

Science

Forces

To identify the effects of air resistance, water resistance and friction that act between moving surfaces.

To explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.

To recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.

Light

To explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.

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

Working Scientifically

To 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.

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

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

To plan and carry out scientific enquiry using a range of scientific equipment and variables in order to answer questions.

To identify scientific evidence that has been used to support or refute ideas or arguments.

To use test results to make predictions to set up further comparative and fair tests.

To report and present findings from enquiries including conclusions, explanations, data and diagrams.

Computing

Y5 Vector Drawing

Understand what makes digital content effective.

Create digital content for a specific purpose

Improve and edit work produced

Y6 Variables in Games / Sensing

Understand what variables are.

Know how to use variables in programs.

Write a purposeful program using variables

Debug, improve and evaluate projects

Write code to control a device for a purpose

Install software onto hardware

R.E.

Expressions of Faith

Demonstrate understanding of how people express their identity and their spirituality through symbols and actions

Christmas

Make connections between the beliefs that underpin different celebrations, forms of worship, pilgrimages and rituals.

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

History

I know about and can explain the influence that Ancient Greek culture had on the world (relating to the key concepts)

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

I can explain the major achievements of one of the earliest civilisation (e.g. Egypt). (relating to the key concepts)

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

P.E.

Rugby

To be able to gain possession by working as part of a team

To be able to pass in different ways

To be able to choose a tactic for defending and attacking

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

GROOVY GREEKS

Art

Knowledge of artists and Designers

I can research and develop the techniques of great artists and designers and apply this in my own work

I understand how a chosen artist or art form has contributed to the culture and/or history of a nation

Exploring and Developing ideas

I can investigate different starting points for my work and choose which idea to develop further

I am able to use art to express an emotion and say why I have used my chosen materials

I record my thoughts and ideas in a sketchbook to develop and refine techniques, including some annotations

Making skills: Drawing, painting, mixed media and 3D

I can draw using precision, perspective and detail

I can control brush strokes and apply tints and shades when painting

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I can extend my ability to describe and model form in 3D using a range of materials

Geography

Geographical skills and fieldwork

Use digital mapping technology (GIS) to trace physical features of an area Y5

Locational knowledge

I can use a map to locate the world's countries, including the countries of Europe and North and South America 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 Y5/6

Place knowledge

I describe how some places are similar and dissimilar in relation to their human and physical features (including a region in a European Country) (Y5)

Human and physical geography

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

PHSE

Y5 Being me in my World

I can face new challenges positively and know how to set personal goals.

I understand my rights and responsibilities as a citizen of my country.

I understand my rights and responsibilities as a citizen of my country and as a member of my school.

I can make choices about my own behaviour because I understand how rewards and consequences feel.

I understand how an individual's behaviour can impact on a group.

I understand how democracy and having a voice benefits the school community and know how to participate in this.

Y5 Celebrating Difference

I understand that cultural differences sometimes cause conflict.

I understand what racism is.

I understand how rumour-spreading and name-calling can be bullying behaviours.

I can explain the difference between direct and indirect types of bullying.

I can compare my life with people in the developing world.

I can understand a different culture from my own.

Y6 Being me in my World

I can identify my goals for this year, understand my fears and worries about the future and know how to express them

I know that there are universal rights for all children but for many children these rights are not met

I understand that my actions affect other people locally and globally

I can make choices about my own behaviour because I understand how rewards and consequences feel and I understand how these relate to my rights and responsibilities

I understand how an individual's behaviour can impact on a group

I understand how democracy and having a voice benefits the school community

Y6 Celebrating difference

I understand there are different perceptions about what normal means.

I understand how being different could affect someone's life.



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

Design and Technology

I can generate and develop ideas using computer aided design.

I can suggest points for modification and improvement in my own and peers' work.

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

I can write a program to monitor the ambient temperature and coding an (audible or visual) alert when the temperature rises above or falls below a specified range.

I can explain some of the ways in which one person or a group can have power over another.

I know some of the reasons why people use bullying behaviours.

I can give examples of people with disabilities who lead amazing lives.

I can explain ways in which difference can be a source of conflict and a cause for celebration.

