

### English

- I can apply my growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that I meet.
- I can maintain positive attitudes to reading and understand what I read by reading books that are structured in different ways and reading for a range of purposes.
- I can understand what I read by checking that the book makes sense to me, discussing my understanding and exploring the meaning of words in context.
- I can understand what I read by asking questions to improve my understanding.
- I can understand what I read by predicting what might happen from details stated and implied.
- I can retrieve, record and present information from non-fiction.
- I can participate in discussions about books that are read to me and those that I can read for myself. I can build on my own and others' ideas and challenge views courteously.
- I can use dictionaries to check the spelling and meaning of words.
- I can use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.
- I can use a thesaurus.
- I can write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.
- I can write legibly, fluently and with increasing speed by choosing the writing implement that is best suited for a task.
- I can plan my writing by identifying the audience for and purpose of the writing. I can select the appropriate form and use other similar writing as models for my own.
- I can plan my writing by noting and developing initial ideas, drawing on reading and research where necessary.
- I can plan my own writing by using narratives, considering how authors have developed characters and settings in what I have read, listened to or seen performed.
- I can draft and write in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.
- I can draft and write by precisising longer passages.
- I can draft and write by using a wide range of devices to build cohesion within and across paragraphs.
- I can evaluate and edit by assessing the effectiveness of my own and others' writing.
- I can evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing.
- I can proof-read for spelling and punctuation errors.
- I can perform my own compositions, using appropriate intonation, volume and movement so that meaning is clear.
- I can develop my understanding by using modal verbs or adverbs to indicate degrees of possibility.
- I can develop my understanding by using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.
- I can develop my understanding by learning selected grammar for years 5 and 6.
- I can indicate grammatical and other features by punctuating bullet points consistently.
- I can use and understand grammatical terminology accurately and appropriately when discussing my writing and reading.

### WOW events!

- Eden Camp
- Evacuee Day
- Cooking with rations

### Maths

- I can read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit.
- I can count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000.
- I can interpret negative numbers in context. I can count forwards and backwards with positive and negative whole numbers, including through zero.
- I can round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000.
- I can solve number problems and practical problems that involve all of the above.
- I can read Roman numerals to 1000 (M) and recognise years written in Roman numerals.
- I can add and subtract whole numbers with more than 4 digits, including using formal written methods.
- I can add and subtract numbers mentally with increasingly large numbers.
- I can use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy.
- I can solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.
- I can measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres.
- I can calculate and compare the area of rectangles (including squares), and use standard units including square centimetres (cm<sup>2</sup>) and square metres (m<sup>2</sup>). I can



## World War 2

### Geography

- I can extend my locational knowledge and deepen my spatial awareness of the world's countries.
- I can understand geographical similarities and differences through the study of human and physical geography
- I can build on my knowledge of globes, maps and atlases and use these geographical tools routinely in the classroom and in the field.
- I can sketch plans, maps and graphs

### Theme

- History
- Geography

### History

- I have knowledge of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- I can use timelines to place and sequence local, national and international events.
- I can sequence historical periods
- I can identify changes within and across historical periods.
- I can identify some social, cultural, religious and ethnic diversities of societies studied in Britain and wider world.
- I can identify some causes and consequences of the main events, situations and changes in the periods studied.
- I can look at different versions of the same event and identify differences in the accounts.
- I can give clear reasons why there may be different accounts of history.
- I know that people (now and in past) can represent events or ideas in ways that persuade others.
- I can use documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.
- I can ask a range of questions about the past.
- I can choose reliable sources of evidence to answer questions.
- I realise that there is often not a single answer to historical questions.
- I can present structured and organised findings about the past using speaking, writing, maths, ICT, drama and drawing skills.
- I use dates and terms accurately
- I choose the most appropriate way to present information to an audience

### Science

- I can plan enquiries, including recognising and controlling variables where necessary.
- I can report on my findings from enquiries using oral and written explanations of results. These explanations involve causal relationships and conclusions.
- I can present findings in written form, displays and other presentations.
- I can use test results to make predictions to set up further comparative and fair tests.
- 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 material. I can explain that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.
- I can compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, and response to magnets.

### Physical Education

- I can use running, jumping, catching and throwing in isolation and in combination.
- I can play competitive games, modified where appropriate, such as football, netball, rounders, cricket, hockey, basketball, badminton and tennis. I can apply basic principles suitable for attacking and defending.
- I can develop flexibility, strength, technique, control and balance, for example through gymnastics and athletics.
- I can perform dances using a range of movement patterns.
- I can compare my performances with previous ones to achieve my personal best.

### •French

- -Can understand the day and subject of five school timetable in four spoken statements
- Can understand school subjects and opinions of school subjects in four spoken statements
- Can say a clear series of three statements about subjects, likes and dislikes and an opinion, using a conjunction and an opinion.
- Can read and understand three written statements about subjects, likes and dislikes and reasons, using a conjunction and an opinion
- Can write three mainly accurate short sentences using a subject /like or dislikes, a conjunction and an opinion in response to a question about school subject preferences
- Can identify six places in the city in a short spoken descriptive statement about a city and places to visit
- Can identify the Christmas gifts in a short spoken statement about gifts for Christmas
- Can participate accurately in a dialogue – shopping for Christmas gifts
- Can understand the simple description of a city and access and find three unfamiliar nouns for places in a bilingual dictionary.
- Can write three short sentences using nouns, adjectives and conjunctions to describe the local city to the children's school

### Computing

- I can design and write programs that accomplish specific goals, including controlling or simulating physical systems. I can solve problems by decomposing them into smaller parts (Lego Morse code)
- I can use sequences, selections, and repetition in programs. I can work with variables and various forms of input and output. I can generate appropriate inputs and predicted outputs to test programs (Lego technology)
- I can select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information (data research and presentations)

### Music

- I can listen with attention to detail and recall sounds with increasing aural memory
- I can use and understand the basics of staff and other musical notations.
- I can appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great musicians and composers.
- I can develop an understanding of the history of music.

## World War 2



### Design Technology

- I can create products from a range of contexts (industry, culture, home, environment) using a range of tools to cut, shape, join and finish.
- I can talk about my design describing its purpose, I can explain it's parts and evaluate the use of the tools and materials. I can consider costings.
- I can demonstrate resourcefulness when tackling practical problems.
- I know that seasons affect food available
- I know how food is processed into ingredients to eat or cook with.
- I can prepare and cook predominantly savory dishes and adapt appearance, taste, texture and aroma
- I know that different food and drink contain different substances- nutrients/water and fibre.

### RE

- I can explain how artefacts and symbols express the beliefs of two different faith members
- I can be creative in showing how believers may express themselves through symbols and artefacts
- I can show understanding of the way participating in a festival may impact on the life of a faith member
- I can reflect and share how religious celebrations have an impact on the community
- I can reflect and share how religious celebrations have an impact on the community
- I can investigate the impact of religious beliefs, values and rules on the life of a believer
- I can explain the challenges that believers face when following religious beliefs, values and rules

### PSHCE

- To help and construct a group and class rules and to understand how these rules help them.
- To recognise and celebrate achievements, identify strengths and set high aspirational goals.
- The importance of protecting personal information online.
- To discuss the need for secrets and when it is important to share a secret.
- To understand that everyone has rights and these are to protect everyone.
- To understand what being part of a community means and the institutions that support communities.
- To recognise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours.

### Art

- I can work from imagination and observation (perspective drawings).
- I can look at and talk about work of other artists
- I can use appropriate language to describe, colours, media, equipment, textures (colour wheel)
- I can mix and match colour accurately (colour wheel)
- I understand complementary colours (colour wheel)