



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, and name the key features of these.
- 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.

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.

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- Ukuleles

- I can learn new chord shapes of G7, E7 & Bb.
- I can play a C major scale and explore pitch.
- I can understand tablature, and learn longer, more complex songs and riffs.
- I can play part or whole of "Hedwig's Theme" & "Happy Birthday".
- I can work as a pair or small group to play "Happy Birthday".
- I can recognise rhythm values, and understand how many beats are in each bar.
- I can incorporate more complex rhythms in my strumming patterns for songs.
- I can explore the meaning of texture, dynamics & tempo in music.
- I can perform two or more new chord songs, and perform at least one new contemporary song.

PE – Dance & Basketball

- 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.
- To develop ways to move the ball and apply them to different situations.
- To develop movement skills to lose a defender in different situations.
- To communicate with my team, move into space and take the ball towards the goal.
- To defend an opponent and know when to try to intercept.
- To develop shooting and explore when to pass, dribble or shoot.
- To use and apply skills, principles and tactics to a game situation.

British Values Focus: The Rule of Law

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.

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.

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.