

Science

Biology – Living things in their environments

I can describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.

Biology – Animals including humans

I can describe the changes as humans develop to old age

I can describe the life process of reproduction in some plants and animals.

Computing

Y5 Data and Information

Compare paper and computer-based databases

Explain that tools can be used to select specific data

Apply knowledge of a database to ask and answer real-world questions

Y5 Programming

Control a simple circuit connected to a computer.

Design write and create a program that uses selection.

Write programs including controlled loops.

Y6 Creating Media

Understand that web pages are written in HTML.

Plan a web page design.

Create a web page using software.

Use navigation paths and consider effective links.

Improve and edit work produced

Y6 Data and Information

Understand how spreadsheets organise data.

Manipulate data sets using spread- sheets.

Write and use formulas.

Calculate using spreadsheets.

History

(Chronology) I can place a non-European civilisation on a timeline along with major historical periods of the same time including British and European history.

(Similarity and differences) I can explain the differences in the lives of people from different social classes, cultures, religions or race.

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

(Cause and consequence) I can evaluate how a historical event impacted on one or more of the 4 key concepts.

(Significance) I can evaluate the impact of key historical people and events.

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



The Americas



R.E.

Debate differing faith views about the purpose of life; compare different possible answers and contrast with a secular view.

Explain and give examples of how people of different faiths respond to the question 'Who is god?'

Offer some answers to ultimate questions from different religious and non-religious perspectives.

Art

I can create a photo montage using secondary source photographs

I can use text and image together to create meaningful and powerful photo posters

I can understand abstract art through photography

I can develop a self-portrait from a photograph and translate it into a drawing

I can replicate the mood and expression of a painting through photography

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)

Geography

I can use a map to locate the worlds countries, including the countries of Europe and North and South America

I can identify the position of the Northern and Southern Hemisphere, the Equator and the Tropic of Cancer and Capricorn

I understand scale factor (Y5) / I can read and calculate distances from a scale (Y6)

I describe how some places are similar and dissimilar in relation to their human and physical features (including North or South America)

Languages

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

P.E.

Athletics

Y5 To be able to control my body when taking off and landing

To be able to throw with accuracy

Y6 To be able to combine a range of running, jumping, throwing and catching techniques with control.

Net / Wall Games—Tennis

Y5 To develop techniques for ground strokes and volleys

To develop a backhand technique and use it in a game

To be able to serve overarm

Y6 To know where a shot should be aimed and show increasing accuracy

To use good hand/eye co-ordination when playing and serving

To use different shots in a game situation to outwit an opponent

Design and Technology

To analyse structural designs in terms of functionality, aesthetics and materials

To understand different methods of strengthening bridges

To practise a range of structural designs to create bridges

To generate ideas and design a structure (bridge) demonstrating my design from different perspectives

To use a range of appropriate tools competently and I can join and combine a range of materials competently

Jigsaw

Relationships

I can explain how to stay safe when using technology to communicate with my friends. (Y5)

I can recognise and resist pressure to use technology in ways that may be risky or cause harm to myself or others. (Y5)

I can recognise when people are trying to gain power or control. (Y6)

I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control. (Y6)

Changing Me

I can describe how boys and girls bodies change during puberty. (Y5)

I can describe how I feel about the changes that will happen to me during puberty. (Y5)

I can describe how a baby develops from conception, through the nine months of pregnancy, and how it is born. (Y6)

I recognise how I feel when I reflect on the development and birth of a baby. (Y6)