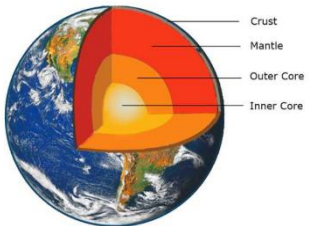


RE

I know how Incarnation and Salvation fit within the timeline of the ‘big story’ of the Bible.
Christian’s interpret the death of Jesus in the New Testament in a variety of ways: for example, as a sacrifice for sin; as a victory over sin, death and the devil; paying the punishment as a substitute for everyone’s sins; rescuing the lost and leading them to God.
Christian’s remember Jesus’ sacrifice through the service of Holy Communion (also called the Lord’s Supper, the Eucharist or the Mass)
Christians believe that Jesus calls them to sacrifice their own needs to the needs of others, and some are prepared to die for others and for their faith.
I can make clear connections between the Christian belief in Jesus’ death as a sacrifice and how Christians celebrate Holy Communion.
I can explain connections between Isaiah 53, John 19 and the key concepts of Messiah, Sacrifice and Salvation, using theological terms.

Geography



I can identify the different layers of the Earth.
I know volcanoes are formed when rock from the mantle melts and is pushed to the surface through the Earth’s crust. As the volcano erupts it forms lava flows and ash deposits.
The Earth’s surface is made up of plates that move (very, very slowly). I can describe how the movement of these plates affect volcanoes.
Volcanoes can be active (there is regular activity at this volcano), dormant (there has been activity here but there isn’t any at the moment and extinct (it has been so long since this volcano erupted that it is unlikely to happen again)

I know earthquakes can happen when the plates slip past each other and create seismic waves.
I know that some people choose to live in areas near natural disaster zones and I can explain why.
I can use case studies to explain the impact that natural disasters can have on people and the environment. I can give reasons (including wealth, warning and preparation) as to why the impact may be greater or less in different places.

Case studies to include:
Ring of Fire, Pacific Ocean
Chile 1960
Japan 2011

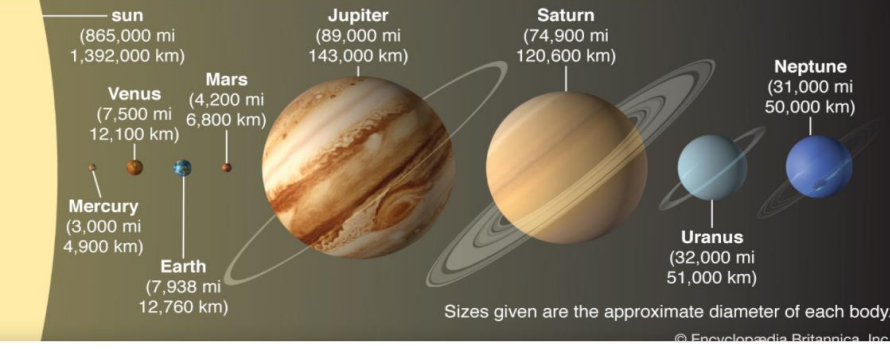
PE

I know techniques to ensure my starting and finishing positions are controlled.
I can create sequences that flow including increasingly challenging gymnastic elements.



I can catch a ball with balance whilst moving in any direction.
I can vary my pass according to the receiver.
I can quickly snatch a ball that is thrown around me in any direction (Y6)
I can demonstrate controlled ball skills one-handed (Y6)

Science



I know that the sun, planets, asteroids, meteoroids amongst others make up our solar system.
I know some of the key characteristics of the different planets in our solar system.
I know that there have been lots of different theories about our solar system including:
Heliocentric model – The planets revolve around the sun at the centre of the universe.
Geocentric model – The belief that the Earth is

at the centre of the universe.
Weight is the force exerted on a person/object by gravity. Therefore, our weight would be different on different planets.
I know that there is gravity on the moon – just less of it.

Computing

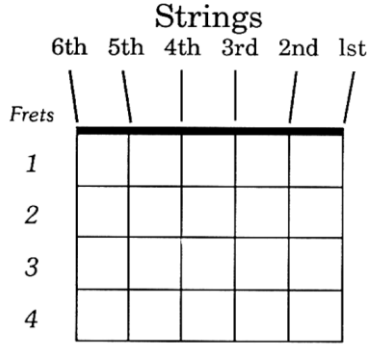
Making computer games
I know that computer games use algorithms with different user inputs and outputs so that the outcome is not the same each time.
I know that moving and editing blocks in an algorithm will change the order and the outcome of actions. I can predict what these changes will be and use this to make decisions.
I can program an algorithm as a sequence of game instructions with actions and consequences.
I can add additional features, such as sound or point scoring to enhance the appeal of a game.

User input – what the computer game user does e.g. directing a character, answering a question or pressing a button.
Output/outcome – what happens as a result of the actions the game user takes e.g. the car crashes, you win the game, the character speeds up.

Music

I can use different chord progressions – C, D, E, F and G.
I can apply my knowledge of the chord progressions – C,D,E,F and G to play familiar songs.
I am able to read guitar chord diagram boxes using 5 major and 5 minor chords.

I am able to draw chord diagram boxes, representing 5 major and 5 minor chords.



Year 5 and 6
Spring 2 2021

French

I can use the verb être with adjectives to describe a person or thing.
Je suis - I am
Tu es – You are
être – To be
I know that some French words have a silent final consonant.
I can use the conjunctions et, mais and parce que to join main clauses.
I can use masculine and feminine forms of adjectives:
grand/grande – big
petit/ petite - small



PSHE

Courageous Advocacy and social injustice

I am aware of the importance of respecting others even when they are very different from myself (for example, physically, in character, personality or backgrounds)
I know people can make different choices to myself or have different preference or beliefs
I know how to ask for advice or help for myself or others, and to keep trying until I am heard.
I know about good role models and can use these as inspiration when discussing my beliefs.

Art

(Sketching with a focus on animal skin and texture)

I can work in a sustained and independent way to create a detailed drawing

I know how to use the boxing up method to support sketching and close observation of detail

I can apply simple measuring techniques to develop a sense of proportion, scale and composition in my work.

Proportion – the relationship between the size of one element in a drawing and the size of another. For example, without a sense of proportion, you may draw an animal with front legs that are a lot longer than their back legs.

Composition – the arrangement of the drawing/s within the space. Artists experiment with how the different parts of their drawings are arranged to create focal points, backgrounds and foregrounds.

Scale – The size of one object in relation to another. For example, if you were drawing a lion and a mouse, your mouse would not be larger than your lion!

