HISTORY I know about primary sources: for example, diaries, letters, oral histories, speeches, drawings, photographs and film. I can question why particular event took place and find answers to my questions. 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).  Trips/experiences A Guided Tour of Historical Marske Mining Museum Visit/Talk  Victorian Marske-by-the-Sea  ART 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.  The Dream Jungles of Henri Rousseau  PE I can swain competently, confidently and proficiently over a distance of at least 25 metres.  PE I can sepalor store of pravity acting between the Earth and the falling object. I can create simple formulae that use different variables. I can describe a area and perimater. I can create simple formulae that use different variables. I can discuss scenarios involving risk nolline. I can discuss scenarios involving risk sonline.  Spreadsheets  Forces and Magnets  Forces and Magnets  Forces and Magnets  Forces and Magnets  Forces and Mignet the care and friction, that act between moving surfaces. Supper. I can explain what Christians believe about God. I can explain what we can learn about symbols and beliefs from wisting religious buildings. I can can explain what we can learn about symbols and beliefs from wisting religious buildings. I can can peal provide the care and friction of faith.  The Dream Jungles of Henri Rousseau  PE I can asswin competently, confidently
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PE 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]  MUSIC 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 swim competently, confidently and proficiently over a distance of at least 25 metres.  I can use a range of strokes effectively [for example, front]  I can use a range of strokes effectively [for example, front]
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]  I can use a range of strokes effectively [for example, front]  I can use a range of strokes effectively [for example, front]
I can use a range of strokes effectively [for example, front harmony / beat / duration / crescendo etc.
crawl, backstroke and breaststroke]  I can analyse and compare features from a wide range of
I can perform safe self-rescue in different water-based music.
situations I can begin to identify and distinguish between different
GOLF TOPIC WEB genres of music.
I can participate in team challenges and games.  YEAR 5-SPRING 2  I can recognise and begin to play music.
I can work cooperatively in a small group.  I can solve problems – showing persistence and sustained  LOCAL STUDY-VICTORIAN MARSKE-BY-THE-SEA  I can play music from a rhythmic grid independently.  I can begin to read basic pieces of music.

Charanga-Classroom Jazz 1

effort.

**Swimming and Golf**