

National Curriculum Objectives

Design and Technology/ Art

- generate, develop, model and communicate their ideas through discussion, annotated sketches
- select from and use a wider range of materials and components, including construction materials, textiles and ingredients,
- to create sketch books to record observations and use them to review/revisit ideas

P.E.

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively
- perform safe self-rescue in different water-based situations.
- play competitive games, modified where appropriate

P.S.H.E

- Identify rules and routine
- Show mature behaviour and a positive attitude
- Show responsibility
- Understand how to deal with friendship problems

Languages

- Describe people, places, things and actions orally* and in writing speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*
- read carefully and show understanding of words, phrases and simple writing

Music

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations

English

See Target Tracker Steps – Year 5 and 6

Maths

See Target Tracker Steps – Year 5 and 6

Computing

- understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration
- use search technologies effectively, appreciate how results are selected and ranked

R.E.

Exploring Christianity in more detail – incorporating each learning theme overleaf

Science

WORKING SCIENTIFICALLY

- planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
- recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
- using test results to make predictions to set up further comparative and fair tests
- reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations
- Identifying scientific evidence that has been used to support or refute ideas or arguments.

ANIMALS, INCLUDING HUMANS:

- Pupils should be taught to: describe the changes as humans develop to old age.
- identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- describe the ways in which nutrients and water are transported within animals, including humans

Geography

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water
- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America
- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities