

Mathematics

Decimals, Percentages, Algebra and Measurement

Year 5

- I can recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal
- I can solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, and those fractions with a denominator of a multiple of 10 or 25
- I can convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre)
- I can calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm²) and square metres (m²) and estimate the area of irregular shapes

Year 6

- I can solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison
- I can recall and use equivalences between simple fractions, decimals and percentages, including in different contexts
- I can use simple formulae
- I can express missing number problems algebraically
- I can find pairs of numbers that satisfy an equation with two unknowns
- I can solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate
- I can calculate the area of parallelograms and triangles
- I can recognise when it is possible to use formulae for area and volume of shapes

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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 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

I can record data and results of increasing complexity in different ways

I use scientific diagrams and labels

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 (random and systematic) to observe, measure and record the human and physical features in the local area.

I can analyse and give views on the effectiveness of different geographical representations of a location.

Music

Dancing in the Street

I can play from memory with confidence.

I can perform solos or as part of an ensemble.

I can play expressively and in tune.

Computing and Online Safety

I can make use of an event in a program to set a variable

I can create algorithms for my project

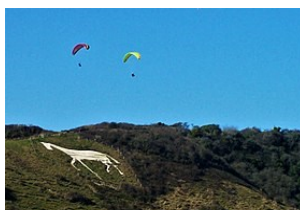
Art and Design

I can use develop my 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.

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PSHEe

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.

French

Les Habitats

I can say the five key elements plants and animals need to thrive and survive in their habitat.

I can say which plants grow in each of the five different habitats we are studying.

P.E.

Invasion Games - 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.

R.E.

I can identify features of Gospel texts (for example, teachings, parable, narrative)

I can, taking account of the context, suggest meanings of Gospel texts studied, and compare my own ideas with ways in which Christians interpret biblical texts

I can make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives

I can make connections between Christian teachings (e.g. about peace, forgiveness, healing) and the issues, problems and opportunities in the world today, including my own life

I can articulate my own responses to the issues studied, recognising different points of view.