



## **History - Why did the Romans settle in Britain?**

I can explain the meaning of empire and invasion.  
 I can understand the chronology of the Roman invasion of Britain.  
 I can identify the consequences of the Roman invasion.  
 I can create an interpretation of Boudicca using sources.  
 I can explain why the Romans needed a powerful army.  
 I can identify a soldier's equipment.  
 I can explain how the Roman army was organised and perform simple manoeuvres and drills.  
 I can make observations about an artefact.  
 I can explain the meaning of legacy, identifying how the Romans changed Britain and ordering legacies by their significance.

## **Science - Digestion and Food**

I can label key organs found in the digestive system and describe each of their functions.  
 I can describe the functions of the four different types of adult, human teeth, using key vocabulary.  
 I know that good dental care involves brushing their teeth twice a day with toothpaste and a soft toothbrush.  
 I can produce a food chain that begins with a plant and has arrows that move up the food chain.  
 I can define a producer, predator and prey and identify examples in food chains.  
 I can describe digestion, teeth and diets when talking about the observed poo clues.  
 I can write using a range of scientific vocabulary from the unit

## **DT- Mechanisms**

I can work independently to produce an accurate, functioning car chassis.  
 I can design a shape that is suitable for the project.  
 I can attempt to reduce air resistance through the design of the shape.  
 I can produce panels that will fit the chassis and can be assembled effectively using the tabs they have designed.  
 I can construct car bodies effectively.  
 I can conduct a trial accurately and draw conclusions and improvements from the results.

## **Music- Adapting and transporting motifs**

I can learn a new song, singing in time and in tune while following the lyrics.  
 I can identify motifs aurally and play a repeated pattern on a tuned instrument.  
 I can create and performing a motif, notating it with reasonable accuracy.  
 I can transpose their motif, using sharp or flat notes where necessary and change the rhythm.  
 I can combine different versions of a musical motif and perform as a group using musical notation.

## **Computing-**

To develop the use of count-controlled loops in a different programming environment.  
 To explain that in programming there are infinite loops and count-controlled loops.  
 To develop a design that includes two or more loops which run at the same time.  
 To modify an infinite loop in a given program.  
 To design a project that includes repetition.  
 To create a project that includes repetition.

## **PSHE - Citizenship**

I can understand what human rights are and why they are important.  
 I can understand how reusing items benefits the environment.  
 I can understand the range of groups that exist in the wider community.  
 I can understand how community groups can focus on different areas of interest.  
 I can understand that diversity supports a community to work effectively.  
 I can understand the role of local councillors.

## **RE – Why do Christians call the day Jesus died Good Friday?**

I can offer suggestions about what the narrative of the Last Supper meant  
 I can give examples of what the texts studied mean to some Christians.  
 I can make clear links between Gospel texts and how Christians remember, celebrate and serve on Maundy Thursday, including Holy Communion.  
 I can describe how Christians show their beliefs about Jesus in their everyday lives: for example, prayer, serving, sharing the message and the example of Jesus.  
 I can raise questions and suggest answers about how serving and celebrating, remembering and betrayal, trust and standing up for your beliefs might make a difference to how pupils think and live.

## **PE – Handball and Hockey**

I can begin to throw and catch while on the move.  
 I can move towards goal or away from a defender.  
 I can move towards goal to create shooting opportunities.  
 I can use a change of direction and speed to lose a defender and move into space.  
 I can use defending skills to delay an opponent and gain possession.  
 I can apply skills and knowledge to compete in game situations.  
  
 I can develop sending and receiving the ball with accuracy and control.  
 I can develop the attacking skill of dribbling.  
 I can develop dribbling to beat a defender.  
 I can use defending skills to delay an opponent and gain possession.  
 I can apply attacking skills to move towards goal and find space.  
 I can apply skills and knowledge to compete in a tournament.

## **French: Weather and water cycle**

I can use a physical response to show their understanding of six to eight weather phrases.  
 I can repeat new phrases with accurate pronunciation.  
 I can say at least two sentences intelligibly to convey the weather in a given place.  
 I can point or move in the correct direction during a compass points game.  
 I can understand and say several directions and weather sentences.  
 I can place weather symbols in the correct locations on a map.  
 Match at least three temperature numerals and words correctly.  
 I can say the correct number for a temperature.  
 I show an understanding of the water cycle and relevant cognates in both English and French.

British Values Focus: Diversity