

Cycle A	
<p>Term 1</p> <p><u>Out of this World</u></p>	<p>SCIENCE Earth and Space I can describe the movement of the Earth, and other planets, relative to the Sun in the solar system; I can describe the movement of the Moon relative to the Earth; I can describe the Sun, Earth and Moon as approximately spherical bodies; I can use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</p> <p>HISTORY N/A</p> <p>GEOGRAPHY Looking at birds eye view photographs taken from space I can describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle; human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.</p> <p>ART AND DESIGN N/A</p> <p>DESIGN AND TECHNOLOGY Paper engineering <u>Design</u> I can use a number of different sources to collect design ideas. I can consider appearance, purpose, safety and reliability. I can develop step by step plans and modify them as appropriate through discussion, drawing and modelling. <u>Make</u> I can mark out and cut accurately using standard measures and refine with appropriate tools. I demonstrate accuracy in techniques when joining, shaping and finishing. <u>Technical Knowledge</u> I can make mechanisms including pulleys, gears, cams. <u>Evaluation</u> I can evaluate my ideas, plans and products against design criteria – purpose, appearance, safety, reliability, cost and availability of materials. I can test and evaluate my work as it develops, making adjustments as necessary.</p>

PE

Dance

I can compose creative and imaginative dance sequences.

I can perform expressively and hold a precise and strong body posture.

I can perform and create complex sequences.

I can express an idea in original and imaginative ways.

I can plan to perform with high energy, slow grace or other themes and maintain this throughout a piece.

I can perform complex moves that combine strength and stamina gained through gymnastics activities (such as cartwheels or handstands).

Net/wall games

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

I can use forehand and backhand when playing racket games.

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.

MUSIC

Livin' On A Prayer – classic rock, singing, playing

I can sing or play from memory with confidence.

I can perform solos or as part of an ensemble.

I can sing or play expressively and in tune.

I can hold a part within a round.

I can sing a harmony part confidently and accurately.

I can sustain a drone or a melodic ostinato to accompany singing.

I can perform with controlled breathing (voice) and skilful playing (instrument).

COMPUTING

We are game developers

Motion – I can set IF conditions for movements. Specify types of rotation giving the number of degrees.

Looks – I can change the position of objects between screen layers (send to back, bring to front).

Sound – I can upload sounds from a file and edit them. Add effects such as fade in and out and control their implementation.

Draw – I can combine the use of pens with movement to create interesting effects.

Events – I can set events to control other events by 'broadcasting' information as a trigger.

Control – I can use IF THEN ELSE conditions to control events or objects.

Sensing – I can use a range of sensing tools (including proximity, user inputs, loudness and mouse position) to control events or actions.

Variables & Lists – I can use lists to create a set of variables.

I can use the functions define, set, change, show and hide to control the variables.

Operators – I can use the Boolean operators () < () () = () () > () ()and() ()or() Not() to define conditions.
I can use the Reporter operators () + () () - () () * () () / () to perform calculations.
I can pick Random () to () Join () () Letter () of () Length of () () Mod () This reports the remainder after a division calculation Round () () of ().

I can use search technologies effectively.

I can demonstrate the strategies I would apply to be discerning in evaluating digital content.

I can demonstrate strategies to enable me to analyse and evaluate the validity of 'facts' and I can explain why using these strategies are important.

I can identify, flag and report inappropriate content.

RE

Compare and contrast 3 different religions

I can show an awareness of morals and right and wrong beyond rules (i.e. wanting to act in a certain way despite rules).

I can **express** my own values and remain respectful of those with different values.

I can **explain how some** teachings and beliefs are shared between religions.

I can explain some of the different ways that individuals show their beliefs.

I can compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles.

PSHE

Being Me in My World (Year 5)

I can face new challenges positively and know how to set personal goals.

I know what I value most about my school and can identify my hopes for this school year.

I understand my rights and responsibilities as a British citizen and a member of my school.

I can empathise with people in this country whose lives are different to my own.

I can make choices about my own behaviour because I understand how rewards and consequences feel.

I understand that my actions affect me and others.

I understand how an individual's behaviour can impact on a group.

I can contribute to the group and understand how we can function best as a whole.

I understand how democracy and having a voice benefits the school community and know how to participate in this.

I understand why our school community benefits from a School Charter and can help others to follow it.

MFL - FRENCH

All about me

I can take part in conversations to seek and give information.

I can refer to recent experiences or future plans, everyday activities and interests.

I can vary language and produce extended responses.

UKS2 Curriculum – 2 Year Cycle

	I can be understood with little or no difficulty.
Term 2 <u>Journey to Mecca</u>	<p>SCIENCE Evolution and Inheritance recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago; recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents; identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p> <p>HISTORY Early Islamic Civilization I can describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children I can use appropriate historical vocabulary to communicate, including: dates time period era chronology continuity change century decade legacy.</p> <p>GEOGRAPHY I can name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</p> <p>ART AND DESIGN N/A</p> <p>DESIGN AND TECHNOLOGY Cooking and Nutrition (recipe planning) I can create, prepare, cook/bake and refine a variety of recipes (ingredients, methods, cooking times, temperatures). I can measure accurately and calculate ratios of ingredients to scale up or down from a recipe. I understand the importance of correct storage and handling of ingredients (micro –organisms). <u>Design</u> I can consider cost and availability of materials. I can consider appearance, purpose, safety and reliability.</p>

UKS2 Curriculum – 2 Year Cycle

Evaluation

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

I can consider the view of others to improve my work.

PE

Gymnastics

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

travelling

balances

swinging

springing

flight

vaults

inversions

rotations

bending, stretching and twisting

gestures

linking skills.

I can hold shapes that are strong, fluent and expressive.

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 practise and refine the gymnastic techniques used in performances (listed above).

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

I can use equipment to vault and to swing (remaining upright).

Invasion 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 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

MUSIC

Classroom Jazz 1 – jazz, playing, improvising, dimensions of music, scoring

I can sing or play from memory with confidence.

I can perform with controlled breathing (voice) and skilful playing (instrument).

I can use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play.

I can read and create notes on the musical stave.

UKS2 Curriculum – 2 Year Cycle

I can understand the purpose of the treble and bass clefs and use them in transcribing compositions.
I can understand and use the # (sharp) and b (flat) symbols.
I can use and understand simple time signatures.
I can choose from a wide range of musical vocabulary to accurately describe and appraise music including:
pitch
dynamics
tempo
timbre
texture
lyrics and melody
sense of occasion
expressive

COMPUTING

We are cryptographers

I can create and use strong and secure passwords.
I use different passwords for a range of online services.
I can describe effective strategies for managing those passwords (e.g. **password managers**, acronyms, stories).
I know what to do if my password is lost or stolen.
I can describe ways in which some online content targets people to gain money or information illegally; I can describe strategies to help me identify such content (e.g. **scams, phishing**).

RE

Islamic Art

I can explain some of the different ways that individuals show their beliefs.
Christmas Story with a focus on Mary, Mother of Jesus and comparing gospel accounts of the Christmas Story
I can explain how religious beliefs shape the lives of individuals and communities.

PSHE

Celebrating Difference (Year 5)

I understand that cultural differences sometimes cause conflict.
I am aware of my own culture.
I understand what racism is.
I am aware of my attitude towards people from different races.
I understand how rumour-spreading and name-calling can be bullying behaviours.
I can tell you a range of strategies in managing my feelings in bullying situations and for problem-solving when I'm part of one.
I can explain the difference between direct and indirect types of bullying
I know some ways to encourage children who use bullying behaviours to make other choices and know how to support children who are being bullied.

UKS2 Curriculum – 2 Year Cycle

	<p>I can compare my life with people in the developing world. I can appreciate the value of happiness regardless of material wealth. I can enjoy the experience of a culture other than my own. I respect my own and other people's cultures.</p> <p>MFL - FRENCH <u>Letter writing to pen pal</u> I can write short texts on familiar topics. I can use knowledge of grammar to enhance or change the meaning of phrases. I can refer to recent experiences or future plans, as well as to everyday activities. I can include imaginative and adventurous word choices. I can convey meaning (although there may be some mistakes, the meaning can be understood with little or no difficulty). I can use dictionaries or glossaries to check words.</p> <p><u>Christmas</u> I can read and understand the main points and some of the detail in short written texts. I can use the context of a sentence or a translation dictionary to work out the meaning of unfamiliar words. I can give detailed accounts of the customs, history and culture of the countries and communities where the language is spoken.</p>
<p>Term 3</p> <p><u>Field to Fork</u></p>	<p>SCIENCE Animals including humans I can describe the changes as humans develop to old age. I can identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood; I can recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function; I can describe the ways in which nutrients and water are transported within animals, including humans.</p> <p>HISTORY World War 2/Home Front I can show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. I can understand that no single source of evidence gives the full answer to questions about the past. I can refine lines of enquiry as appropriate. 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</p>

change
century
decade
legacy.

GEOGRAPHY

I can use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world.

I can create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).

ART AND DESIGN

Collage

(Paul Nash/Ravillious)

I can use different techniques, colours and textures when designing and making pieces of work.

I can use collage as a means of extending work from initial ideas.

DESIGN AND TECHNOLOGY

N/A

PE

Gymnastics

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

travelling

balances

swinging

springing

flight

vaults

inversions

rotations

bending, stretching and twisting

gestures

linking skills.

I can hold shapes that are strong, fluent and expressive.

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 practise and refine the gymnastic techniques used in performances (listed above).

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

I can use equipment to vault and to swing (remaining upright).

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.

MUSIC

Make You Feel My Love – ballads, dimensions of music, singing, playing, composing

I can sing or play from memory with confidence.
I can perform solos or as part of an ensemble.
I can sing or play expressively and in tune.
I can create songs with verses and a chorus.
I can create rhythmic patterns with an awareness of timbre and duration.
I can combine a variety of musical devices, including melody, rhythm and chords.
I can choose from a wide range of musical vocabulary to accurately describe and appraise music including:
pitch
dynamics
tempo
timbre
texture
lyrics and melody
sense of occasion
expressive
I can describe how lyrics often reflect the cultural context of music and have social meaning.
I can develop an understanding of the history of music.

COMPUTING

We are artists

I can choose the most suitable applications and devices for the purposes of communication.
I can use many of the advanced features in order to create high quality, professional or efficient communications.
I can use different search technologies.
I can evaluate digital content and can explain how I make choices from search results.
I can explain key concepts including: data, information, fact, opinion, belief, true, false, valid, reliable and evidence.
I can describe how some online information can be opinion and can offer examples.
I can explain how and why some people may present 'opinions' as 'facts'.

UKS2 Curriculum – 2 Year Cycle

I can define the terms 'influence', 'manipulation' and 'persuasion' and explain how I might encounter these online (e.g. advertising and 'ad targeting').

RE

Mohammed and the Qu'ran

I can show an understanding of the role of a spiritual leader.

PSHE

I can explain how identity online can be copied, modified or altered.

I can demonstrate responsible choices about my online identity, depending on context.

I can explain that there are some people I communicate with online who may want to do me or my friends harm. I can recognise that this is not my/our fault.

Dreams and Goals (Year 5)

I understand that I will need money to help me achieve some of my dreams.

I can identify what I would like my life to be like when I am grown up.

I know about a range of jobs carried out by people I know and have explored how much people earn in different jobs.

I appreciate the contributions made by people in different jobs.

I can identify a job I would like to do when I grow up and understand what motivates me and what I need to do to achieve it.

I appreciate the opportunities that learning and education are giving me and understand how this will help me to build my future.

I can describe the dreams and goals of young people in a culture different to mine.

I can reflect on how these relate to my own.

I understand that communicating with someone in a different culture means we can learn from each other and I can identify a range of ways that we could support each other.

I appreciate the similarities and differences in aspirations between myself and young people in a different culture.

I can encourage my peers to support young people here and abroad to meet their aspirations, and suggest ways we might do this, e.g. through sponsorship.

I understand why I am motivated to make a positive contribution to supporting others.

MFL - FRENCH

Culture

I can give detailed accounts of the customs, history and culture of the countries and communities where the language is spoken.

I can describe, with interesting detail, some similarities and differences between countries and communities where the language is spoken and this country.

Out and about

I can take part in conversations to seek and give information.

I can be understood with little or no difficulty.

UKS2 Curriculum – 2 Year Cycle

<p>Term 4</p> <p><u>Field to Fork</u></p>	<p>SCIENCE Light 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.</p> <p>HISTORY World War 2/Home Front (as Term 3)</p> <p>GEOGRAPHY N/A</p> <p>ART AND DESIGN N/A</p> <p>DESIGN AND TECHNOLOGY Structures (shelters) <u>Design</u> 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. <u>Make</u> I demonstrate accuracy in techniques when joining, shaping and finishing. <u>Technical Knowledge</u> I can make frame structures e.g. playground shelters, tents, gazebos, bird hide, playground equipment. <u>Evaluation</u> I can evaluate my ideas, plans and products against design criteria – purpose, appearance, safety, reliability, cost and availability of materials. I know about great designers/ inventors e.g. Steve Jobs, bridge designers.</p> <p>PE <u>Gymnastics</u> 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.</p>
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UKS2 Curriculum – 2 Year Cycle

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.

MUSIC

The Fresh Prince of Bel Air – hip hop, history of music, singing, playing, composing

I can sing or play from memory with confidence.

I can sing or play expressively and in tune.

I can convey the relationship between the lyrics and the melody.

I can use digital technologies to compose, edit and refine pieces of music.

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

I can develop an understanding of the history of music.

COMPUTING

We are web developers

I can explain how search engines work and how results are selected and ranked.

I can choose the most suitable applications and devices for the purposes of communication.

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

I can understand and demonstrate knowledge that it is illegal to download copyrighted material, including music or games, without express written permission, from the copyright holder.

I can understand how simple networks are set up and used.

I understand the difference between online **mis-information** (inaccurate information distributed by accident) and **dis-information** (inaccurate information deliberately distributed and intended to mislead).

I can explain what is meant by 'being sceptical'. I can give examples of when and why it is important to be 'sceptical'.

I can explain what is meant by a '**hoax**'. I can explain why I need to think carefully before I forward anything online.

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).

RE

Easter Story: focus on Resurrection/Holy Communion/Good Friday

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

UKS2 Curriculum – 2 Year Cycle

	<p>PSHE</p> <p>I can describe ways technology can affect healthy sleep and can describe some of the issues. I can describe some strategies, tips or advice to promote healthy sleep with regards to technology.</p> <p><u>Healthy Me (Year 5)</u></p> <p>I know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart. I can make an informed decision about whether or not I choose to smoke and know how to resist pressure. I know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart. I can make an informed decision about whether or not I choose to drink alcohol and know how to resist pressure. I know and can put into practice basic emergency aid procedures (including recovery position) and know how to get help in emergency situations. I know how to keep myself calm in emergencies. I understand how the media and celebrity culture promotes certain body types. I can reflect on my own body image and know how important it is that this is positive and I accept and respect myself for who I am. I can describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures. I respect and value my body. I know what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy. I am motivated to keep myself healthy and happy.</p> <p>MFL - FRENCH</p> <p><u>Out and about</u></p> <p>I can take part in conversations to seek and give information. I can be understood with little or no difficulty.</p> <p><u>Shrove Tuesday</u></p> <p>I can give detailed accounts of the customs, history and culture of the countries and communities where the language is spoken.</p>
<p>Term 5</p> <p><u>Sussex Landscape</u></p>	<p>SCIENCE</p> <p>Living things and their habitats</p> <p>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.</p> <p>HISTORY</p> <p>N/A</p> <p>GEOGRAPHY</p> <p>I can describe how locations around the world are changing and explain some of the reasons for change.</p>

UKS2 Curriculum – 2 Year Cycle

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 (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways.
I can analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map).

ART AND DESIGN

Drawing

I can explore the **effect of light** on objects and people from different directions – reflections, shadows, direction of sunlight.
I can develop quick studies from observations **recording action and movement** with fluency.
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.

DESIGN AND TECHNOLOGY

N/A

PE

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.

MUSIC

Dancing in the Street – motown, dimensions of music, singing, playing, composing

I can sing or play from memory with confidence.
I can perform solos or as part of an ensemble.
I can sing or play expressively and in tune.
I can perform with controlled breathing (voice) and skilful playing (instrument).
I can create songs with verses and a chorus.
I can create rhythmic patterns with an awareness of timbre and duration.
I can combine a variety of musical devices, including melody, rhythm and chords.
I can thoughtfully select elements for a piece in order to gain a defined effect.
I can describe how lyrics often reflect the cultural context of music and have social meaning.

I can develop an understanding of the history of music.

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 assess and justify when it is acceptable to use the work of others.

I can give examples of content that is permitted to be reused.

I can demonstrate the use of search tools to find and access online content which can be reused by others.

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.

RE

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 how it feels to be attracted to someone and what having a boyfriend/girlfriend might mean.

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 how to stay safe when using technology to communicate with my friends.

I 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 myself or others.

MFL - FRENCH

Letter writing to pen pal

I can write short texts on familiar topics.

I can use knowledge of grammar to enhance or change the meaning of phrases.

UKS2 Curriculum – 2 Year Cycle

	<p>I can refer to recent experiences or future plans, as well as to everyday activities. I can include imaginative and adventurous word choices. I can convey meaning (although there may be some mistakes, the meaning can be understood with little or no difficulty). I can use dictionaries or glossaries to check words.</p> <p><u>Easter</u> I can give detailed accounts of the customs, history and culture of the countries and communities where the language is spoken.</p>
<p>Term 6</p> <p><u>Smugglers!</u></p>	<p>SCIENCE Living things and their habitats (as Term 5)</p> <p>HISTORY Local history I can identify continuity and change in the history of the locality of the school. I can compare some of the times studied with those of the other areas of interest around the world. 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.</p> <p>GEOGRAPHY I can use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways. I can analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map).</p> <p>ART AND DESIGN Painting I can develop my own personal style, drawing upon ideas from other artists. I can create imaginative work from a variety of sources e.g. observational drawing, music, poetry. I can mix and match colours to create atmosphere and light effects. I can create different moods with colour.</p>

DESIGN AND TECHNOLOGY

N/A

PE

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.

Outdoor Activities (Residential)

I can select appropriate equipment for outdoor and adventurous activity.

I can identify possible risks and ways to manage them, asking for and listening carefully to expert advice.

I can embrace both leadership and team roles and gain the commitment and respect of a team.

I can empathise with others and offer support without being asked. Seek support from the team and the experts if in any doubt.

I can remain positive even in the most challenging circumstances, rallying others if need be.

I can use a range of devices in order to orientate themselves.

I can quickly assess changing conditions and adapt plans to ensure safety comes first.

MUSIC

Reflect, Rewind and Replay - dimensions of music, singing, playing, composing

I can sing or play from memory with confidence.

I can perform solos or as part of an ensemble.

I can sing or play expressively and in tune.

I can hold a part within a round.

I can sing a harmony part confidently and accurately.

I can sustain a drone or a melodic ostinato to accompany singing.

I can perform with controlled breathing (voice) and skilful playing (instrument).

I can create songs with verses and a chorus.

I can create rhythmic patterns with an awareness of timbre and duration.

I can combine a variety of musical devices, including melody, rhythm and chords.

I can thoughtfully select elements for a piece in order to gain a defined effect.

I can use drones and melodic ostinati (based on the pentatonic scale).

I can convey the relationship between the lyrics and the melody.

UKS2 Curriculum – 2 Year Cycle

I can use digital technologies to compose, edit and refine pieces of music.
I can choose from a wide range of musical vocabulary to accurately describe and appraise music including:
pitch
dynamics
tempo
timbre
texture
lyrics and melody
sense of occasion
expressive
I can describe how lyrics often reflect the cultural context of music and have social meaning.
I can develop an understanding of the history of music.

COMPUTING

We are architects

I can choose the most suitable applications and devices for the purposes of communication.
I can use many of the advanced features in order to create high quality, professional or efficient communications.

RE

Hinduism

I can explain why different religious communities or individuals may have a different view of what is right and wrong.
I can explain the practices and lifestyles involved in belonging to a faith community.

PSHE

I can describe ways in which media can shape ideas about gender.
I can identify messages about gender roles and make judgements based on them.
I can challenge and explain why it is important to reject inappropriate messages about gender online.
I can describe issues online that might make me or others feel sad, worried, uncomfortable or frightened. I know and can give examples of how I might get help, both on and offline.
I can explain why I should keep asking until I get the help I need.
Changing Me (Year 5)
I am aware of my own self-image and how my body image fits into that.
I know how to develop my own self esteem.
I can explain how boys' and girls' bodies change during puberty and understand the importance of looking after yourself physically and emotionally.
I understand that puberty is a natural process that happens to everybody and that it will be ok for me.
I can express how I feel about the changes that will happen to me during puberty.
I understand that sexual intercourse can lead to conception and that is how babies are usually made.
I also understand that sometimes people need IVF to help them have a baby.

UKS2 Curriculum – 2 Year Cycle

I appreciate how amazing it is that human bodies can reproduce in these ways.
I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent).
I am confident that I can cope with the changes that growing up will bring.
I can identify what I am looking forward to next year.
I can start to think about changes I will make next year and know how to go about this.

MFL - FRENCH

Out and about

I can read and understand the main points and opinions in written texts from various contexts, including present, past or future events.
I can show confidence in reading aloud, and in using reference materials.

UKS2 Curriculum – 2 Year Cycle

Cycle B	
Term 1 <u>Victorians</u> <u>Inc Cracking</u> <u>Creators</u>	<p>SCIENCE Properties and changes of materials I can compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets; I can know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution; I can use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating; I can give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic; I can demonstrate that dissolving, mixing and changes of state are reversible changes; I can explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.</p> <p>HISTORY Victorians I can describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). I can give a broad overview of life in Britain from medieval until the Tudor and Stuarts times. I can describe the social, ethnic, cultural or religious diversity of past society. I can use appropriate historical vocabulary to communicate, including: dates time period era chronology continuity change century decade legacy. I can use dates and terms accurately in describing events. I can identify periods of rapid change in history and contrast them with times of relatively little change. I understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.</p> <p>GEOGRAPHY N/A</p>

ART AND DESIGN

Printing

I can explore and develop a range of printing techniques – mono printing, block printing, relief or indented method.

I can create printing blocks using sketchbook ideas – design prints.

I can create abstract patterns to reflect personal experiences and expression.

DESIGN AND TECHNOLOGY

N/A

PE

Dance

I can compose creative and imaginative dance sequences.

I can perform expressively and hold a precise and strong body posture.

I can perform and create complex sequences.

I can express an idea in original and imaginative ways.

I can plan to perform with high energy, slow grace or other themes and maintain this throughout a piece.

I can perform complex moves that combine strength and stamina gained through gymnastics activities (such as cartwheels or handstands).

Net/wall games

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

I can use forehand and backhand when playing racket games.

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.

MUSIC

To be confirmed

COMPUTING

We are app planners

I can explain how many free apps or services may read and share my private information (e.g. friends, contacts, likes, images, videos, voice, messages, **geolocation**) with others.

I can explain how and why some apps may request or take payment for additional content (e.g. in-app purchases) and explain why I should seek permission from a trusted adult before purchasing.

I can choose the most suitable applications and devices for the purposes of communication.

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

UKS2 Curriculum – 2 Year Cycle

	<p>I can select appropriate applications to devise, construct and manipulate data and present it in an effective and professional manner.</p> <p>RE <u>Nature of Faith</u> I can show an awareness of morals and right and wrong beyond rules (i.e. wanting to act in a certain way despite rules). I can express my own values and remain respectful of those with different values. I can recognise and express feelings about my own identity. I can relate these to religious beliefs or teachings. I can explain my own ideas about the answers to ultimate questions. I can explain why my own answers to ultimate questions may differ from those of others.</p> <p>PSHE <u>Being Me in My World (Year 6)</u> I can identify my goals for this year, understand my fears and worries about the future and know how to express them. I feel welcome and valued and know how to make others feel the same. I know that there are universal rights for all children but for many children these rights are not met. I understand my own wants and needs and can compare these with children in different communities. I understand that my actions affect other people locally and globally. I can make choices about my own behaviour because I understand how rewards and consequences feel and I understand how these relate to my rights and responsibilities. I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them. I understand how an individual's behaviour can impact on a group. I can contribute to the group and understand how we can function best as a whole. I understand how democracy and having a voice benefits the school community. I understand why our school community benefits from a School Charter and how I can help others to follow it by modelling it myself.</p> <p>MFL - FRENCH <u>Culture</u> I can give detailed accounts of the customs, history and culture of the countries and communities where the language is spoken. I can describe, with interesting detail, some similarities and differences between countries and communities where the language is spoken and this country.</p>
<p>Term 2</p> <p><u>Victorians</u> <u>Inc Cracking</u> <u>Creators</u></p>	<p>SCIENCE Electricity I can associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit; I can 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; I can use recognised symbols when representing a simple circuit in a diagram.</p>

HISTORY

Victorians (as Term 1)

GEOGRAPHY

N/A

ART AND DESIGN

N/A

DESIGN AND TECHNOLOGY

Electrical systems

Design

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 can develop step by step plans and modify them as appropriate through discussion, drawing and modelling.

Make

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

Technical Knowledge

I can create electrical systems e.g. switches, bulbs, buzzers, motors.

Evaluation

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

I can test and evaluate my work as it develops, making adjustments as necessary.

I can consider the view of others to improve my work.

PE

Gymnastics

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

travelling

balances

swinging

springing

flight

vaults

inversions

rotations

bending, stretching and twisting

gestures

linking skills.

I can hold shapes that are strong, fluent and expressive.

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 practise and refine the gymnastic techniques used in performances (listed above).

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

I can use equipment to vault and to swing (remaining upright).

Invasion 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 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.

MUSIC

Classroom Jazz 2 – jazz, playing, improvising, dimensions of music

I can sing or play from memory with confidence.

I can perform with controlled breathing (voice) and skilful playing (instrument).

I can use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play.

I can read and create notes on the musical stave.

I can understand the purpose of the treble and bass clefs and use them in transcribing compositions.

I can understand and use the # (sharp) and ♭ (flat) symbols.

I can use and understand simple time signatures.

I can choose from a wide range of musical vocabulary to accurately describe and appraise music including:

pitch

dynamics

tempo

timbre

texture

lyrics and melody

sense of occasion

expressive

COMPUTING

We are project managers

I can collaborate with others online on sites approved and moderated by teachers.

I can choose the most suitable applications and devices for the purposes of communication.

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

UKS2 Curriculum – 2 Year Cycle

I can search for information about an individual online and create a summary report of the information I find.
I can describe ways that information about people online can be used by others to make judgments about an individual.

RE

Advent Ring

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

PSHE

Celebrating Difference (Year 6)

I understand there are different perceptions about what normal means.
I can empathise with people who are living with disabilities.
I understand how having a disability could affect someone's life.
I am aware of my attitude towards people with disabilities.
I can explain some of the ways in which one person or a group can have power over another.
I know how it can feel to be excluded or treated badly by being different in some way.
I know some of the reasons why people use bullying behaviours.
I can tell you a range of strategies in managing my feelings in bullying situations and for problem solving when I'm part of one.
I can give examples of people with disabilities who lead amazing lives.
I appreciate people for who they are.
I can explain ways in which difference can be a source of conflict and a cause for celebration.
I can show empathy with people in either situation.

MFL - FRENCH

Letter writing to pen pal

I can write short texts on familiar topics.
I can use knowledge of grammar to enhance or change the meaning of phrases.
I can refer to recent experiences or future plans, as well as to everyday activities.
I can include imaginative and adventurous word choices.
I can convey meaning (although there may be some mistakes, the meaning can be understood with little or no difficulty).
I can use dictionaries or glossaries to check words.

Christmas

I can read and understand the main points and some of the detail in short written texts.
I can use the context of a sentence or a translation dictionary to work out the meaning of unfamiliar words.
I can give detailed accounts of the customs, history and culture of the countries and communities where the language is spoken.

<p>Term 3</p> <p><u>Egyptians</u></p>	<p><u>(Ancient Greece in cycle 1 to avoid clash)</u></p> <p>HISTORY Ancient Greece – a study of Greek life & stories</p> <p>SCIENCE Animals including humans I can describe the changes as humans develop to old age; I can identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood; I can recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function; I can describe the ways in which nutrients and water are transported within animals, including humans.</p> <p>HISTORY Ancient Egypt 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 sources of information to form testable hypotheses about the past. I can seek out and analyse a wide range of evidence in order to justify claims about the past. 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.</p> <p>GEOGRAPHY I can understand some of the reasons for geographical similarities and differences between countries. I can identify and describe how the physical features affect the human activity within a location. I can use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.</p> <p>ART AND DESIGN 3D I can plan a sculpture through drawing and other preparatory work. I can show lifelike qualities and real life proportions.</p>
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I can use recycled, natural and manmade materials in imaginative ways to create sculptures.

DESIGN AND TECHNOLOGY

N/A

PE

Gymnastics

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

travelling
balances
swinging
springing
flight
vaults
inversions
rotations
bending, stretching and twisting
gestures
linking skills.

I can hold shapes that are strong, fluent and expressive.

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 practise and refine the gymnastic techniques used in performances (listed above).

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

I can use equipment to vault and to swing (remaining upright).

Invasion 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 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.

MUSIC

A New Year Carol – traditional, musical genres, singing, scoring

I can perform solos or as part of an ensemble.

I can sing or play expressively and in tune.

I can hold a part within a round.

I can sing a harmony part confidently and accurately.

I can sustain a drone or a melodic ostinato to accompany singing.
 I can perform with controlled breathing (voice) and skilful playing (instrument).
 I can use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play.
 I can read and create notes on the musical stave.
 I can understand the purpose of the treble and bass clefs and use them in transcribing compositions.
 I can understand and use the # (sharp) and ♭ (flat) symbols.
 I can use and understand simple time signatures.
 I can develop an understanding of the history of music.

COMPUTING

We are market researchers

I can select appropriate applications to devise, construct and manipulate data and present it in an effective and professional manner.
 I can describe common systems that regulate age-related content (e.g. **PEGI**, **BBFC**, parental warnings) and describe their purpose.

RE

Mosque

I can explain some of the different ways that individuals show their beliefs.

PSHE

I can show I understand my responsibilities for the well-being of others in my online social group.
 I can explain how impulsive and rash communications online may cause problems (e.g. flaming, content produced in live streaming).
 I can demonstrate how I would support others (including those who are having difficulties) online.
 I can demonstrate ways of reporting problems online for both myself and my friends.

Dreams and Goals (Year 6)

I know my learning strengths and can set challenging but realistic goals for myself (e.g. one in-school goal and one out-of-school goal).
 I understand why it is important to stretch the boundaries of my current learning.
 I can work out the learning steps I need to take to reach my goal and understand how to motivate myself to work on these.
 I can set success criteria so that I will know whether I have reached my goal.
 I can identify problems in the world that concern me and talk to other people about them.
 I recognise the emotions I experience when I consider people in the world who are suffering or living in difficult situations.
 I can work with other people to help make the world a better place.
 I can empathise with people who are suffering or who are living in difficult situations.
 I can describe some ways in which I can work with other people to help make the world a better place.
 I can identify why I am motivated to do this.
 I know what some people in my class like or admire about me and can accept their praise.
 I can give praise and compliments to other people when I recognise their contributions and achievements.

UKS2 Curriculum – 2 Year Cycle

	<p>MFL - FRENCH</p> <p><u>Leisure</u></p> <p>I can understand the main points and opinions in spoken passages.</p> <p>I can convey meaning (although there may be some mistakes, the meaning can be understood with little or no difficulty).</p> <p>I can give a short prepared talk that includes opinions.</p>
<p>Term 4</p> <p><u>Egyptians</u></p>	<p>SCIENCE</p> <p>Forces</p> <p>I can explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object;</p> <p>I can identify the effects of air resistance, water resistance and friction, that act between moving surfaces;</p> <p>I can recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p> <p>HISTORY</p> <p>Ancient Egypt (As term 3)</p> <p>GEOGRAPHY</p> <p>N/A</p> <p>ART AND DESIGN</p> <p>N/A</p> <p>DESIGN AND TECHNOLOGY</p> <p>Mechanisms</p> <p><u>Design</u></p> <p>I can use a number of different sources to collect design ideas.</p> <p>I can consider appearance, purpose, safety and reliability.</p> <p>I can use annotated sketches, scale drawings, cross sectional drawings, CAD (sketch up), exploded diagrams and prototypes when designing.</p> <p>I can develop step by step plans and modify them as appropriate through discussion, drawing and modelling.</p> <p><u>Make</u></p> <p>I can mark out and cut accurately using standard measures and refine with appropriate tools.</p> <p>I can show an understanding of the qualities of materials to choose appropriate tools to cut and shape.</p> <p>I demonstrate accuracy in techniques when joining, shaping and finishing.</p> <p>I can use tools including saws, knives, drills, glue guns, hammers with greater accuracy and control.</p> <p><u>Technical Knowledge</u></p> <p>I can make mechanisms including pulleys, gears, cams.</p> <p><u>Evaluation</u></p>

UKS2 Curriculum – 2 Year Cycle

I can evaluate my ideas, plans and products against design criteria – purpose, appearance, safety, reliability, cost and availability of materials.
I can test and evaluate my work as it develops, making adjustments as necessary.
I can consider the view of others to improve my work.
I know about great designers/ inventors e.g. Steve Jobs, bridge designers.

PE

Aerobics

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.

MUSIC

Happy – pop, dimensions of music, singing, improvising

I can sing or play from memory with confidence.
I can perform solos or as part of an ensemble.
I can sing or play expressively and in tune.
I can perform with controlled breathing (voice) and skilful playing (instrument).
I can choose from a wide range of musical vocabulary to accurately describe and appraise music including:
pitch
dynamics
tempo
timbre
texture
lyrics and melody
sense of occasion
expressive
I can develop an understanding of the history of music.

COMPUTING

We are interface designers

I can choose the most suitable applications and devices for the purposes of communication.

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

RE

Five pillars of Islam

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

PSHE

I can assess and action different strategies to limit the impact of technology on my health (e.g. **night-shift mode**, regular breaks, correct posture, sleep, diet and exercise).

I can explain the importance of self-regulating my use of technology; I can demonstrate the strategies I use to do this (e.g. monitoring my time online, avoiding accidents).

Healthy Me (Year 6)

I know the impact of food on the body, e.g. creating energy, giving comfort and altering mood.

I am motivated to give my body the best combination of food for my physical and emotional health.

I know about different types of drugs and their uses and their effects on the body particularly the liver and heart.

I am motivated to find ways to be happy and cope with life's situations without using drugs.

I can evaluate when alcohol is being used responsibly, anti-socially or being misused.

I can tell you how I feel about using alcohol when I am older and my reasons for this.

I know and can put into practice basic emergency aid procedures (e.g. the recovery position) and know how to get help in emergency situations.

I know how to keep myself safe to avoid emergencies and also how to deal with emergencies if they happen.

I understand what it means to be emotionally well and can explore people's attitudes towards mental health/illness.

I know how to help myself feel emotionally healthy and can recognise when I need help with this.

I can recognise when I feel stressed and the triggers that cause this and I understand how stress can cause alcohol misuse.

I can use different strategies to manage stress and pressure.

MFL - FRENCH

Leisure

I can understand the main points and opinions in spoken passages.

I can convey meaning (although there may be some mistakes, the meaning can be understood with little or no difficulty).

I can give a short prepared talk that includes opinions.

Easter

I can give detailed accounts of the customs, history and culture of the countries and communities where the language is spoken.

<p>Term 5</p> <p><u>Journey to the River Sea</u></p>	<p>SCIENCE Living things and their habitats I can 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; I can give reasons for classifying plants and animals based on specific characteristics.</p> <p>HISTORY N/A</p> <p>GEOGRAPHY I can name and locate the countries of North and South America and identify their main physical and human characteristics. I can identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night). I can describe geographical diversity across the world. I can describe how countries and geographical regions are interconnected and interdependent</p> <p>ART AND DESIGN Textiles I can apply my knowledge of different techniques to express ideas and feelings. I show precision in techniques. I can overlap and layer to create textures, effects and colours. I can master the blanket stitch. I can work on large scales.</p> <p>DESIGN AND TECHNOLOGY Textiles <u>Design</u> I can use a number of different sources to collect design ideas. I can consider cost and availability of materials. <u>Make</u> I can mark out and cut accurately using standard measures and refine with appropriate tools. I can show an understanding of the qualities of materials to choose appropriate tools to cut and shape. I can use a blanket stitch. <u>Technical Knowledge</u> I can join textiles with a combination of joining and stitching techniques – blanket stitch, glue, press studs, velcro, zips, buttons. <u>Evaluation</u> I can test and evaluate my work as it develops, making adjustments as necessary. I can consider the view of others to improve my work.</p>
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PE

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.

MUSIC

You've Got A Friend – Carole King, singing, playing, composing

- I can sing or play from memory with confidence.
- I can perform solos or as part of an ensemble.
- I can sing or play expressively and in tune.
- I can perform with controlled breathing (voice) and skilful playing (instrument).
- I can create songs with verses and a chorus.
- I can create rhythmic patterns with an awareness of timbre and duration.
- I can combine a variety of musical devices, including melody, rhythm and chords.
- I can thoughtfully select elements for a piece in order to gain a defined effect.
- I can convey the relationship between the lyrics and the melody.
- I can use digital technologies to compose, edit and refine pieces of music.

COMPUTING

We are app developers

- I know what to do if my password is lost or stolen.
- I can describe simple ways to increase privacy on apps and services that provide privacy settings.
- I can choose the most suitable applications and devices for the purposes of communication.
- I can use many of the advanced features in order to create high quality, professional or efficient communications.

RE

Five pillars of Islam

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

PSHE

- I can describe how to capture bullying content as evidence (e.g **screen-grab**, **URL**, **profile**) to share with others who can help me.
- I can identify a range of ways to report concerns both in school and at home about online bullying.

UKS2 Curriculum – 2 Year Cycle

	<p><u>Relationships (Year 6)</u></p> <p>I can identify the most significant people to be in my life so far. I understand how it feels to have people in my life that are special to me. I know some of the feelings we can have when someone dies or leaves. I can use some strategies to manage feelings associated with loss and can help other people to do so. I 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 I am feeling those emotions and have strategies to manage them. I can recognise when people are trying to gain power or control. I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control. I understand how technology can be used to try to gain power or control and I can use strategies to prevent this from happening. I can take responsibility for my own safety and well-being. I can use technology positively and safely to communicate with my friends and family.</p> <p>MFL - FRENCH</p> <p><u>Holidays</u></p> <p>I can read and understand the main points and opinions in written texts from various contexts, including present, past or future events. I can show confidence in reading aloud, and in using reference materials.</p> <p><u>Letter writing to pen pal</u></p> <p>I can write short texts on familiar topics. I can use knowledge of grammar to enhance or change the meaning of phrases. I can refer to recent experiences or future plans, as well as to everyday activities. I can include imaginative and adventurous word choices. I can convey meaning (although there may be some mistakes, the meaning can be understood with little or no difficulty). I can use dictionaries or glossaries to check words.</p>
<p>Term 6</p> <p><u>Journey to the River Sea</u></p>	<p>SCIENCE Living things and their habitats (as Term 5)</p> <p>HISTORY N/A</p> <p>GEOGRAPHY (as term 5)</p> <p>ART AND DESIGN Textiles (as Term 3)</p>

DESIGN AND TECHNOLOGY

Textiles (as Term 3)

PE

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.

MUSIC

Reflect, Rewind and Replay - dimensions of music, singing, playing, composing

I can sing or play from memory with confidence.

I can perform solos or as part of an ensemble.

I can sing or play expressively and in tune.

I can hold a part within a round.

I can sing a harmony part confidently and accurately.

I can sustain a drone or a melodic ostinato to accompany singing.

I can perform with controlled breathing (voice) and skilful playing (instrument).

I can create songs with verses and a chorus.

I can create rhythmic patterns with an awareness of timbre and duration.

I can combine a variety of musical devices, including melody, rhythm and chords.

I can thoughtfully select elements for a piece in order to gain a defined effect.

I can use drones and melodic ostinati (based on the pentatonic scale).

I can convey the relationship between the lyrics and the melody.

I can use digital technologies to compose, edit and refine pieces of music.

I can choose from a wide range of musical vocabulary to accurately describe and appraise music including:

pitch

dynamics

tempo

timbre

texture

lyrics and melody

sense of occasion

expressive

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

I can develop an understanding of the history of music.

COMPUTING

We are marketers

I can choose the most suitable applications and devices for the purposes of communication.

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

I can give examples of the risks of online communities and demonstrate knowledge of how to minimise risk and report problems.

RE

Hinduism, with a focus on Ghandi

I can show an understanding of the role of a spiritual leader.

PSHE

I can explain how I am developing an online reputation which will allow other people to form an opinion of me.

I can describe some simple ways that help build a positive online reputation.

Changing Me (Year 6)

I am aware of my own self-image and how my body image fits into that.

I know how to develop my own self esteem.

I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally.

I can express how I feel about the changes that will happen to me during puberty.

I can ask the questions I need answered about changes during puberty.

I can reflect on how I feel about asking the questions and about the answers I receive.

I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born.

I recognise how I feel when I reflect on the development and birth of a baby.

I understand how being physically attracted to someone changes the nature of the relationship.

I can express how I feel about the growing independence of becoming a teenager and am confident that I can cope with this.

I can identify what I am looking forward to and what worries me about the transition to secondary school.

I know how to prepare myself emotionally for starting secondary school.

MFL - FRENCH

Holidays

I can read and understand the main points and opinions in written texts from various contexts, including present, past or future events.

I can show confidence in reading aloud, and in using reference materials.