

Computing

Yr5 Summer 1.

- To control a simple circuit connected to a computer
- To write a program that includes count-controlled loops
- To explain that a loop can stop when a condition is met, eg number of times
- To conclude that a loop can be used to repeatedly check whether a condition has been met
- To design a physical project that includes selection
- To create a controllable system that includes selection
- To explain how selection is used in computer programs
- To relate that a conditional statement connects a condition to an outcome
- To explain how selection directs the flow of a program
- To design a program which uses selection
- To create a program which uses selection
- To evaluate my program

Yr5 Summer 2

- To explain how selection is used in computer programs
- To relate that a conditional statement connects a condition to an outcome
- To explain how selection directs the flow of a program
- To design a program which uses selection
- To create a program which uses selection
- To evaluate my program

Yr6 Summer 1

- To use a computer to create and manipulate three-dimensional (3D) digital objects
- To compare working digitally with 2D and 3D graphics
- To construct a digital 3D model of a physical object
- To identify that physical objects can be broken down into a collection of 3D shapes
- To design a digital model by combining 3D objects
- To develop and improve a digital 3D model

Yr6 Summer 2

- To create a program to run on a controllable device
- To explain that selection can control the flow of a program
- To update a variable with a user input
- To use an conditional statement to compare a variable to a value
- To design a project that uses inputs and outputs on a controllable device
- To develop a program to use inputs and outputs on a controllable device

R.E.

- I can identify and explain why people may participate in a pilgrimage
- I can describe and show understanding of actions carried out by a pilgrim.

History

- I can research and share my knowledge with others about a key aspect or theme in British history from after 1066 (eg: the power of the monarchy, crime and punishment, World War II etc...) (relating to the key concepts)

Science

Classification

- To group, classify and identify plants, animals and micro-organisms using keys or other methods based on their observable features.
- To record data and results using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. (Working Scientifically)
- To draw conclusions, explain and evaluate my methods and findings, communicating these in a variety of ways. (Working Scientifically)
- To identify scientific evidence that has been used to support or refute ideas or arguments. (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 (i.e. observing changes over different periods of time, noticing patterns, grouping and classifying things, carrying out comparative and fair tests, and finding things out using a wide range of secondary sources).

Life Cycles and Food Chains

- To describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.
- To learn about a key figure in science.
- To report and present findings from enquiries including conclusions, explanations, data and diagrams. (Working Scientifically)
- To identify scientific evidence that has been used to support or refute ideas or arguments. (Working Scientifically)

Art

Making skills: Drawing

- I can learn and apply new drawing techniques
- Knowing and applying formal elements: Pattern
- I can construct patterns through various methods to develop my understanding
- I can represent feelings and emotions through patterns
- Knowing and applying formal elements: Shape
- I can compose original designs by adapting and synthesising the work of others
- I can analyse and evaluate artists' use of shape

Making skills: Craft, design, materials and techniques

- I can create digital art
- Sketchbooks
- I can record experiments with media and try out new techniques and processes in sketchbooks
- Exploring and developing ideas
- I can investigate different starting points for my work and choose which idea to develop further
- I record my thoughts and ideas in a sketchbook to develop and refine techniques, including some annotations
- 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
- I can use my sketchbook to record experiments with media and to try out new techniques and processes
- Evaluating their own work
- I use annotations in my sketchbook to critically evaluate and develop my ideas
- I can give reasoned evaluations of my own and other's work which takes account of context and intention
- Creating original artwork; Identify similarities and differences to others' work; Reflecting
- I can express thoughts and feelings about familiar products and design new architectural forms, design and invent new products, link art work to literary sources

Geography

- I use Ordnance Survey symbols and 4 figure grid references
- Y5
- Locational knowledge
- I know countries that make up the European Union and name and locate their major cities. Y5/6
- Human and physical geography
- I can use maps, atlases, globes, and digital/computer mapping to locate countries and describe physical and human features.
- Y6

Design and Technology

- materials and shapes.
- Textiles—stuffed toys.**
- I can generate and develop ideas using pattern pieces.
- I can join and combine a range of materials competently.
- I can evaluate appearance and function against original criteria.
- 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 create a strong and secure blanket stitch to join fabric.

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

- 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)

PHSE

Yr5 Summer 1—Relationships

- To be able to compare different types of friendships and the feelings associated with them. To be able to also explain how to stay safe when using technology to communicate with your friends, including how to stand up for yourself, negotiate and to resist peer pressure.

Yr5 Summer 2—Changing me.

- To be able to explain how boys and girls change during puberty and why looking after yourself physically and emotionally is important.
- To be able to also summarise the process of conception.

Yr6 Summer 1—Relationships

- To be able to identify when people may be experiencing feelings associated with loss and also recognise when people are trying to gain power or control.

Yr6—Summer 2—Changing me

- To be able to describe how a baby develops from conception through the nine months of pregnancy, and how it is born.

PE

Tennis/Cricket

- 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
- 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

Athletics/OAA

- To be able to combine a range of running, jumping, throwing and catching techniques with control.
- To be able to lead an effective warm up for a group
- 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



Peace and conflict

Y5/6