



History - Why did the Romans invade and settle in Britain?

I can explain what was important to people in Ancient Rome.
 I can explain the meaning of the words 'empire', 'invasion' and 'settlement'.
 I can analyse the different reasons for the Roman invasion of Britain.
 I can explain how the Celts responded to the Roman invasion.
 I can explain how the Roman army's structure, discipline and equipment made it so successful.
 I can use artefacts to make deductions about the lives of Roman soldiers in Britain.
 I can explain the meaning of legacy, identifying how the Romans changed Britain and ordering legacies by their significance.

Computing - Creating Media (Desktop Publishing)

I can recognise how text and images convey information.
 I can recognise that text and layout can be edited.
 I can choose appropriate page settings.
 I can add content to a desktop publishing publication.
 I can consider how different layouts can suit different purposes.
 I can consider the benefits of desktop publishing.

Art- Sculpture & 3D: Abstract shape and space

I can try out different ways to make card shapes three dimensional (ie. folding / curving card or joining flat shapes).
 I can make a structure that holds its 3D shape.
 I can explain in simple terms the difference between 2D and 3D art.
 I can combine shapes to make an interesting free-standing sculpture.
 I can try out more than one way to create joins between shapes.
 I can identify familiar 2D shapes in photographs and in the negative space between objects.
 I can draw a cardboard model from different angles, focusing on shapes in the positive and negative space to achieve an abstract effect.
 I can plan an abstract sculpture based on play equipment.
 I can demonstrate how to shape materials in more than one way (ie. folding / rolling).
 I can choose appropriate methods for joining elements in my sculptures.
 I can consider how to improve my sculptures and make choices about what to add.
 I can work cooperatively in pairs to add detail to artwork.

Music- Developing Singing Techniques (Viking Theme)

I can move and sing as a team, following lyrics on a screen.
 I can recognise minims, crotchets and quavers often by ear, and reliably by sight.
 I can perform rhythms accurately from notation and layer them to create a composition.
 I can add appropriate sound effects to performances using untuned percussion.
 I can join in with performances confidently, and reasonably in time and tune.
 I can make suggestions for improving a performance.

PE – Athletics

I am developing jumping for distance.
 I can identify when I am successful.
 I can take part in a relay activity, remembering when to run and what to do.
 I can throw a variety of objects, changing my action for accuracy and distance.
 I can use different take off and landings when jumping.
 I can use key points to help me improve my sprinting technique.
 I can work with a partner and in a small group, sharing ideas.
 I show determination to achieve my personal best.

French: Transport

I can explain strategies for working out the meaning of words.
 I can recognise nouns that are cognates or near cognates.
 I can recognise transport words in written form.
 I can join in with a song using actions to aid recall.
 I can form simple statements about a picture, using and adapting a model.
 I can create a range of different phrases using a sentence builder.
 I can generally speak words with accurate pronunciation.
 I can write a simple sentence, using a model for support and two different grammatical accents.

PSHE - Economic Wellbeing

I can describe how different payment methods may be used in given scenarios.
 I can explain why specific payment options might be more beneficial.
 I can explain what a budget is and how we can benefit from budgeting.
 I can identify how I would feel in a money scenario.
 I understand the impact our spending choices can have on others and the environment.
 I understand that a wide range of jobs are available and that personal skills and interests affect career choices.
 I understand that job stereotypes sometimes exist but these should not limit anyone.

RE – Kingdom of God (Christianity)

When Jesus left, what was the impact of Pentecost?

I can make clear links between the story of Pentecost and the Christian belief about the Kingdom of God on Earth.
 I can offer suggestions about what the description of Pentecost in Acts 2 might mean.
 I can give examples of what Pentecost means to some Christians now.
 I can make simple links between the description of Pentecost in Acts 2, the Holy Spirit and the Kingdom of God, and how Christians live their whole lives and in their church communities.
 I can make links between ideas about the Kingdom of God explored in the Bible and what some people believe about following God in the world today, expressing some of my own ideas.

Science - Plant Reproduction

I can identify what plants need to grow healthily.
 I can describe the structure and function of the parts of flowering plants.
 I can investigate how plants transport water.
 I can describe the life cycle of a flowering plant.
 I can explain seed dispersal methods.
Working scientifically:
 I can pose relevant questions.
 I can design and record in results tables.
 I can plan a simple enquiry.
 I can complete, read and interpret data in a bar chart.
 I can identify and suggest changes to an enquiry.
 I can use results to draw conclusions.

PE – Rounders

I can bowl a ball towards a target.
 I am beginning to strike a bowled ball.
 I am developing an understanding of tactics and beginning to use these in game situations.
 I am learning the rules of the game and beginning to use them.
 I can provide feedback using key words.
 I can use overarm and underarm throwing and catching skills.
 I can work co-operatively with my group to self-manage games.

British Values Focus: Individual Liberty