



### **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- Recorder**

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 - Islam**

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/Geography - Animals and Classification**

- Identify animals that live in a rainforest
- Identify how land use is affecting the habitats of different animals
- Identify animals that are under threat
- Explain how and why habitats are changing

### **PE - Yoga**

Explore different breathing techniques  
 Experiment with different yoga poses that improve strength  
 Learn a range of flexibility poses  
 Improve balance, control and stamina

### **Outdoor Learning**

Personal and Social Development: To build confidence, independence, and self-esteem through manageable risk-taking. It also fosters teamwork, communication, and social skills through collaboration and shared problem-solving.

Skill Acquisition: To develop practical, life-long skills such as orienteering, foraging, tool use, and safety management in varied environments.

Increased Engagement: To boost curiosity, creativity, and motivation for learning by providing a dynamic, stimulating environment

### **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