



**St Cecilia's**  
Catholic Primary School

**P.E.:**  
Gym, Dance and Games

I show precision and fluency when combining skills, techniques and ideas.
I show good control of my body movements.
I can use tactics and strategy when playing games.
I can analyse my skills and explain why I chose the techniques.
I am able to refine and modify skills to improve my performance.
I understand how my body reacts during exercise and can explain how to exercise safely.
I can devise and carry out my own warm up and cool down routine.
I can identify how to work safely when doing PE.

**MUSIC:**  
I know what a chord/discord is. I know how a chord is structured and used as an accompaniment to a melody. I can create and play a 12 bar chord progression on a xylophone.

I understand what harmony is, I know how certain notes sound good together while others clash. I can practice and perform short 2 part harmony melodies on a xylophone. Working in a group, I can practice and perform 4 part harmony melodies.
I am able to compose, notate and perform my own 2 part harmony 4 bar melody. Working with a partner, I can compose, notate and perform a 2 part rhythmic composition.
I can create pieces of music based on a variety of improvised rhythms as ostinati. I can listen and appraise pieces of music from different composers, cultures and eras.

**Art**

I can interpret information from a range of Mayan artefacts and artwork.
I can compare Bonampak murals and explore how they were constructed.
I can explain why Mayan art is crucial to the understanding of the culture.
I can experiment with a variety of mediums to create an effect.
I can use a range of techniques to recreate Mayan murals.

**R.E.:**  
Local Church/ Community - Sources

I can recognise a variety of books and discuss their purpose.
I can recognise the different types of books used within the Bible.
I can write a letter in the style of St Paul.
I can identify how the Gospels shape my life.

Relating/ Eucharist—Unity

I can discuss what nourishes or spoils friendship and unity.
I can explain the different ways that we are in communion with Jesus.
I can interpret the words of the Our Father and explain how it unites all Christians.
I can explain the significance of the signs and symbols used in Communion.

**I.C.T.:**  
Spreadsheets and formulae

I can use a spreadsheet to carry out a basic calculation including addition, subtraction, multiplication and division as appropriate.
I have explored the effect of changing data in a spreadsheet.
I can create a chart to illustrate the data in the spreadsheet.
I can use the spreadsheet to draw a conclusion.

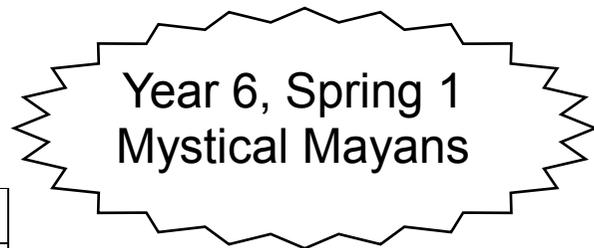
**Spelling, Punctuation and Grammar**

I can recognise and use modal verbs.
I can recognise and use relative clauses.
I can recognise and construct adverbials in my writing.
I can apply the rules of silent letters.

**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.

**MATHS:**

I can identify common factors common multiples and prime numbers.
I can multiply and divide fractions.
I can solve problems involving unequal sharing and grouping.
I can compare and classify geometric shapes based on their properties and sizes.
I can interpret, construct and use pie charts and line graphs to solve problems.
I can use, read, write and convert between standard units.
I can use decimal notation when calculating and converting measures.



**PSHCE**

I can form and justify my opinion on a current topical issue.
I can help younger children understand and follow our school rules.
I know that differences and similarities between people arise from a number of factors.

**ENGLISH:**  
Range of texts include

Narratives to fit a particular genre
Persuasive writing including one-sided arguments and debates

**HISTORY:**

I can develop a chronological secure knowledge about the Mayan Civilisation.
I can compare similarities and differences between ancient religions and religions of today.
I can make connections between developments over time.
I can research and present information using historical terms.
I can interpret information from a range of sources including geographical maps and artwork.

**FRENCH:**  
Animals

I know that <i>il</i> is used for a masculine noun and <i>elle</i> for a feminine noun e.g. <i>Il est grand, elle est petite.</i>
I know that ' <i>ne ... pas</i> ' around a verb changes it to the opposite meaning: <i>je peux, je ne peux pas.</i>
I can use the verbs <i>avoir</i> and <i>etre</i> correctly.
I can create a 'missing animal' poster
I know the French for some prepositions: <i>sur, sous, devant, derriere, dans</i>
I know the French words for parts of the body: <i>la queue, la main, le pied, les yeux</i>

**SCIENCE:**  
Evolution and inheritance

I can recognise that characteristics are passed on from parents to offspring.
I can recognise that living things change over time.
I know that fossils provide information about living things from millions of years ago.
I can discuss how changes over time can be an advantage or disadvantage.
I can recognise the challenges in a habitat.
I can outline ways that animals have been adapted to survive.
I can research the evolution of an animal.
I can research and present a biography of a key scientific figure.



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**P.E.:**  
Gym, Dance and Games

I can explain the benefits of regular exercise.
I understand how my body reacts during exercise and can explain how to exercise safely.
I can monitor my fitness levels over a period of time .
I can use tactics and strategy when playing games.
I can analyse my skills and explain why I chose the techniques.
I am able to refine and modify skills to improve my performance.
I can devise and carry out my own warm up and cool down routine.
I can identify how to work safely when doing PE.

**MUSIC:**  
 $\frac{1}{2}$  bar blues chord progressions; rhythm notation/ composing and performing

I am able to compose, notate and perform my own 2 part rhythmic composition.
I can define what opera/operetta form is. I can sing several songs from a well-known operetta by Gilbert & Sullivan.
I can compose using simple improvisation, short tunes on top of a 12-bar chord progression.

**R.E.:**  
Giving—Death and New Life

I can reflect on the feelings of loss and how it affects my life.
I can explain how Lent is a time to reflect upon the suffering and death of Jesus.
I can use scripture to understand the significance and meaning of the 'bread of life'.
I can identify the significant events that take place during the Easter Vigil.

**FRENCH:**  
Hobbies

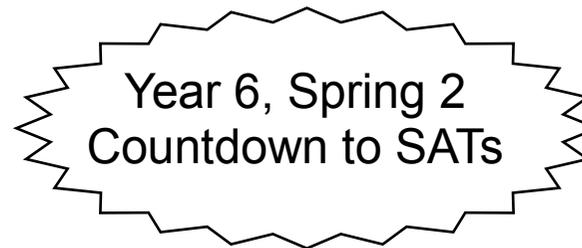
I know the different words for hobbies: <i>chanter, danser, tennis, football</i>
I know how to express an opinion: <i>à mon avis; je pense que</i>
I know the French have different ways for saying to: <i>au, à la, en</i>
I know the words for different parts of town: <i>la piscine, le restaurant, l'école, le centre ville</i>
I can use compound numbers.

**PSCHE:**

I can make links and connections between how I can use my Christian life for the good of the world around us.
I can use my Christian values to guide me towards opportunities to help others.
I know that bacteria and viruses can affect health and how to prevent illnesses spreading.

**MATHS:**

I can solve problems by using percentages for comparisons.
I can use knowledge of the order of operations to carry out calculations.
I can describe positions on the full co-ordinate grid.
I can construct, translate and reflect simple shapes on the co-ordinate plane and reflect them in the axes.
I can calculate, estimate and compare volume of cubes and cuboids using standard units.
I can use and apply the language of probability.
I can calculate and interpret the mean as an average.



**I.C.T.:**  
Multimedia Presentation

I can take pictures with a digital camera and download them onto the computer.
I can use a digital video camera to record moving images.
I can create a simple multimedia presentation combining text, sound and graphics.
I can identify information that my audience needs.
I can listen to other people's comments about my work and make necessary improvements.
I am able to identify and use elements of good design when planning and creating my presentation.

**ENGLISH:**  
Range of texts include

Persuasive writing including balanced arguments
Narrative involving a change of time.
Explanation texts.

**Spelling, Grammar and Punctuation:**

I can recognise and use noun phrases.
I can recognise and construct verbs in the present and past progressive tenses.
I can recognise verbs in the subjunctive form.
I can use commas to clarify meaning or avoid ambiguity in writing.
I can correctly spell words with a range of suffixes and prefixes.
I can correctly spell and apply a variety of homophones.
I can identify examples of synonyms and antonyms.

**SCIENCE:**  
Living things and their habitats

I can describe how all organisms are classified into broad groups according to common observable characteristics.
I can give reasons for classifying plants and animals based on specific characteristics.
I can explain what a vaccination is and how it helps to prevent disease.
I understand how microorganisms are classified into broad groups.
I can describe how micro-organisms feed, grow and reproduce.
I know that some micro-organisms can be used in food production whilst others can cause illness or decay.

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