

## Maths

### 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.

### Statistics

#### Year 5

I can solve comparison, sum and difference problems using information presented in a line graph;

I can complete, read and interpret information in tables, including timetables.

#### Year 6

I can interpret and construct pie charts and line graphs and use these to solve problems.

I can calculate and interpret the mean as an average.

### Measurement

#### Year 5

I can use all four operations to solve problems involving measure.

#### Year 6

I can solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate.

## Science

### **Living things and their habitats**

- I can describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird;
- I can describe the life process of reproduction in some plants and animals.

## The Sussex Landscape



## English

*I can retrieve, record and present information from non-fiction;*

*I can summarise information;*

*When writing, I can think about the audience and use an appropriate tone, thinking about word choices and sentence structures;*

*In written work, I can assess the effectiveness of my own and others' writing.*

## Geography

I can describe how locations around the world are changing and explain some of the reasons for change.

I can collect and analyse statistics and other information in order to draw clear conclusions about locations.

I can use different types of fieldwork sampling to observe, measure and record the human and physical features in the local area.

## Art and Design

### Drawing

I can begin to use **simple perspective** in my work e.g. by using single focal point on horizon.

I can develop an awareness of **composition, scale and proportion** e.g. foreground, middle ground, background.

## Music

### Dancing in the Street – Motown:

I can describe how lyrics often reflect the cultural context of music and have social meaning.

## Computing

### We are bloggers

I can make positive contributions and be part of online communities.

I can describe some of the communities in which I am involved and describe how I collaborate with others positively.

I can understand the effect of online comments and show responsibility and sensitivity when online.

I can demonstrate how to make references to and acknowledge sources I have used from the internet.

I can recognise when someone is upset, hurt or angry online.

I can describe how to get help for someone that is being bullied online and assess when I need to do or say something or tell someone.

I can explain how to block abusive users.

I can explain how I would report online bullying on the apps and platforms that I use.

## French

### Letter writing to pen pal

I can write short texts on familiar topics.

I can refer to recent experiences or future plans, as well as to everyday activities.

## P.E.

### Athletics

I can combine sprinting with low hurdles over 60 metres.

I can choose the best place for running over a variety of distances.

I can throw accurately and refine performance by analysing technique and body shape.

I can show control in take-off and landings when jumping.

I can compete with others and keep track of personal best performances, setting targets for improvement.

### Swimming

I can swim unaided over a distance of at least 25 metres.

I can use breast stroke, front crawl and back stroke, ensuring that breathing is correct so as not to interrupt the pattern of swimming.

I can perform safe self-rescue in different water-based situations.

## R.E

### Pentecost/The Trinity

I can explain how religious beliefs shape the lives of individuals and communities.

## PSHE

I can describe the helpline services who can support me and what I would say and do if I needed their help (e.g. **Childline**).

### Relationships (Year 5)

I have an accurate picture of who I am as a person in terms of my characteristics and personal qualities.

I know how to keep building my own self- esteem.

I can recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends.

I know how to stand up for myself and how to negotiate and compromise.

I understand that relationships are personal and there is no need to feel pressured into having a boyfriend/girlfriend.

I can recognise the feeling of jealousy, where it comes from and how to manage it.

I understand and can explain how to stay safe when using technology to communicate with my friends.

I can recognise and resist pressures to use technology in ways that may be risky or may cause harm to others.