

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

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

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.

I use annotations in my sketchbook to critically evaluate and develop my ideas

Computing:

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

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

Geography:

Geographical skills and fieldwork

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

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)

Peace and conflict (Year 6)



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).

Electricity

To use recognised symbols when representing a simple circuit in a diagram.

To use simple apparatus to construct & control a series circuit, and describe how the circuit may be affected when changes are made to it.

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)

PSHE:

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.

Design and Technology:

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.

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)

R.E:

Does belief in Akirah (life after death help Muslims lead a good life?

I can give examples of times my choices have been influenced and may have changed when I considered the consequences that might follow.

I can explain how believing in Akhirah influences Muslims to do their best to lead good lives.

I can recognise what motivates or influences me to lead a good life and compare it with what motivates and influences Muslims.

Do beliefs in Karma, Samsara and Moksha help Sanatanis lead good lives?

I can express my views on life after death and start to explain how these views may make a difference to how I live my life.

I can explain some Sanatani beliefs about life after death.

I can express an opinion whether the Sanatani belief in reincarnation helps them lead good lives and explain why I think this.

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

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