

Science - States of Matter

Can they compare and group materials together, according to whether they are solids, liquids or gases?

Can they measure or research the temperature at which different materials change state in degrees Celsius?

Can they use measurements to explain changes to the state of water?

Can they identify the part that evaporation and condensation has in the water cycle?

Can they associate the rate of evaporation with temperature?

Challenge

Can they group and classify a variety of materials according to the impact of temperature on them?

Can they explain what happens over time to materials such as puddles on the playground or washing hanging on a line?

Art and Design—Money containers for a Roman

Do they think what the user would want when choosing textiles?

Can they design a product for a user?

Have they thought about how to make their product strong?

Can they devise a template?

Can they explain how to join things in a different way?

Can they sew a button?

Can they solve a problem independently?

Can they evaluate their finished product against their design and reflect on how to improve skills for the future?

French—Catherine Cheater Scheme

Can they have a short conversation where they are saying 2-3 things in French?

Can they use short phrases to give a personal response?

Do they understand classroom instructions, messages and dialogues?

Can they recite a finger rhyme from memory?

Music

Can they perform a simple part rhythmically?

Can they sing songs from memory with accurate pitch?

Can they improvise using repeated patterns?

Can they describe and identify the different purposes of music?

Can you hear the Romans coming?



Computing—E Safety

Can they explain what a positive digital footprint means?

Can they start to build a positive digital footprint?

PE—Gymnastics

Can they explain why warming up is important?

Can they move and use actions with coordination and control?

Humanities (Geography/History) Roman Invaders

Can they name and locate on a map countries which were invaded by Romans and seas the Romans crossed?

Can they explain how a location fits into its wider geographical location; with reference to human and economical features?

Can they place periods of history on a timeline showing periods of time? Can they plot history on a timeline using BC and AD?

Can they describe the direction the Romans travelled to different countries?

Can they describe and explain how people choose a place to invade?

Can they understand geographical features which determine an invasion point?

Can they describe Julius Caesar's attempted invasion in 55-54 BC? Can they explain British resistance? e.g. Boudicca

Can they describe some facts about Roman daily life and the life of a soldier in the Roman army?

Do they know about the Roman Empire by AD 42 and the power of its army?

Can they explain the successful invasion by Claudius and conquest, including Hadrian's Wall?

PHSCE / SEAL - Resilience Programme

Can they tell you about themselves as a learner?

Can they use their strengths as a learner?

Do they know what they need to do to learn effectively?

Do they know that they are responsible for my own learning?

Can they identify some barriers to their learning?

Do they know how their feelings can influence their learning?

Can they tell you how they are going to apply what they have learned?