

Cultural Capital Opportunities: Magic Door Education visit

WORLD WAR TWO

Writing

I can use of the semi-colon, colon and dash to mark the boundary between independent clause
 I can select vocabulary and grammatical structures that reflect what the writing requires.
 I can begin to use a range of devices to build cohesion.
 I can write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing.)

Maths

I can explain the place value and order and compare numbers up to 10, 000, 000 determine the value of each digit.
 I can round any whole number to a required degree of accuracy
 I can use negative in context, and calculate intervals across zero.
 I can solve number and practical problems that involve all of the above..
 I can perform mental calculations, including with mixed and large numbers.
 I can use their knowledge of the order of operations to carry out calculations involving the four operations.

Reading

I can read aloud and understand the meaning of new words that are on the Year 6 spelling lists
 I can read, enjoy, discuss books that are structured in different ways and for different purposes such as for fun or research.
 I can discuss and compare themes, structures, issues, characters and plots within a book and between different books.
 I can retrieve and record information from non-fiction texts.
 I can understand what is being read by summarising the main ideas drawn from more than one paragraph, identifying the key points drawn from the text.

Art - Drawing/Painting - Paul Nash

I can demonstrate a secure knowledge of complementary and contrasting colours.
 I can choose appropriate paint, paper and implements to adapt and extend my work.
 I can generate ideas from stimuli (significant historical/contemporary creative practitioners' work/other), using sketch books to support work
 I can consider creative practitioners' reasons for working
 I can consider similarities/difference between the kinds of work creative practitioners' create
 I can describe how I might develop my work further
 I can consider how a piece of artwork has been created

Music

I can sing a broad range of songs as part of a choir, including those that involve syncopated rhythms
 I can sing observing rhythm, phrasing, accurate pitching and appropriate style.
 I can sing with and without an accompaniment
 I can demonstrate and maintain good posture and breath control whilst singing
 I can sing expressively, with attention to dynamics and articulation (WD)
 I can sing syncopated melodic patterns (WD)
 I can copy back simple rhythmic patterns using minims, crotchets, quavers, semiquavers, semibreves and their rests
 I can copy back simple rhythmic patterns using dotted minims, dotted crotchets and dotted quavers (WD)
 I can copy back simple melodic patterns (up to seven notes including # and b)
 I can talk about feelings created by the music
 I can justify a personal opinion with reference to Musical Elements
 I can identify the musical style of a song using some musical vocabulary to discuss its Musical Elements
 I can identify a range of instruments by ear
 I can discuss the structure of the music (Y5 + instrumental break)
 I can explain a bridge passage and its position in a song
 I can identify major and minor tonality, chord triads I, IV and V, and intervals within a major scale (WD)
 I can identify 2/4, 3/4, 6/8 and 5/4 metre (WD)
 I can recognise a range of styles and any key musical features that distinguish the style

PSHE

I can know about universal rights for all children but for many children these rights are not met and that my actions affect other people locally and globally.
 I can identify my goals for this year, understand my fears and worries and know how to express them.
 I can make my own choices about my own behaviour because I understand rewards, consequences and my rights and responsibilities whilst understanding how individuals behaviour can impact a group and having a voice benefits the democracy of the school community.
 I can understand that we were created individually by God who cares for us and wants us to put our faith in Him and that lots of changes will happen during puberty, it might feel confusing, but it is all part of God's great plan.
 I can understand that there are different perceptions of what normal means and that 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.

RE - The Kingdom of God

I can know about the Kingdom of God.
 I can understand that everyone is invited into the Kingdom of God.
 I can understand the words and deeds necessary to show our commitment to the Kingdom.
 I can understand the variety of responses to the Kingdom.
 I can know that Jesus has compassion on all who suffer.
 I can know about people who helped to spread the Kingdom of God.

D.T Electrical Systems - Steady Hand Game

I can construct a stable base for a game
 I can accurately cut, fold and assemble a net
 I can make and test a circuit, incorporating it into a base

Computing - Programming

I can identify a variable in an existing program
 I can experiment with the value of an existing variable
 I can decide where in a program to set a variable
 I can update a variable with a user input
 I can use an event in a program to update a variable
 I can use a variable in a conditional statement to control the flow of a program (WD)
 I can use the same variable in more than one location in a program (WD)

History

I can add details to the timeline during the ongoing study of WW2 to show how people's lives changed during this time.
 I can show historical perspective by placing knowledge into context, showing connections between national and international history. Inclusive of economic, military, political, religious and social history.
 I can interpret and evaluate a source of information about the local area, assess its usefulness and if there is any bias.
 I can understand how knowledge of the past is constructed from a range of sources for local history.
 I can show independence and the ability to make discerning choices of which sources or pieces of information to use when researching my own questions.
 I can follow the cycle of historical enquiry by stating what they already know, finding the most relevant question to investigate, and evaluating how to analyse and present the information.
 I can understand how the past can have an impact on a local area and life today.
 I can show an understanding of what life was like for people living in the area in the past whilst making connections between regional, national and international history.
 I can understand the complexity of people's lives, the process of change, diversity of societies and relationships between different groups.
 I can use appropriate sources and organise information to produce structured written work.
 I can ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective and judgement.

Science - Light

I can recognise that light appears to travel in straight lines
 I can use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye
 I can 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
 I can use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them
 I can plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
 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 report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations
 I can identify scientific evidence that has been used to support or refute ideas or arguments

PE - Creating and Closing Space

Tag Rugby
 I can use agility and tactics to dodge and evade defenders to create space.
 I can use the correct passing technique consistently.
 I can apply concepts of attacking and defending to create and close space.
 I can adapt attacking or defending tactics to improve performance with a focus on creating or limiting space.
 I can identify space and work as a team to maximise attacking.
 I can evaluate the type of pass used, including

Spanish

I can recall phrases to talk about myself and my feelings
 I can give a simple description about myself
 I can remember and use numbers to 60
 I can understand "o'clock" time phrases
 I can talk about my daily routine in Spanish
 I can answer questions about my daily routine
 I can understand and say some nouns for rooms in the house.

Geography

I can know how aspects have changed over time.
 I can understand how pivotal moments in history can impact physical and human geography.
 I can understand which countries were impacted and invaded during WW2.
 I can use atlases to find out more about the UK including counties and cities.

Topic Driver - History

Key Question: Is war always a negative event?

British Values Opportunities