



History - What did the Greeks ever do for us?

I can describe the features of ancient Greece.
I can identify the key periods in the ancient Greek civilisation.
I can make inferences about Greek gods.
I can research a Greek god.
I can compare Athens and Sparta.
I can understand the different types of democracy.
I can explain how Athenian democracy worked.
I can explain what philosophy is.
I can identify the achievements of the ancient Greek philosophers.
I can identify the ancient Greeks' legacies and their impact.

Science - Forces

I can identify the effects of air resistance, water resistance and friction, that act between moving surfaces.
I can explain that unsupported objects fall towards the Earth because of the force of gravity acting between moving surfaces.
I can recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.
When working scientifically:
I can choose which measurements to take and how long to take them for.
I can identify and justify which type of enquiry to use to answer my testable question.
I can record data and results using different methods.

PSHE - Staying Healthy

I can perform some yoga poses, following the instructions from a video, and describe how yoga makes them feel.
I can describe how they can get a good night's sleep and explain why this is important.
I can describe why they should embrace failure.
I can describe a strategy to help manage feelings of failure and to help them to persevere.
I can set themselves goals and consider how they will achieve them.
I can describe a range of feelings and suggest two ways of dealing with a difficult situation.
I can demonstrate an understanding of what calories are and how to use them to help plan healthy meals.
I can recognise the food groups and acknowledge that having a variety of food is important for having a balanced and healthy diet.
I can understand how to keep safe in the sun and some of the risks, now and in the future, if they don't.

Music- Blues

I can name three key features of Blues music.
I can sing in tune, using vocal expression to convey meaning.
I can explain what a chord is and play the chord of C sixteen times.
I can play the twelve bar blues correctly.
I can play the notes of the Blues scale in the correct order, ascending and descending.
I can play a selection of Blues scale notes out of order in their own improvisation.

Computing- Digital Media

I can create vector drawings.
I can resize, copy, paste and layer graphics.
I can alter shades and colours to create depth in drawings.

DT- Structure

I can identify stronger and weaker shapes.
I can recognise that supporting shapes can help increase the strength of a structure, allowing it to hold more weight.
I can use triangles to create simple structures that support a load (weight).
I can cut wood to the correct size, using a cutting mat.
I can smooth down any rough-cut edges with sandpaper.
I can complete a build, with varying ranges of accuracy and finish, supported by the teacher.
I can identify some areas for improvement, as necessary.

RE – Incarnation: Was Jesus the Messiah?

I can explain the place of Incarnation and Messiah within the 'big story' of the Bible.
I can identify Gospel and prophecy texts, using technical terms.
I can explain connections between biblical texts, Incarnation and Messiah, using theological terms.
I can show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas.
I can comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible.
I can weigh up how far the idea that Jesus is the Messiah — a Saviour from God — is important in the world today and, if it is true, what difference that might make in people's lives.

PE – Tag Rugby & Dodgeball

I can select the appropriate skill, choosing when to run and when to pass.
I can move into space to support a teammate abiding by the rules.
I can use defending skills to gain possession.
I can use a variety of attacking skills to beat a defender.
I can draw defence and moving towards goal.
I can apply rules, skills and tactics learnt to play in a tag rugby tournament.
I can apply rules honestly and fairly to a game situation.
I can throw at a moving target.
I can select the appropriate dodging skill for the situation.
I can catch with increasing consistency under pressure.
I can understand and apply tactics in a game.
I can officiate and referee a game.

French: Shopping in France

I can recognise number words in written form.
I correctly pronounce two-digit numbers that have been generated randomly.
I can recall vocabulary by matching the correct pictures to the appropriate words.
I join in with a story, using gestures and key vocabulary.
I can correctly sort word-cards by gender and apply the appropriate article.
I can highlight a range of known and easily recognisable vocabulary in a text.