



## English

### Writing Objectives

I can continue to distinguish between homophones and other words which are often confused.

When writing narratives, I can, consider how authors have developed characters and settings in what I have read, listened to or seen performed.

I can select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.

In narratives, I can describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action.

I can ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.

I can use commas to clarify meaning or avoid ambiguity in writing.

I can use hyphens to avoid ambiguity

I can use brackets, dashes or commas to indicate parenthesis.

I can use semi-colons, colons or dashes to mark boundaries between independent clauses.

I can use a colon to introduce a list  
punctuating bullet points consistently.

### Reading Comprehension Objectives

I can ask questions to improve understanding.

I can check that the book makes sense, discussing understanding and exploring the meaning of words in context.

I can discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.

I can explain and discuss understanding of what I have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.

I can identify and discuss themes and conventions in and across a wide range of writing.

I can identify how language, structure and presentation contribute to meaning.

I can make comparisons within and across books.

I can participate in discussions about books that have been read to me and books that I have read for myself building on my own and other's ideas and challenging views courteously.

## English

### Word Reading Objectives

I can read fluently, using punctuation to inform meaning.

### Speaking and Listening Objectives

I ask questions to develop ideas and take account of others' views.

I explain ideas and opinions giving reasons and evidence.

I contribute to discussions, evaluating others' ideas and respond to them.

### Spelling Objectives

I can continue to distinguish between homophones and other words, which are often confused.



## Maths

- I can solve problems involving the calculation of percentages.
- I can associate a fraction with division and calculate decimal fraction equivalents.
- I can recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.
- I can solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.
- I can calculate using fractions, decimals or percentages.
- I can multiply 1-digit numbers with up to two decimal places by whole numbers.
- I can express missing number problems algebraically.
- I can find pairs of numbers that satisfy number sentences involving two unknowns.
- I can use simple formulae.
- I can generate and describe linear number sequences.
- I can enumerate possibilities of combinations of two variables.
- I can calculate and interpret the mean as an average.
- I can substitute values into a simple formula to solve problems.
- I can recognise when it is possible to use formulae for area and volume of shapes.
- I can calculate the area of a parallelogram and triangles and calculate, estimate and compare volume of cubes and cuboids using standard units.
- I can solve problems involving similar shapes where the scale factor is known or can be found.
- I can solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate.
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- I can recognise that shapes with the same areas can have different perimeters and vice versa.
- I can read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to 3 decimal places.
- I can interpret and construct pie charts and line graphs and use these to solve problems.



## Art

- To interpret war art.
- To experiment with different painting and brush techniques.
- To re-create a piece of Nash's works using varied brush techniques.
- To use pastels effectively.
- To gather thoughts, feelings and interpretations from art to influence a personal piece.
- To explain how artists have influenced by works

## Music

### Singing

I can sing observing rhythm, phrasing, accurate pitching and appropriate style.

### Listening

I can compare and contrast music from the 20<sup>th</sup> Century and beyond.

### Composing

I can plan and compose an 8- or 16- beat melodic phrase incorporating rhythmic variety.

### Performing

I can engage with others through playing in an ensemble.

## Design Technology

### Design

- I can explore a range of electrical devices and identify their main components.
- I can use computer aided design to create an electrical product.

### Make

- I can create a working circuit and explore adding different components.
- I can explain the function of electromagnetic motors, amending the circuit to improve its function.

### Evaluate

- I can evaluate the success of my project and suggest ways to improve it.

### Technical Knowledge

- I can work safely using electrical components.

## History

### Historical Chronology

- I can sequence events about my own life.

### Historical Concepts

- I can explain how my local area was different in the past.

### Historical Interpretation

- I can give examples of things that are different in my life from that of my grandparents when they were young.

### Historical Enquiry

- I can find out something about the past by talking to an older person.

### Historical Communication

- I can research the life of someone who used to live in their city using the Internet and other sources to find out about

## Geography

### Locational

- I can explain how climate change has impacted the world in different ways.

### Place

- I can explain the impact humans have had on physical features globally.

### Human/physical

- I can explain how climate change has impacted the human and physical features of an area through a case study eg. The Aral Sea.

### Skills/fieldwork

- I can use historic and current maps to evidence the impact climate change has had on the environment.



## Computing

- I can create a program to run on a controllable device
- I can explain that selection can control the flow of a program
- I can update a variable with a user input
- I can use a conditional statement to compare a variable to a value
- I can design a project that uses inputs and outputs on a controllable device
- I can develop a program to use inputs and outputs on a controllable device Are you smarter than a 10- (or 11-) year-old?
- To make a quiz to test your teachers or parents.

## RE

### Christianity

- I can express the feelings I have when I think about situations or things I would like to last forever.
- I can make links between different Christian beliefs and their views on whether anything is ever eternal.
- I can reflect on my own beliefs about whether anything is eternal.
- I can explain how the influence people have had on me has affected what I see as important.
- I can explain how one of the reasons people use to suggest that Christianity is a strong religion today can be counteracted.

### Speaking

I can say what rooms I have and do not have at home and describe them using adjectives.

### Listening

I can listen to someone describing where they live and answer questions about it.

### Reading

I can read an extract describing where someone lives and answer questions about it.

### Writing

I can describe where I live using positive and negative phrases.

### Grammar

I can fully conjugate the verb 'vivir' (to live).

## MFL

## Science

### Scientific Knowledge

- I can recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.
- I can recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.
- I can identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.

### Working Scientifically

- I can identify scientific evidence that has been used to support or refute ideas or arguments.
- I can record results and explain a degree of trust in my results.

## PE

### Gymnastics

- I can jump and balance independently, paired or as a group using my own body and my peers.
- I can evaluate performances using technical language (balance, unison, counter-balance and body tension) to improve my own work and that of others.
- I can compete and challenge myself to improve across the fundamental areas (balancing, jumping, rolling, using apparatus).
- I can seamlessly perform routines and a range of skills.
- I can confidently use equipment when choreographing sequences and routines.

### Net & Wall Games

- I can serve the object using a variety of long and short shots.
- I can challenge my opponent using tactics and deft shots to target their weaknesses.
- I can master the use of space when playing on my own or part of a team.
- I can change my grip on the racket to demonstrate different techniques (forehand, backhand, serve, volley).
- I can keep score of my own game and umpire that of my peers.

