

Thoughtbox/Citizenship

PSHE: Home

Develop confidence and responsibility and make the most of their abilities through a public speaking competition – dependent on Covid rules.

- I know what the culture of home is
- I know how to feel at home
- I can start to understand how people who have no home feel
- I know why it is important to feel like you belong

Skills Builder

Food Glorious Food **Skills Aiming High, Leadership, Teamwork**

- I know what doing well looks like to me
- I know how to explain my feelings to others in my team
- I know what working carefully means
- I can recognise when I have been successful
- I can define reliability and what it means
- I can define what responsibility means
- I can identify ways to take responsibility
- I can take satisfaction when I am successful
- I know how to share out tasks in a fair way

Maths

- I know how represent data using graphs (MNP)
- I know how to use all four operations, with whole numbers (MNP)
- I know how to solve problems involving measurement, including time (MNP)
- I can read and write Roman Numerals (topic)

PE

Gym and fitness:

- I can travel in different ways, including using flight
- I can carry out balances, thinking about my centre of gravity and improving the placement and alignment of my body parts
- I can begin to develop good technique when travelling, balancing and using equipment
- I can use equipment to vault in a variety of ways
- I can create a sequence of actions that fit a theme
- I can use an increasing range of actions, directions and levels in their sequences and move with clarity, fluency and expression
- I can show changes of direction, speed and level, and develop strength, technique and flexibility throughout performances
- I can describe how the body reacts at different times and how this affects performance
- I can explain why exercise is good for my health
- I know some reasons for warming up and cooling down

Science

States of Matter – following Feb half term

- I can compare and group materials together, according to whether they are solids, liquids or gases
- I can observe that some materials change state when they are heated or cooled and measure or research the temperature at which this happens in degrees Celsius (°C)
- I can identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.

The Romans

Special Events:

Roman Day Tuesday 2nd March 21

Text

Avoid being a Roman Soldier!

RE

- I know what the Christian faith symbolizes to its people
- I know why Christians feel the need to go to church to prove their faith to God.
- I know why Christian prayer and worship is important

Buddhism

- I can discuss and answer the following key questions:
- I understand how Buddha's teachings can make the world a better place
- I know the Four Sights and how they affected the Buddha
- I know how to describe different aspects of the 8-fold path and how this helps Buddhists to know how to live good lives

Computing

- I can edit using HTML
- I know how to be safe and respectful online by thinking about my own health and well being
- I know why age restrictions are important when being online
- I know why it is important to monitor my own screen time

Big Questions:

Who were the Romans and why did they want to invade so many countries?

Intent:

Know why the Romans were so powerful and how they still influence our lives today.

Spanish

- I can revise key concepts I have already learnt
- I know the four seasons in Spanish
- I know how to say the date in Spanish
- I know how to say my age in Spanish

Music

- I know how to describe different musical instruments from Ancient Roman times
- I can explain how I know about Roman musical instruments
- I can give examples of when music was played in Roman times
- I know how to discuss the way specific pieces of music make me feel
- I know how to discuss the events the music describes at different points of a Roman feature film
- I understand the rhythm of a marching formation

Literacy - Many of these are ongoing

- I know when and why to organise paragraphs around a theme
- I know how to build narratives through creating settings, characters and plots
- I know how to use dictionaries to find the meaning of unknown words
- I know the main ideas and how to summarise these from more than one paragraph
- I know how to make predictions from details stated and implied
- I know how to make links across a range of texts
- I know how to use inverted commas and other punctuation to indicate direct speech
- I know how to make inferences and use evidence to justify these
- I know how to write recounts, including diary entries and newspaper reports
- I know how to read, discuss and evaluate a range of poetry
- I know how to write different versions of a story
- I know how to edit and improve my own writing and other people's writing

Art

- I know how to design and create own printing blocks using carving technique
- I know how to use block printing to create patterns and designs onto fabric, with increasing precision

History

- I can place events from the time I am studying on a time line
- I can identify key features from the time studied
- I can look at evidence available
- I can use textbooks and historical knowledge
- I can use evidence to build up a picture of a past event
- I can use terms related to the period I am studying and begin to date events
- I can understand more complex terms (e.g. BC/AD)
- I can use evidence to reconstruct life from the time studied
- I can identify key events from the time studied
- I can identify links and effects in the time studied
- I can begin to evaluate the usefulness of different sources
- I can choose relevant material to present a picture of one aspect of life in time past
- I can ask a variety of questions
- I can use the library and internet to research with support
- I can make logical connections between different events on the same timeline (e.g. Because X happened, y could happen)
- I can use my own views to identify links and effects in the time studies
- I can select what is most significant from a historical event and provide reasons why two accounts of the same event might differ
- I can explain reasons for different interpretations of history
- I can begin to consider which sources are more reliable than others, and why this

Geography

- I know how to build upon my map knowledge to find different places
- I know how the UK, Italy and Brazil are the same and how they are different