

<p align="center"><b>HISTORY</b></p> <p>I know about primary sources: for example, diaries, letters, oral histories, speeches, drawings, photographs and film.  I can question why a particular event took place and find answers to my questions.  I can place important historical events on a timeline.  I can explain why things happened during a specific period.  I can explain how Marske-by-the-Sea grew in Victorian times due to the arrival of the mines and the railway, and the changes that occurred due to this.  I know about significant individuals in the history of Marske-by-the-Sea, including Lord Zetland and Joseph Pease (mine owner).</p> <p align="center"><b>Trips/experiences</b>  A Guided Tour of Historical Marske  Mining Museum Visit/Talk</p>		<p align="center"><b>COMPUTING</b></p> <p>I can use formulae to convert measurements and solve mathematical calculations such as area and perimeter.  I can create simple formulae that use different variables.  I can follow the SMART rules to stay safe.  I can discuss scenarios involving risk online.</p>		<p align="center"><b>SCIENCE</b></p> <p>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 recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect.  I can identify the effects of air resistance, water resistance and friction, that act between moving surfaces.</p>	
<p align="center"><b>Victorian Marske-by-the-Sea</b></p>		<p align="center"><b>Spreadsheets</b></p>		<p align="center"><b>Forces and Magnets</b></p>	
<p align="center"><b>ART</b></p> <p>I know about the work of Henri Rousseau.  I can explain how a piece of art makes me feel, explaining my views by referencing effects (e.g. colour and pattern).  I can use a sketchbook to develop skills taught and to experiment with the styles and techniques used by the artists taught.</p>	<p align="center"><b>FRENCH</b></p> <p>I can describe my likes and dislikes of sports and talk about sports that I do and how often.  I can use il / elle form of 'jouer/faire' to describe the actions of a friend I can model simple sentences using aimer+ infinitive verb  I can apply basic phonics knowledge to new language  I know 8 sports including le rugby, le football, le cyclisme  I know how to ask and give my opinions about sports  I know two key verbs in the present tense (je joue / je fais) with sports I know some expressions of frequency (parfois/souvent/jamais)  I know the names of some main tourist areas of France including La stade PSG</p>	<p align="center"><b>RE</b></p> <p>I know what happened at the Last Supper.  I can explain what Christians believe about God.  I can explain what we can learn about symbols and beliefs from visiting religious buildings.  I can explain how Christian groups differ in their expression of faith.</p>	<p align="center"><b>PSHE</b></p> <p>I can explain when substances including alcohol are being used anti-socially or being misused and the impact this can have on an individual and others.  I can identify and apply skills to keep myself emotionally healthy and to manage stress and pressure.</p>	<p align="center"><b>The Dream Jungles of Henri Rousseau</b></p>	<p align="center"><b>Sports</b></p>
<p align="center"><b>PE</b></p> <p>I can swim competently, confidently and proficiently over a distance of at least 25 metres.  I can use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]  I can perform safe self-rescue in different water-based situations</p> <p align="center"><b>GOLF</b></p> <p>I can participate in team challenges and games.  I can work cooperatively in a small group.  I can solve problems – showing persistence and sustained effort.</p>	<p align="center"><b>Errington Primary School Marske-by-the-Sea</b></p> <p align="center"><b>TOPIC WEB YEAR 5-SPRING 2 LOCAL STUDY-VICTORIAN MARSKE-BY-THE-SEA</b></p>	<p align="center"><b>MUSIC</b></p> <p>I can describe a piece of music using a wide range of musical vocabulary, e.g., pitch / tempo / rhythm / harmony / beat / duration / crescendo etc.  I can analyse and compare features from a wide range of music.  I can begin to identify and distinguish between different genres of music.  I can recognise and begin to play music.  I can play music from a rhythmic grid independently.  I can begin to read basic pieces of music.</p>	<p align="center"><b>Forces and Magnets</b></p>	<p align="center"><b>Healthy Me</b></p>	<p align="center"><b>Charanga-Classroom Jazz 1</b></p>
<p align="center"><b>Swimming and Golf</b></p>					