



They Came to These Shores 1

During this project, we will be piecing together a timeline of British history from the Stone Age through to Roman Britain.

DT

- I can design my own page from a pop-up book.
- I can create a page from a pop-up book which uses levers, linkages or other mechanisms to create movement.
- I can identify what went well with my final product and suggest improvements.

History

- I can begin to piece together a timeline of British history from ancient to modern times.
- I am beginning to understand what Britain was like in the Stone Age.
- I realise that for some historical questions , there are no clear answers.
- I know that the start of farming brought many changes to the way people in Britain lived.
- I can say how the use of bronze changed society in Ancient Britain.
- I can describe the changes in the way people lived in the Iron Age.
- I can say whether I would have preferred to live in an iron age village or a hill fort.
- I can start to understand when and why the Romans invaded Britain.

Computing

- I can explain how digital devices function.
- I can identify input and output devices.
- I can explain how a computer network can be used to share information.
- I can explore how digital devices can be connected.



Spanish

I can name at least 5 Spanish instruments.

I can say 'I play an instrument' in Spanish using up to ten different instruments.

RE

I can discuss what Islam teaches us about fairness and justice.

I can discuss what Sikhism teaches about fairness and unfairness.

I can discuss what helps Christians and followers of Islam own up to their actions.

Hillstone Life Skills

I know what stereotypes are.

I can talk about different jobs.

I know why it is important to save money.

I know how money is earned.

I know how to stay safe online.

Music

I can keep a steady beat.

I can improvise to a piece of music.