



## **History- How did the Maya civilisation compare to the Anglo-Saxons?**

I can describe the key physical features of the Maya civilisation.  
I can sequence the key periods in the Maya civilisation.  
I can identify periods that were happening in Britain at the same time.  
I can name the features of the rainforest.  
I can explain the challenges facing the Maya in the rainforest.  
I can explain how the Maya settled in the rainforest.  
I can name the features of Maya houses.  
I can identify the similarities and differences between Maya and Anglo-Saxon houses.  
I can explain the Maya creation story.  
I can identify the characteristics of important gods or goddesses.  
I can make deductions about cities.  
I can name the features of Maya cities.  
I can create a plan of a Maya city, including the main features.  
I can explain the reasons for the decline of the Maya civilisation.  
I can evaluate the reasons for the decline of the Maya civilisation.  
I can identify similarities and differences between the Maya civilisation and the Anglo-Saxons.

## **Science - Life cycles and reproduction**

I can describe the life cycle of a plant, including the reproductive stage.  
I can describe the life cycle of a mammal and compare with the life cycle of a bird.  
I can describe the life cycle of an amphibian and compare it to an insect.  
I can describe asexual reproduction in plants.  
I can observe and compare equivalent parts in different flowers.  
I can research the life cycles of different mammals.  
I can pose questions to compare the life cycles of different birds.  
I can suggest how one temperature may affect egg hatching.  
I can use data to describe a relationship and make predictions.  
I can represent root growth over time on a line graph.

## **PSHE -Citizenship**

I can understand what happens when someone breaks the law.  
I can understand what rights are and that freedom of expression is one of these rights.  
I can understand how reducing the use of materials and energy helps the environment, and what individuals can do to support this.  
I can understand how people contribute to society and how this is recognised.  
I can understand the role of pressure groups.  
I can understand the basics of how parliament works including the parts of parliament.

## **Music- Composition to represent the festival of colour**

I can understand that music can be represented with colours.  
I can represent a piece of music as a graphic score.  
I can create a vocal composition based on a picture.  
I can create a piece of music inspired by a single colour.  
I can work as a group to perform a piece of music.

## **Computing-**

I can explain what makes a video effective.  
I can use a digital device to record video.  
I can capture video using a range of techniques.  
I can create a storyboard.  
I can identify that video can be improved through reshooting and editing.  
I can consider the impact of the choices made when making and sharing a video.

## **Art - Painting and mixed media - portraits**

I can outline a portrait drawing with words, varying the size, shape and placement of words to create interest.  
I can try a variety of materials and compositions for the backgrounds of their drawings.  
I can communicate to their partner what kind of photo portrait they want.  
I can show that they are making decisions about the position of a drawing on their background, trying multiple ideas.  
I can create a successful print.  
I can use some Art vocabulary to talk about and compare portraits.  
I can identify key facts using a website as a reference.  
I can explain their opinion of an artwork.  
I can experiment with materials and techniques when adapting their photo portraits.  
I can create a self-portrait that aims to represent something about them.  
I can show they have considered the effect created by their choice of materials and composition in their final piece.

## **RE –**

I can outline the timeline of the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it.  
I can explain what Christians mean when they say that Jesus' death was a sacrifice, using theological terms.  
I can suggest meanings for narratives of Jesus' death/resurrection, comparing their ideas with ways in which Christians interpret these texts.  
I can make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper.  
I can show how Christians put their beliefs into practice.  
I can weigh up the value and impact of ideas of sacrifice in their own lives and the world today.

## **PE – Dance & Swimming**

I can choreograph phrases individually and with others considering actions and dynamics.  
I can lead a group through short warm-up routines.  
I can refine the way I use actions, dynamics, relationships and space in my dance in response to a stimulus.  
I can use counts when choreographing to stay in time with others and the music.  
I can accurately copy and repeat set choreography.  
I can suggest ways to improve my own and other people's work using key terminology.  
I can confidently perform different styles of dance, clearly and fluently, showing a good sense of timing.  
I can use feedback provided to improve my work.

## **French- French Speaking World**

I can recognise, read and respond to directional language.  
I can understand that French is spoken in many different countries across the world, and to read and give directions.  
I can identify features of countries in the French-speaking world.  
I can use authentic materials to investigate climate data from the French-speaking world.  
I can ask and answer questions about different countries in the French-speaking world.

British Values Focus: The Rule of Law