

# Cultural Capital Opportunities: Natural History Museum Workshop

## 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

## DT

Mechanical Systems – Automata Toys  
 I can measure, mark and cut components accurately  
 I can assemble components accurately to make a stable frame  
 I can secure the joints of the frames at right angles  
 I can select appropriate materials

## 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

## 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.

## History

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.

# Evolution and Inheritance

## 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.

## 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.

## 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.

## 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

## 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 have changed over time.  
 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 predict which features both wolves and dogs share and why.  
 I can investigate how living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.  
 I can investigate how living things have changed over time.  
 I can investigate how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.  
 I can classify features of dogs and wolves in evolution  
 I can investigate the habitats of wolves and how they adapt  
 I can research plant adaptation features and draw appropriate diagrams to evidence findings

## P.E.

### Gymnastics

I can take off from one foot and two feet.  
 I can gain elevation from a powerful run and dynamic take off.  
 I can create shapes whilst in flight.  
 I can land with soft knees and in a strong symmetrical position.  
 I can share space and apparatus safely with others as well as dismount safely.  
 I can mount jump gracefully including leapfrog, cat spring and other interesting jumps.  
 I can explore different levels in my sequences to include flight and travelling close to the ground.  
 I can work to create a sequence as a group.

### 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

## Topic Driver: Evolution and Inheritance

Key Question: Will we ever know everything about Evolution?

Opportunities to apply British Values: