

Computing

Y5 Sharing Information:

To explain that computers can be connected together to form systems

To recognise the role of computer systems in our lives

To identify how to use a search engine

To describe how search engines select results

To explain how search results are ranked

To recognise why the order of results is important, and to whom

Y6 Communication:

To explain the importance of internet addresses

To recognise how data is transferred across the internet

To explain how sharing information online can help people to work together

To evaluate different ways of working together online

To recognise how we communicate using technology

To evaluate different methods of online communication

Science

Circulation:

(Biology—Animals including Humans) I can identify and name the main parts of a human circulatory system, and describe the functions of the heart, blood vessels and blood.

Everything Changes:

Living things in their environment

I can recognise that living things produce offspring of the same kind but that offspring normally vary and are not identical to their parents.

I can give evidence for evolution

Working Scientifically

Answering questions using secondary sources of evidence:

(answering questions using data or information that they have not collected first hand)

Comparative and fair testing: (observing or measuring the effect of changing one variable when controlling others)

Using models: (Developing or evaluating a model or analogy that represents a scientific idea, phenomenon or process)

Geography

Me and My world:

Geographical skills and fieldwork

I use different types of fieldwork to observe, measure and record the human and physical features Y5

I use Ordnance Survey symbols and 4 figure grid references Y5

I can use Ordnance Survey symbols and 6 figure grid references Y6

Locational knowledge

I know what longitude and latitude means and how they are related to time zones around the world. Y5/6

I can recognise environmental regions and key human and physical characteristics, countries, and major cities in European Countries and North and South America

Human and physical geography

I can use maps, atlases, globes, and digital/computer mapping to locate countries and describe physical and human features. Y6

Responsibility

I understand a range of strategies that can be used to reduce the negative impact that humans can have on the environment Y5/6

Art

Make My Voice Heard:

Develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design

Improve their mastery of Art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]

About great artists, architects and designers in history

L1—To create graffiti art.

L2— To draw emotions

L3—To create an impactful piece of art.

L4—To produce a finished piece of art.

L5—To create a sculpture.

Music

Singing (developing pitch, melody, rhythm and control individually and as part of a group)

Listening (exploring feelings and emotions in response to music, giving opinions, identifying instruments, structure and musical features) Composing (improving, composing, notating: representing sounds through symbols, standard and non-standard notation)

Performing (singing, playing instruments, individual and groups, practicing, rehearsing, presenting, recording and evaluating)

Musicianship (understanding music: pulse/beat/metre, rhythm, pitch/melody, tempo, dynamics, timbre, texture and structure/form)

Spanish

My home:

Phonics (the system of the sounds of a language and how these are represented in written words)

Vocabulary (building a body of useful words for different contexts and situations to enable communication and understanding)

Grammar (including syntax and inflectional and/or derivational features i.e.: the systems for changing the form of a word and for creating new words respectively)

PE

Football:

To be able to play competitive games to agreed rules

To be able to explain rules to others

To be able to communicate a plan to my team

To be able to use a number of techniques to pass, dribble and shoot with control and accuracy

To be able to apply basic principles suitable for attacking and defending

OAA:

To be able to plan route and a series of clues for someone else

To be able to take part in outdoor and adventurous activity challenges both individually and in a team

Cricket:

To be able to play competitive games to agreed rules

To be able to explain rules to others

To be able to communicate a plan to my team

To be able to use a range of techniques with confidence and skill in a game situation

R.E.

Living a Faith:

Make connections between the beliefs that underpin different celebrations, forms of worship, pilgrimages and rituals. Demonstrate understanding of how people express their identity and their spirituality through symbols and actions.

Easter:

Describe and show understanding of links between different sacred texts and how those faith teachings influence communities and society today.



Me and My World

Y5/6

Design and Technology

Food—Come Dine With Me:

I justify my plans in a convincing way.

I use research and develop design criteria to design innovative functional and appealing products aimed at a specific group.

I can evaluate my ideas and products against my own design criteria and consider the views of others to improve my work.

I can explore a range of cooking of cooking techniques to produce a healthy balanced dish.

I understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

I understand the importance of correct storage and handling of ingredients.

PHSE

Y5 Dreams and goals

I understand that I will need money to help me achieve some of my dreams

I know about a range of jobs carried out by people I know and have explored how much people earn in different jobs

I can identify a job I would like to do when I grow up and understand what motivates me and what I need to do to achieve it

I can describe the dreams and goals of young people in a culture different to mine

I understand that communicating with someone in a different culture means we can learn from each other and I can identify a range of ways that we could support each other

I can encourage my peers to support young people here and abroad to meet their aspirations, and suggest ways we might do this, e.g. through sponsorship

Y5 Healthy me

I know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart.

I know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart

I know and can put into practice basic emergency aid procedures (including recovery position) and know how to get help in emergency situations

I understand how the media and celebrity culture promotes certain body types

I can describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures

I know what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy

Y6 Dreams and goals

I know my learning strengths and can set challenging but realistic goals for myself (e.g. one in-school goal and one out-of-school goal)

I can work out the learning steps I need to take to reach my goal and understand how to motivate myself to work on these

I can identify problems in the world that concern me and talk to other people about them

I can work with other people to help make the world a better place

I can describe some ways in which I can work with other people to help make the world a better place

I know what some people in my class like or admire about me and can accept their praise

Y6 Healthy me

I know the impact of food on the body, e.g. creating energy, giving comfort and altering mood

I know about different types of drugs and their uses and their effects on the body particularly the liver and heart

I can evaluate when alcohol is being used responsibly, anti-socially or being misused

