



Science

I can plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.

I can explain casual relationships in an enquiry.

I can record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.

I can use test results to make predictions to set up further comparative and fair tests.

I can report and present findings from enquiries.

I can identify scientific evidence that has been used to support or refute ideas or arguments.

I can describe the life cycle of different living things, e.g. mammal, amphibian, insect, bird.

I can describe the differences between different life cycles.

I can describe the process of reproduction in plants.

I can describe the process of reproduction in animals.

I can create a timeline to indicate stages of growth in humans.

History Tudors and Stuarts

I can use artefacts to ask questions about Tudor England.

I can identify the results of a major historical event.

I can use evidence and various historical sources to draw conclusions about a significant historical figure.

I can discuss why people and events from a particular time in the past were important, placing them within a historical sequence.

I can compare and contrast a society in the past with my own and contribute to a discussion of the similarities and difference.

I can describe historical events from the different period/s they are studying/have studied.

I can appreciate that significant events in history have helped shape the country we have today.

I can appreciate that wealthy people would have had a very different way of living which would have impacted upon their health and education.

Geography South America

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.

I can locate the Tropic of Cancer and Tropic of Capricorn.

I can explain how a location (North/South America) fits into its wider geographical location with reference to human and economical features. (Natural resources, trade links)

Art

I can successfully use shading to create mood and feeling.

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I can express emotion in my art.

I can research the work of an artist and use their work to replicate a style.

MUSIC

I can contrast the work of a famous composer and explain my preferences.

I can improvise within a group using melodic and rhythmic phrases.

I can compose music, which meets specific criteria.

I can use my music diary to record aspects of the composition process.



RE

I can start to express my own views about life after death.
I can compare Hindu and Christian beliefs relating to life after death and tell you how these make a difference to believers' lives.
I can express my own views about Hindu beliefs and whether they make sense to me or not.
I can show an understanding of why people show commitment in different ways.
I can describe how different practices enable Christians to show their commitment to God and understand that some of these will be more significant to some Christians than others.
I can explain why I think some ways of showing commitment to God would be better than others for Christians.

MFL

I can write a paragraph of 2-3 sentences.
I can use my knowledge of grammar to speak correctly.

DT

I can suggest alternative plans; outlining the positive features and drawbacks.
I can use a range of tools and equipment competently.
I can make a prototype before make a final version.

Computing

Data Bases

I can learn how to search for information on a database.
I can contribute to a class database.
I can create a database around a chosen topic

3D Modelling

I know about 2Design and Make.
I can explore the effect of moving points when designing.
I understand designing for a purpose
I understand printing and making.

Concept Maps

I understand the need for visual representation when generating and discussing complex ideas.
I understand and use the correct vocabulary when creating a concept map.
I can create a concept map
I understand how a concept map can be used to retell stories and information.
I can create a collaborative concept map and present this to an audience.

PE

I can confidently use forehand and backhand with a racquet
I can confidently keep a ball moving in a rally with a partner
I can use my knowledge of space when in a rally
I can begin to apply tactics to a game situation
I can begin to explain the rules of a simple game of tennis to a partner

I can swim competently, confidently and proficiently over a distance of at least 25 metres
I can use a range of strokes effectively
I can perform safe self-rescue in different water-based situations



Reading Comprehension

I can use intonation to make the meaning clear.

I can recommend books that I have read giving reasons for my choices.

I can prepare poems and play to read aloud, showing understanding through intonation, tone and volume.

I can learn a wider range of poetry by heart.

I can continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books

Word Reading

I can apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.

Writing

I can use dictionaries to check the spelling and meaning of words.

I can write precise longer passages.

I can use a wide range of devices to build cohesion within and across paragraphs.

I can assess the effectiveness of my own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.

I can ensure the consistent and correct use of tense throughout a piece of writing.

I can recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.

I can use passive verbs to affect the presentation of information in a sentence.

I can use the perfect form of verbs to mark relationships of time and cause.

I can use the grammar for years 5 and 6 in English.

I can use and understand the grammatical terminology in English accurately and appropriately in discussing my writing and reading.

Spelling

I can use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically.

I can spell words with 'silent' letters: k, w, b, t, h and s.

I can read and spell homophones and other words that are often confused

Speaking and Listening

I am beginning to use hypothetical language to consider more than one possible outcome or solution.

I can perform my own compositions, using appropriate intonation and volume so that meaning is clear.

I can perform poems and plays from memory, making careful choices about how I convey ideas. I adapt my expression and tone.



Maths

I know that angles are measured in degrees.

I can draw given angles and measure them in degrees.

I can estimate and compare acute, obtuse and reflex angles.

I can identify angles at a point on a straight line and $1/2$ a turn (total 180 degrees).

I can identify angles at a point and one whole turn (total 360 degrees).

I can identify angles, which are other multiples of 90 degrees.

I can convert between different units of metric measures and estimate volume and capacity.

I can calculate and compare the areas of squares and rectangles including using standard units (cm^2 and m^2).

I can understand and can use approximate equivalences between metric units and common imperial units such as inches, pounds and pints.

I can estimate the area of irregular shapes.

I can solve problems involving converting between units of time.

I can use all four operations to solve problems involving measure (for example, length, mass, volume, money) using decimal notation, including scaling.

I can identify 3-D shapes, including cubes and other cuboids, from 2-D representations.

I can use the properties of rectangles to deduce related facts and find missing lengths and angles.

I can distinguish between regular and irregular polygons based on reasoning about equal sides and angles.

I can identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.

I can multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.

I can read, write, order and compare numbers with up to three decimal places.