

Cultural Capital Opportunities: Liverpool Philharmonic Trip

Writing

I can describe settings, characters and atmosphere in narratives
 I can integrate dialogue in narratives to convey character and advance the action.
 I can use a range of devices to build cohesion within and across paragraphs.
 I can use the range of punctuation taught at key stage 2 mostly correctly
 I can Spell correctly most words from the year 5 / year 6 spelling list and use a dictionary to check the spelling of uncommon or more ambitious vocabulary.

Maths

I can use, read and convert between standards 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

Darwin

I can draw a timeline to scale independently to show where the discoveries of Charles Darwin fit into the wider story of British History.
 I can devise an effective enquiry following the study of an artefact, documents, a visit to a significant local place/museum, a local walk or interview.
 I can not effects of changes, causes and consequences for all sections of society, and impact on their own life.
 I can devise increasingly historically valid, perceptive questions about change, cause and significance.

History

Music

Reading Notation

I can explore ways of representing high/low and long/short using notation
 I can explore standard notation, using dotted semibreves, dotted minims, minims, crotchets, quavers and semiquavers
 I can identify the name of the notes on lines and in spaces
 I can identify a flat sign and a sharp sign
 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

P.E.

Gymnastics

I can develop and consolidate the use of lying and standing shapes
 I can show high-quality of movement when performing a range of jumps (Straight, Star, Straddle, Tuck, Pike)
 I can show high-quality of movement when performing a range of rolling movements (sideways, pencil, shoulder, tuck, forward).
 I can perform rolls with control and body tension.
 I can link and move between different balances, showing control
 I can adapt travelling movements when on floor or apparatus

Art

Digital Media (with drawing) – Edward Linley Sambourne

I can produce accurate drawings from observation.
 I can show an awareness of composition, scale and proportion.
 I can scale up and down images.
 I can create, edit and manipulate images, incorporating text
 I can sculpt virtually to create more complex objects.
 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

Evolution and Inheritance

PSHE

I can identify problems in the world that concern me, talk to other people about them and work with other people to help make the world a better place.
 I can describe some ways in which I can work with other people to help make the world a better place.
 I can know what some people in my class like or admire about me and can accept their praise.
 I can know that it is important to take care of my mental health and how I can do that.
 I can understand that there are different stages of grief and that there are different types of loss that cause people to grieve.
 I can recognise when people are trying to gain power or control.

Science Evolution and Inheritance

I can recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago
 I can recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
 I can identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution
 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

Computing

Computer Systems & Networks

I can list methods of communicating using the internet
 I can choose an appropriate method of internet communication for a given purpose
 I can evaluate different methods of online communication
 I can explain which types of media can be shared through the internet
 I can explain that communicating through the internet can be public or private
 I can decide what I should/should not share
 I can classify internet communication by messenger and recipient or audience

Reading

I can understand what I am reading by understanding how language, structure and presentation contribute to the meaning of text
 I can fully explain my views giving evidence from the text
 I can read aloud and understand the meaning of new words that are on the Year 6 spelling lists
 I can retrieve and record information I can understand what I am reading by understanding how language, structure and presentation contribute to the meaning of text
 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.

Topic Driver: Evolution and Inheritance

Key Question: Will we ever know everything about Evolution?

Opportunities to apply British Values:

The Way, The Truth and The Life

Exploring the Mass

I can know that Jesus is the bread of life.
 I can understand that Jesus makes a New Covenant with us.
 I can understand the Penitential Act and the Liturgy of the Word.
 I can understand what happens at the Offertory.
 I can know what happens at the Consecration.
 I can know that it is Jesus we receive in Holy Communion.
 I can understand that the Eucharist is the source and summit of life.
 I can know that Jesus is present in the Blessed Sacrament.

Spanish

I can create extended sentences about sports.
 I can identify parts of the verb 'jugar'.
 I can describe a sport using simple sentences.
 I can understand funfair ride nouns and say whether I like/dislike.
 I can remember funfair vocab and play a board game.
 I can describe funfair rides using adjectives.