

## Computing

### **Class JS—Systems and searching:**

Understand what a digital system is.

Recognise the role of computer systems in our lives

Understand that the internet forms part of some systems.

Develop from the understanding of the internet to understand what the WWW is.

Be able to carry out specific searches on the WWW.

Understand how search engines work.

### **Year 6—Communication and Collaboration:**

Know what an IP address is.

Know that the internet can be used to communicate.

Understand how systems and networks enable collaborative working.

Be able to work collaboratively online.

Evaluate methods of online communication

Understand how to stay safe when communicating online.

## 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

### **Evaluating:**

I use language specific to a range of techniques to identify effective or less effective features and use this to inform my own work



# Our World Classes JS, CM, CH

## Design and Technology

I can generate and develop ideas using pattern pieces and computer aided design.

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

I can select appropriate tools and equipment for particular tasks.

I use a range of appropriate tools competently.

I can join and combine a range of materials competently.

I can evaluate appearance and function against original criteria.

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

I can describe mechanisms that can be used to change the type of motion.

## Geography

### **Geographical skills and fieldwork**

I collect and accurately measure information (e.g. rainfall, temperature, wind speed etc...) Y6

I can use my observations and data from fieldwork to draw conclusions supported by my geographical knowledge (Y5)

I can present my findings from fieldwork using appropriate terminology, graphs and tables and draw conclusions based on evidence. Y6

### **Human and physical geography**

I can describe and explain the key physical features of different climate zones, biomes and vegetation belts Y6

I understand that climate is the usual condition of the weather, rainfall, humidity and the wind in place. Y6

I know the key features of each of the 6 main climates and landscapes (polar, temperate, arid, tropical, Mediterranean and tundra) Y6

### **Responsibility**

I understand the concept of food miles and the impact this can have on the environment Y5

I understand the concept and impact of deforestation on a local and global scale Y6

## Spanish

**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)

## 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)

## PE

### **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

### **Football:**

To be able to dribble, pass and receive and shoot a ball with control

To track an opponent and track them down

To find space away from others

To understand my role as attacker and defender

### **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

## R.E.

I can identify the origins and make connections between faith teachings.

I can give a considered response to the challenges of following a faith.

I can explain how the disciples reacted to the resurrection of Jesus.

## Science

### **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.

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. (Working Scientifically)

To identify scientific evidence that has been used to support or refute ideas or arguments. (Working Scientifically)

To raise further questions that could be investigated, based on data and observations. (Working Scientifically)

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

### **Earth in Space**

To describe the movement of the Earth, and other planets, relative to the Sun in the solar system.

To use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.

To describe the movement of the Moon relative to the Earth.

To learn about a key figure in science.

To report and present findings from enquiries including conclusions, explanations, data and diagrams. (Working Scientifically)

To use test results to make predictions to set up further comparative and fair tests. (Working Scientifically)

## 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

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

I understand what it means to be emotionally well and can explore people's attitudes towards mental health/illness

I can recognise when I feel stressed and the triggers that cause this and I understand how stress can cause alcohol misuse