



History - How hard was it to invade and settle in Britain?

I can explain how the Britons felt when the Romans left Britain.
 I can suggest reasons for the Anglo-Saxon invasion of Britain.
 I can name the key features of Anglo-Saxon settlements.
 I can identify changes and continuities in settlements from prehistoric Britain.
 I can make inferences about artefacts.
 I can describe how Anglo-Saxon beliefs changed.
 I can explain how missionaries spread Christianity.
 I can explain the threat the Vikings posed to the Anglo-Saxons.
 I can identify the qualities needed to be a monarch in 1066.

Music-

I can play and perform in solo and ensemble contexts.
 I can play a tuned musical instruments with increasing accuracy, fluency, control
 I can use and understand staff and other musical notations.

RE

I can make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhamad.
 I can give examples of how each pillar might affect the life of a Muslim.
 I can make connections between the key functions of the mosque and the beliefs of Muslims.
 I can describe the forms of guidance a Muslim uses and compare them to forms of guidance I experience.
 I can comment thoughtfully on the value and purpose of religious practices and rituals in a Muslim's daily life.
 I can answer the key question from different perspectives, including my own.

Computing - Data logging

I can explain that data gathered over time can be used to answer questions.
 I can use a digital device to collect data automatically.
 I can explain that a data logger collects 'data points' from sensors over time.
 I can recognise how a computer can help us analyse data.
 I can identify the data needed to answer questions.
 I can use data from sensors to answer questions.

Science -

I can recall a range of electrical appliances, classify them as mains or battery-powered and explain why.
 I can explain how to test if a circuit works and identify when simple electric circuits will work.
 I can identify and draw symbols for open and closed switches and give examples of how switches are useful and use this knowledge to predict whether a circuit will work.
 I can describe that a material is a good electrical conductor when it is added to an electric circuit and the bulb lights and that a material is a good electrical insulator when it is added to an electric circuit and the bulb does not light.
 I can recall that metals, for example, are good electrical conductors and plastics, for example, are good electrical insulators.
 I can describe that the more bulbs added to a series circuit, the dimmer the bulbs will be and explain that they will be dimmer when more are added to a circuit, as less energy is transferred to each of them.
 I can describe precautions for working safely with electricity and explain some precautions using knowledge of circuit diagrams, electrical components, conductors or insulators.

PE

I can develop throwing and catching with accuracy and apply these to a striking and fielding game.
 I can develop bowling and learn the rules of the skill within this game.
 I can develop batting technique and understand where to hit the ball.
 I can develop fielding techniques and apply them to game situations.
 I can play different roles in a game and begin to think tactically about each role.
 I can apply skills and knowledge to compete in a tournament.

DT -

I can describe features of biscuits using taste, texture and appearance.
 I can follow a recipe with support.
 I can use a budget to plan a recipe.
 I can adapt a recipe using additional ingredients.

PSHE - Transition

I can identify my achievement this year.
 I can set myself goals.
 I know who I can talk to if I am worried about anything.

French:

I can read and understand music genres in written form.
 I can recall country names with accurate pronunciation.
 I can use a full sentence to say 'J'habite en/au/aux ...'
 I can write information in French about a character from a different country.
 I can use familiar language to write several phrases or short sentences.
 I can perform a song from memory with accurate pronunciation.

British Values Focus: respect and tolerance