



### **History- How Has Migration Shaped Britain?**

- I understand the meaning of migration.
- I can sequence key migration events in British history on a timeline.
- I can explore the origins and impact of the transatlantic slave trade.
- I understand forced migration and its legacy.
- I understand why people might want to migrate.
- I can use simplified census data to identify Irish migrants.
- I can make inferences about life, work and family based on historical records.
- I can empathise with the experiences of a migrant child.
- I understand the historical context of the Windrush migration.
- I can explore personal experiences through primary sources like oral histories, letters, and photographs.
- I can analyse the contrast between expectations and lived realities.
- I can explore the emotional experience of child refugees and the concept of sanctuary.
- I can make connections across time and communities.
- I can reflect on diversity and heritage.

### **Science - Animals: Human timeline**

- I can order the stages in growth and development from birth to old age.
- I can describe physical and developmental changes from a baby through to old age.
- I can describe changes that occur in males and females during puberty.
- I can suggest ways to manage the changes that occur during puberty.
- I can recall what is meant by a gestation period.
- I can describe how gestation varies across animals and compare this to humans.

### **PSHE - Safety and the Changing Body**

- I can understand what is safe to share online and what to do before sending a message.
- I can identify possible dangers online, suggesting ways to stay safe, using the web to research relevant information.
- I can accurately name all the relevant parts of the body.
- I can understand the changes their own gender will go through during puberty.
- I can list the range of changes they will go through during puberty.
- I can assess a casualty's condition; calmly, comfort and reassure a casualty who is bleeding; and seek medical help if required.
- I can understand that other people can influence our decisions but we have the right to make our own choices.

### **Music- Composition to represent the festival of colour**

- I can understand that music can be represented with colours.
- I can represent a piece of music as a graphic score.
- I can create a vocal composition based on a picture.
- I can create a piece of music inspired by a single colour.
- I can work as a group to perform a piece of music.

### **Programming A – Selection in physical computing**

- I can control a simple circuit connected to a computer.
- I can write a program that includes count-controlled loops.
- I can explain that a loop can stop when a condition is met.
- I can explain that a loop can be used to repeatedly check whether a condition has been met.
- I can design a physical project that includes selection.
- I can create a program that controls a physical computing project.

### **DT- Mechanical Systems:Pop up Book**

- I can produce a suitable plan for each page of their book.
- I can produce the structure of the book.
- I can assemble the components necessary for all their structures/mechanisms.
- I can hide the mechanical elements with more layers using spacers where needed.
- I can use a range of mechanisms and structures to illustrate their story and make it interactive for the users.
- I can use appropriate materials and captions to illustrate the story.

### **RE – Islam**

- Why do Muslims want to go on pilgrimage?**
- Where do people get advice and guidance from?**
- What is a special place for Muslims?**
- What matters to Muslims?**

### **PE – Cricket and Rounders**

- I can develop throwing and catching skills, apply them under pressure, relevantly to a situation. I can apply these to a striking and fielding game.
- I can develop bowling accuracy and perform the skill within the rules of the game. I can do this under pressure.
- I can develop batting skills, identify when I am successful and what I need to do to improve. I can strike a bowled ball with increasing consistency.
- I can develop fielding techniques and begin to use these under some pressure. I can select the appropriate action for the situation.
- I can understand the need for tactics and identify when to use them.
- I can apply skills and knowledge to compete in a tournament. Using tactics identified throughout the unit.

### **French: Meet my French family**

- I can complete correctly a gap-fill activity to match French vocabulary with pictures.
- I can recognise words that are similar to English.
- I can adapt a sentence to change its meaning.
- I can apply some understanding of French pronunciation.
- I can recognise key information within a longer text.
- I can build sentences confidently using word cards.
- I can respond to spoken opinions with the correct gesture.
- I can use different opinions in sentences.
- I can change elements of a sentence whilst retaining the meaning.
- I can organise a text, making simple adaptations that do not affect its overall sense

British Values Focus: Individual liberty, mutual respect and tolerance of those with different faiths and beliefs.