



Art

- I can identify and draw objects and use marks and lines to produce texture.
- I can organise line, tone, shape and colour to represent figures and forms in movement.

Anglo Saxons and Vikings

Design

Technology

- I can produce a detailed, step-by-step plan.
- I show that I can be both hygienic and safe in the kitchen.

History

- I can create timelines, which outline the development of specific features, such as medicine; weaponry; transport, etc.
- I can explain the role that Britain has had in spreading Christian values across the world
- I can appreciate how historical artefacts have helped us understand more about British lives in the present and past
- I can research the life of one person who has had an influence on the way Great Britain is divided into four separate countries
- I can recognise that Britain has been invaded by several different groups over time
- I can research two versions of an event and say how they differ
- I can summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently

Geography

- I can find possible answers to my own geographical questions.
- I can report on ways in which humans have both improved and damaged the environment.
- I can explain how a location fits into its wider geographical location; with reference to physical features.
- I can explain how people are trying to manage their environment.

Music

- I can breathe in the correct place when singing.
- I can change sounds or organise them differently to change the effect.
- I can use the techniques and structures of famous composers to organise my work.
- I can explain why I think music is successful or unsuccessful.

Year 5 Autumn



Computing

- I can explain what cyberbullying is
- I can explain what copyright is
- I can differentiate between true and false information on the internet
- I can create a website
- I can record an interview
- I can record a news report using a flipcam
- I can explain what Augmented Reality
- I can explain what QR codes
- I can create a QR code
- I can film and produce a short video
- I can scan QR codes

RE

- I can make connections between different features of the religions and worldviews I study, discovering more about celebrations, worship, pilgrimages and the rituals, which mark important points in life.
- I can describe and understand links between stories and aspects of the communities I am investigating, responding thoughtfully to a range of sources of wisdom.

MFL

- I can hold a simple conversation with at least 4 exchanges.
- I can use my knowledge of grammar to speak correctly.

Science

- I can relate the outcome from an enquiry to scientific knowledge in order to state whether evidence supports or refutes an argument or theory.
- Read, spell and pronounce scientific vocabulary accurately.
- I can describe the life cycle of different living things, e.g. mammal, amphibian, insect, bird.
- I can describe the differences between different life cycles.
- I can describe the process of reproduction in plants.
- I can describe the process of reproduction in animals.
- I can create a timeline to indicate stages of growth in humans.

PE

- I can gain possession whilst working as a team
- I can pass the ball in different ways
- I can choose the best tactics for attacking and defending
- I can use a number of techniques to shoot, pass and dribble
- I can gain possession whilst working as a team
- I can pass the ball in different ways
- I can choose the best tactics for attacking and defending
- I can take a lead role in a team to ensure tactics are employed
- I can use strength and control when vaulting?
- I can make complex and extended sentences on the vault
- I can perform consistently on the vault to different audiences
- I can combine action, balance and shape on a vault
- I can make complex or extended sequences of movements
- I can combine action, balance and shape
- I can perform consistently to different audiences
- I can perform a floor routine with a group using accurate, clear and consistent movements