



Reading Comprehension

I can ask questions to improve my understanding.

I can discuss and evaluate how authors use considering the impact on the reader.

I can distinguish between statements of fact and opinion.

I can draw inferences such as feelings, thoughts and motives.

I can explain and discuss my understanding through formal presentation and debates.

I can re-read and read ahead to check for meaning.

I can retrieve record and present information from non-fiction.

I can summarise the main ideas drawn from key details that support the main ideas.

Word Reading

I can attempt pronunciation of unfamiliar words on prior knowledge of similar looking words.

Writing

I can use dictionaries to check the spelling and meaning of words.

I can write precise longer passages.

I can use a wide range of devices to build cohesion within and across paragraphs.

I can assess the effectiveness of my own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.

I can ensure the consistent and correct use of tense throughout a piece of writing.

I can recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.

I can use passive verbs to affect the presentation of information in a sentence.

I can use the perfect form of verbs to mark relationships of time and cause.

I can use and understand the grammar for years 5 and 6 in English.

I can use and understand the grammatical terminology in English accurately and appropriately in discussing my writing and reading.

Spelling

I can use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically.

I can spell words with 'silent' letters: k, w, b, t, h and s.

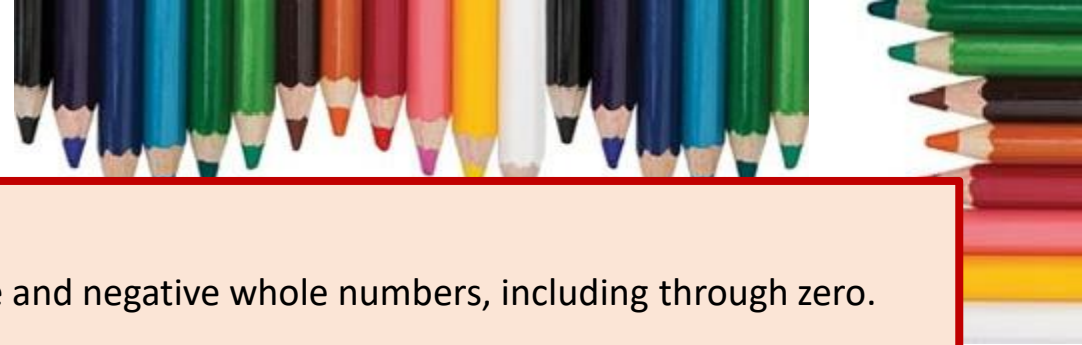
I can read and spell homophones and other words that are often confused

Speaking and Listening

I am beginning to use hypothetical language to consider more than one possible outcome or solution.

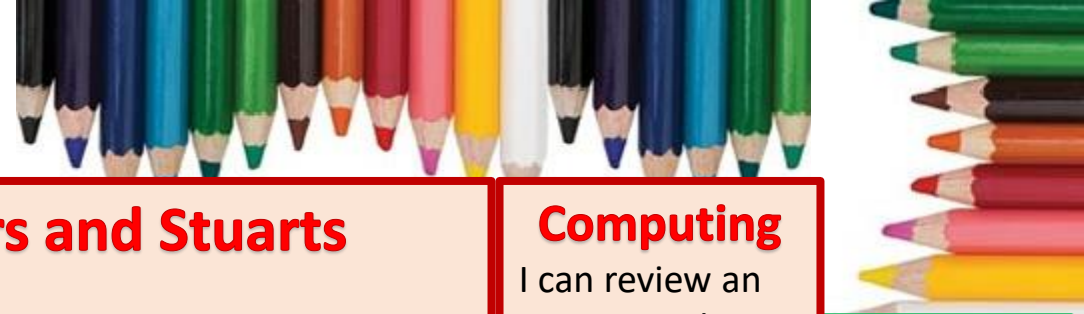
I can perform my own compositions, using appropriate intonation and volume so that meaning is clear.

I can perform poems and plays from memory, making careful choices about how I convey ideas. I adapt my expression and tone.



Maths

- I can interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero.
- I know that angles are measured in degrees.
- I can draw given angles and measure them in degrees.
- I can estimate and compare acute, obtuse and reflex angles.
- I can identify angles at a point on a straight line and $1/2$ a turn (total 180 degrees).
- I can identify angles at a point and one whole turn (total 360 degrees).
- I can identify angles, which are other multiples of 90 degrees.
- I can convert between different units of metric measures and estimate volume and capacity.
- I can calculate and compare the areas of squares and rectangles including using standard units (cm^2 and m^2).
- I can understand and can use approximate equivalences between metric units and common imperial units such as inches, pounds and pints.
- I can estimate the area of irregular shapes.
- I can solve problems involving converting between units of time.
- I can use all four operations to solve problems involving measure (for example, length, mass, volume, money) using decimal notation, including scaling.
- I can identify 3-D shapes, including cubes and other cuboids, from 2-D representations.
- I can use the properties of rectangles to deduce related facts and find missing lengths and angles.
- I can distinguish between regular and irregular polygons based on reasoning about equal sides and angles.
- I can identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.
- I can multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.
- I can read, write, order and compare numbers with up to three decimal places.
- I can round decimals with 2dp to the nearest whole number and to 1dp.



Science

Animals including Humans

Scientific Knowledge

I can describe the changes as humans develop to old age.

Working Scientifically

I can plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.

I can take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.

I can record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.

Living Things and their Habitats

Scientific Knowledge

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.

Working Scientifically

I can report and present findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations.

I can identify scientific evidence that has been used to support or refute ideas or arguments.

History Tudors and Stuarts

Historical Chronology

I can discuss why people and events from a particular time in the past were important, placing them within a historical sequence.

Historical Concepts

I can compare and contrast a society in the past with my own and contribute to a discussion of the similarities and differences.

Historical Interpretation

I can use evidence and various historical sources to draw conclusions about a significant historical figure.

Historical Enquiry

I can use artefacts to ask questions about Tudor England.

Historical Communication

I can organise information and produce a written piece of work which describes the main features of the Tudors.

Computing

I can review an existing website and consider its structure.

I can plan the features of a webpage.

I can consider the ownership and use of images (copyright).

I can recognise the need to preview pages.

I can outline the need for a navigation path.

I can recognise the implications of linking to content owned by other people.

MUSIC

I can sing three-part rounds, partner songs and songs with a verse and chorus.

I can recognise and comment on features of music from the Classical period.

I can record my ideas using staff notation and time signatures. I can perform simple chordal accompaniment to simple songs.

To understand the difference between $\frac{2}{4}$, $\frac{3}{4}$ and $\frac{4}{4}$ -time signatures.

Geography South America

Locational

I can locate South America on a world map and its major river, The Amazon using geographical terminology i.e. southern hemisphere, equator and reference to its biome.

Place

I can locate and name the main countries in South America on a world map and atlas.

Human/Physical

I can explain the vegetation belts in a locality and the pressures on conservation

Skills/Fieldwork

I can use data to compare and contrast the Amazon climate to the UK.



RE

Hinduism

I can start to express my own views about life after death.
I can compare Hindu and Christian beliefs relating to life after death and tell you how these make a difference to believers' lives.
I can express my own views about Hindu beliefs and whether they make sense to me or not.

Christianity

I can show an understanding of why people show commitment in different ways.
I can describe how different practices enable Christians to show their commitment to God and understand that some of these will be more significant to some Christians than others.
I can explain why I think some ways of showing commitment to God would be better than others for Christians.

MFL

I can order food in Spanish using 'I would like'.
I can listen to an extract and identify the items of food and drink that are being spoken about.
I can read the Spanish words for types of food and match them with the correct picture.
I can write four or more phrases about items of food saying whether I like or dislike them.
I can use un and una correctly when speaking/writing about food.

Art

I can use sketch books to express and gather ideas about feelings.
I can respond to the elements of Earth, Wind, Fire and Water using appropriate colours and shapes.
I can use colour to create mood and feeling.
I can interpret expression in artists' work.
I can use a variety of media to express a piece of music through art.
I can replicate the work of an artist that I have researched, and show expression.

DT

I can understand and discuss the processes of rearing and catching produce.
I can compare and discuss two adapted recipes and understand which of these is the healthier option.
I can use computer aided design to create appealing packaging.
I can write and follow a step-by-step plan in order to make a healthy meal.
I can evaluate my product and make suggestions on how to improve it.
I can understand how to adapt a recipe to ensure a healthy and balanced diet.

PE

Striking and Fielding

I can bowl using an overarm technique, beginning to vary speed.
I can throw and catch accurately using a variety of techniques.
I can hit the ball with purpose, varying speed, height and direction.
I can show tactical awareness when playing in a competitive game.
I can use and apply the basic rules of the game fairly and consistently.

Athletics

I can throw with greater force and over longer distances.
I can throw with greater control, accuracy and efficiency.
I can combine sprinting with hurdling.
I can perform a variety of jumps with a run up, maintaining control.
I can transfer a relay baton efficiently as part of a team when racing competitively.