

Rural Church Schools Academy Trust
Upper Key Stage 2 Connected Curriculum
Warmingham CE Primary



<p>Year A Delivered: Whilst the children were in Y5/Y6 (please select) Completed Objectives Highlighted Green</p> <p>Year B Delivered: Whilst the children were in Y5/Y6 (please select) Completed Objectives Highlighted Purple</p>	<p>Year A Class Teacher:</p> <p>Year B Class Teacher:</p>
--	--



RCSAT Curriculum Overview 2021 LET YOUR LIGHT SHINE Matthew 5:16



Article 29: Children’s education should develop each child’s personality, talents and abilities to the fullest. It should encourage children to respect others, human rights and their own and other cultures. It should also help them learn to live peacefully, protect the environment and respect other people.

Our Curriculum Policy details our intent behind our curriculum, how we implement it and our desired impact. At RCSAT, the school curriculum consists of all those activities designed or encouraged within its organisational framework to provide the intellectual, emotional, personal, social, spiritual and physical development of all its pupils. It includes not only the subject specific curriculum but also the ‘informal’ programme of enrichment and extra-curricular activities.

The curriculum at RCSAT, developed over a number of years, is firmly rooted in and stems directly from our Vision, Mission and Core Values.

Our Vision – **‘Let your Light shine’** *Matthew v5:16*

Our Mission – **‘A Caring Christian Family Where We Grow Together’**

Our Core Values – WE aim to create an enjoyable, inclusive, safe, and nurturing environment that allows all children to develop spiritually, morally and socially. – *every child is a child of God, made to contribute to our world.*

We aim to create an inspiring environment, which encourages enthusiasm for lifelong learning and establishes an expectation of high standards – *knowing the way, showing the way and going the way.*

We aim to encourage caring, sensitive, and inclusive attitudes where individuals feel secure, valued and respected by others. – *like Jesus showed us through his teachings.*

We aim to provide a broad and connected curriculum which challenges and develops the potential of each child – *as Jesus needed his disciples to support and guide, so we look to others with more knowledge.*

We aim to develop a positive relationship between home, school and our wider community- *as a family – as brothers and sisters.*

The RCSAT curriculum is designed to:

Embody - the Christian values we live by

Enable – all children to flourish in mind, body and spirit

Ensure – that all pupils are given the experiences to ‘Let their Light Shine.’

Reading	<ul style="list-style-type: none"> Loving God, loving and accepting ourselves and loving and responding well to others A joy of learning A peaceful classroom environment Kindness and generosity towards others Gentle interactions Patience and understanding Excellent behaviour and positive attitudes 	Religious Education
Writing	<p style="text-align: center;">The Fruit of the Spirit is Love, Joy, Peace, Patience, Kindness, Generosity, Faithfulness, Gentleness and Self control Galatians 5: 22-23</p> <p style="text-align: center;">GROWING THE FRUIT OF THE SPIRIT</p>	Art
Spelling & Grammar		Design & Technology
Speaking	<p style="text-align: center;">PSHE and Pastoral</p> <p style="text-align: center;">Love the Lord God with all your heart, with all your soul and with all your mind. Love your neighbour as yourself. Matthew 22: 36-40</p> <ul style="list-style-type: none"> Positive relationships High levels of praise Love and care for others Learning from mistakes Fostering a growth mindset & perseverance Equal opportunity for all pupils Nurturing positive self-esteem 	Computing & E-safety
Maths		Music
Science	<p style="text-align: center;">Being an inclusive school that celebrates diversity and ensures that all pupils are given equality of opportunity regardless of gender, special needs, disability or race.</p>	Physical Education
History		Modern Foreign Languages
Geography		Early Years Curriculum
Christian Distinctiveness		

‘Let Your Light Shine.’ Matthew 5:16

Intent:

The schools within RCSAT are strongly committed to helping our children grow and develop the skills required to be successful in life. Our curriculum is designed to promote every child's individuality giving them the skills, knowledge and understanding to prepare them for the future. At RCSAT, our Connected Curriculum is planned around the development of Knowledge, Skills and Understanding. We ensure a curriculum that nurtures fascination and imagination and promotes an appreciation of creativity & individuality. One that also works in strong partnership with parents and carers to ensure high standards, engendering a strong sense of community, where all children and families are key to the delivery of a challenging, inspirational and innovative curriculum.

As a trust, we provide varied opportunities throughout their time with us, which promote independent, interactive and collaborative learning that builds on the children's natural curiosity and eagerness to learn. We teach children to aspire to be the best possible version of themselves through our key drivers.

Our key drivers are:

- Inspirational and connected curriculum which instils a love of learning
- Curiosity and appreciation of God's world through our Christian Values
- A culture of care for everyone in our community and in the world around us (RRSA, Global Learning, British Values)
- Aspiring to become the best person God created us to be – Let your light shine (Matthew 5:16)

Academic success comes through creativity and problem solving; responsibility and resilience, as well as physical development, well-being and mental health all being key elements in supporting the whole child through their learning journey.

Our curriculum also celebrates diversity and utilises the skills and knowledge of the community to enhance our curriculum while supporting the children's emotional and spiritual development.

Implementation:

Our curriculum is driven by a desire to develop the whole child and therefore delivers much more than just the National Curriculum.

Our connected curriculum provides opportunities for the children to learn about managing themselves, relationships and situations.

Our curriculum is not simply a set of encounters from which children form ad hoc memories; it is designed to be remembered in detail – to be stored in our children's long-term memories so that they can later build on it, forming an ever wider and deeper pool of knowledge.

Our curriculum is connected. It is planned vertically between year groups, horizontally within the academic year and diagonally to build on prior knowledge.

Our connected curriculum stems from a key question linked to a specific concept which then underpins the children's learning. Knowledge around this concept is delivered through primary sources such as high-quality texts, music, art and technologies, enabling connections to be made across a range of National Curriculum subjects. Our teachers skillfully plan to ensure the children in their class experience a curriculum that inspires a love for learning.

Our curriculum is predominantly organised around rich and engaging, high-quality texts, making links and connecting to all curriculum areas where relevant. There is always an overarching text which connects the curriculum across the school. Beneath which sit key texts in each year group. Subject leads ensure progression and coverage of knowledge, skills and understanding are weaved into a meaningful and cohesive curriculum drawing in learning based on local, national and international events.

Medium term plans outline the learning to take place for the term and are developed as mind maps using the phrases; As Artists, As Geographers, As Historians, As Writers, As Readers, As Mathematicians, As Musicians, As Programmers, As Designers, As Performers, As respectful, responsible citizens to frame ideas and concepts to be taught. The core basic skills of English and Maths are planned and delivered to reflect the National Curriculum 2014 changes and many elements of the new statutory orders are reflected in our practice.

'Let Your Light Shine.' Matthew 5:16

We also feel that the following are necessary to support the implementation of our connected curriculum:

Learning Environment – We work hard to make sure that our learning environment supports the development of the whole child both inside, outside and beyond. Our classrooms are well organised and resourced allowing children to choose resources independently to support their learning. Our outdoor areas have been developed to enhance our connected curriculum with developments such as: running paths, outdoor stage, mini woodland, outdoor reading provision, wilderness area and forest schools. This enables pupils to explore at break and lunch-times and gives teachers a range of resource to tap into to support teaching and learning at various points within the year.

Learning Partners – It is important that as a school we engage with external partner, locally, nationally and internationally to bring added dimensions to our curriculum offer. We partner with artists, musicians, coaches, poets, cultural organisations, engineers, other schools to bring expertise and difference to our curriculum offer. These may be short term projects over a few weeks or much longer endeavours. It is through these partnerships that we may light a spark of interest, enthusiasm and passion within our children that they may carry forward with them into their future lives and schooling.

New Pedagogies – As we continue to develop our curriculum, our approach to teaching and learning also develops. We take a blended learning approach where multiple disciplines will be touched upon within a lesson. It may be a 'Science' based lesson where problem solving, maths, literacy and art disciplines are enveloped within the taught session. Project based inquiry learning coupled with direct instruction ensure that our curriculum is relevant and provides children with opportunities to develop the skills of communication, collaboration, critical thinking, citizenship and creativity whilst also building their own character.

Impact:

Through our connected approach:

- Our children will have the capacity to control and express their emotions and handle interpersonal relationships whilst keeping themselves safe.
- Our children will become confident and successful lifelong learners, demonstrating the Christian Values to ensuring they let their individual lights shine as they make the right choices about their learning.
- Our curriculum has an ambition for high achievement of all pupils irrespective of their background or starting point.
- Our curriculum promotes a love of learning.

The curriculum also includes those features which produce the school's ethos (i.e. the 'hidden curriculum') such as the quality of relationships and the values exemplified by the way the school sets about its task. Our aim is to provide a curriculum which will firstly expand the pupil's knowledge, experience and imaginative understanding, and thus his/her awareness of moral and Christian values and capacity for enjoyment, and secondly, enable the pupil to enter the world after formal education is over as an active participant in society and a responsible contributor to it, capable of achieving as much independence as possible.

There is an Act of Worship every day. Worship is a time where we come together to reflect on the school's vision and to learn about the '*person, love & work of Jesus*' which is central to the school's vision and curriculum. The daily Act of Worship promotes the Christian and Learning values which permeate the ethos of the school. As such, Worship is an essential part of the school day and the contributions of staff, pupils, clergy and other visitors are valued highly.

Year A Connected Curriculum Topics

The Vocabulary, Knowledge and Skills for **Upper Key Stage 2** are delivered through the following topics and curriculum content is taught across **Year A** as shown:

Subject Area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	History Based Enquiry		STEM Based Enquiry		Geography Based Enquiry	
Geography	OS Mapping and fieldwork linked to the local area		Name and locate counties and cities Develop map knowledge		South Africa Mountains & Tourism Compare & contrast children's lives.	
History	Local History Study Middlewich Canals & Salt Mining		Historical Inventors (Post 1066)		Nelson Mandela Apartheid	
Science	Evolution and Inheritance		Electricity, Forces & Magnets		Materials	
Technology	Textiles – Quilt Making		Electrical Mechanisms		Food from South Africa	
Art	Banksy		Drawing – shadows and movement Sketching		Printing and Collage	
Computing	Purple Mash - Unit 5.1 – coding, Unit 5.2 – online safety, Unit 5.3 – Spreadsheets.		Purple Mash – Unit 5.4 Databases, Unit 5.5 Game creator		Purple Mash – Unit 5.6 3D modelling, Unit 5.7 – Concept maps.	
Music	Music Express 1	Music Express 2	Music Express 3	Music Express 4	Music Express 5	Music Express 6

Year A	Autumn Term	Spring Term	Summer Term
	History Based Enquiry	STEM Based Enquiry	Geography Based Enquiry
Umbrella Text			
Key Question			
Supporting Texts, Trips & Visitors			

Class teachers complete as part of their LTP

Year B Connected Curriculum Topics

The Vocabulary, Knowledge and Skills for **Upper Key Stage 2** are delivered through the following topics and curriculum content is taught across **Year B** as shown:

Subject Area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	History Based Enquiry		STEM Based Enquiry		Geography Based Enquiry	
Geography	Human and Physical features Europe		South America Deforestation		Coasts, Oceans & Ports	
History	WW2 – Significant point in history The role parliament played in WW2		Mayans Cultural & Social Changes		Titanic Liverpool Port & Slave trade	
Science	Light		Earth and Space		Animals including humans Living things and their habitats	
Technology	Textiles – clothes from 1940s Design & make 1940s outfit Make & mend.		Food Technology linked to chocolate		Mechanisms	
Art	Photography		Space Art – Oil pastels, acrylic John Berkey		Watercolours – creating a natural palette	
Computing	Purple Mash – Unit 6.1 Coding, Unit 6.2 Online safety, Unit 6.3 Spreadsheets.		Purple Mash – Unit 6.4 Blogging, Unit 6.5 – Text Adventures.		Purple Mash – Unit 6.6 Networks, Unit 6.7 - Quizzing	
Music	Music Express 1	Music Express 2	Music Express 3	Music Express 4	Music Express 5	Music Express 6

Year B	Autumn Term	Spring Term	Summer Term
	History Based Enquiry	STEM Based Enquiry	Geography Based Enquiry
Umbrella Text			
Key Question			
Supporting Texts, Trips & Visitors			

Class teachers complete as part of their LTP.

A Year 5 Speaker at RCSAT

- I can engage the listener by varying my expression and vocabulary.
- I adapt my spoken language depending on the audience, the purpose or the context.
- I can develop my ideas and opinions, providing relevant detail.
- I can express my point of view.
- I show that I understand the main points, including implied meanings in a discussion.
- I listen carefully in discussions. I make contributions and ask questions that are responsive to others' ideas and views.
- I use Standard English in formal situations.
- I am beginning to use hypothetical language to consider more than one possible outcome or solution.
- I can perform my own compositions, using appropriate intonation and volume so that meaning is clear.
- I can perform poems and plays from memory, making careful choices about how I convey ideas. I adapt my expression and tone.
- I am beginning to select the appropriate register according to the context.

Greater Depth in Speaking

- I can organise and shape a talk, making connections between ideas and drawing on different points of view.
- I can use Standard English appropriately.
- I can use persuasive language and techniques to influence the listener.
- I show an understanding of how and why language choices vary in my own and others' talk in different contexts.
- I can sustain listening to different sources, retaining or noting key information.
- I can speak in extended turns to express ideas and opinions, with some relevant detail.
- I can vary vocabulary, grammar, and non-verbal features to suit the audience, purpose, and context.
- I can sustain listening to different sources, retaining or noting key information.
- I can listen to others in discussion and link my own ideas clearly to others' views.

A Year 6 Speaker at RCSAT

- I talk confidently and fluently in a range of situations, using formal and Standard English, if necessary.
- I ask questions to develop ideas and take account of others' views.
- I explain ideas and opinions giving reasons and evidence.
- I take an active part in discussions and can take on different roles.
- I listen to, and consider the opinions of, others in discussions.
- I make contributions to discussions, evaluating others' ideas and responding to them.
- I can sustain and argue a point of view in a debate, using the formal language of persuasion.
- I can express possibilities using hypothetical and speculative language.
- I engage listeners through choosing appropriate vocabulary and register that is matched to the context.
- I can perform my own compositions, using appropriate intonation, volume and expression so that literal and implied meaning is clear.
- I can perform poems and plays from memory, making deliberate choices about how to convey ideas about characters, contexts and atmosphere.

Greater Depth in Speaking

- I can adapt spoken language confidently according to the demands of the context.
- I understand that there are different registers and levels of formality within Standard English and that this is dependent upon the context.
- I can make considered choices about the required register and vocabulary I need to use to engage my audience, according to the context.
- I can ask pertinent questions to develop and extend ideas.
- I can articulate ideas and opinions, using evidence and explanation in support

- I participate in discussions, listen attentively and respond to others' points of view, drawing on evidence and explaining my ideas.
- I can adopt group roles and responsibilities independently, drawing ideas together and promoting effective discussion.
- I can debate an issue, structuring a logical argument using formal discursive language and responding to the opposite point of view.
- I can explore complex ideas and feelings in a range of ways, both succinct and extended.
- I can maintain generally controlled and effective organisation of talk to guide the listener.
- I can perform my own compositions, using appropriate intonation, volume and expression to engage my audience.
- I can perform poems or plays from memory, making deliberate choices about how I convey ideas about characters, contexts and atmosphere, to engage a specific audience.

A Year 5 Reader at RCSAT

Word Reading

- I can apply my knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.
- I can read further exception words, noting the unusual correspondences between spelling and sound.
- I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.
- I can re-read and read ahead to check for meaning.

Comprehension

- I am familiar with and can talk about a wide range of books and text types, including myths, legends and traditional stories and books from other cultures and traditions. I can discuss the features of each.
 - I can read non-fiction texts and identify the purpose, structure and grammatical features, evaluating how effective they are.
 - I can identify significant ideas, events and characters; and discuss their significance.
 - I can recite poems by heart, e.g. narrative verse, haiku.
 - I can prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action.
 - I can use meaning-seeking strategies to explore the meaning of words in context.
 - I can use meaning-seeking strategies to explore the meaning of idiomatic and figurative language.
 - I can identify and comment on a writer's use of language for effect. for example, precisely chosen adjectives, similes and personification.
 - I can identify grammatical features used by the writer (rhetorical questions, varied sentence lengths, varied sentence starters, empty words) to impact on the reader.
 - I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions.
 - I can justify inferences with evidence from the text.
 - I can make predictions from what has been read.
 - I can summarise the main ideas drawn from a text.
 - I can identify the effect of the context on a text; for example, historical context or other cultures.
 - I can identify how language, structure and presentation contribute to the meaning of a text.
 - I can express a personal point of view about a text, giving reasons.
 - I can make connections between other similar texts, prior knowledge and experience.
 - I can compare different versions of texts and talk about their differences and similarities.
 - I can listen to and build on others' ideas and opinions about a text.
 - I can present an oral overview or summary of a text.
 - I can present the author's viewpoint of a text.
 - I can present a personal point of view based on what has been read.
 - I can listen to others' personal point of view.
 - I can explain a personal point of view and give reasons.
-

- I know the difference between fact and opinion.
- I can use my knowledge of structure of text type to find key information.
- I can use text marking to identify key information in a text.
- I can make notes from text marking.

Greater Depth in Reading

- I can express opinions about a text, using evidence from the text, giving reasons and explanations. (Point, evidence, explanation)
- I can adapt my own opinion in the light of further reading or others' ideas.
- I can identify formal and informal language .
- I know the features of different narrative text types, for example, adventure, fantasy, myths.
- I can compare texts by the same writer.
- I can compare texts by different writers on the same topic.
- I can summarise key information from different texts.
- I can empathise with different characters' points of view.
- I can infer meaning using evidence from the text and wider reading and personal experience.
- I can explain how a writer's use of language and grammatical features have been used to create effects and impact on the reader.
- I can explain how punctuation marks the grammatical boundaries of sentences and gives meaning.
- I know how the way a text is organised supports the purpose of the writing.
- I can use scanning and text marking to find and identify key information.

A Year 6 Reader at RCSAT

Word Reading

- I can apply my knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.
- I use my combined knowledge of phonemes and word derivations to pronounce words correctly, e.g. arachnophobia.
- I attempt the pronunciation of unfamiliar words drawing on my prior knowledge of similar looking words.
- I can read fluently, using punctuation to inform meaning.

Comprehension

- I am familiar with and can talk about a wide range of books and text types, including myths, legends and traditional stories and books from other cultures and traditions. I can discuss the features of each.
- I can read books that are structured in different ways.
- I can recognise texts that contain features from more than one text type.
- I can evaluate how effectively texts are structured and presented.
- I can read non-fiction texts to help with my learning.
- I read accurately and check that I understand.
- I can recommend books to others and give reasons for my recommendation.
- I can identify themes in texts.
- I can identify and discuss the conventions in different text types.
- I can identify the key points in a text.
- I can recite a range of poems by heart, e.g. narrative verse, sonnet.
- I can prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action.
- I can identify and comment on the writer's choice of vocabulary, giving examples and explanation.
- I can identify and explain how writers use grammatical features for effect; for example, the use of short sentences to build tension.
- I can show awareness of the writer's craft by commenting on use of language, grammatical features and

structure of texts.

- I can express a personal point of view about a text, giving reasons linked to evidence from texts.
- I can raise queries about texts.
- I can make connections between other similar texts, prior knowledge and experience and explain the links.

I can compare different versions of texts and explain the differences and similarities.

- I listen to others' ideas and opinions about a text.
- I can build on others' ideas and opinions about a text in discussion.
- I can explain and comment on explicit and implicit points of view.
- I can summarise key information from different parts of a text.
- I can recognise the writer's point of view and discuss it.
- I can present a personal point of view based on what has been read.
- I can present a counter-argument in response to others' points of view.
- I can provide reasoned justifications for my views.
- I can refer to the text to support opinion.
- I can distinguish between statements of fact and opinion.
- I can find information using skimming to establish the main idea.
- I can use scanning to find specific information.
- I can text mark to make research efficient and fast.
- I can organise information or evidence appropriately.

Greater Depth in Reading

- I can explain the structural devices used to organise a text.
 - I can comment on the structural devices used to organise the text.
 - I can read several texts on the same topic to find and compare information.
 - I can explain the main purpose of a text and summarise it succinctly.
 - I can draw inferences from subtle clues across a complete text
 - I can recognise the social, historical and cultural impact on the themes in a text.
 - I can comment on the development of themes in longer novels.
 - I can compare and contrast the styles of different writers with evidence and explanation.
 - I can evaluate the styles of different writers with evidence and explanation.
 - I can prepare poems and plays to read aloud and to perform, using body language, tone, pitch and volume to engage the audience.
 - I can compare and contrast the language used in two different texts.
 - I can identify the grammatical features/techniques used to create mood, atmosphere, key messages, attitudes.
 - I can evaluate the impact of the grammatical features/techniques used to create mood, atmosphere, key messages, attitudes.
 - I can identify how writers manipulate grammatical features for effect.
 - I can analyse why writers make specific vocabulary choices.
 - I can give a personal response to a range of literature and non-fiction texts, stating preferences and justifying them.
 - I can explain how and why a text has impact on a reader.
 - I can identify how characters change during the events of a longer novel.
 - I can explain the key features, themes and characters across a text.
 - I can compare and contrast characters, themes and structure in texts by the same and different writers.
 - I can explain the author's viewpoint in a text and present an alternative point of view.
 - I can explain an opinion, referring to the text to justify it; (Point, evidence, explanation).
 - I can present a counter-argument in response to others' points of view using evidence from the text and explanation (Point, evidence, explanation)
-
- I can use a combination of skimming, scanning and text marking to find and collate information.

- I can re-present collated information.

A Year 5 Writer at RCSAT

Transcription

Spelling

- I can form verbs with prefixes.
- I can convert nouns or adjectives into verbs by adding a suffix.
- I understand the rules for adding prefixes and suffixes.
- I can spell words with silent letters.
- I can distinguish between homophones and other words which are often confused.
- I can spell the commonly mis-spelt words from the Y5/6 word list.
- I can use the first 3 or 4 letters of a word to check spelling, meaning or both in a dictionary.
- I can use a thesaurus.
- I can use a range of spelling strategies.

Handwriting

- I can choose the style of handwriting to use when given a choice.
- I can choose the handwriting that is best suited for a specific task.

Composition

- I can discuss the audience and purpose of the writing.
- I can start sentences in different ways.
- I can use the correct features and sentence structure matched to the text type we are working on.
- I can develop characters through action and dialogue.
- I can establish a viewpoint as the writer through commenting on characters and events.
- I can use grammar and vocabulary to create an impact on the reader.
- I can use stylistic devices to create effects in writing.
- I can add well-chosen detail to interest the reader.
- I can summarise a paragraph.
- I can organise my writing into paragraphs to show different information or events.

Vocabulary, Grammar and Punctuation

Word

- I can convert **nouns** or **adjectives** into **verbs** using **suffixes** [for example, -*ate*; -*ise*; -*ify*]
- I can use **verb prefixes** [for example, *dis-*, *de-*, *mis-*, *over-* and *re-*]

Sentence

- I can use **relative clauses** beginning with *who*, *which*, *where*, *when*, *whose*, *that*, or an omitted relative pronoun
- I can indicate degrees of possibility using **adverbs** [for example, *perhaps*, *surely*] or **modal verbs** [for example, *might*, *should*, *will*, *must*]

Text

- I can use devices to build **cohesion** within a paragraph [for example, *then*, *after that*, *this*, *firstly*]
- I can link ideas across paragraphs using **adverbials** of time [for example, *later*], place [for example, *nearby*] and number [for example, *secondly*] or tense choices [for example, he *had* seen her before]

Punctuation

- I can use brackets, dashes or commas to indicate parenthesis
- I can use commas to clarify meaning or avoid ambiguity

Terminology

- modal verb, relative pronoun, relative clause, parenthesis, bracket, dash cohesion, ambiguity
-

Greater Depth in Writing

- I can use paragraphs to structure the plot in narrative writing, showing changes in time, place and events.
- I can use changes in time and place to guide the reader through the text.
- I can use paragraphs to organise information logically and shape a non-fiction text effectively.
- I can sustain and develop an idea within a paragraph, introducing it with a topic sentence.
- I can close text with reference to its opening.
- I can re-order sentences to create an impact on the reader.
- I can use expanded noun phrases to add well thought out detail to writing.
- I can use punctuation to clarify the meaning of sentences e.g. commas to mark phrases and clauses.
- I can use dialogue effectively and punctuate it accurately.

A Year 6 Writer at RCSAT

Transcription

Spelling

- I can convert verbs into nouns by adding a suffix.
- I can distinguish between homophones and other words which are often confused.
- I can spell the commonly mis-spelt words from the Y5/6 word list.
- I understand that the spelling of some words need to be learnt specifically.
- I can use any dictionary or thesaurus.
- I use a range of spelling strategies.

Handwriting

- I can write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding, as part of my personal style, whether or not to join specific letters. choosing the writing implement that is best suited for the task.

Composition

- I can identify the audience for and purpose of the writing.
- I can choose the appropriate form and register for the audience and purpose of the writing.
- I use grammatical structures and features and choose vocabulary appropriate to the audience, purpose and degree of formality to make meaning clear and create effect.
- I use a range of sentence starters to create specific effects.
- I can use developed noun phrases to add detail to sentences.
I use the passive voice to present information with a different emphasis.
- I use commas to mark phrases and clauses.
- I can sustain and develop ideas logically in narrative and non-narrative writing.
- I can use character, dialogue and action to advance events in narrative writing.
- I can summarise a text, conveying key information in writing.

Vocabulary, Grammar and Punctuation

Text

- I can link ideas across paragraphs using a wider range of **cohesive devices**: repetition of a **word** or phrase, grammatical connections [for example, the use of **adverbials** such as *on the other hand*, *in contrast*, or *as a consequence*], and **ellipsis**
 - I can use layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]
-

Punctuation

- I can use the semi-colon, colon and dash to mark the boundary between independent **clauses** [for example, *It's raining; I'm fed up*]
- I can use the colon to introduce a list and use of semi-colons within lists
- **Punctuation** of bullet points to list information
- I can use hyphens to avoid ambiguity [for example, *man eating shark* versus *man-eating shark*, or *recover* versus *re-cover*]

Terminology

- subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points

Greater Depth in Writing

- I can choose the appropriate style and form for the purpose and audience of my writing.
- I can use techniques to engage the reader, for example, personal comments, opening hook, flashback.
- I can write paragraphs with a clear focus.
- I can write paragraphs with different structures and lengths.
- I can link ideas within and between paragraphs with a range of cohesive devices, for example, connecting adverbs/adverbials, use of pronouns.
- I can use different sentence structures and lengths to suit the purpose and audience of my writing.
- I can use a range of sentence types for impact and specific effect on the reader.
- I can control complex sentences, manipulating the clauses to achieve specific effects.
- I can use punctuation to convey and clarify meaning, including the colon and semi-colon.
- I can make precise and specific word choices according to the text type and audience.
- I can summarise longer texts precisely, identifying the key information.
- I can use the passive voice confidently, for example, to create suspense, or in a science investigation, or an historical or geographical report.
- I can use the subjunctive in the most formal writing to express a wish or a suggestion for the future.

Year 5/6 Statutory Spelling List

Year 5 and 6 Statutory Spellings

accommodate	category	determined	forty	marvellous	programme	soldier
accompany	cemetery	develop	frequently	mischievous	pronunciation	stomach
according	committee	dictionary	government	muscle	queue	sufficient
achieve	communicate	disastrous	guarantee	necessary	recognise	suggest
aggressive	community	embarrass	harass	neighbour	recommend	symbol
amateur	competition	environment	hindrance	nuisance	relevant	system
ancient	conscience	equipment	identity	occupy	restaurant	temperature
apparent	conscious	equipped	immediate	occur	rhyme	thorough
appreciate	controversy	especially	immediately	opportunity	rhythm	twelfth
attached	convenience	exaggerate	individual	parliament	sacrifice	variety
available	correspond	excellent	interfere	persuade	secretary	vegetable
average	criticise	existence	interrupt	physical	shoulder	vehicle
awkward	curiosity	explanation	language	prejudice	signature	yacht
bargain	definite	familiar	leisure	privilege	sincere	
bruise	desperate	foreign	lightning	profession	sincerely	

A Year 5 Mathematician at RCSAT

Number, place value, approximation and estimation/rounding

- I can count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000.
- I can read, write, order and compare numbers to at least 1,000,000.
- I can determine the value of each digit in numbers up to 1,000,000.
- I can read Roman numerals to 1,000 (M) and recognise years written in Roman numerals.
- I can round any number up to 1,000,000 to the nearest 10, 100, 1000, 10000 and 100000.
- I can interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero.
- I can solve number problems and practical problems with the above.

Calculations

- I can add and subtract numbers mentally with increasingly large numbers.
- I can add and subtract whole numbers with more than 4 digits, including using formal written methods.
- I can use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy.
- I can solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.
- I can identify multiples and factors, including finding all factor pairs of a number and common factor pairs of two numbers. I use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers.
- I can establish whether a number up to 100 is prime and recall prime numbers up to 19.
- I recognise and use square numbers and cube numbers, and the notation for squared and cubed.
- I can multiply and divide numbers mentally drawing on known facts.
- I can multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.
- I can multiply numbers up to 4 digits by a 1-digit or 2-digit number using a formal written method, including long multiplication for 2-digit numbers.
- I can divide numbers up to 4 digits by a 1-digit number using the formal written method of short division and interpret remainders appropriately for the context.
- I can solve problems involving multiplication and division including using knowledge of factors and multiples, squares and cubes.
- I can solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign.
- I can solve problems involving multiplication and division including scaling by simple fractions and problems involving simple rates.

Fractions, decimals and percentages

- I can recognise mixed numbers and improper fractions and convert from one form to the other.
 - I can write mathematical statements >1 as a mixed number.
 - I can identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths.
 - I can compare and order fractions whose denominators are multiples of the same number.
 - 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.
 - I can read and write decimal numbers as fractions.
 - I recognise and can use thousandths and relate them to tenths, hundredths and decimal equivalents.
 - I can round decimals with 2 decimal places to the nearest whole number and 1 decimal place.
 - I can read, write, order and compare numbers with up to 3 decimal places.
 - I can solve problems involving numbers up to 3 decimal places.
-

- I recognise the percent symbol and understand that percent relates to 'number parts per hundred'.
- I can write percentages as a fraction with denominator hundred, and as a decimal.
- I can solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ and those fractions with a denominator or a multiple of 10 or 25.

Measurement

- I can solve problems involving converting between units of time.
- I can convert between different units of metric measure.
- I understand and use approximate equivalences between metric units and common imperial units, such as inches, pounds and pints.
- I can measure and calculate the perimeter of composite rectilinear shapes in cm and m.
- I can calculate and compare the area of rectangles (incl. squares), and including using standard units (cm² and cm³) to estimate the area of irregular shapes.
- I can estimate volume and capacity.
- I can use all four operations to solve problems involving money using decimal notation, including scaling.

Geometry – properties of shapes

- I can use the properties of rectangles to deduce related facts and find missing lengths and angles.
- I can distinguish between regular and irregular polygons based on reasoning about equal sides and angles.
- I can identify 3D shapes, including cubes and other cuboids, from 2D representations.
- I know angles are measured in degrees.
- I can estimate and compare acute, obtuse and reflex angles.
- I can identify angles at a point and one whole turn.
- I can identify angles at a point on a straight line and $\frac{1}{2}$ a turn.
- I can identify other multiples of 90°.
- I can draw given angles and measure them in degrees.

Geometry – position and direction

- I can identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.

Statistics

- I can complete, read and interpret information in tables, including timetables.
- I can solve comparison, sum and difference problems using information presented in a line graph.

Greater Depth in Mathematics

- I can solve problems with a greater complexity.
- I can independently investigate and explore mathematical concepts.
- I can explain what I have discovered clearly.
- I can use higher order skills such as creating, modifying, convincing, justifying, comparing, and evaluating.

A Year 6 Mathematician at RCSAT

Number, place value, approximation and estimation/rounding

- I can read, write, order and compare numbers up to 10,000,000.
 - I can determine the value of each digit in numbers up to 10,000,000.
 - 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 solve number problems and practical problems with the above.
-

Calculations

- I can use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.
- I can solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.
- I can identify common factors, common multiples and prime numbers.
- I can perform mental calculations, including with mixed operations and large numbers.
- I can multiply multi-digit numbers up to 4 digits by a 2 digit whole number using the formal written method of long multiplication.
- I can divide numbers up to 4 digits by a 2 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 divide numbers up to 4 digits by a 2 digit number using the formal written method of short division where appropriate.
- I can solve problems involving addition, subtraction, multiplication and division.
- I can use my knowledge of the order of operations to carry out calculations involving the four operations.

Fractions, decimals and percentages

- I can use common factors to simplify fractions and use common multiples to express fractions in the same denomination.
- I can compare and order fractions, including fractions >1 .
- 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 the simplest form.
- I can divide proper fractions by whole numbers.
- I can associate a fraction with division to calculate decimal fractions equivalents for a simple fraction.
- I can identify the value of each digit to 3 decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to 3 decimal places.
- I can multiply 1-digit numbers with up to 2 decimal places by whole numbers.
- I can use written division methods in cases where the answer has up to 2 decimal places.
- I can solve problems which require answers to be rounded to specified degrees of accuracy.
- I can recall and use equivalences between simple fractions, decimals and percentages, including in different contexts

Ratio and proportion

- I can solve problems involving the relative sizes of two quantities, where missing values can be found using integer multiplication and division facts.
- I can solve problems involving the calculation of percentages and the use of percentage comparisons.
- I can solve problems involving similar shapes where the scale factor is known or can be found.
- I can solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.

Algebra

- I can express missing number problems algebraically.
 - I can use simple formulae.
 - I can generate and describe linear number sequences.
 - I can find pairs of numbers that satisfy an equation with two unknowns.
 - I can enumerate possibilities of combinations of two variables.
-

Measurement

- I can use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation of up to 3 decimal places.
- I can convert between miles and kilometres.
- I recognise that shapes with the same areas can have different perimeters and vice versa.
- I can calculate the area of parallelograms and triangles.
- I recognise when it is possible to use the formulae for the area of shapes.
- I can calculate, estimate and compare volume of cubes and cuboids, using standard units.
- I recognise when it is possible to use the formulae for the volume of shapes.
- I can solve problems involving the calculation and conversion of units of measure, using decimal notation up to 3 decimal places where appropriate.

Geometry - properties of shapes

- I can compare and classify geometric shapes based on the properties and sizes.
- I can describe simple 3D shapes.
- I can draw 2D shapes given dimensions and angles.
- I recognise and build simple 3D shapes, including making nets.
- I can find unknown angles in any triangles, quadrilaterals and regular polygons.
- I recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.
- I can illustrate and name parts of circles, including radius, diameter and circumference.
- I know the diameter is twice the radius.

Geometry - position and direction

- I can draw and translate simple shapes on the co-ordinate plane, and reflect them in the axes.
- I can describe positions on the full co-ordinate grid (all four quadrants).
- Statistics
- I can interpret and construct pie charts and line graphs and use these to solve problems
- I can calculate and interpret the mean as an average.

Greater Depth in Mathematics

- I can solve problems with a greater complexity.
 - I can independently investigate and explore mathematical concepts.
 - I can explain what I have discovered clearly.
 - I can use higher order skills such as creating, modifying, convincing, justifying, comparing, and evaluating.
-

A Year 5 Scientist at RCSAT

Working scientifically

- I can plan different types of scientific enquiry.
- I can control variables in an enquiry.
- I can measure accurately and precisely using a range of equipment.
- I can record data and results using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.
- I can use the outcome of test results to make predictions and set up a further comparative fair test.
- I can report findings from enquiries in a range of ways.
- I can explain a conclusion from an enquiry.
- I can explain causal relationships in an enquiry.
- I can relate the outcome from an enquiry to scientific knowledge in order to state whether evidence supports or refutes an argument or theory.
- I can read, spell and pronounce scientific vocabulary accurately.

Biology

Living things and their habitats

- I can describe the life cycle of different living things, e.g. mammal, amphibian, insect bird.
- I can describe the differences between different life cycles.
- I can describe the process of reproduction in plants.
- I can describe the process of reproduction in animals.

Animals, including humans

- I can create a timeline to indicate stages of growth in humans.

Chemistry

Properties and changes of materials

- I can compare and group materials based on their properties (e.g. hardness, solubility, transparency, conductivity, [electrical & thermal], and response to magnets).
- I can describe how a material dissolves to form a solution; explaining the process of dissolving.
- I can describe and show how to recover a substance from a solution.
- I can describe how some materials can be separated.
- I can demonstrate how materials can be separated (e.g. through filtering, sieving and evaporating).
- I know and can demonstrate that some changes are reversible and some are not.
- I can explain how some changes result in the formation of a new material and that this is usually irreversible.
- I can discuss reversible and irreversible changes.
- I can give evidenced reasons why materials should be used for specific purposes.

Physics

Earth and space

- I can describe and explain the movement of the Earth and other planets relative to the Sun.
- I can describe and explain the movement of the Moon relative to the Earth.
- I can explain and demonstrate how night and day are created.
- I can describe the Sun, Earth and Moon (using the term spherical).

Forces

- I can explain what gravity is and its impact on our lives.
- I can identify and explain the effect of air resistance.
- I can identify and explain the effect of water resistance.
- I can identify and explain the effect of friction.
- I can explain how levers, pulleys and gears allow a smaller force to have a greater effect.

Greater Depth in Science

- I can explore different ways to test an idea, choose the best way and give reasons.
- I can vary one factor whilst keeping the others the same in an experiment.
- I can use information to help make a prediction.
- I can explain (in simple terms) a scientific idea and what evidence supports it.
- I can create a timeline to indicate the stages of growth in certain animals, such as frogs and butterflies.
- I can observe my local environment and draw conclusions about life-cycles, for example, the vegetable garden or plants in a shrubbery.
- I can describe methods for separating mixtures, for example, filtration, distillation.
- I can compare the time of day at different places on Earth.
- I can describe and explain how motion is affected by forces, for example, gravitational attractions, magnetic attraction and friction.
- I can work out how water can cause resistance to floating objects.

A Year 6 Scientist at RCSAT

Working scientifically

- I can plan different types of scientific enquiry.
- I can control variables in an enquiry.
- I can measure accurately and precisely using a range of equipment.
- I can record data and results using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.
- I can use the outcome of test results to make predictions and set up a further comparative fair test.
- I can report findings from enquiries in a range of ways.
- I can explain a conclusion from an enquiry.
- I can explain causal relationships in an enquiry.
- I can relate the outcome from an enquiry to scientific knowledge in order to state whether evidence supports or refutes an argument or theory.
- I can read, spell and pronounce scientific vocabulary accurately.

Biology

Living things and their habitats

- I can classify living things into broad groups according to observable characteristics and based on similarities & differences.
- I can describe how living things have been classified.
- I can give reasons for classifying plants and animals in a specific way.

Animals, including humans

- I can identify and name the main parts of the human circulatory system.
- I can describe the function of the heart, blood vessels and blood.
- I can discuss the impact of diet, exercise, drugs and life style on health.
- I can describe the ways in which nutrients and water are transported in animals, including humans.

Evolution and inheritance

- I can describe how the earth and living things have changed over time.
 - I understand that some people will explain adaptation over time to evolution.
 - I can explain what people mean by evolution.
 - I can explain how fossils can be used to find out about the past.
 - I can explain about reproduction and offspring (recognising that offspring normally vary and are not identical to their parents).
 - I can explain how animals and plants are adapted to suit their environment.
-

Physics

Light

- I can explain how light travels.
- I can explain and demonstrate how we see objects.
- I can explain why shadows have the same shape as the object that casts them.
- I can explain how simple optical instruments work, e.g. periscope, telescope, binoculars, mirror, magnifying glass etc.

Electricity

- I can explain how the number and voltage of cells in a circuit links to the brightness of a lamp or the volume of a buzzer.
- I can compare and give reasons for why components work and do not work in a circuit.
- I can draw circuit diagrams using the correct symbols.

Greater Depth in Science

- I can use information from different sources to answer a question and plan a scientific enquiry.
 - I can make a prediction that links with other scientific knowledge.
 - I can plan in advance which equipment I will need and use it appropriately.
 - I can link my conclusions to other scientific knowledge.
 - I can explain how some living things adapt to survive in extreme conditions.
 - I can analyse the advantages and disadvantages of specific adaptations, such as being on two rather than four feet.
 - I am beginning to understand about the nature of DNA.
 - I can readily group animals into reptiles, fish, amphibians, birds and mammals.
 - I can make a diagram of the human body and explain how different parts work and depend on one another.
 - I can compare the organ systems of humans to those of other animals.
 - I can use the ray model to explain the size of shadows.
 - I can explain the danger of short circuits and what a fuse is.
-

Foundation Subjects

A Year 5 Historian at RCSAT

- I can draw a timeline with different historical periods showing key historical events or lives of significant people.
- I can summarise how Britain may have learnt from other countries and civilizations (historically and more recently).
- I can compare two or more historical periods; explaining things which changed and things which stayed the same.
- I can explain how Parliament affects decision making in England during WW2
- I can use research skills to find answers to specific historical questions.
- I can describe a key event from Britain's past using a range of evidence from different sources.

A Year 6 Historian at RCSAT

- I can place features of historical events and people from the past societies and periods in a chronological framework.
- I can summarise the main events from a period of history, explaining the order of events and what happened.
- I can summarise how Britain has had a major influence on the world.
- I can identify and explain differences, similarities and changes between different periods of history.
- I can identify and explain propaganda.
- I can describe a key event from Britain's past using a range of evidence from different sources.
- I can describe the features of historical events and way of life from periods I have studied; presenting to an audience.

A Year 5 Geographer at RCSAT

- I can plan a journey to a place in another part of the world, taking account of distance and time.
- I can name and locate many of the world's most famous mountainous regions in an atlas.
- I can explain how a location fits into its wider geographical location with reference to human and economical features.
- I can locate the Tropic of Cancer and Tropic of Capricorn.
- I can explain why deforestation occurs.
- I understand what is meant by the term 'fairstade'.
- I can explain how a locality is affected by tourism.

A Year 6 Geographer at RCSAT

- I can use Ordnance Survey symbols and 6 figure grid references.
- I can answer questions by using a map.
- I can use maps, aerial photographs, plans and e-resources to describe what a locality might be like.
- I can describe how some places are similar and dissimilar in relation to their human and physical features.
- I can name the oceans and main rivers in the world and locate them in an atlas.
- I can identify and the Arctic and Antarctic Circles.
- I can explain how time zones work and calculate time differences around the world.

A Year 5 Artist at RCSAT

- I can identify and draw objects and use marks and lines to produce texture.
- I can successfully use shading to create mood and feeling.
- I can organise line, tone, shape and colour to represent figures and forms in movement.
- I can express emotion in my art.
- I can create an accurate print design following criteria.
- I can use images which I have created, scanned and found; altering them where necessary to create art.
- I can research the work of an artist and use their work to replicate a style.

A Year 6 Artist at RCSAT

- I can explain why I have used different tools to create art.
- I can explain why I have chosen specific techniques to create my art.
- I can explain the style of my work and how it has been influenced by a famous artist.
- I can over print to create different patterns.
- I can use feedback to make amendments and improvement to my art.
- I can use a range of e-resources to create art.

A Year 5 Designer at RCSAT

- I can come up with a range of ideas after collecting information from different sources.
- I can produce a detailed, step-by-step plan.
- I can suggest alternative plans; outlining the positive features and draw backs.
- I can explain how a product will appeal to a specific audience.
- I can evaluate appearance and function against original criteria.
- I can use a range of tools and equipment competently.
- I can make a prototype before make a final version.
- I show that I can be both hygienic and safe in the kitchen.

A Year 6 Designer at RCSAT

- I can use market research to inform my plans and ideas.
- I can follow and refine my plans.
- I can justify my plans in a convincing way.
- I can show that I consider culture and society in my plans and designs.
- I show that I can test and evaluate my products.
- I can explain how products should be stored and give reasons.
- I can evaluate my product against clear criteria.

A Year 5 Computer User at RCSAT

Algorithms and programming

- I can combine sequences of instructions and procedures to turn devices on and off.
- I can use technology to control an external device.
- I can design algorithms that use repetition & 2-way selection.

Information technology

- I can analyse information.
- I can evaluate information.
- I understand how search results are selected and ranked.
- I can edit a film.

Digital literacy

- I understand that you have to make choices when using technology and that not everything is true and/or safe.

A Year 5 Safe Computer User at RCSAT

Knowledge and understanding

- I can discuss the positive and negative impact of the use of ICT in my own life, my friends and family.
- I understand the potential risk of providing personal information online.
- I recognise why people may publish content that is not accurate and understand the need to be critical evaluators of content.
- I understand that some websites and/or pop-ups have commercial interests that may affect the way the information is presented.
- I recognise the potential risks of using internet communication tools and understand how to minimise

those risks (including scams and phishing).

- I understand that some material on the internet is copyrighted and may not be copied or downloaded.
- I understand that some messages may be malicious and know how to deal with this.
- I understand that online environments have security settings, which can be altered, to protect the user.
- I understand the benefits of developing a 'nickname' for online use.
- I understand that some malicious adults may use various techniques to make contact and elicit personal information.
- I know that it is unsafe to arrange to meet unknown people online.
- I know how to report any suspicions.
- I understand I should not publish other people's pictures or tag them on the internet without permission.
- I know that content put online is extremely difficult to remove.
- I know what to do if I discover something malicious or inappropriate.

Skills

- I follow the school's safer internet rules (see e-safety policy)
- I can make safe choices about the use of technology.
- I can use technology in ways which minimises risk. e.g. responsible use of online discussions, etc.
- I can create strong passwords and manage them so that they remain strong.
- I can independently, and with regard for e-safety, select and use appropriate communication tools to solve problems by collaborating and communicating with others within and beyond school.
- I can competently use the internet as a search tool.
- I can reference information sources.
- I can use appropriate strategies for finding, critically evaluating, validating and verifying information. e.g. using different keywords, skim reading to check relevance of information, cross checking with different websites or other non ICT resources.
- I can use knowledge of the meaning of different domain names and common website extensions (e.g. .co.uk; .com; .ac; .sch; .org; .gov; .net) to support validation of information.

A Year 6 Computer User at RCSAT

Algorithms and programming

- I can design a solution by breaking a problem up.
- I recognise that different solutions can exist for the same problem.
- I can use logical reasoning to detect errors in algorithms.
- I can use selection in programs.
- I can work with variables.
- I can explain how an algorithm works.
- I can explore 'what if' questions by planning different scenarios for controlled devices.

Information technology

- I can select, use and combine software on a range of digital devices.
- I can use a range of technology for a specific project.

Digital literacy

- I can discuss the risks of online use of technology.
 - I can identify how to minimise risks.
-

A Year 6 Safe Computer User at RCSAT **Knowledge and Understanding**

- I can discuss the positive and negative impact of the use of ICT in my own life, my friends and family.
- I understand the potential risk of providing personal information online.
- I recognise why people may publish content that is not accurate and understand the need to be critical evaluators of content.
- I understand that some websites and/or pop-ups have commercial interests that may affect the way the information is presented.
- I recognise the potential risks of using internet communication tools and understand how to minimise those risks (including scams and phishing).
- I understand that some material on the internet is copyrighted and may not be copied or downloaded.
- I understand that some messages may be malicious and know how to deal with this.
- I understand that online environments have security settings, which can be altered, to protect the user.
- I understand the benefits of developing a 'nickname' for online use.
- I understand that some malicious adults may use various techniques to make contact and elicit personal information.
- I know that it is unsafe to arrange to meet unknown people online.
- I know how to report any suspicions.
- I understand I should not publish other people's pictures or tag them on the internet without permission.
- I know that content put online is extremely difficult to remove.
- I know what to do if I discover something malicious or inappropriate.

Skills

- I follow the school's safer internet rules.
- I can make safe choices about the use of technology.
- I can use technology in ways which minimises risk. e.g. responsible use of online discussions, etc.
- I can create strong passwords and manage them so that they remain strong.
- I can independently, and with regard for e-safety, select and use appropriate communication tools to solve problems by collaborating and communicating with others within and beyond school.
- I can competently use the internet as a search tool.
- I can reference information sources.
- I can use appropriate strategies for finding, critically evaluating, validating and verifying information. e.g. using different keywords, skim reading to check relevance of information, cross checking with different websites or other non ICT resources.
- I can use knowledge of the meaning of different domain names and common website extensions (e.g. .co.uk; .com; .ac; .sch; .org; .gov; .net) to support validation of information.

A Year 5 and Year 6 Musician at RCSAT (Love Music Trust)

- I can play a tuned instrument.
- I can read the notes on a music score
- I can follow the beat, duration, dynamics and tempo on a music score.
- I can take my lead from a conductor.
- I can perform a piece of music on own, with an ensemble or as part of a larger orchestral.

A Year 5 International Speaker at RCSAT

Spoken language

- I can hold a simple conversation with at least 4 exchanges.
- I can use my knowledge of grammar to speak correctly.

Reading

- I can use the context to work out unfamiliar words.
-

Writing

- I can write 2-3 simple sentences.
- I can substitute words and phrases

A Year 6 Musician at RCSAT

- I can sing in harmony with increasing confidence.
- I can perform parts from memory.
- I can take the lead in a performance.
- I can evaluate how the venue, occasion and purpose affects the way a piece of music is created.
- I can analyse features within different pieces of music.

A Year 5 Sports Person at RCSAT

Games

- I can gain possession by working a team.
- I can pass in different ways.
- I can use forehand and backhand with a racket.
- I can field.
- I can choose a tactic for defending and attacking.
- I can use a number of techniques to pass, dribble and shoot.

Gymnastics

- I can make complex extended sequences.
- I can combine action, balance and shape.
- I can perform consistently to different audiences.

Dance

- I can compose my own dances in a creative way.
- I can perform to an accompaniment.
- My dance shows clarity, fluency, accuracy and consistency.

Athletics

- I can control when taking off and landing.
- I can throw with accuracy.
- I can combine running and jumping.

Outdoor and adventurous

- I can follow a map in an unknown location.
- I can use clues and a compass to navigate a route.
- I can change my route to overcome a problem.
- I can use new information to change my route.

A Year 6 Sports Person at RCSAT

Games

- I can play to agreed rules.
 - I can explain rules.
 - I can umpire.
 - I can make a team and communicate plan.
 - I can lead others in a game situation.
-

Gymnastics

- I can combine my own work with that of others.
- I can link sequences to specific timings.

Dance

- I can develop sequences in a specific style.
- I can choose my own music and style.

Athletics

- I can demonstrate stamina.

Outdoor and adventurous

- I can plan a route and a series of clues for someone else.
- I can plan with others taking account of safety and danger.

