



St Cecilia's
Catholic Primary School

MUSIC:

Rhythm notation and apply to playing. Melodic accompaniment to songs etc.

Pitch -I can use basic sol-fa. I can perform short melodic phrases following sol-fa signs.

I can sing simple two part songs and maintain a melodic line/phrase set against a second melody.

I know about the pentatonic scale. I can sing songs from different cultures that use the pentatonic scale. I can compose, perform and appraise pieces of music structured around the pentatonic scale.

I can read and play simple rhythmic patterns from standard notation, including quavers. I can identify that Mozart was a great composer from the Classical Era. I know several facts about him.

P.E.:

Gym, Dance and Games

I show accuracy when I am linking skills and ideas together.

I can identify different tactics that I use when playing games.

I can identify different skills techniques and ideas in my own and others' work.

I can listen to other people's comments and use their ideas to improve my work.

I can devise and carry out my own warm up routine.

I know how my body reacts to exercise and can say why it is important for my health.

I am happy to do PE and can identify how I am improving .

R.E.:

Family/ Domestic Church

I recognise my good qualities and can say what qualities I would like to develop.

I can describe the unique qualities God has given each of us

I can explain how Christians are called to be like God

I can show understanding of the scripture

Belonging/ Marriage

I can explore the commitment we makes to our friends and choices we might need to make

I can describe the qualities that Jesus saw in his disciples

I can explain what the symbols of marriage represent

I can recall the commitments I have made and am still to make

LIBRARY:

I can set a hypothesis to research and know what information I will need to prove or disprove it.

I can investigate the best sources for gathering information in the library.

I can select and appraise material in the library recognising bias, inaccuracy and whether the information is up-to-date.

I can use different note-taking methods (e.g. text marking, trash and treasure).

I can record notes in my own words using different matrices.

PSHCE:

I am able to express and justify a personal opinion on issues of personal and social concern.

I know that I belong to different groups and this brings rights and responsibilities.

I can identify and describe what makes a healthy lifestyle, including the benefits of exercise and healthy eating

I can explain how my actions affect myself and others.

ART:

I can create sketches of people using the oval technique

I can compare methods used by others to show people in movement

I can adapt my work to make improvements

I can investigate methods used by other artists e.g Delaunay and Muybridge.

SPELLING, PUNCTUATION & GRAMMAR:

I can convert nouns or adjectives into verbs using suffixes

I can punctuate sentences correctly using commas to clarify meaning

I can use a range of adverbs in my writing

HISTORY:

Anglo-Saxons

I can sequence the main events of the Anglo Saxon period on a timeline

I can discuss some of the reasons for the Anglo Saxon invasions

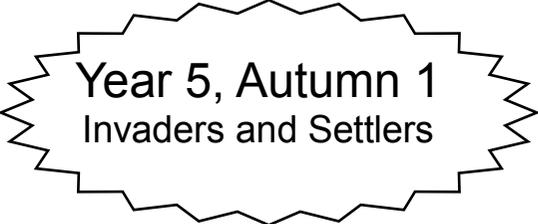
I can describe an Anglo Saxon settlement

I can investigate features of life in an Anglo Saxon Britain

I can identify the religious beliefs of the Anglo Saxons and how these changed over time

I can draw conclusions about aspects of Anglo Saxon life from several sources, recognising that the past can be presented in different ways

I can investigate how the Anglo Saxons have influenced our lives today



COMPUTING:

I can create a computer program for a computer game

I can use sequencing, selection, repetition and variables

I can detect and correct errors in the computer game

LITERACY:

Range of texts include

Suspense stories

Nonsense poetry

FRENCH:

Family / Chez Mimi DVD

I can give information about myself and my family.

I can describe where I live.

I can create a fictional French family tree.

I can explain what some of the characters from *Chez Mimi* DVD do e.e. *concierge, inventeur*

I can listen to and copy a genuine French accent.

SCIENCE:

Properties and changes of materials

I can compare and group together everyday materials on the basis of their properties

I can understand some materials will dissolve in a liquid to form a solution

I can describe how to recover a substance from a solution

I can give reasons for the particular uses of everyday materials, using evidence

I can demonstrate that dissolving, mixing and changes of state are reversible changes

I can plan a fair test

I can take accurate measurements using a data logger and thermometer

I can record results using a line graph

MATHS:

I can read, write and order 5-digit numbers, numbers to 2 decimal places and compare them

I can count forwards and backwards in steps of powers of 10 for any given number up to 1,000,000

I can use formal written methods to add and subtract up to 5 digit numbers

I can solve addition and subtraction multi-step problems in context, deciding which operations and methods to use and why

I can round numbers to the nearest 10, 100 and 1000 and use these to check my answers

I can identify when to use either the column subtraction method or number line method to solve subtraction calculations

I can identify 3D shapes including cubes and other cuboids, from 2-D representations

I can distinguish between regular and irregular polygons based on reasoning about equal sides and angles.

I can identify common multiples and factors of 2 digit numbers

I can compare and order fractions whose denominators are multiples of the same number

I can identify, name and write equivalent fractions of a given fraction, represented visually including tenths and hundredths

SPEAKING AND LISTENING:

I can plan and work with a group on a task over time.

I can participate in a group performance

NOTE TO PARENTS: These learning objectives form part of the curriculum for one half term. The best learning takes place when the context is meaningful and made real to the child's own life. We hope that by sharing our aims, you and your family will support your child's efforts and achievements in any way you can.

USEFUL LINKS:

www.theschoolrun.com/primary-national-curriculum-2014

<http://www.hamiltonathome.org.uk/7to11/index.html>

<http://resources.woodlands-junior.kent.sch.uk/maths/>

<http://www.primaryhomeworkhelp.co.uk/saxons.htm>

http://www.bbc.co.uk/schools/primaryhistory/anglo_saxons/

http://www.bbc.co.uk/schools/scienceclips/ages/9_10/changing_state.shtml

http://www.bbc.co.uk/schools/scienceclips/ages/10_11/rev_irrev_changes.shtml

E-safety: http://www.thinkuknow.co.uk/8_10/

<http://solarsystem.nasa.gov/index.cfm>

<http://solarsystem.nasa.gov/kids/index.cfm>



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LITERACY:

Range of texts include

Persuasion

Science Fiction

R.E.:

Islam

I can describe the importance of Ramadan for Muslims

I can describe the festival of Eid-ul-Fitr

I can explain why Muslims take part in a pilgrimage to Makkah

I can show respect for the special occasions for Muslims

Hope-Advent/Christmas

I can use religious vocabulary to give reasons for actions and symbol used during the time of Advent

I can explain why Advent is a time of waiting

I can describe and make links between scripture and how Christians wait purposefully for the Messiah.

I can reflect on the joyful hope that Jesus will bring

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I can investigate how the Anglo Saxons have influenced our lives today

SCIENCE:

Earth and Space

I can describe the movement of the Earth and other planets, relative to the Sun in the solar system.

I can describe the Sun, earth and Moon as approximately spherical bodies.

I can describe the movement of the Moon relative to the Earth

I can use the idea of the Earth's rotation to explain day and night and the apparent movement of the Sun across the sky.

I can plan a scientific enquiry to answer a question

I can present an explanation

SPEAKING & LISTENING: Adverts

I can identify some aspects of talk which vary between formal and informal occasions.

I can consider and evaluate different viewpoints of characters in a performance

SPELLING, PUNCTUATION & GRAMMAR:

I can use structures that are appropriate for formal speech

I can use commas to avoid ambiguity in writing

D&T:

Product design

I can investigate and analyse a range of existing products

I can research and develop a design criteria to inform the design of my product

I can create functional packaging with aesthetic qualities

PSHCE:

I can show respect and understanding for other cultures

I am able to express and justify a personal opinion on issues of personal and social concern.

I know that I belong to different groups and this brings rights and responsibilities.

I can explain how my actions affect myself and others.

LIBRARY:

I can set a hypothesis to research and know what information I will need to prove or disprove it.

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FRENCH:

Friends and hobbies

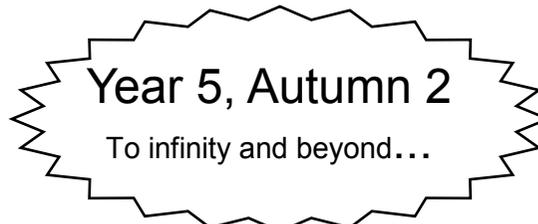
I can role play a scene from *Chez Mimi*.

I know that *mon* is used with a masculine noun e.g. *mon stylo* and that *ma* is used with a feminine noun e.g. *ma tête*.

I can use subject pronouns correctly.

I know French words for different hobbies: *jouer de la guitare*, *jouer du piano*, *danser*, *jouer au tennis*

I can describe my friend/a character



MATHS:

I can place 5 digit numbers on a number line and round them to the nearest 10,100,1000 and 10,000

I can multiply and divide numbers mentally drawing upon known facts

I can multiply numbers up to four digits by one and two digit numbers using a formal written method

I can find prime numbers less than 100

I can divide numbers up to four digits by one digit number using a formal written method and interpret remainders appropriately for the context

I can read, write, order and compare numbers with up to three decimal places

I can solve problems involving number up to 3 decimal places

I can convert between different units of metric measure: grams and kilograms, millilitres and litres and centimetres and metres

I can solve problems involving converting between units of time

I can convert improper fractions to mixed numbers

I can add and subtract fractions

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Pitch - I can use basic sol-fa. I can perform short melodic phrases following sol-fa signs.

I can sing simple two part songs and maintain a melodic line/phrase set against a second melody.

I know about the pentatonic scale. I can sing songs from different cultures that use the pentatonic scale. I can compose, perform and appraise pieces of music structured around the pentatonic scale.

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I can devise and carry out my own warm up routine.

I know how my body reacts to exercise and can say why it is important for my health.

I am happy to do PE and can identify how I am improving .

COMPUTING:

I can understand the purpose of and use Morse and Semaphore code

I can understand the need for private information to be encrypted

I can encrypt and decrypt messages in simple ciphers

I can appreciate the need to use complex passwords and keep them secure

I have some understanding of how encryption works on the web

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USEFUL LINKS:

E-safety: http://www.thinkuknow.co.uk/8_10/
www.theschoolrun.com/primary-national-curriculum-2014
<http://www.hamiltonathome.org.uk/7to11/index.html>
<http://resources.woodlands-junior.kent.sch.uk/math/>
<http://www.primaryhomeworkhelp.co.uk/saxons.htm>
http://www.bbc.co.uk/schools/primaryhistory/anglo_saxons/