



Art

I can create an accurate print design following criteria.

I can use images, which I have created, scanned and found; altering them where necessary to create art.

Anglo Saxons and Vikings

Design

Technology

I can produce a detailed, step-by-step plan.

I show that I can be both hygienic and safe in the kitchen.

History

I can create timelines, which outline the development of specific features, such as medicine; weaponry; transport, etc.

I can explain the role that Britain has had in spreading Christian values across the world

I can appreciate how historical artefacts have helped us understand more about British lives in the present and past

I can research the life of one person who has had an influence on the way Britain is divided into four separate countries

I can recognise that Britain has been invaded by several different groups over time

I can research two versions of an event and say how they differ

I can summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently

I can understand as to how crime and punishment has changed over the years

Geography

I can find possible answers to my own geographical questions.

I can report on ways in which humans have both improved and damaged the environment.

I can explain how a location fits into its wider geographical location; with reference to physical features.

I can explain how people are trying to manage their environment.

I can record features of my local area using a sketch map.

Music

I can breathe in the correct place when singing.

I can change sounds or organise them differently to change the effect.

I can use the techniques and structures of famous composers to organise my work.

I can explain why I think music is successful or unsuccessful.

Year 5 Autumn



Computing

To gain a greater understanding of the impact that sharing digital content can have. To review sources of support when using technology.
 To review children's responsibility to one another in their online behaviour
 To know how to maintain secure passwords.
 To understand the advantages, disadvantages, permissions and purposes of altering an image digitally and the reasons for this.
 To be aware of appropriate and inappropriate text, photographs and videos and the impact of sharing these online.
 To learn about how to reference sources in their work To search the Internet with a consideration for the reliability of the results of sources to check validity and understand the impact of incorrect information. Ensuring reliability through using different methods of communication
 I can create a formula in a spreadsheet to convert m to cm.
 I can apply this to creating a spreadsheet that converts miles to km and vice versa.
 I can use a spreadsheet to work out which letters appear most often.
 I can use the 'how many' tool.
 I can use a spreadsheet to work out the area and perimeter of rectangles.
 I can use calculations to solve a real-life problem.
 I can create simple formulae that use different variables.
 can create a formula that will work out how many days there are in x number of weeks or years.
 I can use a spreadsheet to model a real-life situation and come up with solutions that can be practically applied
 To learn how to search for information on a database.
 To contribute to a class database.
 To create a database around a chosen topic.

RE

I can show an understanding of why people show commitment in different ways.
 I can describe how different practices enable Hindus to show their commitment to God and understand that some of these will be more significant to some Hindus than others.
 I can express why I think Hindus might choose different ways to show commitment to God.
 I can start to explain how 'true' could mean different things to different people, and how stories can be 'true' in different ways.

MFL

I can hold a simple conversation with at least 4 exchanges.
 I can substitute words and phrases.

Science

I can measure accurate and precisely using a range of equipment.
I can record data and results using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.
I can explain causal relationships in an enquiry.
I can compare and group materials based on their properties (e.g. hardness, solubility, transparency, conductivity, (electrical & thermal), and response to magnets).
I can explain how a material dissolves to form a solution; explaining the process of dissolving.
I can describe and show how to recover a substance from a solution.
I can describe how some materials can be separated.
I can demonstrate how materials can be separated (e.g. through filtering, sieving and evaporating).
I know and can demonstrate that some changes are reversible and some are not.
I can explain how some changes result in the formation of a new material and that this is usually irreversible (including changes associated with burning and the action of acid on bicarbonate of soda.)
I can discuss reversible and irreversible changes.
I can give evidenced reasons why materials should be used for specific purposes, including metals, wood and plastic.
I can describe and explain the movement of the Earth and other planets relative to the Sun.
I can describe and explain the movement of the Moon relative to the Earth.
I can explain and demonstrate how night and day are created.
I can describe the apparent movement of the sun across the sky.
I can relate the outcome from an enquiry to scientific knowledge.

PE

I can gain possession whilst working as a team
 I can pass the ball in different ways
 I can choose the best tactics for attacking and defending
 I can use a number of techniques to shoot, pass and dribble
 I can gain possession whilst working as a team
 I can pass the ball in different ways
 I can choose the best tactics for attacking and defending
 I can take a lead role in a team to ensure tactics are employed
 I can use strength and control when vaulting
 I can make complex and extended sentences on the vault
 I can perform consistently on the vault to different audiences
 I can combine action, balance and shape on a vault
 I can make complex or extended sequences of movements
 I can combine action, balance and shape
 I can perform consistently to different audiences
 I can perform a floor routine with a group using accurate, clear and consistent movements