

Cultural Capital Opportunities: Speaker from MEAS

Writing

I can write a letter with persuasive features
I can use a range of informal and formal language structures
I can write using active and passive features when appropriate
I can write an effective narrative.
I can use colon, semicolon and a range of other punctuation devices to support my writing.
I can decide on effective vocabulary to have an impact on my reader.

Art

Textiles – DIALA BRISLEY

I can experiment with dyeing fabrics
I can overlap and layer different media to create texture, effect and colour
I can use a wide variety of stitching techniques.
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

Computing

Creating Media – 3D Modelling

I can position 3D shapes relative to one another
I can use digital tools to modify 3D objects
I can combine objects to create a 3D digital artefact
I can use digital tools to accurately size 3D objects
I can construct a 3D model which reflect a real world object

Spanish

I can pronounce some objects for the house.
I can use adjectives to describe rooms in the house.
I can say and write a sequence of sentences to make a story.
I can understand new nouns and use them to play a game.
I can use prepositions to say where things are.
I can understand and remember some sport nouns.

Topic Driver: Syria

Key Question: What would make you leave your family?

Opportunities to apply British Values:

Maths

I can use formal methods for 4x2 digit multiplication.
I can divide a 4 digit number by a 2 digit number.
I can compare and order fractions
I can add and subtract unlike fractions
I can multiply pairs of fractions
I can divide a fraction by a whole number

Reading

I can read, enjoy, discuss and understand a wide range of books, including from our literary heritage and books from other cultures and traditions
I can discuss ideas, events, structures, issues and plots across a wide range of writing
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
I can retrieve and record information from non-fiction texts
I can discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.

PSHE

I can know why some of the reasons why people use bullying behaviours.
I can give examples of people with disabilities who lead amazing lives.
I can explain ways in which difference can be a source of conflict and a cause for celebration.
I can understand how similarities and differences between people arise as I grow and mature, and that by living and working together we create community, and that self-confidence arises from being loved by God (not status, etc).
I can know my learning strengths and can set challenging, realistic goals for myself.
I can work out the learning steps I need to take to reach my goal and understand how to motivate myself to work on these.

P.E.

Basketball

I can perform a range of dodges and movements with more control and success.
I can successfully defend a player.
I can develop knowledge of the playing positions and their roles, as well as some of the key rules of the game
I can identify tactics that are not effective and suggest, as a team, how they can be improved.
I can identify appropriate changes in passing techniques that match different tactics i.e. keeping possession with shorter chest passes or creating space with longer overhead passes.
I can successfully apply skills and tactics that can

Geography

Asia

I can name, label and locate some countries in Asia.
I can describe in writing, supported by an annotated map, different environmental regions within Asia using Y6 level geographical vocabulary.
I can identify the position and significance of latitude, longitude, equator, N/S hemisphere, Tropics of Cancer and Capricorn, Arctic/Antarctic circle and time zones within the context of Asia.
I can understand geographical similarities and differences through the study of a region of the UK and Syria.
I can give reasons for the differences between the UK and Syria.
I can describe and understand Asia's key aspects of physical and human geography using precise geographical vocabulary.
I can use an atlas efficiently to support recognition of the countries, cities and major rivers of Asia and can transfer to an outline base map.
I can use geographical resources to describe key physical and human characteristics e.g. all the different environmental regions and major cities.

Asia

D.I

Structures - Playgrounds

I can measure, mark and cut wood to create a range of structures
I can use a range of materials to reinforce and add decoration to structures
I can manipulate materials and shapes to strengthen structures

The Way, The Truth and The Life

Justice

I can understand the meaning of justice.
I can know about some people who have been persecuted for speaking out about injustice.
I can know about some people who work for justice.
I can understand that we are all called to help each other.
I can know that Advent is a time when we prepare to celebrate the birthday of Jesus.
I can know about the Mystery of the Incarnation.

Music

Instrumental Performance

I can perform in up to four instrumental parts in a wider range of tonal centres
I can play and perform melodies following staff notation and using notes within an octave range
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

Science

I can associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit
I can compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches
I can use recognised symbols when representing a simple circuit in a diagram
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