**Computing**

**Using Technology**

I can use word processing and desktop publishing to present work, combining formatted text with other media and making choices about programs and features to use and justifying these choices to others.

I can show fluency and accuracy in alignment, font and graphic selection, use of headings, columns, tables, page borders, text boxes, text wrapping, print screen and cropping.

I can develop fluency, accuracy and speed when touch-typing.

**Creating and Publishing**

I can understand the differences between a word processor and desktop publishing tools and publishing tools.

I can use desk top publishing to create documents which require specific formatting.

I can create a multimedia presentation which incorporates hyperlinks, images and embedded media/documents for a specific audience.

**History**

**What was the impact of WW2**

I can address a historically valid question related to the cause of the Blitz and its wider context.

I can inform my response through thoughtfully selected relevant information.

I can address historically valid questions related to the significance of the Blitz.

I can develop a coherent narrative of the war including a British and world dimension.

I understand how our knowledge of the impact of the war is constructed from a range of sources.

I can address historical questions related to similarity and difference between fiction and evidence-based sources.

I understand similarity and difference of children's experiences and note connections and contrasts over time.

I can explore different conflicts from the past and discuss how it is more or less dangerous than The Blitz.

**PSHCE**

**How can we stay healthy?**

**What choices help with health?**

I can explain how healthy eating, physical activity, rest and relaxation can support all aspects of wellbeing – physical, mental and emotional.

I can analyse the positive and negative influences on choices related to health.

I can describe the influence of media advertising/celebrity culture on health and lifestyle choices.

I can explain how people might approach making an informed decision in relation to health and wellbeing.

I can explain how my choices might have positive, neutral or negative consequences.

I can describe the benefits of a balanced lifestyle.

**Class 3**

**Knowledge Map**

**Autumn Term**

**DT**

**Textiles and Materials**

**A tie-dyed bag**

I can point out the design features of my products that will appeal to the person or people who I designed it for.

I can use surveys, interviews, questionnaires and web-based resources to find out about and identify the needs and wants of particular individuals and groups.

I can make appropriate lists of tools, equipment and materials that I will need to make my product.

I can make step-by-step plans as a guide to making particular parts of my product.

I review and update my step-by-step plans as I am making my product.

I can use a good range of materials and components.

I accurately assemble, join and combine materials and components.

I accurately I measure, mark out, cut and shape materials and components.

I think about the quality of the design, manufacture and fitness for purpose of my product.

I evaluate my design ideas against my original design specification.

**Science**

**Animals including Humans (Y6)**

* I have an understanding of the heart and the circulatory system.
* I can explain the importance of blood vessels and blood.
* I can explain the importance of exercise.
* I can explain how exercise affects the heart.
* I can explain why different people have different calorie requirements.
* I can explain the impact of drugs and alcohol on the circulatory system.

**Properties and Changes of Materials (Y5)**

* Recognise that materials can be grouped on the basis of their properties and that some of these properties cannot be directly seen – for example, conductivity and response to magnets.
* Recognise that some materials can change their state, for example from a solid to a liquid or a liquid to a gas.
* Recognise that when a material changes its state, this is a reversible change because the material has changed physically but not chemically.
* Recognise that some changes of materials are irreversible and that this is because there have been chemical changes to the materials, resulting in the formation of new materials.
* Recognise that when a solid dissolves, it forms a solution in which it remains as a solid and has simply mixed with the liquid.
* Recognise therefore that dissolving and melting are different processes.

**Religious Education**

**What difference does it make to believe in Ahimsa (harmlessness), Grace (the generosity of God) and Ummah (community)?**

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| I can make connections between beliefs and behaviour in different religions. |
| I can make connections between belief in Ahimsa, Grace and Ummah teachings and sources of wisdom in the three religions. |
| I can outline the challenges of being a Hindu, Christian or Muslim in Britain today. |
| I can consider similarities and differences between beliefs and behaviour in different faiths. |

**Geography**

**Climate Change**

* I have an understanding of the interaction between physical and human processes.
* I can describe and understand key aspects of physical geography including climate zones, biomes and vegetation belts.
* I can describe and understand key aspects of human geography including land use, economic activity and the distribution of natural resources.