songs. Explore different scales – major. Pentatonic, blues, rag, modes. Find out about the difference between major and minor. Use ICT to sequence, change, compose, record, share and improve compositions. Use more complex textures and a greater range of dynamics in compositions. Create pieces in ternary form. <p>Attainment Target 3:</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <ul style="list-style-type: none"> Recognise and listen to a growing number of orchestral instruments. Recognise and explore different genres of music, e.g. blues, folk etc Understand the context of a piece or a song. Evaluate how venue, occasion and purpose affect the way music is created and heard. Listen to pieces which use ternary form (ABA) <p>Attainment Target 4:</p> <p>Use and understand staff and other musical notations.</p>	<p>AF1 - beliefs and teachings</p> <ul style="list-style-type: none"> explain how some beliefs and teachings are shared by different religions and how they make a difference to the lives of individuals and communities Explain how some teachings and beliefs are shared between religions. Explain how religious beliefs shape the lives of individuals and communities. <p>AF1 - practises and lifestyles</p> <ul style="list-style-type: none"> explain how selected features of religious life and practice make a difference to the lives of individuals and communities Explain the practices and lifestyles involved in belonging to a faith community. Compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles. Show an understanding of the role of a spiritual leader. <p>AF1 – expression and language</p> <ul style="list-style-type: none"> explain how some forms of religious expression are used differently by individuals and communities Explain some of the different ways that individuals show their beliefs. <p>AF2 – identity and experience</p> <ul style="list-style-type: none"> make informed responses to questions of identity and experience in the light of their learning Recognise and express feelings about their own identities. Relate these to religious beliefs or teachings. Explain their own ideas about the answers to ultimate questions. Explain why their own answers to ultimate questions may differ from those of others. <p>AF2 – meaning and purpose</p> <ul style="list-style-type: none"> make informed responses to questions of meaning and purpose in the light of their learning <p>AF2 – values and commitments</p> <ul style="list-style-type: none"> make informed responses to people’s values and commitments (including religious ones) in the light of their learning Explain why different religious communities or individuals may have a different view of what is right and wrong. Show an awareness of morals and right and wrong beyond rules (i.e. wanting to act in a certain way despite rules). Express their own values and remain respectful of those with different values. 	<p>To speak confidently:</p> <ul style="list-style-type: none"> I can understand the main points from spoken passages. I can ask others to repeat words or phrases if necessary. I can ask and answer simple questions and talk about interests. I can take part in simple discussions and tasks. I can demonstrate a growing vocabulary. <p>I can explore the patterns and sounds of language through traditional songs/ stories/poems and rhymes in MFL</p> <p>To read fluently</p> <ul style="list-style-type: none"> I can read and understand the main points in short written texts. I can use a translation dictionary or glossary to look up new words <p>To write imaginatively</p> <ul style="list-style-type: none"> I can write a few short sentences using familiar expressions. I can express personal experiences and responses. I can write short phrases from memory with spelling that is readily understandable. <p>To understand the language and culture f the countries of the world</p> <ul style="list-style-type: none"> I can show awareness of the social conventions when speaking to someone. I can identify the cultural similarities and difference in the countries we are learning about. I can identify languages spoken in the countries we are learning about. I can explain how and why some languages are related / have similarities / differences.

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	<p>of anger</p> <p>Conflict resolution</p> <ul style="list-style-type: none"> · I can use peaceful problem solving to sort out difficulties. · I can tell you what a 'win-win' solution is and always try to find one in a conflict situation. · I can say things and do things that are likely to make a difficult situation better. <p>Bullying</p> <ul style="list-style-type: none"> · I know what it means to be a witness to bullying. · I know that witnesses can make the situation better or worse by what they do. · I know how it might feel to be a witness to and a target of bullying. · I can tell you why witnesses sometimes join in with bullying or don't tell. · I can tell you some ways of helping to make someone who is being bullied feel better. · I know that sometimes bullying is hard to spot, and I know what to do if I think it is going on but I am not sure. · I can problem solve a bullying situation with others. <p>Personal identity:</p> <p>Knowing myself</p> <ul style="list-style-type: none"> · I know about myself and how I learn. · I can extend my learning. · I can tell you the things I am good at. · I can recognise when I find something difficult and do something about it or cope with how that makes me feel. <p>Understanding my feelings</p> <ul style="list-style-type: none"> · I can tell you what feeling surprised is like. · I can tell you whether I like surprises or I like things to stay the same. · I can explain what hopeful and disappointed mean. · I can stop and think before I act. · I understand why we sometimes fight or run away when we feel threatened. · I understand that sometimes the feeling part of my brain takes over and I might make mistakes. <p>Managing my feelings</p> <ul style="list-style-type: none"> · I can think about my worries and decide what I might do about them. · I can tell when I should share a worry. · I know that most people have worries. · I can stop and think before I act. · I can use strategies to help me cope with feelings of disappointment and feelings of hopelessness. · I can choose when to show my feelings and when to hide them. · I can tell if I have hidden my feelings. · I can tell when it is good to relax. · I can relax when I want to. <p>Standing up for myself</p> <ul style="list-style-type: none"> · I know how to be assertive. · I can express myself assertively in a variety of ways. 	<p>throwing skills both singly and in combination. Pace themselves in these challenges and competitions.</p> <ul style="list-style-type: none"> · I can adapt my running speed to the distances required. · I can improve and sustain running technique at different speeds. · I can demonstrate accuracy & alter my jumping and throwing technique in a range of competitive situations. · I can alter and then maintain a good running technique when sprinting over obstacles. · I can describe the changes in my body when running, jumping & throwing. 	<ul style="list-style-type: none"> • Create and use symbols to represent sound. • Read and create rhythm grids. • Play with help from conventional or graphic notation. • Use appropriate notations to record their own and others' compositions, e.g. graphic or grid. <p>Attainment Target 5: Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <ul style="list-style-type: none"> • Compare two different pieces of instrumental music from different countries and discuss the similarities and differences. • Recognise music from different cultures. • Identify key elements that give it its unique sound. <p>Attainment Target 6: Develop an understanding of the history of music.</p> <ul style="list-style-type: none"> • Study a style or period of music that has made music what it is today. E.g. baroque, swing, medieval. • Explore the history of an instrument linking it with music written for it. <p>Specific content and knowledge:</p> <ul style="list-style-type: none"> • Music Elements: Pitch – high, low, melody, tune Duration – steady beat, short, long sounds Dynamics – loud, quiet, silence, getting louder (crescendo), getting quieter (Diminuendo) Tempo – fast/slow Timbre – type/tone of sound Texture – layers of sound Structure – verse, chorus, beginning/middle/end, binary, ternary. • Key Vocabulary: Tempo, expression, pentatonic, beginning, middle, end, metre, pules 234, rhythmic ostinato, melodic ostinato, graphic, grid, staff notation, occasion, venue major, minor, binary, ternary 		

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	<ul style="list-style-type: none"> · I can disagree with someone without falling out. · I can cope when someone disagrees with me. <p>Self awareness</p> <ul style="list-style-type: none"> · I feel good about my strengths. <p>Relationships:</p> <p>Knowing myself</p> <ul style="list-style-type: none"> · I can tell when something is my fault and when something is not my fault. · I can tell you the things that hurt my feelings. <p>Understanding my feelings</p> <ul style="list-style-type: none"> · I can express feelings of guilt. · I can say when I might feel guilty. · I know when I will feel guilty and use this when I make a choice <p>Managing my feelings</p> <ul style="list-style-type: none"> · I can tell when I feel ashamed about something. · I know when to tell someone about it. · I know some things to do when I feel guilty. <p>Understanding the feelings of others</p> <ul style="list-style-type: none"> · I can understand how I might hurt others. · I know how most people feel when they lose something or someone they love. · I understand that different people show their feelings in different ways. <p>Social skills</p> <ul style="list-style-type: none"> · I can break friends with someone without hurting their feelings. · I can recognise when I am using a put-down. · I can recognise stereotyping. · I can try to challenge stereotypes <p>Making choices</p> <ul style="list-style-type: none"> · I can take responsibility for what I choose to do <p>British values:</p> <p>Knowledge/activity</p> <p style="text-align: center;">INDIVIDUAL LIBERTY</p> <ul style="list-style-type: none"> · 'We are All Born Free' by Amnesty International. <p>Resources available</p> <ul style="list-style-type: none"> · Let's Cross National Divides: People may have different nationalities, but we are all people. 				