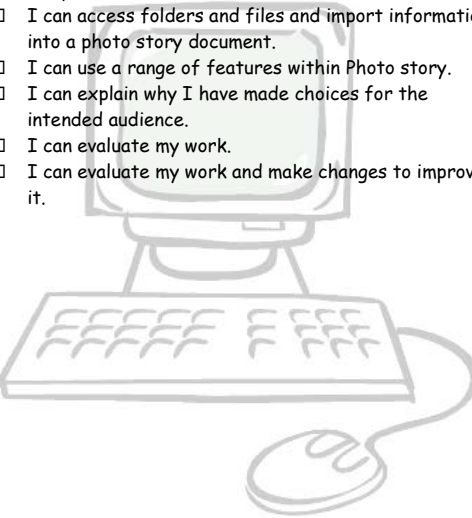
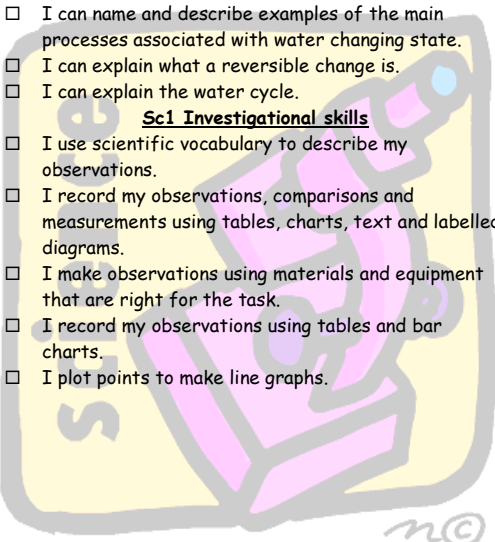
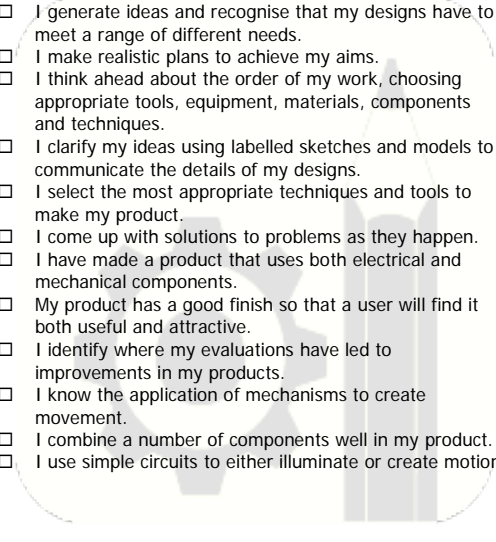
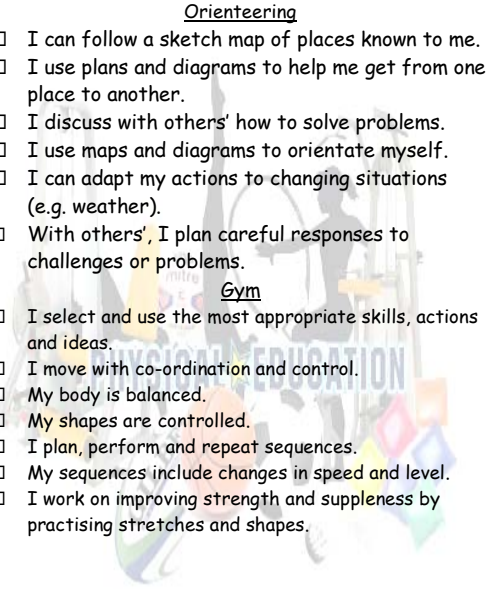
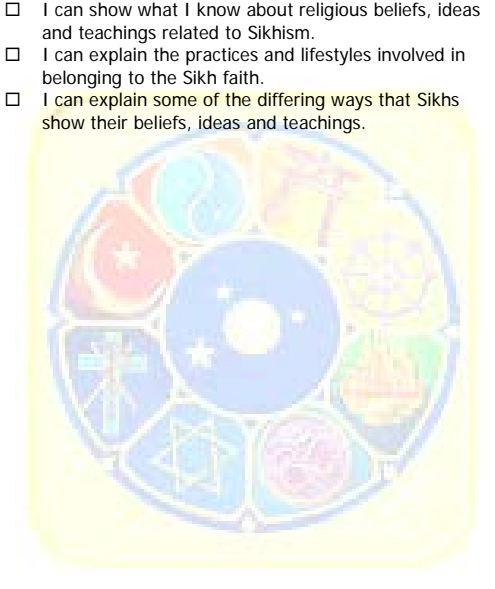


## MY LEARNING JOURNEY

Key Questions	ICT - Photo Story	Science - Changing state	DT - Solar powered products
<p><b><u>Rivers deep, mountains high and oceans wide</u></b></p> <p>What is the longest river, highest mountain, biggest ocean and largest sea in the world? Where can they be found? What continents can they be found in? How were they formed? What rivers are in our local area? How can we find the depth and speed of a river? What are the key features of a river? How is water taken from a spring and then bottled to be sold? How can we reduce our water usage? How much rainfall do we have in a day, week, month?</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can take photographs and transfer them to the computer.</li> <li><input type="checkbox"/> I can access folders and files and import information into a photo story document.</li> <li><input type="checkbox"/> I can use a range of features within Photo story.</li> <li><input type="checkbox"/> I can explain why I have made choices for the intended audience.</li> <li><input type="checkbox"/> I can evaluate my work.</li> <li><input type="checkbox"/> I can evaluate my work and make changes to improve it.</li> </ul> 	<p style="text-align: center;"><b><u>Sc3 Materials and their properties</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can name and describe examples of the main processes associated with water changing state.</li> <li><input type="checkbox"/> I can explain what a reversible change is.</li> <li><input type="checkbox"/> I can explain the water cycle.</li> </ul> <p style="text-align: center;"><b><u>Sc1 Investigational skills</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I use scientific vocabulary to describe my observations.</li> <li><input type="checkbox"/> I record my observations, comparisons and measurements using tables, charts, text and labelled diagrams.</li> <li><input type="checkbox"/> I make observations using materials and equipment that are right for the task.</li> <li><input type="checkbox"/> I record my observations using tables and bar charts.</li> <li><input type="checkbox"/> I plot points to make line graphs.</li> </ul> 	<ul style="list-style-type: none"> <li><input type="checkbox"/> I generate ideas and recognise that my designs have to meet a range of different needs.</li> <li><input type="checkbox"/> I make realistic plans to achieve my aims.</li> <li><input type="checkbox"/> I think ahead about the order of my work, choosing appropriate tools, equipment, materials, components and techniques.</li> <li><input type="checkbox"/> I clarify my ideas using labelled sketches and models to communicate the details of my designs.</li> <li><input type="checkbox"/> I select the most appropriate techniques and tools to make my product.</li> <li><input type="checkbox"/> I come up with solutions to problems as they happen.</li> <li><input type="checkbox"/> I have made a product that uses both electrical and mechanical components.</li> <li><input type="checkbox"/> My product has a good finish so that a user will find it both useful and attractive.</li> <li><input type="checkbox"/> I identify where my evaluations have led to improvements in my products.</li> <li><input type="checkbox"/> I know the application of mechanisms to create movement.</li> <li><input type="checkbox"/> I combine a number of components well in my product.</li> <li><input type="checkbox"/> I use simple circuits to either illuminate or create motion.</li> </ul> 
Geography -Rivers, mountains and oceans	PE - Gym & orienteering	SMSC - RE	SMSC - Going for goals
<ul style="list-style-type: none"> <li><input type="checkbox"/> I find out about places and the features in those places by either going to that place to observe or by looking at information sources.</li> <li><input type="checkbox"/> I use the terms PHYSICAL and HUMAN accurately and can describe these features.</li> <li><input type="checkbox"/> I am building up a list of geography words</li> <li><input type="checkbox"/> I look at maps of areas I am studying and identify features.</li> <li><input type="checkbox"/> I use the contents and index pages of an Atlas to find places quickly.</li> <li><input type="checkbox"/> I have looked at how a map is a flat representation of a place on the globe.</li> <li><input type="checkbox"/> I have used a globe to explore the nature of our world and can point out the North and South poles.</li> <li><input type="checkbox"/> When I describe where a place is I use the 8 points of the compass to describe its position.</li> <li><input type="checkbox"/> I can name and identify the three longest rivers in the UK and Europe</li> <li><input type="checkbox"/> I can name and identify the seas around the United Kingdom</li> <li><input type="checkbox"/> I can name different oceans I can name different mountains</li> <li><input type="checkbox"/> I can identify the parts of a river and understand how land use is different along the river's course.</li> <li><input type="checkbox"/> I can explain the process of erosion and deposition.</li> <li><input type="checkbox"/> I know how erosion, deposition and flooding can affect people.</li> </ul>	<p style="text-align: center;"><b><u>Orienteering</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can follow a sketch map of places known to me.</li> <li><input type="checkbox"/> I use plans and diagrams to help me get from one place to another.</li> <li><input type="checkbox"/> I discuss with others' how to solve problems.</li> <li><input type="checkbox"/> I use maps and diagrams to orientate myself.</li> <li><input type="checkbox"/> I can adapt my actions to changing situations (e.g. weather).</li> <li><input type="checkbox"/> With others', I plan careful responses to challenges or problems.</li> </ul> <p style="text-align: center;"><b><u>Gym</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I select and use the most appropriate skills, actions and ideas.</li> <li><input type="checkbox"/> I move with co-ordination and control.</li> <li><input type="checkbox"/> My body is balanced.</li> <li><input type="checkbox"/> My shapes are controlled.</li> <li><input type="checkbox"/> I plan, perform and repeat sequences.</li> <li><input type="checkbox"/> My sequences include changes in speed and level.</li> <li><input type="checkbox"/> I work on improving strength and suppleness by practising stretches and shapes.</li> </ul> 	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can show what I know about religious beliefs, ideas and teachings related to Sikhism.</li> <li><input type="checkbox"/> I can explain the practices and lifestyles involved in belonging to the Sikh faith.</li> <li><input type="checkbox"/> I can explain some of the differing ways that Sikhs show their beliefs, ideas and teachings.</li> </ul> 	<ul style="list-style-type: none"> <li><input type="checkbox"/> I know the skills and attributes of an effective learner.</li> <li><input type="checkbox"/> I can try to develop these skills.</li> <li><input type="checkbox"/> I can recognise and celebrate my own achievements.</li> <li><input type="checkbox"/> I know what some of the people in my class like or admire about me.</li> <li><input type="checkbox"/> I can set myself a goal or challenge.</li> <li><input type="checkbox"/></li> <li><input type="checkbox"/> I can be a critical friend to others and myself.</li> <li><input type="checkbox"/> I can apply what I have learned.</li> <li><input type="checkbox"/> I can tell you what I need to learn next.</li> </ul> 