

Computing

Y5

To identify that drawing tools can be used to produce different outcomes

To create a vector drawing by combining shapes

To use tools to achieve a desired effect

To recognise that vector drawings consist of layers

To group objects to make them easier to work with

To evaluate my vector drawing

Y6

To define a ‘variable’ as something that is changeable

To explain why a variable is used in a program

To choose how to improve a game by using variables

To design a project that builds on a given example

To use my design to create a project

To evaluate my project

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

R.E.

I can express understanding of the key concepts underpinning different faiths, linking sources of authority to belief.

I can articulate the responses of different religious and non-religious worldviews to ethical questions, including ideas about what is right and wrong and what is just and fair.

Art

To evaluate and analyse creative work using the language of art, craft and design

To understand that art can have both meaning and message

To create a symmetrical, abstract art form

To use visual symbols to create a meaningful message

To evaluate and analyse creative works using the language of art, craft and design

To use drama as a tool to explore the meaning behind a piece of artwork

To develop ideas for 3D work through drawing and visualisation in 2D.

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

Spanish

En el colegio

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)

Science

Y5 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.

Y5 Materials

To give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.

To give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic. To report and present findings from enquiries including conclusions, explanations, data and diagrams. (Working Scientifically) To plan and carry out scientific enquiry using a range of scientific equipment and variables in order to answer questions. (Working Scientifically)

Y6 Circulatory system

To identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.

To learn about a key figure in science.

Y6 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 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)

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

Geographical skills and fieldwork

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

Human and physical geography

I can describe and explain the key physical features of rivers and how they have shaped the land (Y5)

I can name and locate many of the world’s famous rivers and explain why most cities are situated by rivers (Y5)

I can explain the key aspects of the water cycle (Y5)

Design and Technology

Bridges

1. I can identify beam and arch bridges. I can create a range of beam and arch bridge designs. I can identify stronger and weaker structures. I can find different ways to reinforce structures

2. I can identify arch, beam and truss bridges. I can use triangles to create truss bridges and test them. I understand how triangles can be used to reinforce bridges

3. I can build a wooden truss bridge. I can measure and mark out accurately on wood. I can select appropriate tools and equipment for particular tasks. I can follow health and safety rules. I can explain why selecting appropriating materials is an important part of the design process.

4. I can complete my wooden truss bridge. I can identify points of weakness and reinforce them as necessary following testing. I can evaluate my truss bridge against a specification

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.

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.

PE

Autumn 1 Basketball / Football / Dance

Y5 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

To be able to compose my own dances in a creative ways

To be able to perform to an accompaniment

To be able to perform a dance which shows clarity, fluency, accuracy and consistency

Y6 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

To be able to develop sequences in a specific style

To be able to choose my own music and style

To be able to perform dances using simple movement patterns


Autumn 2 Rugby / Gymnastics / Team Comps

Y5 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. To be able to include change of speed and direction with control whilst jumping. To be able to include a range of shapes in a sequence through different rolls. To be able to work with a partner or individually to create, repeat and improve a balancing sequence with at least three phases.

Y6 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.



Ancient Egypt

Y5/6

device .

