

Creative Curriculum focus 2019 -2020					
		Cycle One	Cycle Two	Cycle Three	Cycle one September 2020
Jupiter Y1/2	Topic title	Marvellous Me	Welcome to Tadcaster	Moved to Sept 2020 due to school closure in Cycle Three 2020	Go global
	Driver	Science	Geography		History (Significant people- Christopher Columbus/ Neil Armstrong)
Saturn Y3/4	Topic title	The Beatles	Welcome to Tadcaster		Go global
	Driver	History	Geography		History (Ancient Egypt)
Neptune Y5/6	Topic title	Save our Planet	Welcome to Tadcaster		Go global
	Driver	Geography	History		History (Vikings)

Jupiter Cycle three	Go Global		
Subject area	I can statements		
<b>Science</b>  (Science skills)	<ul style="list-style-type: none"> <li>I can ask simple questions and recognise that they can be answered in different ways</li> <li>I can observe closely, using simple equipment</li> <li>I can perform simple tests</li> <li>I can use my observations and ideas to suggest answers to questions</li> <li>I can gather and record data to help answer questions.</li> <li>I can identify and classify</li> <li>Name and compare some Annual plants and evergreen plants</li> <li>Explain that plants need the right amounts of water, light and warmth to grow and stay healthy.</li> <li>Explain how seeds and bulbs grow into plants.</li> <li>Identify simple similarities and differences between some common: Fish, Amphibians, Reptiles, Birds,</li> </ul>	<b>History:</b>  <b>Lives of significant individuals</b>  <b>Neil Armstrong/ Christopher Columbus</b>	<ul style="list-style-type: none"> <li>I can describe the lives of Christopher Columbus and Neil Armstrong and say why they are famous.</li> <li>I can describe what happened in important events in their lives: First man on the moon (NA) and CC's discovery of America and plans to discover Asia</li> <li>I can identify differences and similarities between the ways of life in the 1400's and in the 1960's when NA travelled to the moon..</li> <li>I can compare Christopher Columbus and Neil Armstrong's achievements</li> </ul>

	<p>Mammals.</p> <ul style="list-style-type: none"> <li>Name some common: Carnivores, Herbivores and Omnivores and suggest things they might like to eat.</li> </ul>		
<b><u>Geography:</u></b>	<ul style="list-style-type: none"> <li>I can talk about geographical similarities and differences through studying a contrasting non-European country</li> <li>I can talk about how people in different places or countries live their lives</li> <li>I can locate hot and cold areas of the world in relation to the Equator and the North and South Poles</li> <li>I can name key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> </ul>	<b><u>Design &amp; Technology:</u></b>	<ul style="list-style-type: none"> <li>I can describe in some detail how things are made</li> <li>I can describe the product (basic features)</li> <li>I can describe what something is for and what it has to do</li> <li>I can record my ideas using drawing with labels</li> <li>I can record my ideas using writing</li> <li>I can record my ideas using ICT</li> <li>I can join materials together (using simple joining techniques)</li> <li>I can use different (simple) tools safely and carefully</li> <li><b>I can say at least one thing that would make something better (to improve a product)</b></li> </ul>
<b><u>Art:</u></b>	<ul style="list-style-type: none"> <li>Try out a range of materials and processes and recognise that they have different qualities</li> <li>Use materials purposefully to achieve particular characteristics or qualities</li> <li>Develop and exercise some care and control over the range of materials they use. <i>(for instance, they do not accept the first mark but seek to refine and improve).</i></li> <li>Show interest in and describe what they think about the work of others</li> <li>Know that different forms of creative works are made by artists, craftspeople and designers, from all cultures and times.</li> </ul> <p>NEED CONTENT RE SCULPTURE</p>	<b><u>Music:</u></b>  <b>Rebecca O</b>	<ul style="list-style-type: none"> <li>I can listen with concentration and understanding to a range of high-quality live and recorded music.</li> <li>I can answer a question about dynamics or tempo in music I have heard.</li> <li>I can sing a short song in a group from a starting pitch.</li> <li>I can identify changes in pitch and talk about pitch using correct vocabulary high/low higher/lower.</li> <li>I can talk about duration, long or short notes.</li> <li>I can improvise a 4 beat rhythm.</li> <li>I can recognise and identify 6 untuned percussion instruments.</li> </ul>
<b><u>Computing:</u></b>	<ul style="list-style-type: none"> <li>Use technology safely.</li> <li>Keep personal information private.</li> <li>Recognise common uses of technology beyond school.</li> <li>Use technology respectfully.</li> <li>Understand where/how to seek help when they have concerns about content.</li> </ul>	<b><u>PSHCE:</u></b>	<ul style="list-style-type: none"> <li>I can talk about the songs we sing in acts of collective worship</li> <li>I can say that there are many different kinds of religious faiths</li> <li>I can talk about acts of worship in our school</li> <li>I can talk about major religious festivals and celebrations</li> </ul>

			<ul style="list-style-type: none"> <li>• I can respond to poetry, paintings, music and the Creation with awe and wonder</li> <li>• I can describe how people live in different parts of the world</li> <li>• I can describe how people can be similar or different</li> <li>• I can describe how people in different parts of the world may depend on each other</li> <li>• I can describe how we can care for our surroundings or what may spoil them</li> <li>• I can suggest sensible rules for our school or classroom</li> <li>• I can talk about the network of people who help us in the local area and in my community</li> <li>• I can talk about the different jobs people may have</li> </ul>
<p><b><u>Religious Education:</u></b></p> <p>Judaism/ Christianity</p> <p>Stories</p>	<ul style="list-style-type: none"> <li>• I can re-tell stories from the holy books of Christianity and Judaism.</li> <li>• I can re-tell Christian or Jewish stories with a meaning, such as a parable or fable.</li> <li>• I can re-tell the Creation stories from Christian and Jewish faith.</li> <li>• I can describe the home life of Christian and Jewish people, including home worship.</li> <li>• I can describe some of the food eaten by Christian and Jewish people during religious occasions or festivals.</li> <li>• I can describe what happens during a Christian or Jewish religious festival.</li> </ul>	<b><u>PE:</u></b>	<ul style="list-style-type: none"> <li>• I can master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</li> <li>• I can participate in team games, developing simple tactics for attacking and defending</li> </ul>

<b>Saturn Cycle three</b>	<b>Go Global</b>		
<b>Subject area</b>	<b>I can statements</b>		
<b><u>Science:</u></b>	<ul style="list-style-type: none"> <li>• I can ask relevant questions and using different types of scientific enquiries to answer them</li> </ul>	<b><u>History:</u></b>	<ul style="list-style-type: none"> <li>• I can describe why Tutankhamun and other Pharaohs are significant</li> </ul>

<p>(Science skills)</p>	<ul style="list-style-type: none"> <li>● I can set up simple practical enquiries, comparative and fair tests</li> <li>● I can make systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</li> <li>● I can gather, record, classify and present data in a variety of ways to help in answering questions</li> <li>● I can record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</li> <li>● I can report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</li> <li>● I can use results to draw simple conclusions, make predictions for new values,</li> <li>● suggest improvements and raise further questions</li> <li>● I can identify differences, similarities or changes related to simple scientific ideas</li> <li>● and processes</li> <li>● I can use straightforward scientific evidence to answer questions or to support my findings</li> <li>● Explain the functions of the main parts of a plant: <b>roots, leaves, stem.</b></li> <li>● Talk about why different plants need different amounts of water, light and heat to grow and stay healthy.</li> <li>● Talk about how and why water is transported inside plants.</li> <li>● Explain how bees are important in the life cycle of the flowering plant (<b>pollination</b>)</li> <li>● Describe how <b>environmental changes</b> can affect living things (e.g. Pesticides destroying bee populations)</li> <li>● Sort and classify living things in different ways (including using and constructing simple classification keys)</li> </ul>	<p><b>Achievements of the earliest civilisations -</b></p> <p><i><b>Ancient Egypt</b></i></p>	<ul style="list-style-type: none"> <li>● I can talk about the causes and effects of events in Ancient Egypt such as the construction of the pyramids of Giza, the rise of the New Kingdom and the development of Hieroglyphics</li> <li>● I can explain when the Ancient Egyptian period was and put it into relation with now</li> <li>● I can place the Ancient Egyptians on a timeline of other ancient civilisations &amp; British history.</li> <li>● I can understand key features of the landscape of Egypt during the Ancient Egyptian period</li> <li>● I can ask and answer more complex questions about the Ancient Egyptian period was</li> <li>● I can write a biography of Alexander the Great or Cleopatra, the last Ancient Egyptian Pharaoh.</li> <li>● I can write what life was like as if I were living in Ancient Egypt (autobiography or diary)</li> </ul>
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	<ul style="list-style-type: none"> <li>Recognise the characteristics of the different animal classification groups (<b>bird, fish, reptile, amphibian, insect, mammal</b>) * Understand that humans are animals</li> </ul>		
<b><u>Geography:</u></b>	<ul style="list-style-type: none"> <li>I can describe countries in terms of their environmental regions, climate, physical features and human characteristics, such as major cities.</li> <li>I can compare and contrast the similarities and differences between different geographical locations or regions</li> <li>I can describe and understand aspects of physical geography, using vocabulary such as climate zones, biomes, vegetation belts, rivers, mountains, volcanoes and earthquakes</li> <li>I can explain the importance and workings of the water cycle</li> </ul>	<b><u>Design &amp; Technology:</u></b>	<ul style="list-style-type: none"> <li>I can research, including using ICT to get ideas for my designs.</li> <li>I can explain how or why my design fits with the needs of people or places.</li> <li>I can record my ideas using labelled diagrams.</li> <li>I can record my ideas using plans.</li> <li>I can record my ideas using writing.</li> <li>I can record my ideas using ICT.</li> <li><b>I can evaluate my product against the original design specification, and I can suggest how I might improve it or change it.</b></li> </ul>
<b><u>Art:</u></b>	<p><u>First Half Term</u></p> <ul style="list-style-type: none"> <li>I can develop drawing skills using perspective.</li> <li>I can develop a good understanding of creating a scene using horizons and vanishing points.</li> <li>I can develop an understanding of aerial perspective and colour tone.</li> <li>I can create a scene using a range of perspective techniques.</li> <li>I can develop practical skills by experimenting with, and testing the qualities of a range of different materials and techniques.</li> <li><b>I CAN PRODUCE A FINAL PAINTING USING A RANGE OF PERSPECTIVE METHODS.</b></li> <li>I can evaluate and reflect upon their own work, and use comparisons with the work of others (pupils and artists) to identify how to improve.</li> <li>I can talk about and describe the work of some artists, craftspeople, architects and designers</li> </ul> <p><u>Second Half Term</u></p> <ul style="list-style-type: none"> <li>I can create a 3D pot from clay.</li> <li>Develop techniques to create a pinch pot.</li> </ul>	<b><u>Music:</u></b>  <b>Rebecca O</b>	<ul style="list-style-type: none"> <li>I can listen to music and identify musical dimensions</li> <li>I can sing a short song on my own and stay 'in tune'</li> <li>I can perform high or low sounds as requested on an instrument and with my voice</li> <li>I can accurately tap the rhythm of simple songs and rhymes</li> <li>I can create an ostinato to accompany a simple song</li> <li>I can create and control a variety of sounds from one instrument, dynamics</li> </ul>

	<ul style="list-style-type: none"> <li>• I can create a base and handles. (Yr4)</li> <li>• I can talk about and describe the work of some artists, craftspeople, architects with in Eygiptian art. (History, Geography)</li> <li>• I can create an Eygiptian scene to paint onto a clay pot.</li> <li>• I can evaluate and reflect upon their own work, and use comparisons with the work of others (pupils and artists) to identify how to improve.</li> <li>• I can talk about and describe the work of artists, craftspeople, architects and designers.</li> <li>• I can explain how to use some of the tools and techniques they have chosen to work with.</li> </ul>		
<p><b><u>Computing:</u></b></p>	<ul style="list-style-type: none"> <li>• Use technology to collect information.</li> <li>• Present data in a range of ways to convey information.</li> <li>• Edit digital content in response to feedback.</li> <li>• Use technology responsibly.</li> <li>• Identify a range of ways to share concerns about conduct.</li> <li>• Recognise the benefits and risks of different apps and websites.</li> <li>• Understand the importance of a good password.</li> <li>• Understand when to share personal information and when not to.</li> <li>• Understand the dangers of spending too long online and the importance of regular screen breaks.</li> <li>• Design and create digital content for a specific purpose.</li> </ul>	<p><b><u>PSHCE:</u></b></p>	<ul style="list-style-type: none"> <li>• I can say what I think worship is and describe how different people worship</li> <li>• I can talk about faith in terms of what I belief or what others believe</li> <li>• I can respond sensitively to poetry, art, music and the Creation with 'awe and wonder'</li> <li>• I can use appropriate language and concepts to describe the spiritual dimension of life</li> <li>• I can describe the ways of life and cultures of people who live in different parts of the world</li> <li>• I can use books, DVDs, newspaper and television to explain how people may be similar or different because of their background, language, religion or colour.</li> <li>• I can use my knowledge of the world around me to explain the word 'stereotype' and identify when stereotypes are being used</li> <li>• I can begin to describe how different parts of the world are different in terms of resources and money</li> <li>• I can begin to describe how different parts of the world are linked by trade and why some people gain more from this than others</li> <li>• I can talk about some different jobs people do and perhaps the job I would like to do in the future</li> <li>• I can use my knowledge of the world around me to describe how anti-social behaviour can impact</li> </ul>

			on our whole community
<p><b><u>Religious Education:</u></b></p> <p>Judaism/ Christianity</p> <p>Stories</p>	<ul style="list-style-type: none"> <li>• I can describe what happens during different Christian and Jewish festivals and their significance to people who celebrate them.</li> <li>• I can re-tell stories from the Christian and Jewish holy books/ texts or traditions and describe their themes.</li> <li>• I can re-tell Christian and Jewish stories with a meaning, such as the parables of Jesus, and discuss their implications for our own lives.</li> <li>• I can discuss the special signs and symbols that show people belong to the Christian or Jewish faith.</li> <li>• I understand some of the similarities and differences between Christianity and Judaism.</li> </ul>	<p><b><u>German:</u></b></p>	<ul style="list-style-type: none"> <li>• I can listen to a word and point to the correct part of my body.</li> <li>• I can play “Simon Says” in German.</li> <li>• I can answer the question “Was ist das?”</li> <li>• I can match German words to pictures of the body.</li> <li>• I can say what an item of clothing is and what colour it is.</li> <li>• I can sing a traditional German song.</li> <li>• I can translate English sentences into German.</li> <li>• I can play memory games with German vocabulary.</li> <li>• I can count to 12 in German.</li> <li>• I can say my age and ask someone their age.</li> <li>• I can identify and say which number is missing.</li> <li>• I can tell the time.</li> <li>• I can count to 20 in German.</li> <li>• I can ask and answer maths questions.</li> <li>• I know a German word for 10 animals.</li> <li>• I can describe animals.</li> <li>• I can guess what animal a person is describing.</li> <li>• I know the German for 7 fruits.</li> <li>• I can ask and answer questions about fruits.</li> <li>• I can say what fruit I like and don't like.</li> <li>• I can sing a German song about food.</li> <li>• I can use adjectives and verbs to describe the weather.</li> <li>• I can say what clothes are suitable for the weather.</li> <li>• I can use German words for the seasons, windy foggy and cloudy.</li> </ul>
<p><b><u>PE:</u></b></p>	<ul style="list-style-type: none"> <li>• I can swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>• I can use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</li> <li>• I can perform safe self-rescue in different water-based situations.</li> <li>• I can develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> <li>• I can use running, jumping, throwing and catching in isolation and in combination</li> <li>• I can compare my performance with previous ones</li> </ul>		

	and demonstrate improvement to achieve my personal best.		
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Neptune Cycle three	Go Global		
Subject area	I can statements		
<p><b>Science:</b> (Science skills)</p>	<ul style="list-style-type: none"> <li>I can plan different types of scientific enquiries to answer questions, including</li> <li>recognising and controlling variables where necessary</li> <li>I can take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</li> <li>I can record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</li> <li>I can use test results to make predictions to set up further comparative and fair tests</li> <li>I can report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations</li> <li>I can identify scientific evidence that has been used to support or refute ideas or arguments.</li> <li>Describe how light appears to travel.</li> <li>Describe how objects need to reflect light to be visible.</li> <li>Explain how we are able to see things because of light travelling.</li> <li>Explain why shadows are the same shape as the objects that cast them.</li> <li>Explain how the brightness of a lamp, or volume of a</li> </ul>	<p><b>History:</b> The Viking struggle for the kingdom of England - Viking raid and invasion</p>	<ul style="list-style-type: none"> <li>I can state when the Vikings began to invade Britain in the context of the history of Britain.</li> <li>I can understand how we know about the Vikings</li> <li>I can describe the ways of life of ordinary people who lived in this country or other parts of the world during the Viking period</li> <li>I can describe connections between developments in different time periods from the Viking period to now</li> <li>I can describe how things have changed over time</li> <li>I can make a timeline of events or developments during the Viking period</li> <li>I can organise my understanding of history in different ways to make sure it makes sense (such as writing, drawing, painting and collage, drama, making models, making a museum display, performing a play, giving a spoken presentation, making a presentation using the computer or a short film).</li> <li>I can understand that our knowledge of the Vikings comes from a range of historical sources.</li> </ul>

	<p>buzzer, is associated with the number and voltage of cells used in a circuit.</p> <ul style="list-style-type: none"> <li>• Compare and give reasons for variations in how components function in circuits.</li> <li>• Use recognised symbols to represent a simple circuit in a diagram.</li> </ul>		
<b><u>Geography:</u></b>	<ul style="list-style-type: none"> <li>• I can ask and answer questions about geographical locations.</li> <li>• I can describe countries in terms of their environmental regions, climate, physical features and human characteristics, such as major cities.</li> <li>• I can name and locate some counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics.</li> <li>• I can use grid references to locate geographical features</li> <li>• I can describe links between different countries, such as trade links, exports and imports</li> <li>• I can begin to describe how different parts of the world are different in terms of resources and money</li> <li>• I can describe and understand aspects of physical geography, using vocabulary such as climate zones, biomes, vegetation belts, rivers, mountains, volcanoes and earthquakes</li> <li>• I can identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</li> </ul>	<b><u>Design &amp; Technology:</u></b>	<ul style="list-style-type: none"> <li>• I can record my ideas using writing.</li> <li>• I can record my ideas using ICT.</li> <li>• I can confidently match the materials I need to the task I am doing.</li> <li>• I can trial my own ideas and update them or develop them as they are being made (if appropriate)</li> <li>• I can evaluate my product against the original design specification, and I can suggest how I might improve it or change it.</li> <li>• I can compare the effectiveness of products with those of other designers and make up a fair test (if appropriate).</li> </ul>
<b><u>Art:</u></b>	<p><b><u>First Half Term</u></b></p> <ul style="list-style-type: none"> <li>• I can develop drawing skills using perspective.</li> <li>• I can develop a good understanding of creating a scene using horizons and vanishing points.</li> <li>• I can develop an understanding of one point and 2</li> </ul>	<b><u>Music:</u></b>	<ul style="list-style-type: none"> <li>• I can talk about how sounds are put together and the different effects used to show the composers intention</li> <li>• I can maintain a melody as part of a group in a 2-part song</li> </ul>
		<b>Rebecca O</b>	

	<p>point perspective.</p> <ul style="list-style-type: none"> <li>• I can create a scene using a range of perspective techniques.</li> <li>• I can create a 3D scene using perspective techniques.</li> <li>• I CAN PRODUCE A FINAL OF 3D ART WORK USING A RANGE TECHNIQUES.</li> <li>• I can evaluate and reflect upon their own work, and use comparisons with the work of others (pupils and artists) to identify how to improve.</li> <li>• I can talk about and describe the work of some artists, craftspeople, architects and designers</li> </ul> <p><u>Second Half Term</u></p> <ul style="list-style-type: none"> <li>• I can create a 3D model from clay.</li> <li>• I can develop clay modelling techniques to create a Viking dragons eye model.</li> <li>• I can use the technique <u>scratch and slip</u> to sculpt.</li> <li>• I can talk about and describe the work of some artists, craftspeople, architects within Viking art. (History, Geography)</li> <li>• I can create paint detail onto a model to enhance the overall look.</li> <li>• I can evaluate and reflect upon their own work, and use comparisons with the work of others (pupils and artists) to identify how to improve.</li> <li>• I can research and discuss the ideas and approaches of various artists, craftspeople, designers and architects, taking account of their particular culture.</li> <li>• I can explain how to use some of the tools and techniques they have chosen to work with.</li> <li>• Independently develop a range of ideas which show curiosity, imagination and originality</li> </ul>		<ul style="list-style-type: none"> <li>• I can sing a simple song and perform a and perform the melody correctly</li> <li>• I can write and perform a 2-part rhythmic piece in a group</li> <li>• I can compose and notate a piece of music in a small group, rehearse then perform it to others</li> <li>• I can work in a group combining instruments to create appropriate mood and expression</li> </ul>
<p><b><u>Computing:</u></b></p>	<ul style="list-style-type: none"> <li>• Use filters in a database to find out specific information.</li> <li>• Recognise an audience when designing and creating digital content.</li> <li>• Create different types of graphs and charts that are appropriate to the data I am using; I can use them to interpret and answer a specific question.</li> </ul>	<p><b><u>PSHCE:</u></b></p>	<ul style="list-style-type: none"> <li>• I can say what I think worship is and describe how different people worship</li> <li>• I can talk about faith in terms of what I belief or what others believe</li> <li>• I can respond sensitively to poetry, art, music and the Creation with ‘awe and wonder’</li> <li>• I can use appropriate language and concepts to</li> </ul>

	<ul style="list-style-type: none"> <li>• Understand that everything we do online leaves a digital footprint that can last forever.</li> <li>• Know what to do and who to contact if we see something that upsets / concerns us online.</li> <li>• Understand privacy settings and what pictures are appropriate to share online.</li> <li>• Discuss the benefits and dangers of communicating online/through different forms of technology.</li> <li>• Understand what makes a strong password and why this is important at school and in the wider world.</li> </ul>		<p>describe the spiritual dimension of life</p> <ul style="list-style-type: none"> <li>• I can describe the ways of life and cultures of people who live in different parts of the world</li> <li>• I can use books, DVDs, newspaper and television to explain how people may be similar or different because of their background, language, religion or colour.</li> <li>• I can use my knowledge of the world around me to explain the word 'stereotype' and identify when stereotypes are being used</li> <li>• I can begin to describe how different parts of the world are different in terms of resources and money</li> <li>• I can begin to describe how different parts of the world are linked by trade and why some people gain more from this than others</li> <li>• I can explain how decisions are made locally, national and internationally.</li> <li>• I can begin to explain how laws are made</li> <li>• I can use my knowledge of the world around me to describe how anti-social behaviour can impact on our whole community</li> <li>• <b>I can talk about the stages in the human life cycle and describe how our bodies change as we approach puberty (Y5 Y6)</b></li> </ul>
<p><b><u>Religious Education:</u></b></p> <p>Judaism/ Christianity</p> <p>Stories</p>	<ul style="list-style-type: none"> <li>• I can describe what happens during different Christian and Jewish festivals and their significance to people who celebrate them.</li> <li>• I can re-tell stories from the Christian and Jewish holy books/ texts or traditions and describe their themes.</li> <li>• I can describe some of the different rules or beliefs that are important to the Christian and Jewish faiths.</li> <li>• I can discuss the differing views that people of Christian and Jewish faith have of God and religious worship.</li> <li>• I can discuss the special signs and symbols that show people belong to the Christian or</li> </ul>	<p><b><u>German:</u></b></p>	<ul style="list-style-type: none"> <li>• I can listen to a word and point to the correct part of my body.</li> <li>• I can play "Simon Says" in German.</li> <li>• I can answer the question "Was ist das?"</li> <li>• I can match German words to pictures of the body.</li> <li>• I can say what an item of clothing is and what colour it is.</li> <li>• I can sing a traditional German song.</li> <li>• I can translate English sentences into German.</li> <li>• I can play memory games with German vocabulary.</li> <li>• I can count to 12 in German.</li> <li>• I can say my age and ask someone their age.</li> <li>• I can identify and say which number is missing.</li> <li>• I can tell the time.</li> <li>• I can count to 20 in German.</li> <li>• I can ask and answer maths questions.</li> </ul>

	<p>Jewish faith.</p> <ul style="list-style-type: none"> <li>• I understand some of the similarities and differences between Christianity and Judaism.</li> </ul>		<ul style="list-style-type: none"> <li>• I know a German word for 10 animals.</li> <li>• I can describe animals.</li> <li>• I can guess what animal a person is describing.</li> <li>• I know the German for 7 fruits.</li> <li>• I can ask and answer questions about fruits.</li> <li>• I can say what fruit I like and don't like.</li> <li>• I can sing a German song about food.</li> <li>• I can use adjectives and verbs to describe the weather.</li> <li>• I can say what clothes are suitable for the weather.</li> <li>• I can use German words for the seasons, windy foggy and cloudy.</li> </ul>
<p><b><u>PE:</u></b></p>	<ul style="list-style-type: none"> <li>• I can perform dances using a range of movement patterns</li> <li>• I can compare my performance with previous ones and demonstrate improvement to achieve my personal best.</li> <li>• I can play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</li> <li>• I can develop flexibility, strength, technique, control and balance</li> </ul>		