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|  | **History** | **Geography** | **Computing** | **Music** | **Art** | **Design Tech** | **PE** | **RE** | **PSHCE** | | **French** |
| **Year 5** | Describe features of past societies and periods and to begin to make links between them.  Describe and make links between events and changes and give reasons for, and results of, these events and changes.  Begin to evaluate sources of information and identify those that are useful for particular tasks. | Use and understand a wider range of geographical terms.  Use and create maps up to four figure grid referencing.  Understand the human impact on the environment and how people sustain their environments. | Use internet services to share and transfer data to a third party.  Independently select, use and combine a variety of software to design and create content for a given audience.  Use filters in search engines to browse the internet and understand how results are ranked.  Design, write and rest simple programs that follow instructions to accomplish goals. | I can listen for layers of sound and how they create an effect.  I can hold a part in a two part round song on voices or instruments.  I can follow traditional notation for simple rhythms and use letter names of notes when memorizing simple melodic patterns.  I can compose music for a range of purposes using chords, melody, rhythm, timbre, dynamics and structure. | To be involving mixed media work, demonstrating experience with elements – line, tone, pattern, texture, etc.  To be able to produce detailed relief print.  To be experienced in combining techniques to produce an end piece: embroidery over Tie dye, etc. | Identify the needs, wants and values of particular individuals and groups.  Develop a specific design specification to guide their thinking.  Apply a range of finishing techniques using above skills | Participate in recognised activities and games with skill and precision showing creative tactics and strategy.  Dribble a football between cones.  Develop interest in participating in sporting activities and events at a competitive level.  Identify different levels of performance and use subject specific vocabulary. | Children will describe the impact of religion on people’s lives. They suggest meanings for a range of forms of religious expression.  Children will raise and suggest answers to, questions of identity, belonging, meaning, purpose, truth, values and commitments.  Children use an increasingly wide religious vocabulary to explain the impact of beliefs on individuals and communities. | | I can recognise how my choices in relation to drugs, alcohol and tobacco can have negative impact on my life.  I can know recognise and name types of bullying and can keep myself safe.  I know that I have rights and I must respect the rights of others. | Summarise in English key points in extended sentences and simple texts.  Take part in conversations, giving simple observations or opinions.  Read aloud short texts using fairly accurate pronunciation.  Write simple sentences from memory, leading to short texts. |
| **Year 6** | Further evaluate sources of information and identify those that are useful for particular tasks and use critically to reach and support conclusions.  They examine and explain the reasons for, and results of, events and changes.  Describe, and begin to analyse, why there are different historical interpretations of events, people and changes. | Use and create maps using up to six figure grid referencing.  Create maps to show the key topographical features of a range of different areas of the world.  Compare a range of human and geographical features of the UK with other countries across the world and over time. | Collaborate on work by using internet services within his/her own creations to share and transfer data to a third party. | I can compose my own music, evaluate my own work and the work of others, using appropriate vocabulary.  I can listen to different styles/genres of music and understand how music reflects time and place.  I can perform confidently or expressively as a group or alone using voices or instruments.  I can follow a simple tune from traditional notation, understand elements of traditional music notation and use graphic notation. | To be starting to develop own style using explorations and experimentations from sketchbook, demonstrating the ability to adapt and change ideas for an end pieces.  To be involving mixed media experimentations in their work: working on a surface made up of torn pasted pieces, working on cardboard, involving biros and coloured pencils.  To be experienced in overlaying up to 3 colours. | Carry out research using surveys, interviews, questionnaires and web based resources.  Make design decisions taking on board restraints-time, resources etc.  Accurately measure, mark, cut and shape materials.  Critically evaluate quality of design, manufacture and fitness for purpose of their product. | Strike a ball with a range of bats for accuracy and distance and dribble a basketball.  When planning activities and actions taking into account a range of strategies, tactics and strategies to success, considering his/her strengths and weaknesses and those of other.  Analyse, modify and refine skills and techniques and how these are applied. | Children will describe why people belong to religions. They understand that similarities and differences illustrate distinctive beliefs within and between religions and suggest possible reasons for this.  Children explain how religious sources are used to provide answers to ultimate questions and ethical issues, recognising diversity in forms of religious, spiritual and moral expression between religions.  Children explain what inspires and influences them, expressing their own and others’ views on the challenges of belonging to a religion. | | I can look after my physical and mental health by ensuring I lead a healthy lifestyle.    I can support and care for people in my family, school and wider community.  To understand that some rules are legal requirements and there can be legal consequences of not following them. | Understand more complex spoken language, recognising phrases and opinions.  Engage in longer conversations by asking appropriately for clarification where needed.  Read a range of texts using phonemes to pronounce words correctly.  Write a range of phrases and sentences in a range of topics. |