

Class 5 - Art and Design
Year A

| Key Objective/Topic | Conflict WW2 | Wonderful World Extreme Earth | Time Travellers Islamic civilisation | Home and Away Investigatin g coasts | Unearthing the Past Roman Influences |
|--|-----------------|--|---|--|---|
| Year 6 | | | | | |
| Do their sketches communicate emotions and a sense of self with accuracy and imagination? | | | | | |
| Can they explain why they have combined different tools to create their drawings? | | | | | |
| Can they explain why they have chosen specific drawing techniques? | | | | | |
| Can they explain what their own painting style is? | | | | | |
| Can they use a wide range of techniques in their paintings? | | | | | |
| Can they overprint using different colours? | | | | | |
| Do their sketch books contain detailed notes, and quotes explaining about items? | | | | | |
| Do they compare their methods to those of others and keep notes in their sketch books? | | | | | |
| Do they combine graphic and text based research of commercial design, for example magazines etc., to influence the layout of their sketch books? | | | | | |
| Do they adapt and refine their work to reflect its meaning and purpose, keeping notes and annotations in their sketch books? | | | | | |
| Do they use software packages to create pieces of digital art to design? | | | | | |
| Can they make a record | | | | | |

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| about styles and qualities in their work? | | | | | |
| Can they say what their work is influenced by? | | | | | |
| Can they include technical aspects in their work, e.g. architectural design? | | | | | |

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| Can they use market research to inform plans? | | | | | |
| Can they follow and refine their plan if necessary? | | | | | |
| Can they convincingly justify their plan to someone else? | | | | | |
| Do they consider culture and society in their designs? | | | | | |
| How well do they test and evaluate their final product? | | | | | |
| Can they explain how their product should be stored with reasons? | | | | | |
| Have they thought about how their product could be sold? | | | | | |
| Can they justify why they selected specific materials? | | | | | |
| Can they work within a budget? | | | | | |
| Does their product meet all design criteria? | | | | | |

Class 5–Geography
Year A

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| Year 6 | | | | | |
| Can they use OS maps to answer questions? | | | | | |
| Can they use maps, aerial photos, plans and web resources to describe what a locality might be like? | | | | | |
| Can they give an extended description of the human features of different places around the world? | | | | | |
| Can they describe how some places are similar and others are different in relation to their physical features? | | | | | |
| Can they recognise key symbols used on ordnance survey maps? | | | | | |
| Can they name the largest desert in the world? | | | | | |
| Can they identify and name the Tropics of Cancer and Capricorn as well as the Arctic and Antarctic circles? | | | | | |
| Can they explain how the time zones work? | | | | | |

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| Can they place features of historical events and people from past societies and periods in a chronological framework? | | | | | |
| Can they summarise the main events from a specific period in history, explaining the order in which key events happened? | | | | | |
| Can they summarise how Britain has had a major influence on world history? | | | | | |
| Can they summarise what Britain may have learnt from other countries and civilisations through time gone by and more recently? | | | | | |
| Can they describe features of historical events and people from past societies and periods they have studied? | | | | | |
| Can they recognise and describe differences and similarities / changes and | | | | | |

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| continuity between different periods in history? | | | | | |
| Can they identify and explain their understanding of propaganda? | | | | | |
| Can they describe a key event from Britain's past using a range of evidence from different sources? | | | | | |

Class 5 - ICT
Year A

| Key Objective/Topic | Conflict WW2 E-safety | Wonderful World Earth Eruptions | Time Travellers Islamic civilisation | Home and Away Coasts | Unearthing the Past Roman Influences |
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| Year 6 | | | | | |
| I protect my password and other personal information. | | | | | |
| I can explain the consequences of sharing too much about myself online. | | | | | |
| I support my friends to protect themselves and make good choices online, including reporting concerns to an adult. | | | | | |
| I can explain the consequences of spending too much time online or on a game. | | | | | |
| I can explain the consequences to myself and others of not communicating kindly and respectfully. | | | | | |
| I protect my computer or device from harm on the Internet. | | | | | |
| I can deconstruct a problem into smaller steps, recognising similarities to solutions used before. | | | | | |
| I can explain and program each of the steps in my algorithm. | | | | | |
| I can evaluate the effectiveness and efficiency of my algorithm while I continually test the programming of that algorithm. | | | | | |
| I can recognise when I need to use a variable to achieve a required output. | | | | | |

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| I can use a variable and operators to stop a program. | | | | | |
| I can use different inputs (including sensors) to control a device or onscreen action and predict what will happen. | | | | | |
| I can use logical reasoning to detect and correct errors in a algorithms and programs. | | | | | |
| I can plan the process needed to investigate the world around me. | | | | | |
| I can select the most effective tool to collect data for my investigation. | | | | | |
| I can check the data I collect for accuracy and plausibility. | | | | | |
| I can interpret the data I collect. | | | | | |
| I can present the data I collect in an appropriate way. | | | | | |
| I use the skills I have developed to interrogate a database. | | | | | |
| I can talk about audience, atmosphere and structure when planning a particular outcome. | | | | | |
| I can confidently identify the potential of unfamiliar technology to increase my creativity. | | | | | |
| I can combine a range of media, recognising the contribution of each to achieve a particular outcome. | | | | | |
| I can tell you why I select a particular online tool for a specific purpose. | | | | | |
| I can be digitally discerning when evaluating the effectiveness of my own work and the work of others. | | | | | |
| I can tell you the Internet | | | | | |

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| services I need to use for different purposes. | | | | | |
| I can describe how information is transported on the Internet. | | | | | |
| I can select an appropriate tool to communicate and collaborate online. | | | | | |
| I can talk about the way search results are selected and ranked. | | | | | |
| I can check the reliability of a website. | | | | | |
| I can tell you about copyright and acknowledge the sources of information that I find online. | | | | | |
| I know that websites can use my data to make money and target their advertising. | | | | | |

Class 5–Languages
Year A

| Key Objective/Topic | Conflict WW2 | Wonderful World Extreme Earth Waterproof containers | Time Travellers Islamic civilisation | Home and Away Investigating coasts | Unearthing the Past Roman Influences |
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| Year 6 | | | | | |
| Do they understand short passages from a familiar language? | | | | | |
| Do they understand instructions, messages and dialogues within short passages? | | | | | |
| Can they have a short conversation where they are saying 2-3 things? | | | | | |
| Can they use short phrases to give a personal response? | | | | | |
| Can they read and understand short texts using a familiar language? | | | | | |
| Can they identify and note the main points and give a personal response? | | | | | |
| Can they read independently? | | | | | |
| Can they use a bilingual dictionary or glossary to look up new words? | | | | | |

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| Year 6 | | | | | |
| Can they sing a harmony part confidently and accurately? | | | | | |
| Can they perform parts from memory? | | | | | |
| Can they take the lead in a performance? | | | | | |
| Can they use a variety of different musical devices in their composition (including melody, rhythms and chords)? | | | | | |
| Can they combine groups of beats? | | | | | |
| Can they evaluate how the venue, occasion and purpose affects the way a piece of music is created? | | | | | |
| Can they analyse features within different pieces of music? | | | | | |
| Can they compare and contrast the impact that different composers from different times will have had on the people of that time? | | | | | |

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| Year 6 | | | | | |
| Describe and make connections between.... | | | | | |
| Discover more about.... | | | | | |
| Reflect on the meaning of..... | | | | | |
| Describe and understand links between | | | | | |
| Respond thoughtfully to a range of ... | | | | | |
| Explore and describe a range of | | | | | |
| Understand different perspectives about..... | | | | | |
| Observe and understand varied examples of.... | | | | | |
| Explain the meaning of | | | | | |
| Discuss and present thoughtfully different views.... | | | | | |
| Apply ideas of their own in different forms..... | | | | | |
| Observe and consider different | | | | | |
| Explore, contrast and compare.... | | | | | |
| Observe and suggest reasons Compare and | | | | | |
| Understand..... | | | | | |
| Suggest reasons for..... | | | | | |
| Consider and apply ideas about | | | | | |
| Respond thoughtfully to ... | | | | | |
| Discuss and apply their own and others' ideas.... | | | | | |
| Respond clearly with their own ideas about.... | | | | | |

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| Can they plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary? | | | | | |
| Can they take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate? | | | | | |
| Can they record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs? | | | | | |
| Can they use test results to make predictions to set up further comparative and fair tests? | | | | | |
| Can they report and present findings from enquiries, including conclusions, causal relationships and | | | | | |

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| explanations of and degree of trust in results, in oral and written form such as displays and other presentations? | | | | | |
| Can they identify scientific evidence that has been used to support or refute ideas or arguments? | | | | | |
| Can they describe the ways in which nutrients and water are transported within animals, including humans? | | | | | |
| Can they identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood? | | | | | |
| Do they recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function? | | | | | |
| Can they 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? | | | | | |
| Can they give reasons for classifying plants and animals based | | | | | |

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| on specific characteristics? | | | | | |
| Do they recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago? | | | | | |
| Do they recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents? | | | | | |
| Can they identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution? | | | | | |
| Can they recognise that light appears to travel in straight lines? | | | | | |
| Can they use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye? | | | | | |
| Can they explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes? | | | | | |
| Can they use the idea that light | | | | | |

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| travels in straight lines to explain why shadows have the same shape as the objects that cast them? | | | | | |
| Can they associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit? | | | | | |
| Can they 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? | | | | | |
| Can they use recognised symbols when representing a simple circuit in a diagram? | | | | | |