

Mathematics

Four Operations and Fractions

Year 5

- I can multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers
- I can divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context
- I can recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3)
- I can add and subtract fractions with the same denominator and denominators that are multiples of the same number
- I can multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams

Year 6

- I can divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context
- I can square and cube numbers
- I can use common factors to simplify fractions; use common multiples to express fractions in the same denomination
- I can add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions
- I can multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, $4 \frac{1}{2} \times 2 \frac{1}{2} = 8 \frac{1}{2}$]
- I can divide proper fractions by whole numbers [for example, $3 \frac{1}{2} \div 2 = 6 \frac{1}{2}$]

The Victorians



English

I can read books that are structured in different ways and read for a range of purposes

I can write for a range of purposes including poetry, play writing, story writing and newspaper reports

I can use a range of punctuation and cohesive devices across my writing

I can plan, write, evaluate and edit my writing and help others to do the same

Science

I can associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in a 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

History

I can describe the main changes in a period of history

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 can describe the social, ethnic, cultural or religious diversity of past society.

Music

Classroom Jazz 2

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

I can use and understand simple time signatures.

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

Computing and Online Safety

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 collaborate with others online on sites approved and moderated by teachers

Art and Design

I can consider appearance, purpose, safety and reliability.

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

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

The Victorians



RE

Advent Ring

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

French

I can write short texts on familiar topics

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

P.E.

Tag Rugby

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.

O.A.A. - Forest School

I can explore, adapt and use items and objects found in a natural environment

I can follow rules and instructions to stay safe

I can work as part of a team, showing leadership skills when required

PSHE

I understand there are different perceptions about what normal means

I can tell you a range of strategies in managing my feelings in stress situations and for problem solving when I'm part of one

I can show empathy with people in stress situations