

Cultural Capital Opportunities: Tatton Park

Writing

Vehicle Text C: The Hound of the Baskervilles by Arthur Conan Doyle
I can write a cliffhanger narrative.
I can write a formal event report.

Maths

I can understand and apply my knowledge of a range of Geometry, including; volume, area, perimeter, a range of different shapes, position and movement, translations and angles.

History

Victorians

I can place significant events on the timeline throughout the study as an ongoing activity.
I can establish a clear narrative across the Victorian Period. eg the development of industry.
I can make contrast between the Victorian and Benin period.
I can know how Britain was influenced by the wider world.
I can understand the difference between Primary and Secondary sources and begin to evaluate their reliability.
I can understand the complexities of people's lives, diversity of society and the relationship between different groups.
I can understand the cause and consequence of the industrial revolution.
I can understand how laws and justice systems introduced at the time were designed to exert control over different elements of society.
I can understand the importance of the monarch during the Victorian period.
I can understand the difference in living standards across various groups of society.
I can understand the impact the Industrial Revolution had on today.
I can use key historical vocabulary in a variety of written responses or descriptions of the Victorian period.

Topic Driver
The Victorians

Key Question

Opportunities to apply British Values

What is the role of the British Empire in the rest of the World?

Music

I can sing in unison and parts, and as part of a smaller group
I can sing 'on pitch' and 'in time'
I can sing a second part in a song.
I can talk confidently about how connected you feel to the music and how it connects in the world.
I can sing expressively, with attention to breathing and phrasing (WD)
I can develop confidence as a soloist (WD)
I can copy back simple rhythmic patterns using minims, crotchets, quavers, semiquavers and their rests
I can copy back simple melodic patterns (up to seven notes)
I can find and demonstrate the steady beat
I can identify the musical style of a song or piece of music
I can identify instruments by ear and through a range of media
I can discuss the structure of the music (verse, chorus, bridge, repeat signs, chorus and final chorus, improvisation, call and response, and AB form)
I can recall by ear memorable phrases heard in the music
I can know and understand what a musical introduction is and its purpose
I can identify major and minor tonality (WD)

D.T

Topic 5 – Electrical Systems - Doodlers
I can make a functional series circuit
I can map out where different components of the circuit will go

Spanish

I can recall and use familiar vocabulary to understand simple information about planets.
I can create an imaginary planet and make a poster with information about it.
I can understand the nouns for items I take to the beach.
I can recall some sentence starters and use them to talk about the seaside.
I can understand and say persuasive sentences about visiting the seaside.
I can create extended sentences about visiting the seaside.
I can read and understand facts about the seaside.
I can apply my language detective skills to learn another language.

Reading

I can understand what I am reading by checking the text makes sense by discussing my understanding of meaning and new words.
I can read aloud and understand the meaning of at least half the words on the Y5/6 list.

Victorians

PSHE

I can understand the principles of Catholic Social Teaching and that God formed them out of love, to know and share His love with others.
I can learn to apply the principles of Catholic Social Teaching to current issues and find ways in which they can spread God's love in their community.
I can understand that I will need money to help me achieve some of my dreams.
I can know about a range of jobs carried out by people I know and have explored how much people earn in different jobs.
I can identify a job I would like to do when I grow up and understand what motivates me and what I need to achieve.
I can describe the dreams and goals of young people in a culture different to mine.
I can understand that communicating with someone in a different culture means we can learn from each other and I can identify a range of ways that we could support each other.
I can encourage my peers to support young people here and abroad to meet their aspirations, and suggest ways we might do this e.g through sponsorship.

Art

Topic 5 – Printing – William Morris
I can create and arrange accurate patterns
I can use relief and impressed printing processes
I can begin to select the most suitable method of printing for a task
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

P.E.

Athletics

I can perform a long-jump and triple-jump with the correct technique.
I can pace myself over different distances.
I can the correct over-arm throw technique for distance.
I can develop the shot put technique and apply it with some accuracy and control.
I can use a linked combination of jumping techniques with control.
I can perform the technique for a shot put throw using a small ball.
I can understand how to improve stamina.

Computing

Topic 5 – Creating Media – Vector Drawing
I can add an object to a vector drawing. I can delete objects. I can move objects between the layers of a drawing. I can group and ungroup objects. I can duplicate objects using copy and paste. I can modify objects. I can reposition objects. I can combine options to achieve a desired effect.

RE

Other Faiths

I can know that the Church teaches about other faiths.
I can understand what we believe about our Catholic Faith.
I can know some important Jewish beliefs.
I can know about some Jewish celebrations.
I can know some of the beliefs we share with Jews and the differences between us.
I can know some significant Muslim beliefs.
I can understand some important practices of Muslims.
I can know some of the beliefs we share with Muslims and some of the differences between us.