



St Cecilia's
Catholic Primary School

P.E.:
Gym, Dance and Games

I can work with others to organise and keep a game going.
I can apply the rules to a game.
I can recognise and play to my strengths within a team game.
I can set myself an achievable fitness target.
I can analyse results in order to track my fitness improvement.

MUSIC:

I can perform songs from memory for the Year 6 musical play for the end of term.

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.
I can perform a simple vocal improvisation to a Caribbean song and try taking the lead.

Art

I can improve my art techniques using a range of media.
I can research a famous 21st century artist.
I can create a piece of art in the style of a 21st century artist.
I can compare my artwork to others and discuss ways that I could improve my techniques.

R.E.:
Judaism

I can explain how Rosh Hashanah is an opportunity for Jews to make a new start.
I can describe Yom Kippur and explain the value of atonement.

RE: Pentecost - Serving

I can show how my own and others' decisions about witnessing are informed by beliefs and values.
I can describe and show understanding how scripture outlines the power of the Holy Spirit.
I can engage and respond to questions concerning the courage it takes to witness to the Good News of Jesus Christ.
I can demonstrate how religious beliefs and teaching about Jesus Christ and the power of the Holy Spirit give meaning and purpose to life.

R.E.:
Reconciliation—Inter-relating

I can show how my own and others decisions about care and compassion towards the sick are informed by beliefs and values.
I can describe and show understanding of beliefs relating to the Sacrament of the Sick and make links.

I.C.T.:
Multimedia Presentation

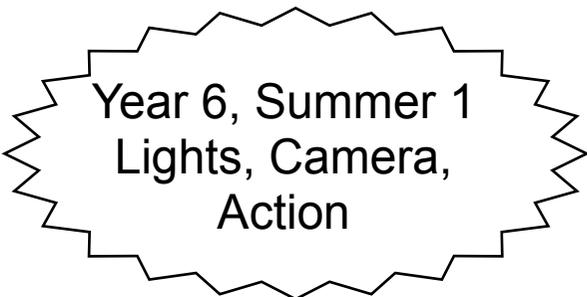
I can take pictures with a digital camera and download them onto the computer.
I can use a digital video camera to record moving images.
I can create a simple multimedia presentation combining text, sound and graphics.
I can identify information that my audience needs.
I can listen to other people's 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:

Formal letters
Speaking and listening activities based on short films
Narratives using short films as a hook
Persuasive writing—advertisements

MATHS:

I can solve problems which require answers to be rounded to a specified degree of accuracy.
I can solve problems involving similar shapes where the scale factor is known or can be found.
I can generate and describe linear number sequences.
I can express missing number problems algebraically.
I can use and create simple formulae.
I can recognise when it is possible to use formulae for area and volume of shapes.
I can find pairs of numbers that satisfy an equation with two unknowns.



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.

Spelling, Punctuation and Grammar

I can ensure sentences have subject-verb agreement.
I can apply the features of standard English.
I can use parenthesis to add a word or phrase as an explanation.
I can apply the rules of direct and indirect speech.
I can recognise spelling patterns and apply them within my work.

HISTORY:

I can research events & people using ICT-based sources.
I can communicate knowledge of history in a variety of ways.
I can compare and contrast genres of film across a period of time.
I can create a film using the features of a 1920's silent movie.

FRENCH:

France; weather; around town

I can locate France and its neighbouring countries on a map and insert the main cities, towns, rivers and mountains onto my map.
I can use a dictionary to find the French words for geographical features e.g. River, mountain.
I can prepare and present a weather forecast in French.
I can copy a genuine French accent.
I know that the French value kindness and politeness, and can use a range of words to show this <i>Je voudrais, s'il vous plait, merci, excusez-moi.</i>
I know the words for different parts of town: <i>la piscine, le restaurant, l'école, le centre ville</i>

SCIENCE:

Electricity

I can use previous knowledge to solve a problem.
I can draw a circuit using the correct scientific electrical symbols.
To be able to recognise whether a circuit will work and whether the components will be effective.
I can plan an investigation to see if there is a link between voltage and the brightness of a bulb.
I can create a way to 'measure' my results.
I can draw conclusions from my findings and consider ways the investigation could be improved.

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.



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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:

$\frac{3}{4}$ 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.

Speaking and Listening:

I can make notes whilst listening for a sustained period.
I can take part in a whole-class debate using the conventions and language of debate including standard English.
I can consider examples of conflict and resolution including the language used.
I can improvise using a range of drama strategies to explore themes such as hopes, fears and desires.

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.

Universal Church -World

I can explain how God asks us to live justly.
I can reflect on how Christian beliefs and values are lived out in the world today.
I can use scripture to justify how I would change the world for the good of all.

FRENCH:

Cafe and restaurant; shopping

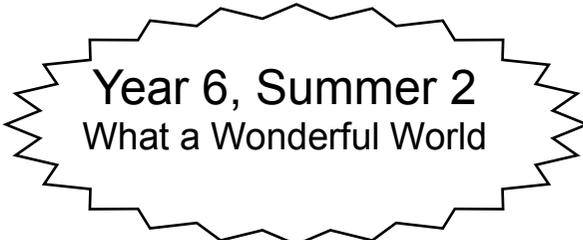
I know the French have different ways for saying 'to': <i>à la piscine, au restaurant, à l'école, en ville</i>
I know and can order different food and drinks in a restaurant: <i>Je voudrais un cola, une pizza et des frites s'il vous plait.</i>
I can read and understand a simple French menu.
I know how to express an opinion: <i>à mon avis; je pense que</i>

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 and create problems involving the outdoor area.
I can solve maths in a variety of real-life contexts.
I can use a budget effectively to complete a task.
I can use the skills of budgeting and profiting within an enterprise project.



I.C.T.:

I can use the tools of Google earth to retrieve information.
I can use multimedia to record and edit an advertisement.
I can use data logging software to record results from an experiment.
I can use digital technology effectively to enhance my work.

ENGLISH:

Range of texts include

Stories from around the world.
Radio and leaflet advertisements.
Information texts.

GEOGRAPHY:

I can use maps to locate the world's countries.
I can use maps to find information including: environmental regions; key physical and human characteristics and major cities.
I can name and local different counties and cities in the United Kingdom, key topographical features (including hills, mountains, coasts and rivers)
I can understand geographical similarities and differences through the study of human and physical geography of regions of the world.
I can describe and understand key aspects of physical geography including climate zones and natural disasters.

D and T:

Fairground Rides

I can investigate models that move using a motor and can identify electrical systems in everyday life.
I can connect an electric motor in a circuit to make it work in various ways.
I know how the direction of rotation and speed of an electric motor can be controlled.
I can design and make a model of a fairground ride.
I can make modifications as I proceed in the making of my product.
I can evaluate the effectiveness of my product and am able to adjust it to improve efficiency and functionality.

SCIENCE:

Electricity

I can investigate how the quantity of components impacts on how a circuit works.
I can compare and give reasons for variations in how components function.
I can use my knowledge of circuits to design a switch to turn a device on and off.
I can apply my knowledge of circuits to a real life scenario.

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