

Mathematics

Four Operations and Fractions

Year 5

- I can multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers
- I can divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context
- I can recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3)
- 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 by whole numbers, supported by materials and diagrams

Year 6

- I can divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context
- I can square and cube numbers
- I can use common factors to simplify fractions; use common multiples to express fractions in the same denomination
- I can add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions
- I can multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, $\frac{4}{1} \times \frac{2}{1} = \frac{8}{1}$]
- I can divide proper fractions by whole numbers [for example, $\frac{3}{1} \div 2 = \frac{6}{1}$]

The Victorians



English

I can read books that are structured in different ways and read for a range of purposes

I can write for a range of purposes including poetry, play writing, story writing and newspaper reports

I can use a range of punctuation and cohesive devices across my writing

I can plan, write, evaluate and edit my writing and help others to do the same

Science

I can associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in a circuit

I can compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches

History

I can describe the main changes in a period of history

I can use dates and terms accurately in describing events.

I can identify periods of rapid change in history and contrast them with times of relatively little change.

I can describe the social, ethnic, cultural or religious diversity of past society.

Music

Classroom Jazz 2

I can perform with controlled breathing (voice) and skilful playing (instrument).

I can use and understand simple time signatures.

I can choose from a wide range of musical vocabulary to describe and appraise music

Computing and Online Safety

I can choose the most suitable applications and devices for the purposes of communication

I can use many of the advanced features in order to create high quality, professional or efficient communications

I can collaborate with others online on sites approved and moderated by teachers

Art and Design

I can consider appearance, purpose, safety and reliability.

I can create electrical systems e.g. switches, bulbs, buzzers, motors.

I can test and evaluate my work as it develops, making adjustments as necessary.

The Victorians



RE

The Christmas Story

I can explain how religious beliefs shape the lives of individuals and communities.

I can explain how some teachings and beliefs are shared between religions.

French

I can write short texts on familiar topics

I can use knowledge of grammar to enhance or change the meaning of phrases.

P.E.

Dance

I can compose creative and imaginative dance sequences.

I can perform expressively and hold a precise and strong body posture.

I can perform and create complex sequences.

I can express an idea in original and imaginative ways.

I can plan to perform with high energy, slow grace or other themes and maintain this throughout a piece.

I can perform complex moves that combine strength and stamina gained through gymnastics activities (such as cartwheels or handstands).

PSHE

I understand there are different perceptions about what normal means.

I can empathise with people who are living with disabilities.

I understand how having a disability could affect someone's life.

I am aware of my attitude towards people with disabilities.

I can explain some of the ways in which one person or a group can have power over another.