



St Cecilia's
Catholic Primary School

ENGLISH:

Range of texts include

Mystery and suspense
Newspaper—recounts
Stories with a dilemma (PSHCE)
Persuasion
Narrative poetry

R.E.:

Pentecost—Serving

I can show how my own and others' decisions about the use of transforming energy are informed by belief and values.
I can give reasons for the actions of Cleopas on the road to Emmaus
I can describe and show understanding of a variety of religious sources concerning the conversion of Paul, making links between them.
I can show understanding of the transforming power of the Holy Spirit and how it shapes the lives of Christians.
I can explain what beliefs and values concerning the fruits of the Holy Spirit inspire and influence myself and other Christians.

Reconciliation/ Inter-relating

I can show how my own and others' decisions about freedom and responsibility are informed by belief and values.
I am able to give reasons why believers choose to live by God's laws

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 .

SCIENCE:

Living things and their habitat

I can describe the difference in the lifecycles of a mammal, amphibian, insect and bird
I can describe the process of reproduction in some animals
I can describe the changes as humans develop to old age
I can record data using classification keys
I can identify scientific evidence that has been used to support and refute ideas or arguments
I can describe the life process of reproduction in plants
I can report and present findings from enquires
I can record data using classification keys



Spelling, Punctuation and Grammar:

I can recognise and apply prepositions, subordinate clauses and parenthesis, phrases and clauses
I can recognise word classes in context
I can spell words with silent 'b' and 't'
I can spell words with like sounding endings -ible/ -ibly/ -able/ -ent

PSHE & CITIZENSHIP:

I can look at decisions I have made and evaluate them suggesting ways I could have improved them.
I can show how my decisions affect the freedom and responsibility I am given.

MATHS:

I can read Roman numerals to 1000 (M) and recognise years written in Roman numerals
I can add and subtract fractions with the same denominator and denominators that are multiples of the same number
I can multiply proper fractions and mixed numbers with whole numbers
I can recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred'.
I can write percentages as fractions and decimals.
I can interpret negative numbers in context
I can solve problems involving converting between units of time
I can use properties of rectangles to deduce related facts and find missing lengths and angles
I can estimate compare and identify angles
I can draw angles and measure them in degrees

FRENCH:

Friends: greetings

I can use French subject pronouns.
I know the difference between "tu" and "vous" and can use them correctly in sentences.
I can use my French to give information about my friends: <i>Mon ami est gentil.</i>
I know that in French adjectives must agree with the noun they describe (gender, singular, plural)
I understand that <i>Pas de</i> is used when something is not wanted: <i>pas de ballons, pas de bruit,</i>
I can use common greetings: <i>Bonjour, salut, au revoir</i> and describe how I feel using <i>ca va bien/ mal, comme ci comme ca</i>

LIBRARY:

I can choose books that are structured in different ways
I can plan personal reading goals and read for a purpose.

SPEAKING & LISTENING:

Speaking, listening, group discussion & interaction and drama

I can use spoken language to explore ideas.
I can consider and evaluate different view points , attending to and building on the contributions of others.

MUSIC:

I know about Aborigine music, what it is based on, instruments used and in what context the Aborigine people created music..
I understand how the pentatonic scale is structured and can use it in my own composition work.
I can work in groups of 4/5 and compose and perform a piece of music to a set theme using a variety of instructions and techniques. I can make suggestions as to how it could be improved.
I can sing from memory, rounds, two-part songs etc. I can maintain a melodic line in a part song. I can listen to and appraise pieces of music from different eras and cultures.

Computing:

I can become familiar with blogs as a medium and a genre of writing
I can create a sequence of blog posts on a theme
I can incorporate additional media
I can comment on the posts of others
I can develop a critical, reflective view of a range of media including text

Art:

I can use my sketch book to record observations and collate them to inspire my own work
I can improve my mastery of art and design techniques through the form of printing
I can research and learn about the artists who paint flowers Van Gogh, Monet, Andy Warhol, Georgia O'Keeffe

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.

<http://www.theschoolrun.com/homework-help/mountains>
<http://www.primaryhomeworkhelp.co.uk/mountains.htm>
<http://www.primaryhomeworkhelp.co.uk/revision/Science/physical.htm>
http://www.bbc.co.uk/bitesize/ks2/science/physical_processes/forces/play/
<http://www.coolmath4kids.com/fractions/>



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ENGLISH:

Range of texts include

Fiction from our literary heritage
Discussion
Rap

Spelling Punctuation and Grammar:

I can spell words with the endings—ence/-ant/-ance/-ancy
I can spell words with the endings -tious/ -cious/ -cial/ -tial
I can spell words with the -ee sound spelt -ei
I can use correct grammatical vocabulary for year 5.

PSHE & CITIZENSHIP:

I can show my understanding of the importance of protecting the environment
I can show respect for myself and others and the importance of responsible behaviours and actions

SPEAKING & LISTENING:

Speaking, listening, group discussion & interaction, and drama

I can participate in improvisations and performances
I can gain, maintain and monitor the interests of listeners

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R.E.:

Reconciliation

I can show understanding of how the freedom and responsibility of living by God's law shapes our lives
I can identify sources of religious belief concerning the Commandments and Beatitudes
'Stewardship'
I can show how my own and others' decisions about how we care for the earth are informed by beliefs and values
I can show how religious belief shapes life in relation to stewardship of creation
I can engage with and respond to questions about care of creation in the light of religious teaching

Geography:

I can identify the position and significance of latitude, longitude, equator, hemispheres and tropics
I can recognise the different climate zones
I can explore the human geography of South America including the different industries and trade links within South America
I can carry out an in-depth study of a South American country

MUSIC:

Composing and performing; 2/3 rhythm patterns simultaneously; 'Notation'

I can play a rhythmic/melodic part set against 2 / 3 other rhythmic patterns.
I know how to define what <i>Programme music</i> is.
I can work within groups of 4 / 5, composing, performing and appraising my own programme music.
I can sing from memory, rounds, two-part songs etc.

History:

I can develop a chronological knowledge of my local area
I can note contrasts and trends over time in my local area
I can construct an informed response as to why areas change over time
I can use a range of sources to gain knowledge of the past

D&T:

Moving Toys

I can research and develop design criteria for a functional and appealing product
I can generate and develop annotated sketches of a product
I can select and use a range of tools to perform practical task



MATHS:

I can recognise and use square numbers and cubed numbers and the notation for these
I can solve problems involving multiplication and division including their knowledge of factors and multiples, square and cubed
I can solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.
I can solve comparison, some and difference problems using information presented in a line graph
I can recognise and use thousandths and relate them to tenths, thousandths and decimal equivalents.
I can solve problems which require knowing some percentage and decimal equivalences and those fractions with a denominator of a multiple of 10 or 25.
I can use all four operations to solve problems involving measure using decimal notation, including scaling.
I can estimate volume and capacity
I can complete, read and interpret information in tables including timetables

FRENCH:

Restaurant

I know and can order different foods and drinks in a restaurant: <i>Je voudrais une limonade, un steak, du poisson, des frites et du vin rouge 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 can use common greetings: <i>Bonjour, salut, au revoir</i> and describe how I feel using <i>ca va bien/mal, comme ci comme ca</i>
I know compound numbers: count to 200

SCIENCE:

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 identify the effects of water resistance that act between moving surfaces
I can recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.
I can use test results to make predictions to set up further fair-tests.
I can report a presentation of an explanation.
I can take accurate measurements using a data-logger.
I can measure accurately using a thermometer.
I can record data in a line graph

Computing:

I can understand the work of architects, designers and engineers working in 3D
I can develop familiarity with a simple CAD tool
I can develop spatial awareness by exploring and experimenting with a 3D virtual environment
I can develop greater aesthetic awareness

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