



Art

I can identify and draw objects and use marks and lines to produce texture.

I can organise line, tone, shape and colour to represent figures and forms in movement

Music

I can use notation to record groups of pitches (chords).

I can choose the most appropriate tempo for a piece of music.

I can describe, compare and evaluate music using musical vocabulary.

I can maintain my part while others are performing their part.

I can suggest improvement to my own work and that of others.

Mayan

Civilisations

Design

Technology

I can come up with a range of ideas after collecting information from different sources.

I can explain how a specific product will appeal to a specific audience.

I can evaluate appearance and function against original criteria.

History

I can use dates and historical language in my work

I can use mathematical skills to work out exact time scales and differences as need be

I can make comparisons between historical periods; explaining things that have changed and things which have stayed the same

I can appreciate that some ancient civilizations showed greater advancements than people who lived centuries after them.

Geography

I can name a name and locate the 5 major biomes in the world using an atlas.

I can locate and name the main countries in South America on a world map and atlas.

I can begin to recognise the climate of a given country according to its location on the map.

I can explain the vegetation belts in a locality

I can name and locate many of the world's most famous mountainous regions in an atlas.

Year 5 Spring



Computing

- To review coding vocabulary.
- To use a sketch or storyboard to represent a program design and algorithm.
- To use the design to create a program.
- To design and write a program that simulates a physical system.
- To review the use of number variables in 2Code.
- To explore text variables.
- To create a playable, competitive game.
- To combine the use of variables, If/else statements and Repeats to achieve the desired effect in code.
- To read code so that it can be adapted, personalised and improved.
- To explore the launch command and use buttons within a program that launch other programs or open websites.
- To create a program to inform others.
- To set the scene.
- To create the game environment.
- To create the game quest.
- To finish and share the game
- To evaluate their and peers' games.

RE

- I can describe some of the characteristics that make me me even when I am playing different roles.
- I can make links between Hindu beliefs regarding Brahman and gods with how they choose to live their lives, (assessed through Activity Sheet 2).
- I can express my understanding of how Brahman can/ cannot be in everything.
- I can give an example of someone with a strong sense of purpose for their life and give my opinions on this.
- I can start to explain whether God intended Jesus to be crucified or whether Jesus' crucifixion was the consequence of events during Holy Week.

MFL

I can use the context to work out unfamiliar words.

Science

- I can plan different types of scientific enquiry.**
- I can control variables in an enquiry.**
- I can use the outcome of test results to make predictions and set up a further comparative fair test.**
- I can report findings from enquiries in a range of ways.**
- I can explain a conclusion from an enquiry.**
- I can explain what gravity is and its impact on our lives.**
- I can identify and explain the effect of air resistance.**
- I can identify and explain the effect of water resistance.**
- I can identify and explain the effect of friction.**

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
- I can research different styles of dance
- I can perform different styles of dance clearly and fluently
- I can design a warm up dance to be used by younger children
- I can recognise and comment on dances, showing an understanding of style
- I can suggest ways to improve my own and other people's work
- I can plan and perform dances confidently