English – Windrush Child

Diary – A diary entry should feature a date and salutation, first-person perspective, and past tense to recount events. It should also include an informal tone, personal feelings, and thoughts, and be organized with paragraphs and a variety of punctuation. Other key elements include rhetorical questions, emotive language, and a chronological structure.

Persuasive speech – A persuasive speech presents a clear viewpoint and supports it with logical reasons, relevant evidence and carefully chosen examples. It addresses the audience directly and uses rhetorical features, including rhetorical questions, emotive language, the power of three and repetition. A formal opening, well-organised points and a strong conclusion help influence listeners' opinions.

Maths – Fractions and Consolidate Four Operations

- Use common factors to simplify fractions; use common multiples to express fractions in the same denomination.
- Compare and order fractions of any size including >1
- Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions
- Multiply simple pairs of proper fractions, writing the answer in its simplest form.
- Divide proper fractions by whole numbers
- Associate a fraction with division and calculate decimal fraction equivalents for simple fractions
- See four operations from Term 1 for consolidation points.

PE –Gymnastics and rugby

Rugby

- To select the appropriate skill, choosing when to run and when to pass.
- To move into space to support a teammate abiding by the rules.
- To use defending skills to gain possession.
- To work as a defending unit to prevent attackers from scoring.
- To use a variety of attacking skills to beat a defender
- To apply rules, skills and tactics learnt to play in a tournament.

Gymnastics

- To develop the straddle, forward and backward roll.
- To develop rolling into sequence work and on apparatus.
- To develop counter balance and counter tension.
- To develop counter balance and counter tension into sequence work with apparatus.
- To develop jumps and explore the effect of height.
- To explore jump sequence work with consideration of performance tools.

History – The Bristol Bus Boycott

- To assess what we already know about a significant historical event.
- To understand the context of the 1960s in Britain and globally.
- To explore the causes of the Bristol Bus Boycott.
- To analyse the events of the Bristol Bus Boycott.
- To evaluate the impact of the Bristol Bus Boycott in Bristol.
- To reflect on the broader implications of the boycott.

RE - Islam

- I can consider how written guidance might impact on my behaviour
- I can explain why I think some events were important during the Night of Power
- sayings from the Qur'an and understand there may be different interpretations.
- I can explain some actions a Muslim might take to show respect to the Qur'an
- I can interpret some sayings from the Qur'an and understand
- there may be different interpretations
- I can explain what I have learnt from text and how I might care for things which are important to me
- I can explain how I would like something important to me to be treated and respected

MFL – The weather

- I can recognise and recall different phrases for describing weather
- I can label different weather types
- I can say what the temperature is
- I can read days of the week, times of the day and some weather types
- I can write a weather forecast
- I can present a weather forecast

Computing – web page creation

- To review an existing website and consider its structure
- To plan the features of a web page
- To consider the ownership and use of images (copyright)
- To recognise the need to preview pages
- To outline the need for a navigation path
- To recognise the implications of linking to content owned by other people

Music – Composing for protest

- Compose an 8-bar piece on percussion, in 3-time, and using chords F major and C major.
- Create a set of lyrics, Fit words/lyrics to a pulse
- Use music vocabulary and knowledge to discuss similarities and differences in pieces of music.
- Create a melody and sing it sing with a sense of pulse.
- Learn some simple choreography to accompany a disco song.
- Structure musical ideas into a song Perform to an audience.
- Create variations using a wide variety of composing techniques.

PSHE – Celebrating difference

- I understand there are different perceptions about what normal means
- I understand how being different could affect someone's life
- I can explain some of the ways in which one person or a group can have power over another
- I know some of the reasons why people use bullying behaviours
- I can give examples of people with disabilities who lead amazing lives
- I can explain ways in which difference can be a source of conflict and a cause for celebration

Science – Electricity

- To Construct and draw series circuits using symbols
- To Complete and incomplete circuits
- To examine Variations within circuits
- To Plan a voltage experiment
- To Investigate a voltage experiment
- To Evaluate a voltage experiment

Art – Self Portraits

- To analyse the style of Vincent van Gogh.
- To create a self-portrait in the style of Vincent van Gogh.
- To analyse the style of Frida Kahlo.
- To create a self-portrait in the style of Frida Kahlo.
- To analyse the style of Andy Warhol.
- To create a self-portrait in the style of Andy Warhol.