



St Cecilia's
Catholic Primary School

R.E.:

Domestic Church—Loving

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| I can discuss how God continually cares for his people. |
| I can explain how forgiveness is an essential part of unconditional love. |
| I can explain how belief shapes the lives of God's people. |
| I can use scripture to explain God's unconditional love. |

Baptism Confirmation—Vocation & Commitment

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| I can recognise that people show commitment in their everyday life. |
| I can recognise the commitment shown by a priest and how this shapes his life. |
| I can describe how people have received a special calling from God. |
| I can explain the signs and symbols within the Sacrament of Ordination. |

History:

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| I know the place of this period in relation to other units that I have studied. |
| I can develop a understanding of why WW2 started. |
| I can outline the major events leading up to the Battle of Britain. |
| I can write a non-chronological report on Britain in the 1930's. |

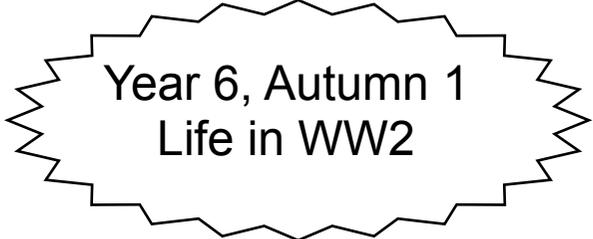
SCIENCE:

Animals including humans

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| I can identify and name the parts of the circulatory system. |
| I can explain the functions of the heart, blood vessels and blood. |
| I can recognise the impact of diet, exercise and drugs on the body. |
| I can describe the ways in which nutrients and water are transported within animals. |
| I can plan a pattern-seeking enquiry. |
| I can record results using a line graph. |
| I can present findings from my enquiries. |

MATHS:

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| I can use appropriate operations to solve word problems, including multi-step. |
| I can choose an effective method to solve calculations for all four operations. |
| I can identify and obtain necessary information to carry through a task and solve mathematical problems. |
| I can use approximations, inverse operations and tests of divisibility to estimate and check results. |
| I can use knowledge of multiplication facts to derive quickly squares of numbers to 12x12 and the corresponding squares of multiples to 10. |
| I can recognise that prime numbers have only two factors and identify prime numbers less than 100; I can find the prime factors of 2-digit numbers. |
| I can use an understanding of place value to multiply and divide whole numbers and decimals by 10, 100 and 1000 and explain the effect. |
| I can simplify and find equivalent fractions; I can order a set of fractions by finding a common denominator. |



Computing

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| I can design and write programs that accomplish specific goals. |
| I can use events based programming on scratch. |
| I can use excel to record results on a line graph. |
| I can represent data in a chart. |

Literacy :

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| Playscripts including Shakespeare |
| Biographies and autobiographies |
| Narrative fiction |

Art/DT:

Marchants Hill models

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| I can use research to develop a design idea. |
| I can record from first hand observation. |
| I can communicate my ideas through discussion. |
| I can select from, and use, a wider range of tools and equipment to perform a wider range of tasks. |
| I can evaluate my ideas against my design criteria and make improvements to my work. |

FRENCH:

Animals

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| I can write an instruction text. |
| I know that in French an adjective must agree with the noun it describes. |
| I know how <i>un, une</i> and <i>des</i> relate to <i>le, la</i> , and <i>les</i> . |
| I can describe my favourite animal. |

Spelling, Punctuation and Grammar:

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| I can use a colon to introduce a list. |
| I can use semi-colons, dashes or colons to mark boundaries between independent clauses. |
| I can recognise the subject and object with a clause. |
| I can apply spelling rules when adding a suffix. |

MUSIC: Programme Music

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| I can sing a variety of songs focusing on breathing, expression and dynamics. |
| I am able to sing and maintain a vocal line in a 2-part song. |
| I know what is meant by Programme Music and can identify the elements that constitute a piece of Programme Music. I can identify the era in music history that Programme Music falls into. |
| Using standard rhythm notation, I can read and play back rhythmic patterns. I have learnt how to compose and perform a good melody. |
| I can work within a group of 5/6 and compose, practice and perform my own piece of Programme Music. |
| I am able to listen and appraise a variety of recorded music and also own compositions. |

P.E.:

Gym, Dance and Games

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| I can take part in a range of challenging and adventurous outdoor activities. |
| I can see the importance of team planning and the sharing of ideas. |
| I can develop and refine orienteering and problem-solving skills when working in a group or individually. |
| I can perform a group dance using a range of movement patterns. |
| I can show strength and technique through a choreographed sequence of jumps. |
| I can experiment with different ways of controlling and passing the ball. |
| I can run and dribble with the ball, using both feet. |
| I can place the ball in a specified place using my feet and head. |

PSHCE

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| I know how my monitorial duties help others in this school. |
| I can research, discuss and debate a topical issue. |
| I can recognise risks in different situations and make judgements about appropriate behaviour. |
| I can say how my actions can have consequences for myself and others. I know how my behaviour can affect my relationship with other people. |
| I can investigate and consider alternatives when making an informed choice. |

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

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| 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:
Chords/ discords—using a xylo to investigate and accompany songs

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| I can define the meaning of chords and discords. I know how to structure a chord using xylophones. |
| I can use two chords as a means to accompany a song. |
| I can use simple musical terminology. I am able to use dynamics within a piece of music. |
| I can identify structure within a piece of music i.e. ternary form, binary form and rondo form. |
| I can sing songs of varying styles. |
| I am able to listen and appraise a variety of recorded music and also own compositions. |

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R.E.:
Islam

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| I can explain how the Five Pillars give guidance to Muslims. |
| I can give reasons as to why Zaka is one of the most important teachings within Islam. |
| I can show how Muslims honour Allah by caring for the resources of the earth. |

Advent and Christmas—Expectations.

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| I can explain that Advent is a time of expectation. |
| I can use scripture from the Old testament to foretell peoples expectation of the coming of the Saviour. |
| I can compare Mary and John the Baptist's expectations of Jesus. |
| I can describe how during Advent, Christians prepare for the second Advent of Jesus. |

HISTORY:
Britain since the 1930s

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| I know the place of this period in relation to other units that I have studied. |
| I can describe the reasons for and the results of particular events (eg rationing and evacuation). |
| I understand the relationship between the Blitz and evacuation, changing technology, work patterns and leisure. |
| I know that life was not the same for everyone living in the 1930s. |
| I can select and combine information from a range of sources to reach conclusions. |
| I am aware that there can be several different representations of the same event or period. I am able to compare the different interpretations and suggest reasons why there are differences by considering who produced the source, when and why. |

I.C.T.:
Inputs and outputs

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| I can name different everyday devices that computers control. |
| I can design and create a control system that includes written instructions to control output devices. |
| I am able to write a sequence that includes time instructions. |
| I can change and improve my programme if necessary. |
| I can develop a system that uses a range of input and outputs and explain my choices. |
| I can use the Data logger to record and graph information related to heat, light and sound. |
| I can use desktop publishing software to present work in different forms |

MATHS:

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| I can round any whole number to a required degree of accuracy. |
| I can use negative numbers in context, and calculate intervals across zero. |
| I can add and subtract fractions with different denominators and mixed numbers. |
| I can recall and use equivalences between simple fractions, decimals and percentages. |
| I can solve problems involving the calculations of percentages. |
| I can illustrate and name parts of circles. |
| I can recognise, calculate and measure angles. |
| I can calculate the area of parallelograms and triangles. |

Year 6, Autumn 2 Britain at War

SCIENCE:
Light

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| I can recognise that light appears to travel in straight lines. |
| I can explain how we are able to see objects. |
| I can explain the concept of shadows and how they are formed. |
| I can use scientific evidence to support or refute an idea. |
| I can plan and carry out a scientific enquiry to answer a question. |
| I can research and present information on a scientist linked to light. |

LIBRARY:

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| I can write about my favourite author. |
| I can recommend a book. |
| I can give a critique of a book. |

ENGLISH:

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| Poetry |
| Journalistic writing |
| Information texts |

FRENCH:
Café and restaurant

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| I know the words for items of fruit and vegetables: <i>fraise, framboise, chou, pomme de terre.</i> |
| I know that the French have different ways for saying 'some' depending on the noun: <i>du fromage, de la farine, des oignons.</i> |
| I can read, understand and order from a simple French menu. <i>Je voudrais une limonade, un steak et des frites s'il vous plait!</i> |
| 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 that 'ne ... pas' around a verb changes it to the opposite meaning: <i>je peux, je ne peux pas.</i> |
| I know the words for different parts of town: <i>la piscine, le restaurant, l'école, la gare</i> |

SPELLING, GRAMMAR AND PUNCTUATION:

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| I can recognise and apply, apostrophes for possession and omission. |
| I can use the active and passive voice. |
| I can use hyphens to avoid ambiguity. |
| I can punctuate bullet points consistently. |

PSHE & CITIZENSHIP:

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| I know how my monitorial duties help others in this school. |
| I can research, discuss and debate a topical issue. |
| I can recognise risks in different situations and make judgements about appropriate behaviour. |
| I can say how my actions can have consequences for myself and others. I know how my behaviour can affect my relationship with other people. |