



**Geography- Can I carry out an independent fieldwork enquiry?**

- I can give examples of issues in the local area.
- I can identify questions to be asked to find the relevant data.
- I can justify which data collection method is most suitable.
- I can design an accurate data collection template.
- I can identify areas along a route that are best for data collection.
- I can discuss how to mediate potential risks.
- I can collect data at points located on an OS map.
- I can identify any outcomes from data collected.

**Music- Score Music**

- I can identify how music contributes to the feel of a production.
- I can participate in discussions justifying my views.
- I can use the terms 'major' and 'minor'.
- I can describe how music evokes different emotions.
- I can identify pitch, tempo and dynamics.
- I can sing as part of an ensemble..

**RE – Kingdom of God**

- I can explain connections between biblical texts and the concept of the Kingdom of God.
- I can consider different possible meanings for the biblical texts studied..
- I can make clear connections between belief in the Kingdom of God and how Christians put their beliefs into practice in different ways, including in worship and in service to the community.
- I can relate Christian teachings or beliefs about God's Kingdom to the issues, problems and opportunities of my own life and the life of my own community in the world today, offering insights about whether or not the world could or should learn from Christian ideas.

**Science - Light and Reflection**

- I can describe how light travels and how we see objects.
- I can recall factors that affect the size of a shadow and describe how the distance between an object and the surface on which its shadow is cast affects the size of the shadow.
- I can use diagrams to explain why shadows change size and why the shape of a shadow matches the object that cast it.
- I can identify the incoming and reflected rays and describe the relationship between their angles and explain how light is reflected.

**Computing- Creating media – 3D Modelling**

- I can recognise that you can work in three dimensions on a computer.
- I can identify that digital 3D objects can be modified.
- I can recognise that objects can be combined in a 3D model.
- I can create a 3D model for a given purpose.
- I can plan my own 3D model.
- I can create my own digital 3D model.

**Year Six Production: Matilda**

- A variety of cross-curricular lessons including:
- English** - playscripts, characterisation, drama, review, study of plot and character description
  - Maths** - costing, budgeting, income and spending
  - Art and Design** - Making large set pieces, prop-making and costume design, programme artwork and promotional material
  - Music**- Understanding and reading a musical score, singing as part of an ensemble

**Art- Sculpture and 3D: Making Memories**

- I can discuss the work of artists that appreciate different artistic styles.
- I can create a sculpture to express myself in a literal or symbolic way.
- I can reflect verbally or in writing about creative decisions.
- I can suggest ways to represent memories through imagery, shapes and colours.
- I can draw initial ideas to form a plan for a sculpture.
- I can produce ideas for a sculpture, including written notes and drawings.
- I can successfully translate plans to a 3D sculpture.

**PE – Cricket and Dance**

- I can strike a bowled ball with increasing consistency and accuracy.
- I can use a wider range of fielding skills.
- I can work in collaboration with others.
- I understand and can apply some tactics in the game as a batter, bowler and fielder.
- I can choreograph a dance and work safely..
- I can perform dances with accuracy and good timing.
- I can refine the way I use actions, dynamics and relationships to represent ideas, emotions, feelings and characters.
- I can work creatively and imaginatively on my own, with a partner and in a group to choreograph and structure dances

**PSHE - Puberty, Identity and Transition to Secondary School.**

- I can understand the factors which make up identity.
- I can understand that images can be manipulated by the professional media but also by individuals and that they are not realistic.
- I understand that change can bring opportunity but also worry.
- I can explain some ways I can deal with change.
- I can explain some strategies I can use if I feel stressed or anxious.

**British Values Focus:**  
Mutual Respect