

## Science

Working scientifically I describe and evaluate my own and others' scientific ideas related to topics in the national curriculum using evidence from a range of sources.

I ask my own questions about the scientific phenomena that I am studying, and select the most appropriate ways to answer these questions, recognising and controlling variables where necessary.

I use a range of scientific equipment to take accurate and precise measurements or readings, with repeat readings where appropriate

I record data and results using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs

I draw conclusions, explain and evaluate my methods and findings, communicating these in a variety of ways

I raise further questions that could be investigated, based on data and observations.

### Light

I can use the idea that light travels in straight lines and enters our eyes to explain how we see things

I can use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.

### Electricity

I can use simple apparatus to construct and control a series circuit, and describe how the circuit may be affected when changes are made to it.

I can use recognised symbols when representing a simple circuit in a diagram.

## Computing

### E-safety (Y5)

I know how to be a positive and respectful digital citizen

I understand how to be respectful and responsible online as well as offline  
I know what to do if I see inappropriate content (including pop ups) or am contacted by someone I do not know online

I understand the importance of online security and how to create a secure password

### E-safety (Y6)

I know how to protect private information when I am online

I understand how to be respectful and responsible online as well as offline  
I know what to do if I see inappropriate content (including pop ups) or am contacted by someone I do not know online

I understand how it can feel to be cyberbullied and know some strategies to deal with it

### Computer Science

I can design and write programmes that control simulations and physical systems

I can design algorithms that use repetition and two-way selection

I can work with variables and various forms of input and output to test programmes.

I can explain how an algorithm works

I can use logical reasoning to detect errors in algorithms by breaking the problem into smaller parts

I can use selection and variables in programs

## Music

I can compose or improvise a piece of music to meet specific criteria

I use a variety of musical devices in my compositions

I can compare and contrast the work of famous composers from different periods in history

To perform in a group and alone, using voices and instruments creatively, incorporating expression and control.

I maintain my part whilst others are performing their part

## History

I can evaluate the usefulness of primary and secondary sources in historical enquiry.

I understand the chronology of key events in periods I am studying and how this time relates to other key periods in history

I can use a range of information, including my own research, to present a historical argument

I can summarise the main events from a period of history, explaining the order of events and making connections between them.

I understand the chronology of key events in periods I am studying and how this time relates to other key periods in history

I know about and can explain the influence that Ancient Greek culture had on the world.

I can give an overview of Ancient Greek culture and history.

I understand that Ancient Roman, Greek and Egyptian cultures were all linked and place these civilisations on a timeline

## Geography

I use digital mapping technology (GIS) to trace physical features of an area

I know the countries that make up the European Union and name and locate their major cities

I can use maps, atlases, globes and digital/computer mapping to locate countries and describe physical and human features.

I describe how some places are similar and dissimilar in relation to their human and physical features.

## Design and Technology

I can evaluate appearance and function against original criteria.

I am able to justify decisions made during the design process.

I use a range of appropriate tools competently.

I can join and combine a range of materials competently.

I generate and develop ideas using a variety of design techniques.

I justify my plans in a convincing way.

I show that I consider culture and society in my plans and designs.



## French

I listen attentively and understand more complex phrases and sentences

I take part in short conversations using familiar structures and vocabulary

I can explore the patterns and sounds of language to help develop accurate pronunciation and intonation

I can speak with increasing confidence and fluency

I can read a variety of short simple texts in different formats and in different contexts

I can focus on correct pronunciation and intonation, using tone of voice and gesture to convey meaning when reading aloud

I write simple sentences and short texts using a model

I can use a dictionary to check the spelling of words

I understand some basic grammar appropriate to the language being studied

## PHSE

### Celebrating difference

I can explain the differences between direct and indirect types of bullying (Y5)

I know some ways to encourage children who use bullying behaviours to make other choices and how to support children who are being bullied (Y5)

I can explain ways in which difference can be a source of conflict or cause for celebration and can show empathy with people in either situation (Y6)

## P.E.

### Dance (Y5)

I can compose my own dances in a creative ways

I can perform to an accompaniment

My dance shows clarity, fluency, accuracy and consistency

### Dance (Y6)

I can develop sequences in a specific style

I can choose my own music and style

### Gymnastics (Y5)

I make complex extended sequences

I combine action, balance and shape

I perform consistently to different audiences

### Gymnastics Y6

I develop technical sequences in a specific style

I can demonstrate flexibility, strength, control and balance in a sequence of movements

### Games (Y5)

I can gain possession by working as part of a team

I can pass in different ways

I can choose a tactic for defending and attacking

I can use a number of techniques to pass, dribble and shoot

### Games (Y6)

I can play competitive games to agreed rules

I can explain rules to others

I can communicate a plan to my team

I can apply basic principles suitable for attacking and defending

## R.E.

### 5.1 Expressions of Faith

I can compare rituals and ceremonies from different places of worship

I can discuss sensitively why certain artefacts and symbols are special for people of worship

I can suggest reasons for different styles of worship within and/or between faiths

### Christmas (Y5)

I can discuss the concept of peace

### Christmas (Y6)

I can debate whether Christmas is only for Christians

I can discuss what Christmas means to me

## Art

I can research and develop the techniques of great artists, architects and designers throughout history and apply this in my own work.

I can use art to express an abstract concept e.g. war, love, creation.

I am able to explore and use different textures and consistencies of materials in my work.