

Mathematics

Calculation

Year 5

- I can solve problems involving addition, subtraction, multiplication and division and a combination of these.

Year 6

- I can solve multi-step problems involving addition, subtraction, multiplication and division;
- I can use estimation to check answers to calculations.

Measurement - Perimeter and Area

Year 5

- I can measure and calculate the perimeter of rectilinear shapes;
- I can calculate and compare the area of rectangles (including squares) and estimate the area of irregular shapes.

Year 6

- I can recognise that shapes with the same areas can have different perimeters and vice versa;
- I can recognise when it is possible to use formulae for area and volume of shapes;
- calculate the area of parallelograms and triangles.

Year 6

Ratio and Proportion

- I can solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts;
- I can solve problems involving similar shapes where the scale factor is known or can be found;
- I can solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.

Algebra

- I can use simple formulae;
- I can generate and describe linear number sequences;
- I can express missing number problems algebraically;
- I can find pairs of numbers that satisfy an equation with two unknowns.



English

I can retrieve, record and present information from non-fiction;
I can check that a book makes sense, discussing my understanding and exploring the meaning of words in context and asking questions to improve my understanding;
I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying my inferences with evidence.

I can assess the effectiveness of my own and others' writing;
I can propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.

Science

I can recognise that light appears to travel in straight lines;
I can 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;
I can 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;
I can use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.

History

I can use sources of evidence to deduce information about the past.

I can select suitable sources of evidence, giving reasons for choices.

I can use dates and terms accurately in describing events.

I can use appropriate historical vocabulary to communicate, including: dates; time period; era; chronology; continuity; change; century; decade; legacy.

Music

I can explore different sound sources.

Computing and Online Safety

I can use many of the advanced features in order to create high quality, professional or efficient communications.

I can explain why some information I find online may not be honest, accurate or legal.

I can explain why information that is on a large number of sites may still be inaccurate or untrue. I can assess how this might happen (e.g. the sharing of misinformation either by accident or on purpose).

Design Technology

Structures (shelters)

I can use a number of different sources to collect design ideas.

I can consider appearance, purpose, safety and reliability.

I can use annotated sketches, scale drawings, cross sectional drawings, CAD (sketch up), exploded diagrams and prototypes when designing.

I demonstrate accuracy in techniques when joining, shaping and finishing.

I can make frame structures e.g. playground shelters, tents, gazebos, bird hide, playground equipment.

I can evaluate my ideas, plans and products against design criteria – purpose, appearance, safety, reliability, cost and availability of materials.

PSHE

I understand how to be healthy.

RE

I can retell and explain the Easter Story and understand the significance to Christians of Good Friday, the resurrection and Holy Communion.

P.E.

Gymnastics

I can perform and create complex sequences.

I can create complex and well-executed sequences that include a full range of movements.

I can include in a sequence set pieces, choosing the most appropriate linking elements.

I can vary speed, direction, level and body rotation during floor performances.

I can demonstrate good kinaesthetic awareness (placement and alignment of body parts is usually good in well-rehearsed actions).

Striking and Fielding Games

I can choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.).

I can work alone, or with team mates in order to gain points or possession.

I can strike a bowled or volleyed ball with accuracy.

I can field, defend and attack tactically by anticipating the direction of play.

I can choose the most appropriate tactics for a game.

I can uphold the spirit of fair play and respect in all competitive situations.

I can lead others when called upon and act as a good role model within a team.