

Cultural Capital Opportunities: Classification Workshop

Living Things and Their Habitats

P.E.

I can select and use a range of sitting, standing, support and lying shapes in a sequence.
I can use rotations to increase the difficulty of a straight jump.
I can use large body parts (head) to perform a well controlled balance.
I can change starting and finishing positions of a roll to increase the difficulty.
I can assess the effectiveness of a performance.

Computing

Creating Media – Web Page Creation

I can review an existing website
I can add text to a web page, setting the style and changing the appearance of the text
I can embed media in a web page
I can add web pages to a website
I can insert hyperlinks between pages and to

The Way, The Truth and The Life Jesus the Messiah

I can deepen our understanding of Jesus.
I can understand that Jesus is the Messiah. I can know about the final journey that Jesus made to Jerusalem.
I can know about the events of Holy Thursday.
I can know about the crucifixion of Jesus. I can deepen our understanding of the Resurrection.
I can know about the Holy Week ceremonies in church.

Topic Driver: Living Things and their Habitats

Key Question: Is being categorised a positive thing?

Opportunities to apply British Values

Maths

I can use, read and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places.
I can solve problems where units of measure need to be converted more than once.
I can convert between miles and kilometres.
I can reason about the area and perimeter of shapes.
I can solve reasoning statements about area and volume.

Art

Printing – Henri Rousseau

I can identify different printing methods
I can make decisions about the effectiveness of printing methods
I can make a positive and negative print
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

Reading

I can explain my views using evidence from the text.
I can retrieve and record information from non-fiction texts.
Can I discuss and evaluate how authors use language, including figurative language and its impact on the reader. Can I discuss ideas, events, structures, issues and plots across a wide range of writing.
Can I read, enjoy, discuss and understand a wide range of books.

Science

Living Things and their Habitats / Looking after our Environment

I can describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals
I can give reasons for classifying plants and animals based on specific characteristics
I can plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
I can take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
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, 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

Music

Improvise

I can improvise over a groove, responding to the beat and creating a satisfying melodic shape with varied dynamics and articulation
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

Spanish

I can plan and describe a new theme park. I can talk about my favourite things. I can design a poster about "La Feria de abril". I can learn some facts about the tapas culture in Spain. I can say and write what tapas I like/dislike and ask someone else about their likes and dislikes. I can ask for some tapas and drinks politely. I can identify and name traditional Spanish breakfast foods and drink.

Writing

I can write an effective first person descriptive text
I can write an effective suspense narrative
I can write an effective balanced argument.
I can use the following devices to improve my writing: I can use conjunctions I can use dialogue – to move the narrative forward.
I can precisely use of adverbs, adjectives and fronted adverbials. I can change formality – in narrative writing. I can use homophones correctly.
I can use a range of devices in non-narrative writing to organise it.

PSHE

I can deepen my understanding of the range and intensity of my feelings; that 'feelings' are not good guides for action and that **some behaviour is wrong, unacceptable, unhealthy or risky.**
I can understand that emotions change as I grow up (including hormonal effects) and that emotional well-being can include appreciating that beauty, art, etc. can lift the spirit; and that also openness with trusted parents/carers/teachers when worried ensures healthy well-being.
I can understand the difference between harmful and harmless videos and images, the impact that harmful videos and images can have on young minds and ways to combat and deal with viewing harmful videos and images.
I can recognise that images in the media do not always reflect reality and can affect how people feel about themselves and that thankfulness builds resilience against feelings of envy, inadequacy, etc. and against pressure from peers or media.
I can understand that human beings are different to other animals, the unique growth and development of humans, and the changes that girls will experience during puberty and the need to respect their bodies as a gift from God to be looked after well, and treated appropriately.
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