



Non Negotiables

(Endpoints)

End of Upper Key Stage 2 Topic Cycle B

	AUTUMN TERM Our Wonderful World (Geography Topic)	SPRING TERM Ancient Civilisations (History Topic)	SUMMER TERM We Are Biologists (Science Topic)
SCIENCE	<u>FOREST SCHOOL</u> <u>Earth & Space (Y5)</u> I can describe the movement of the Earth, and other planets, relative to the Sun in the solar system I can describe the movement of the Moon relative to the Earth I can describe the Sun, Earth and Moon as approximately spherical bodies I can use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. <u>Living Things & Habitats (Y5 & Y6) (Forest School)</u> I can describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird I can describe the life process of reproduction in some plants and animals I can describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals		<u>Animals including Humans (Y5 & Y6)</u> I can describe the changes as humans develop to old age I can identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood I can recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function I can describe the ways in which nutrients and water are transported within animals, including humans <u>Evolution & Inheritance (Y6)</u> I can recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago I can recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents I can identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.

	I can give reasons for classifying plants and animals based on specific characteristics		
ART	<u>Drawing: I need space</u> I can participate in discussions and offer ideas. Evaluate images using simple responses, sometimes using formal elements to extend ideas. I can provide plausible suggestions for how a piece was created. I can use different stimuli to draw from. I can select and place textures to create a collagraph plate, applying an understanding of the material, which may be supported by testing. I can create a selection of drawings and visual notes that demonstrate their ideas using sketchbooks. I can generate a clear composition idea for a final piece that shows how it will be drawn. Demonstrate growing independence, discussing ways to improve work. <u>Observational Drawing</u> <u>Christmas card</u> I can interpret forms from direct observation can look closely at a familiar object and draw what I see. I can look closely at both the overall structure of the tree and the details such as trunk texture. I can use a range of pencil marks to communicate what I see.	<u>Craft and Design:</u> <u>Exploring Ancient Egyptian Art</u> I can recognise the style and characteristics of Egyptian Art. I can consider the suitability of a surface for drawing. I can choose and use tools and materials confidently. I can create a selection of sketches that show idea exploration. I can apply ancient techniques to construct a new material I can produce a final design with a clear purpose. I can use colours and materials appropriately, showing an understanding of effective composition.	<u>Sculpture and 3D:</u> <u>Interactive Installation</u> I can create an interactive installation with my class. I can evaluate my box designs, considering how they might appear as full-sized spaces. I can research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. I can suggest changes they could make if I repeated the activity to create a different atmosphere in the space. I can create an installation plan, model or space. I can confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently. I can work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists.

			
DT	<u>Digital World</u> <u>Navigating the World</u> I can incorporate key information from a client's design request such as 'multifunctional' and 'compact' in their design brief. I can write a program that displays an arrow to indicate cardinal compass directions with an 'On start' loading screen. I can identify errors (bugs) in the code and suggest ways to fix (debug) them. I can self and peer evaluate a product concept against a list of design criteria with basic statements. I can Identify key industries that use 3D CAD modelling and why. I can recall and describe the name and use of key tools used in Tinkercad (CAD) software. I can develop 3D CAD skills to produce a virtual model I can complete a product pitch plan that includes key information.		<u>Cooking and Nutrition:</u> <u>Developing a recipe</u> I understand how ingredients are reared and sourced I can evaluate nutritional value I can prepare ingredients I can prepare and cook a bolognaise sauce
GEOGRAPHY	<u>Would you like to live in a desert?</u> I can identify the lines of latitude where hot desert biomes are located. I can identify the significance of latitude, Equator, Northern Hemisphere Southern Hemisphere, The Tropics of Cancer and Capricorn.	I can identify where the Islamic Empire started and the regions it covered. I can identify Ancient Egypt's location and its key geographical features. I can explain why the River Nile was important to ancient Egyptians.	

	I can describe the characteristics of a hot desert biome. I can locate the largest deserts in each continent. I can describe ways the Mojave Desert is used. I can name and describe the physical features found in a desert. I can explain how human activity may contribute to the changing climate and landscape of a desert. I can recognise that the Mojave Desert has a different time zone to the UK. I can describe some of the threats to deserts. I can give the benefits and drawbacks of living in a desert environment. I can identify characteristics of two contrasting biomes and compare land use. I can discuss if a desert environment is hospitable and why.		
HISTORY	<u>The Atlantic Slave Trade (link to Geog/Black History Month)</u> I can talk about significant historical events, periods, and people. I know that the transatlantic slave trade is a significant historical event. I understand Britain's role in global history. I can devise historically valid questions about change, cause, similarity and difference, and significance.	<u>Which of the early Islamic achievements has most effect on our lives today?</u> I can study a non-European society that provides contrasts with British history –Early Islamic civilization I can describe the events that led to the rise of Islam I can describe the reasons for early success of Islam in the mid7th century CE I know about the construction of Bagdad and its features. I can place historical periods on a timeline, noting connections with	

		other historical periods studied. I can compare and what we know about Anglo-Saxon life with what we have learned about life in Baghdad c.900 CE. <u>Ancient Egypt</u> <u>What was important to the Ancient Egyptians?</u> I know about the achievements of the earliest civilizations - Ancient Egypt. I can ask historically valid questions about sources. I can explain the importance of gods and goddesses to people in ancient Egypt. I can analyse mummification's connection to ancient Egyptian beliefs about the afterlife. I can decide what was important to people in ancient Egypt.	
COMPUTING	<u>Data Handling: The Mars Rover</u> I can identify some types of data the Mars Rover could collect (for example, photos). I can explain how the Mars Rover transmits the data back to Earth and the challenges involved. I can read any number in binary, up to eight bits. I can identify input, processing and output on the Mars Rovers. I can read binary numbers and grasp the concept of binary addition. I can relate binary signals (Boolean) to a simple	<u>Search Engines – Historical Research</u> I can explain that codes can be used for a number of different reasons and decode messages. I can explain how to ensure a password is secure and how this works. I can explain the importance of historical figures and their contribution towards computer science. I can present information about their historical figures in an interesting and engaging manner. I can develop an idea for a computer of the future and create a simple design.	<u>Big Data – Analysing Health</u> I can understand why barcodes and QR codes were created. I can create (and scan) their own QR code using a QR code generator website. I can explain how infrared can be used to transmit a Boolean type signal. I can explain how RFID works, recall a use of RFID chips, and type formulas into spreadsheets. I can take real-time data and enter it effectively into a spreadsheet. - <i>link to health/science</i> I can present the data collected as an answer to a question.

	character-based language, ASCII. <u>Skills Showcase – The Mars Rover 2</u> I can create a pixel picture, explaining that a pixel is the smallest element of a digital image and that binary is used to code and transfer this data. I can save a JPEG as a bitmap and recognise the difference in file size as well as explaining how pixels are used to transfer image data. Explain the 'fetch, decode, execute' cycle in relation to real-world situations. I can create a profile with a safe and suitable username and password and begin to use 3D design tools. I can independently take tutorial lessons, applying what they have learnt to their design and understand the importance of using an online community responsibly.	I can produce a simple audio advert with simple edits, which demonstrate an understanding of how to use the software. <u>Programming 1- Music</u> I can recognise that Scratch is a coding application with music elements. I can predict the effects of different code blocks and explain discoveries from tinkering. I can code a soundtrack using sound blocks, loops and nested loops to enhance a scene. I can use loops to simplify a program and understand that nested loops can repeat a rhythm or pattern. I can decompose a program into smaller parts and remix existing code in new projects. I can identify errors in a program, debug them and evaluate the effectiveness of a program.	I can recognise the value of analysing real-time data. I can analyse and evaluate transport data and consider how this provides a useful service to commuters. <u>Big Data 2 – Designing a Smart School</u> I can recognise that data can become corrupted within a network and that data sent in packets is more robust, as well as identify the need to update devices and software. I can recognise differences between mobile data and WiFi and use a spreadsheet to compare and identify high-use data activities and low-use data activities. I can make links between the Internet of Things and Big Data and give a basic example of how data analysis/analytics can lead to improvement in town planning. I can explain ways that Big Data or IoT principles could be used to solve a problem or improve efficiency within the school and prepare a presentation about their idea, considering the privacy of some data. I can present their ideas about how Big Data/IoT can improve the school and provide feedback to others on their presentations.
MUSIC	<u>We've Got Rhythm</u> I can compose in a rhythmic structure I can create 16 bar body percussion	<u>Musical Effects and Moods</u> I can explore composition activities such as film soundtracks, sound effect rhythms	<u>Celebrating Songs</u> I can compose music for a specific reason – leavers song?
PE	<u>Football</u> I can develop ways to move the ball and apply them to different situations. I can send and receive under pressure.	<u>Fitness</u> I can develop an awareness of what your body is able to do. I can develop speed and stamina.	<u>Basketball</u> I can dribble with control under pressure. I can move into and create space to support a teammate.

	I can communicate with my team, move into space and take the ball towards goal. I can use defensive techniques to win possession. I can apply defending tactics as a team. I can use and apply skills, principles and tactics to a game situation. <u>Dance</u> copy and repeat a dance phrase showing confidence in movements. I can work with others to explore and develop the dance idea. I can use changes in dynamics in response to the stimulus. I can demonstrate a sense of rhythm and energy when performing bhangra style motifs. I can perform a bhangra dance, showing an awareness of timing, formations and direction. I can select, order, structure and perform movements in a bhangra style, showing various group formations.	I can develop strength using my own body weight. I can develop co-ordination. I can develop agility. I can develop balancing with control. <u>Badminton</u> I can use the serve with consideration of attacking principles. I can explore an underarm return with consideration of attacking principles. I can explore an underarm return with consideration of attacking principles. I can explore the overhead forehand with consideration of attacking principles. I can select and apply skills and tactics to play competitively. I can apply rules, skills and tactics to play in a tournament. <u>Swimming</u> I can swim competently, confidently and proficiently over a distance of at least 25 metres I can use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] I can perform safe self-rescue in different water-based situations	I can choose when to pass and when to dribble. I can use the appropriate defensive technique for the situation. I can develop shooting technique and make decisions about when to pass, dribble or shoot. I can apply principles, rules and tactics to a tournament. <u>Rounders</u> I can develop throwing and catching under pressure and apply these to a striking and fielding game. I can develop bowling under pressure whilst abiding by the rules of the game. I can strike a bowled ball with increasing consistency. I can develop fielding techniques and select the appropriate action for the situation. I can understand and apply tactics in a game. I can apply skills and knowledge to compete in a tournament. <u>Athletics</u> I can develop my own and others sprinting technique. I can identify a suitable pace for the event. I can develop power, control and technique for the triple jump. I can develop power, control and technique when throwing for distance. I can develop throwing with force and accuracy for longer distances. I can work collaboratively in

			a team to develop the officiating skills of measuring, timing and recording.
<u>PSHE</u>	<u>Relationships</u> I recognise that there are different types of relationships. I understand what marriage and civil partnership means. I can identify the difference between healthy unhealthy relationships. I recognise and respect that there are different family structures. I recognise how to seek advice if family relationships make me unhappy. <u>Money Matters</u> I understand different ways to keep track of money. I understand the risks associated with money and ways of keeping money safe. I can identify the risks involved in gambling activities. I can identify that there are a broad range of different jobs/careers. I can explore what is meant by stereotypes. I recognise some of the skills that will help me in my future careers. I recognise a variety of routes into careers	<u>Drug Education</u> I recognise that habits can have both positive and negative effects on a healthy lifestyle. I know how to respond in an emergency. I can explore the risks/effects of legal drugs common to everyday life. I recognise that there are laws surrounding the use of legal drugs. I can identify the people they can talk to if I have concerns. I can Identify strategies to manage peer influence and the desire for peer approval. <u>Difference and Diversity</u> I can identify strategies to respond to hurtful behaviours. I can describe what discrimination means and how to challenge it. I can respect and recognise the differences/ similarities between people. I can debate topical issues with respect. I Identify the importance of having compassion towards others. I can discuss diversity: what it means; the benefits of living in a diverse community. I understand prejudice. identifying what contributes to who we are. H26.	<u>Being Me</u> I can identify the different groups that make up my community. I can describe the different contributions that people/groups make to the community. I can discuss diversity: what it means; the benefits of living in a diverse community; and how we value diversity within our communities. I recognise behaviours and actions which discriminate against others and ways of responding to it if witnessed/experienced. I recognise positive things about myself/achievements and can set goals. I recognise that my own behaviour can affect other people. I can listen to and responding respectfully to a wide range of people. <u>Changes</u> I recognise that feelings can change over time, and range in intensity. I can identify the everyday things that affect feelings, and the importance of expressing how we feel. I can use a varied vocabulary when talking about feelings. I recognise the signs when someone may be struggling and how to seek support. I can discuss change and loss, and how these can affect feelings, thoughts and behaviours.

		I understand for some people gender identity does not correspond with their biological sex.	I can Identify strategies for dealing with emotions, challenges and change. I can identify strategies to manage transitions between classes and key stages.
RE	<u>What is the nature and character of God?</u> I know that Christians believe God is Father, Son and Holy Spirit, the Trinity. I know t that Bible stories are used to answer questions about God and can talk about them. I know that there are similarities and differences between the names given to God by people of all world faiths. I can retell Bible stories that reveal the nature and characteristics of God. I can talk with understanding and use religious language to explain the Trinity. I can identify Christian beliefs about God in prayers and worship songs. I can express my own opinion and ask big questions. <u>How is Christmas celebrated around the world?</u> I know that Christmas is celebrated worldwide. I know that not all of the celebrations are linked to the nativity story. I can describe different Christmas celebrations around the world. I can give reasons for different Christmas celebrations around the world. I can make links between the story, belief and actions and talk about the distinctive Christian beliefs in the Christmas celebrations.	<u>How and why do Christians read the Bible?</u> I know that Christians believe that the Bible is the inspired word of God. I know that there are many translations of the Bible and that the Bible guides Christians and effects their daily lives. I know about the origin and content of holy books from the world faiths I have investigated and the impact of these scriptures on the lives of believers. I can tell you about the work of Bible translators today and in the past. I can recognise and talk about the similarities and differences between holy books. I can explain using religious vocab the difference between the Torah and the Talmud and describe the impact of the Torah on Jewish people. I can talk about the contents of the Qur'an and Hadith and know the difference between the two. I can describe and make links between Malala's behaviour and the teachings of the Qur'an I can interpret and discuss quotes from sacred scriptures in the light of a current situation in the news. <u>Did she make the right choice?</u>	<u>How did the news of Jesus's resurrection spread around the world?</u> I know that the Eucharist is an important celebration. I know that the Eucharist is celebrated by Christians worldwide. I know that there is a direct link between the life and words of Jesus and the Eucharist. I can make links between Christian beliefs, the Eucharist and the Last Supper. I can use good religious vocabulary to show understanding of why Christians celebrate the Eucharist. I can identify the similarities and differences within and between the way Christian denominations celebrate the Eucharist. I can explain what the words remembrance, holy, sacrifice, mercy, salvation and faith mean to Christians and to me. <u>Why is the Exodus such a significant event in Jewish and Christian History?</u> I know that the Exodus is a significant event in Jewish and Christian history. I know that the Seder is the special meal celebrated by Jews on the first evening of the festival of Passover. I know that Christianity is rooted in Judaism and Jesus celebrated the Passover. I know that for Jewish people the events of the Exodus and

	I can ask relevant questions using religious vocabulary.	I know the stories of significant women in the Old Testament. I know the Jewish Festival of Purim celebrates how God used Esther to save his people. I know that being a person of faith isn't always easy. I can respond sensitively to questions about my own experiences and those of others. I can make a link between my own values and the values and commitments of the women in the Bible. I can ask good questions and suggest answers about belonging, commitment, truth and values. I can describe what inspires me about the lives of the women in the Bible	Passover are very important. I know that Christians remember the Passover and the Last Supper during the Eucharist. I can retell the Exodus story highlighting the connections to the Seder meal. I can make links between the Passover, Last Supper and the Eucharist. I can tell you why Passover is a festival of memory and freedom. I can express my opinions about freedom, what it is and what it is not. I can tell you about the similarities and differences between the importance placed on the Passover by Jews and Christians and explain why the Passover is not forgotten.
FRENCH	I can form simple statements by adapting a model. I can apply accurate word order in French. I can write sentences containing familiar language, with correctly formed accents. I can use the verb aller in the present tense to ask for and give information about how people travel. I can select the correct preposition en or à depending on the type of transport. I can understand the French words for different types of houses and their rooms. I can ask and answer questions using vocabulary about houses and rooms. I can use a writing frame to create a written description of a house.	I can select the correct article du or de la for different instruments. I can ask and respond to questions to say which instrument they play, us I can recall the names of some French-speaking countries, saying these with accurate pronunciation. I can attempt to read new verbs aloud with confidence and mostly accurate pronunciation. I can create an opinion phrase using one of the new verbs. I can recognise and recall different parts of verbs avoir and être. I can create an original short text, correctly adapting a range of verbs to their appropriate form.	I can name places in a town. I can follow simple directions accurately. I can describe the relationship between places using a preposition. I can role-play buying tickets in French. I can understand the gist of a text. I can use a text to write their own description of a place. I can pronounce the name of a sport accurately and confidently. I can use the verbs jouer and faire correctly with different sports. Construct simple sentences to say whether or not they play a sport. I can write an article in French, using a writing frame,

	I can label things in a bedroom and use the related vocabulary in simple sentences.		about an imaginary Olympic Games.
FOREST SCHOOL			