Year Five and Six Curriculum

	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
Topic Title	**Creation and Survival** **Science**	**EXCELLENT EXPEDITIONS** **Science**	**INVADERS & SETTLERS** **History**		**EARTH MATTERS** **Geography**	**I AM A DESIGNER** **ART/DT**
Year 5	**The Big Bang Vs Evolution** **Class Text: Cosmic**	**TO INFINITY AND BEYOND**	**CELTs, ANGLO-SAXONS AND THE SCOTS, THE VIKING RAIDERS**		**Earth, Wind and Fire** **Class Text: Holes**	**Artist Focus - Anita Klein - Australia**
Laudato Si question	**Gospel Value: Humility** **Q: How have we come to exist?**	**Gospel Value: Courage** **Q: How can we be brave when we face the seemingly impossible?**	**Gospel Value: Compassion** **Q: How can we show understanding for those around us?**	**Gospel Value: Integrity & Peace** **Q: How did so many peoples comes to exist together peacefully?**	**Gospel Value: Justice** **Q: How can we act as fair and just custodians of our world?**	**Gospel Value: Forgiveness & Kindness** **Q: What lessons can we learn from the colonisation of a continent?**
Year 6	**BLOOD, BONES & BODY BITS** **Pig Heart Boy - Text**	**SHACKLETON'S JOURNEY**	**The Groovy Greeks**	**Save Our Planet!** **A Laudato Si Project**	**LOVE LONDON** **Artist Focus - Zaha Hadid and Stephen Wiltshire comparison** Hetty Feather (Jacqueline Wilson) or Street Child (Bertie Doherty) (London architecture – link to Victorians)	
Laudato Si question	**Gospel Value: Humility** **Q: Is a human life more valuable than an animal's life?**	**Gospel Value: Courage** **Q: Are we owner or guardians of our world?**	**Gospel Value: Integrity** **Q: What can we learn from Ancient Greek Civilizations to support the world today?**	**Gospel Value: Justice & Peace** **Q: How can we protect the world as we know it?**	**Gospel Value: Forgiveness & Kindness** **Q: What can we do to support those less fortunate than us?**	
Hook	Yr5 – Yr6 -	Yr5 Astronomer	Yr5 - New Barn Centre		Yr6 - Sailing	Yr6 Nothe Fort Yr6 London
RE **Attainment Target 1 Knowledge and Understanding (Learning About)**	**<u>Developing Knowledge and Understanding</u>** **Children will be taught to:** ♣ Describe complex scripture passages in a way that shows understanding of the scripture source used. ♣ Show a knowledge and understanding of: - a range of religious beliefs - the life and work of key figures in the history of the People of God - what it means to belong to a church community - religious symbols and the steps involved in religious actions and worship					

	- those actions of believers which arise as a consequence of their beliefs **<u>Making Links and Connections</u>** **Children will be taught to:** ♣ Show understanding of, by making links between: -beliefs & sources -beliefs & worship -beliefs & life **<u>Specialist Vocabulary</u>** **Children will be taught to :** ♣ use a wider range of specialist vocabulary (Please see Come And See Unit plans)
Attainment Target 2 Engagement and Response (Learning from	**<u>Meaning and Purpose</u>** **Children will be taught to:** ♣ Compare their own and other people's responses to questions about each of the areas of study, in relation to questions of meaning and purpose **<u>Beliefs and Values</u>** **Children will be taught to:** ♣ Show an understanding of how own and other's decisions are informed by beliefs and moral values
Attainment Target 3 Analysis and Evaluation	**<u>Uses of Sources as Evidence</u>** **Children will be taught to:** ♣use sources to support as point of view **<u>Construct Arguments</u>** **Children will be taught to:** ♣ express a point of view and give reasons for it **<u>Make Judgements</u>** **Children will be taught to:** ♣ make judgements and arrive at judgements **<u>Recognise Diversity</u>** **Children will be taught to:** ♣Recognise difference, comparing and contrasting different points of view

RE Curriculum Directory Content (7-11 years)	**Using the Come and See Scheme, the children in Years 3 and 4 will cover some of the following curriculum content:** **Revelation** • how Jesus spoke of God his Father and the Holy Spirit; • responses to creation (e.g. in prayer, art, music etc.); • care for and misuse of God's creation; • God's call to people in the Old Testament; • how Jesus called people to follow him; • ways in which people of today can hear and respond to God's call; • key imagery that speaks of God in the Old Testament and the Gospels; • the Bible; • the Gospel accounts of key events in the life of Jesus: nativity, • presentation, finding in the Temple, baptism, temptations, passion, death, • resurrection and ascension; • the Gospel accounts of Jesus' public ministry and teaching; • the Gospel accounts of how the lives of men and women were changed by their encounters with Jesus; • the Gospel accounts of the coming of the Holy Spirit at Pentecost and the transformation of the disciples. **The Church** • key images of the Church used in Scripture and Tradition; the implications of this imagery for community life; • implications of this imagery for community life; • God's call to individuals and their different responses; • the role of Mary as Mother of Jesus, as the first disciple and Mother of the Church; • the gifts of the Holy Spirit which are given to individuals and groups for the service of the whole community; • the cost of discipleship; • ways of taking part in the life and worship of the domestic and local church (e.g. celebrating Eucharist, prayer for others, parish activities); • to being Church' in the parish, diocese and universal Church; • the life of the Church in other parts of the world (e.g. customs and traditions, universal saints); • the ways Jesus proclaimed Good News to everyone he met and the variety of responses made; • the life and growth of the first Christian communities (e.g. Paul, Stephen); • the teaching role of the apostles (e.g. through New Testament letters); • how the local church is 'good news' for people and how everyone can have a part in this; • how the school community has opportunities to be 'good news' for others; • respect for the writings and holy people of the Jewish faith and other religions. **Celebration** • celebrations which mark significant events in people's lives; • the Church's celebrations of significant events in the life of Jesus; • Sunday as a significant day in the life of the local Church; • elements of sacramental celebrations (e.g. blessing, exchanging greetings, praise); • community prayer;

	• signs and symbols and their significance in liturgy; • words and images Jesus used to express communion (e.g. I am the vine and you are the branches); • some ways people enter into the communion of the Church ; • the rites of Baptism and Confirmation and the response they invite; • the structure of the Eucharist; • the significance of the Church's names for this Sacrament the Mass, Eucharist, the Lord's Supper, the Breaking of Bread; • Jesus' attitudes to sinners and his teaching about sorrow and forgiveness; • their freedom to choose and responsibility to choose the good; • the practice of examination of conscience and its significance for Christian living; • the rite of Reconciliation and its significance; • the Sacrament of the Sick; • ways in which love and commitment are important in human life; • and be able to name the Sacraments of Holy Orders and Matrimony and to explain their significance in their own words; • prayer in the life of Jesus; • the prayer Jesus taught his friends (Our Father) and its significance; • a variety of prayers and prayer forms, formal and informal used for personal and community prayer; • respect for celebrations of the Jewish faith and other religions and appreciation that prayer has a place for their followers. **<u>Life in Christ</u>** • the joy and challenge of and the giving and receiving in relationships; • human gifts and qualities and the physical world as gifts and signs of God's love; • how such gifts may be used, neglected or abused; • the Gospel message that Jesus brings fullness of life for all people: the Beatitudes; • the joys and challenges that freedom and responsibility bring; • conscience as a gift to be developed through the practice of examination of conscience; • accounts in Scripture of God's invitations and a variety of responses; • the motives and emotions which influence choices; • Gospel accounts which show the love and complete self-giving of Jesus; • the suffering, death and resurrection of Jesus as a sign of love, sacrifice and the source of new life; • sin as a failure of love and the love and mercy of God which calls people to sorrow and forgiveness; • the diversity and richness of creation; • the value and challenge of differences between individuals and peoples; • the values of sharing, showing respect and care for others; • respect for community values and life of other cultures and other religious communities; • how love of God is shown in obedience to God's commandments; • Sunday as the Lord's day; • ways love of neighbour can be shown at home, at church, locally and globally; • the Christian values which inform love of neighbour and oneself; • ways in which care for others is important for the Jewish faith and other religions.

RE	**Autumn Term** **4 Week Topics** **Topic 1-Domestic Church-Family** **Year 5** Ourselves-Created in the image and likeness of God **Year 6** Loving-God who never stops loving **Topic 2- Baptism/Confirmation-Belonging** **Year 5** Life Choices-marriage Commitment and service **Year 6** Vocation and Commitment-The vocation of priesthood and religious life **Topic 3--Advent/Christmas-Loving** **Year 5** Hope-Advent: waiting in joyful hope of Jesus: the promised one **Year 6** Expectations-Jesus born to show God to the world	**Spring Term** **4 Week Topics** **Topic 1- Local Church-Community** **Year 5** Mission-Continuing Jesus' mission in diocese (ecumenism) **Year 6** Sources-The Bible, the special book for the church **Topic 2- Eucharist-Relating** **Year 5** Memorial Sacrifice-the Eucharist the living memorial of Jesus' sacrifice **Year 6** Unity-Eucharist enables people to live in communion **Topic 3- Lent/Easter-Giving** **Year 5** Sacrifice-lent, a time of aligning with the sacrifice already made of Jesus **Year 6** Death and New Life-Celebrating Jesus' Death and Resurrection	**Summer Term** **4 Week Topics** **Topic 1- Pentecost-Serving** **Year 5** Transformation-Celebration of the spirit's transforming power **Year 6** Witnesses-The Holy Spirit enables people to become witness **Topic 2- Reconciliation-Inter-relating** **Year 5** Freedom and responsibility-Commandments enable Christians to be free and responsible **Year 6** Healing-Sacrament of the Sick **Topic 3- Universal Church-World** **Year 5** Stewardship-The Church is called to the stewardship of Creation **Year 6** Common Good-Work of the Worldwide Christian Family
Other Faiths	**Judaism-5 hours per year**	**Islam-5 hours per year**	
RSHE	**Module 1- Created and Loved by God** **. Religious Understanding** **.Me, my Body, my Health** **.Emotional Well being** **.Life Cycles** The children will be taught to: Appreciate physical and emotional differences, and to understand the physical changes in girls and boys bodies, body image and emotional feelings. They'll be taught to understand the impact of the internet and social media on emotional wellbeing and will develop their scientific understanding of life in the womb,how babies are made and menstruation. **Module 2-Created to Love Others** **.Religious Understanding** **.Personal Relationships** **.Keeping Safe** The children will be taught : . strategies for more complex experiences of relationships and conflict including developing an understanding of how our thoughts and feelings have an impact on how we act. **Module 3-Created to Live in Community** **.Religious Understanding** **.Living in the wider world** The children will be taught to: .explore their relationship with the wider world and explore how human beings are called to love others in the wider community through service, through diologue and through working for the Common Good.		

PSHE CORUM SCARFF Resources	**Autumn Term** **Year 5** **Health and Wellbeing > Healthy Lifestyle** **DfE Relationships Education and Health Education statutory requirements** **Physical Health and Mental Wellbeing (Health Education) Internet safety and harms** 6. How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. **Physical Health and Mental Wellbeing (Health Education) Drugs, alcohol and tobacco** 1. The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. Lesson Titles Smoking: what is normal? Getting fit It all adds up! **Health and Wellbeing > Keeping Safe** **DfE Relationships Education and Health Education statutory requirements** **Physical Health and Mental Wellbeing (Health Education) Drugs, alcohol and tobacco** 1. The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. **PSHE Association Learning Opportunities** H11. To recognise their increasing independence brings increased responsibility to keep themselves and others safe. H23. About people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe.	**Spring Term** **Year 5** **Health and Wellbeing > Keeping Safe** **DfE Relationships Education and Health Education statutory requirements** **Physical Health and Mental Wellbeing (Health Education) Drugs, alcohol and tobacco** 1. The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. **PSHE Association Learning Opportunities** H11. To recognise their increasing independence brings increased responsibility to keep themselves and others safe. H23. About people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe. Lesson Titles Communication Our emotional needs Would you risk it? Being assertive Drugs: true or false? Decision dilemmas Play, like, share **Living in the Wider World>Rules, Rights and Responsibilities** **DfE Relationships Education and Health Education statutory requirements** **Relationships Education Respectful relationships** 1. The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different	**Summer Term** **Year 5** **Living in the Wider World > Caring for the Environment** **DfE Relationships Education and Health Education statutory requirements** **PSHE Association Learning Opportunities** L7. That they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities. Lesson Titles Rights, responsibilities and duties My school community (2) Mo makes a difference **Living in the Wider World > Money** **PSHE Association Learning Opportunities** About the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer. **Lesson Titles** Spending wisely Lend us a fiver!

	Lesson Titles 'Thunking' about habits Jay's dilemma Independence and responsibility Spot bullying	choices or have different preferences or beliefs **Relationships Education Respectful relationships** 2. Practical steps they can take in a range of different contexts to improve or support respectful relationships. **Relationships Education Respectful relationships** 4. The importance of self-respect and how this links to their own happiness. **Relationships Education Respectful relationships** 5. That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority **PSHE Association Learning Opportunities** L2.Why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules. Lesson Titles Local councils What's the story? Fact or opinion? The land of the Red People Basic first aid	

	Autumn Term **Year 6** **Health and Wellbeing > Healthy Lifestyle** **DfE Relationships Education and Health Education statutory requirements** **PSHE Association Learning Opportunities** **Physical Health and Mental Wellbeing (Health Education) Mental wellbeing** 1. That mental wellbeing is a normal part of daily life, in the same way as physical health. **Physical Health and Mental Wellbeing (Health Education) Mental wellbeing** 5. The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. **Physical Health and Mental Wellbeing (Health Education) Mental wellbeing** 6. Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. **Physical Health and Mental Wellbeing (Health Education) Mental wellbeing** 7. Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. **Physical Health and Mental Wellbeing (Health Education) Internet safety and harms** 2. About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. **Physical Health and Mental Wellbeing (Health Education) Physical health and fitness** 2. The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise Lesson Titles Five Ways to Wellbeing project **Health and Wellbeing > Keeping Safe** **DfE Relationships Education and Health Education statutory requirements** **PSHE Association Learning Opportunities** **Relationships Education Respectful relationships** 8. The importance of permission-seeking and giving in relationships with friends, peers and adults. **Relationships Education Online relationships** 2. That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online	**Spring Term** **Year 6** **Living in the Wider World>Rules, Rights and Responsibilities** **DfE Relationships Education and Health Education statutory requirements** **Relationships Education Respectful relationships** 7. What a stereotype is, and how stereotypes can be unfair, negative or destructive. **Physical Health and Mental Wellbeing (Health Education) Internet safety and harms** 6. How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted **PSHE Association Learning Opportunities** L3. To understand that there are basic human rights shared by all peoples and all societies, and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child. Lesson Titles Captain Coram 1 - Gin Lane: children's rights in the 18th century Captain Coram 2 - Thomas Coram and the Foundling Hospital Captain Coram 3 - Funds for Foundlings: 18th century artists raise money for the 1st children's charity Captain Coram 4 - Hetty Feather, fictional foundling: children's rights in the 19th century Captain Coram 5 - Life for Foundlings in the 20th century Captain Coram 6 - Coram today: children's rights in the 21st century Our recommendations Two sides to every story Fakebook friends	**Summer Term** **Year 6** **Living in the Wider World > Caring for the Environment** **DfE Relationships Education and Health Education statutory requirements** **PSHE Association Learning Opportunities** L7. That they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities Lesson Titles Project Pitch (parts 1 & 2) Community art Action stations! Happy shoppers **Living in the Wider World > Money** **DfE Relationships Education and Health Education statutory requirements** **PSHE Association Learning Opportunities** About the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer. Lesson Titles What's it worth? Jobs and taxes

	including when we are anonymous. **Relationships Education Online relationships** 3. The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. **Relationships Education Online relationships** 4. How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. **Relationships Education Online relationships** 5. How information and data is shared and used online. **Relationships Education Being safe** 1. What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). **Relationships Education Being safe** 2. About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. **Relationships Education Being safe** 4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. **Physical Health and Mental Wellbeing (Health Education) Internet safety and harms** 1. That for most people the internet is an integral part of life and has many benefits. **Physical Health and Mental Wellbeing (Health Education) Internet safety and harms** 3. How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. **Physical Health and Mental Wellbeing (Health Education) Internet safety and harms** 5. That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. **Physical Health and Mental Wellbeing (Health Education) Internet safety and harms** 7. Where and how to report concerns and get support with issues online Lesson Titles It's a puzzle Think before you click! Traffic Lights	Tolerance and respect for others Democracy in Britain 1 - Elections Democracy in Britain 2 - How (most) laws are made Basic first aid	

Reading **Word Reading**	**<u>Year 5 and 6 objectives</u>** **Pupils should be taught to:** apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.
Reading **Comprehension**	**<u>Year 5 and 6 objectives</u>** **Pupils should be taught to:** Maintain positive attitudes to reading and understanding of what they read by: ♣ continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks ♣ reading books that are structured in different ways and reading for a range of purposes ♣ increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions ♣ recommending books that they have read to their peers, giving reasons for their choices ♣ identifying and discussing themes and conventions in and across a wide range of writing ♣ making comparisons within and across books ♣ learning a wider range of poetry by heart ♣ preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience Understand what they read by: ♣ checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context ♣ asking questions to improve their understanding ♣ drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence ♣ predicting what might happen from details stated and implied ♣ summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas ♣ identifying how language, structure and presentation contribute to meaning ♣ discuss and evaluate how authors use language, including figurative language, considering the impact on the reader ♣ distinguish between statements of fact and opinion ♣ retrieve, record and present information from non-fiction ♣ participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously ♣ explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary ♣ provide reasoned justifications for their views.
Writing **Transcription**	**<u>Year 5 and 6 objectives</u>** Spelling (see English Appendix 1) **Pupils should be taught to:** ♣ use further prefixes and suffixes and understand the guidance for adding them ♣ spell some words with 'silent' letters [for example, knight, psalm, solemn] ♣ continue to distinguish between homophones and other words which are often confused ♣ use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 ♣ use dictionaries to check the spelling and meaning of words ♣ use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary ♣ use a thesaurus.

Writing **Handwriting and Presentation**	**<u>Year 5 and 6 objectives</u>** **Pupils should be taught to:** Write legibly, fluently and with increasing speed by: ♣ choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters ♣ choosing the writing implement that is best suited for a task.
Writing **Composition**	**<u>Year 5 and 6 objectives</u>** **Pupils should be taught to:** Plan their writing by: ♣ identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own ♣ noting and developing initial ideas, drawing on reading and research where necessary ♣ in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed **Draft and write by:** ♣ selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning ♣ in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action ♣ précising longer passages ♣ using a wide range of devices to build cohesion within and across paragraphs ♣ using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] **Evaluate and edit by:** ♣ assessing the effectiveness of their own and others' writing ♣ proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ♣ ensuring the consistent and correct use of tense throughout a piece of writing ♣ ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. proof-read for spelling and punctuation errors
Writing **Vocabulary, Grammar and Punctuation**	**<u>Year 5 and 6 objectives</u>** **Pupils should be taught to:** **Develop their understanding of the concepts set out in English Appendix 2 by:** ♣ recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms ♣ using passive verbs to affect the presentation of information in a sentence ♣ using the perfect form of verbs to mark relationships of time and cause ♣ using expanded noun phrases to convey complicated information concisely ♣ using modal verbs or adverbs to indicate degrees of possibility ♣ using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun ♣ learning the grammar for years 5 and 6 in English Appendix 2 **Indicate grammatical and other features by:** ♣ using commas to clarify meaning or avoid ambiguity in writing ♣ using hyphens to avoid ambiguity ♣ using brackets, dashes or commas to indicate parenthesis ♣ using semi-colons, colons or dashes to mark boundaries between independent clauses ♣ using a colon to introduce a list ♣ punctuating bullet points consistently ♣ use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.

Maths **Year 5**	**Number: Place Value** -Read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit. -Count forwards or backwards in steps of 10 for any given number up to 1,000,000. -Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers including through zero. -Round any number up to 1,000,000 to the nearest 10, 100, 1000, 10,000 and 100,000. -Solve number problems and practical problems that involve all of the above. -Read Roman numerals up to 1,000 (M) and recognise years written Roman Numerals. **Number: Addition & subtraction** -Add and subtract numbers mentally with increasingly large numbers. -Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction).Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy. -Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why. **Statistics** -Solve comparison, sum and difference problems using information presented in a line graph	**Statistics (continued)** -Complete, read and interpret information in tables including timetables. **Number: Multiplication & Division** -Multiply and divide numbers mentally drawing upon known facts. -Multiply and divide whole number by 10, 100 and 1,000. -Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers. -Recognise and use square numbers and cube number and the notation for squares (^{2}) and cubed (^{3}) -Solve problems involving multiplication and division including using knowledge of factors and multiples, squares and cubes. -Know and use vocabulary of prime numbers, prime factors and composite (non-prime) numbers. -Establish whether a number up to 100 is prime and recall prime numbers up to 19. **Measure: Perimeter & Area** -Measure and calculate the perimeter of composite rectilinear shapes in cm and m. -Calculate and compare the area of rectangles (including squares), and including using standard units, cm^2, m^2, estimate the area of irregular shapes.	**Number: Multiplication & Division** -Multiply and divide numbers mentally drawing upon known facts. -Multiply numbers up to 4 digits by a one or two digit number using a formal written method, including long multiplication for 2-digit numbers. -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. - Solve problems involving addition and subtraction, multiplication and division and a combination of these, including understanding the use of the equals sign. **Number Fractions** -Compare and order fractions whose denominators are multiples of the same number. - Identify, name and write equivalent fractions of a given fraction, represented visually including tenths and hundredths. - Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements >1 as a mixed number [for example 2/5 + 4/5 = 6/5 = 1 1/5] - Add and subtract fractions with the same denominator and denominators that are multiples of the same number	**Number: Fractions** (continued) -Compare and order fractions whose denominators are multiples of the same number. - Identify, name and write equivalent fractions of a given fraction, represented visually including tenths and hundredths. - Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements >1 as a mixed number [for example 2/5 + 4/5 = 6/5 = 1 1/5] - Add and subtract fractions with the same denominator and denominators that are multiples of the same number. **Number: Decimals and percentages** -Read, write, order and compare numbers with up to three decimal places. -Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents. -Round decimals with two decimal places to the nearest whole number and to one decimal place. -Solve problems involving number up to three decimal places. -Recognise the percent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal. -Solve problems which require knowing percentage and decimal equivalents of ½, ¼, 1/5, 2/5, 4/5 and those with a denominator of a multiple of 10 or 25.	**Number: Decimals** -Recognise and write decimal equivalents of any number of tenths or hundredths. -Find the effect of dividing a one or two digit number by 10 or 100, identifying the value of the digits in the answer as ones, tenths and hundredths. - Solve simple measure and money problems involving fractions and decimals to two decimal places. - Convert between different units of measure [for example, kilometre to metre]. **Geometry: Properties of shape** -Identify 3-D shapes, including cubes and other cuboids, from 2-D representations. -Use the properties of rectangles to deduce related facts and find missing lengths and angles. - Distinguish between regular and irregular polygons based on reasoning about equal sides and angles. - Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles. - Draw given angles, and measure them in degrees. - Identify: angles at a point and one whole turn (total 360°), angles at a point on a straight line and ½ a turn (total 180°) other multiples of 90°	**Geometry: Properties of shape (continued)** -Identify 3-D shapes, including cubes and other cuboids, from 2-D representations. -Use the properties of rectangles to deduce related facts and find missing lengths and angles. - Distinguish between regular and irregular polygons based on reasoning about equal sides and angles. - Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles. - Draw given angles, and measure them in degrees. - Identify: angles at a point and one whole turn (total 360°), angles at a point on a straight line and ½ a turn (total 180°) other multiples of 90° **Geometry: position & direction** -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. **Measure: converting units** - Convert between different units of metric measure [for example, km and m; cm and m; cm and mm; g and kg; l and ml] - Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints. - Solve problems involving converting between units of time. **Measure: Volume** - Estimate volume (for example using 1cm2 blocks to build cuboids – including cubes) and capacity (for example using water) - Use all four operations to

						solve problems involving measures.
Year 6	**Number: Place Value** -Read, write, order and compare numbers up to 10,000,000 and determine the value of each digit. -Round any whole number to a required degree of accuracy. -Use negative numbers in context, and calculate intervals across zero. -Solve number and practical problems that involve all of the above. **Number: Addition, Subtraction, Multiplication & Division** -Solve addition and subtraction multi-step problems in context, deciding which operations and methods to use and why. -Multiply multi-digit numbers up to 4 digits by a 2-digit whole number using the formal written method of long mulitplication. -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. -Perform mental calculations, including with mixed operations and large numbers. -Identify common factors, common multiplies and prime numbers. -Use their knowledge of the order of operations to carry out calculations involving the four operations. -Solve problems involving addition, subtraction, multiplication and division. -Use estimation to check answers to calculations and determine in the context of a problem, an appropriate degree of accuracy	**Number: Fractions** -Use common factors to simplify fractions; use common multiples to express fractions in the same denomination. -Compare and order fractions, including fractions >1. -Generate and describe linear number sequences (with fractions). -Add and subtract fractions with different denominations and mixed numbers, using the concept of equivalent fractions. -Multiply simple pairs of proper fractions, writing the answer in its simplest form [for example ¼ x ½ = 1/8] -Divide proper fraction by whole number [for example 1/3 ÷ 2 = 1/6] -Associate a fraction with division and calculate decimal fraction equivalents [for examples 0.375] for a simple fraction [for example 1/8]. -Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts. **Geometry: Position & Direction** -Describe positions on the full coordinate grid (all four quadrants) -Draw and translate simple shapes on the coordinate plane and reflect them in the axes.	**Number: Decimals** -Identify the value of each digit in numbers given to 3 decimal places and multiply numbers by 10, 100 and 1,000 giving answers up to 3 decimal places. -Multiply 1-digit numbers with up to 2 decimal places by whole numbers. -Use written division methods in cases where the answer has up to 2 decimal places. -Solve problems which require answers to be rounded to specified degrees of accuracy. **Number: Percentages** - Solve problems involving the calculation of percentages [for example, of measures and such as 15% of 360] and the use of percentages for comparison. -Recall and use equivalences between simple fractions, decimals and percentages including in different contexts. **Number: Algebra** - Use simple formulae. -Generate and describe linear number sequences. -Express missing number problems algebraically. -Find pairs of numbers that satisfy an equation with two unknowns. -Enumerate possibilities of combinations of two variables	**Measure: Converting units** -Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate. -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 to up to 3 dp. -Convert between miles and kilometres. **Measure: Perimeter, Area & Volume** -Recognise that shapes with the same areas can have different perimeters and vice versa. -Recognise when it is possible to use formulae for area and volume of shapes. -Calculate the area of parallelograms and triangles. -Calculate, estimate and compare volume of cubes and cuboids using standard units, including cm3, m3and extending to other units (mm3, km3) **Number: Ratio** -Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts. -Solve problems involving similar shapes where the scale factor is known or can be found. -Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples	**Geometry: Properties of Shape** - Draw 2-D shapes using given dimensions and angles. -Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals and regular polygons. -Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles. **Statistics** - Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius. -Interpret and construct pie charts and line graphs and use these to solve problems. -Calculate the mean as an average. **Problem solving & SATs prep.**	**Problem solving & Investigations**

Science	**During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:** • planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary • taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate		• recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs • using test results to make predictions to set up further comparative and fair tests • reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations • identifying scientific evidence that has been used to support or refute ideas or arguments		
Year 5 Objectives	**Living things and their habitats** LH10 describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird • LH11 describe the life process of reproduction in some plants and animals.	**Space** ES4 describe the movement of the Earth, and other planets, relative to the Sun in the solar system • ES5 describe the movement of the Moon relative to the Earth • ES6 describe the Sun, Earth and Moon as approximately spherical bodies • ES7 use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.	**Materials – Chemistry** MP10 compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets • MP11 know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution • MP12 use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating • MP13 give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic • MP14 demonstrate that dissolving, mixing and changes of state are reversible changes • MP15 explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.	**Forces** F7 explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object • F8 identify the effects of air resistance, water resistance and friction, that act between moving surfaces • F9 recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.	**Animals including Humans** AH13 describe the changes as humans develop to old age.
Year 6 Objectives	**Animals including humans** AH14 identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood • AH15 recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function • AH16 describe the ways in which nutrients and water are transported within animals, including humans.	**Light** L6 recognise that light appears to travel in straight lines • L7 use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye • L8 explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes • L9 use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them	**Living things and their Habitats** LH12 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 • LH13 give reasons for classifying plants and animals based on specific characteristics.	**Evolution & Inheritance** EI1 recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago • EI2 recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents • EI3 identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.	**Electricity** E6 associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit • E7 compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches • E8 use recognised symbols when representing a simple circuit in a diagram
Year 5 / 6 Skills	PLANNING - SE5.1 planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary	OBSERVING - SE5.2 taking measurements, using a range of scientific equipment, with increasing accuracy and precision	RECORDING - SE5.3 recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, and bar and line graphs	CONCLUDING - SE5.4 using test results to make predictions to set up further comparative and fair tests • SE5.5 reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of results, in oral and written forms such as displays and other presentations • SE5.6 identifying scientific evidence that has been used to support or refute ideas or argument	

<table>
<tr><td>History</td><td colspan="3">Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources

KS2 Objectives: In Year 5/6
Pupils should be taught about:
changes in Britain from the Stone Age to the Iron Age
the Roman Empire and its impact on Britain
Britain’s settlement by Anglo-Saxons and Scots
the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
a local history study
a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066
the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
Ancient Greece – a study of Greek life and achievements and their influence on the western world
a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</td></tr>
<tr><td>Year 5

Year 6</td><td></td><td>Chronology - -Know and sequence key events of time studied
-Use relevant terms and period labels
-Make comparisons between different times in the past

Range and Depth of Historical knowledge -
-study different aspects of different people
- differences between men and women, rich and poor etc
-examine causes and results of great events and the impact on people
-compare life in the early and late times of the period studied
-compare an aspect of life with the same aspect in another period eg cross reference with a previous

Interpretations -
-compare accounts of events from different sources – fact or fiction
-offer some reasons for different versions of events
-understand that some evidence is unreliable eg propaganda, opinions
-evaluate evidence

Historical Enquiry -
-begin to identify primary and secondary sources
-use evidence to build up a picture of a past event
-select relevant sections of information
-use the library and internet for research with increasing confidence
-choose reliable sources of evidence -investigate their own lines of enquiry
-self directed research project

Evaluation –
-reflect on and analyse the period studied
-be able to explain different opinions of the same event</td><td></td></tr>
</table>

		-compare and contrast different aspects of the period studied Year 6 **Chronology** - -Place current study on time line in relation to other studies -Use relevant dates and terms -Identify and compare changes within and across different periods of time. **Range and depth of historical knowledge** - -find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings -compare beliefs and behaviour with another time studied Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation -know key dates, characters and events of time studied -know how the past can affect and influence life today **Interpretations** - -link sources and work out how conclusions were arrived at -evaluate the most reliable interpretation of an event -be aware that different evidence will lead to different conclusions -confidently use the library and internet for research **Historical Enquiry** - -recognise primary and secondary sources -use a range of sources to find out about an aspect of time past -suggest omissions and the means of finding out -bring knowledge gathered from several sources together in a fluent account **Organisation and communication** - -select and organise information to produce structured work, making appropriate use of dates and terms. **Evaluation** - -provide a reasoned argument as to why people acted as they did in the past. -explain how beliefs and behaviours have changed over time. -know the difference between primary and secondary sources and how they inform historians	

<table>
<tr><td>Geography</td><td colspan="5">Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

KS2 Objectives:

Locational knowledge
locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

Place knowledge
understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America

Human and physical geography
describe and understand key aspects of:
physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Geographical skills and fieldwork
use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies</td></tr>
<tr><td>Year 5</td><td></td><td>Prepare questions for an interview. Use appropriate language. Ask questions that are responsive to the interviewee's views. Make brief notes during an interview to help them make a clear record of the main points. Use a database to interrogate and amend information collected. Make a judgement about the best angle or viewpoint. Evaluate usefulness of their recordings. Use recordings for their investigations</td><td>Compare maps with aerial photographs. Find/recognise places on maps of different scales Draw a plan view map with some accuracy. Analyse evidence and draw conclusions e.g. compare historical maps of varying scales e.g. temperature of various locations - influence on people/everyday life</td><td>Begin to suggest questions for investigating Begin to use primary and secondary sources of evidence in their investigations. Investigate places with more emphasis on the larger scale; contrasting and distant places Collect and record evidence unaided Poetry, newspaper, e-mail, persuasive writing, charts, graphs, map overlays Identify and explain different views of people including themselves. Evaluate their sketch against criteria and improve it. Use sketches as evidence in an investigation. Make a judgement about the best angle or viewpoint. Evaluate usefulness of their photos. Use photos for their investigations. Draw a sketch map using symbols and a key; Use/recognise OS map symbols. Draw a plan view map with some accuracy. Use medium scale land ranger OS maps.</td><td>Use 8 compass points; Begin to use 4 figure co-ordinates to locate features on a map. Begin to draw a variety of thematic maps based on their own data. Compare maps with aerial photographs. Select a map for a specific purpose. (E.g. Pick atlas to find Taiwan, OS map to find local village.) Begin to use atlases to find out about other features of places. (e.g. find wettest part of the world) Measure straight line distance on a plan. Find/recognise places on maps of different scales Use index and contents page within atlase</td></tr>
</table>

Year 6		Use 8 compass points confidently and accurately; Use 4 figure co-ordinates confidently to locate features on a map. Suggest questions for investigating Use primary and secondary sources of evidence in their investigations. Investigate places with more Labelled field sketches. Take photograph. Make sound recording Interview local person Questionnaire Begin to use 6 figure grid refs; use latitude and longitude on atlas maps. Confidently use an atlas. Recognise world map as a flattened globe. Draw a variety of thematic maps based on their own data. Begin to draw plans of increasing complexity. Locate places on a world map. Use atlases to find out about other features of places.			Suggest questions for investigating Use primary and secondary sources of evidence in their investigations. Investigate places with more emphasis on the larger scale; contrasting and distant places Collect and record evidence unaided Analyse evidence and draw conclusions e.g. from field work data on land use comparing land use/temperature, look at patterns and explain reasons behind it Poetry, newspaper, e-mail, persuasive writing, charts, graphs, map overlays Give increased detail of views, give detailed reasons influencing views and how they are justified Select interviewing as an appropriate method for collecting evidence. Decide on an appropriate interviewee. Prepare and carry out interview, sometimes in a formal situation. Evaluate the quality of the evidence. Use a database to interrogate and amend information collected. Select field sketching from a range of techniques for an investigation. Evaluate quality of the evidence it gives. Annotate sketches to describe and explain geographical processes and patterns. Select photography from a range of techniques as the most appropriate for the evidence they need. Evaluate the quality of the evidence they collect this way. Begin to use editing techniques to make a presentation recording. Select recording from a range of techniques as the most appropriate for the evidence they nee	Labelled field sketches. Take photograph. Make sound recording Interview local person Questionnaire Make standard or non -standard measurements Use/recognise OS map symbols; Use atlas symbols. Follow a short route on an OS map. Describe features shown on OS map. Use a scale to measure distances. Draw/use maps and plans at a range of scales. Draw a plan view map accurately.

<table>
<tr><td rowspan="3">Art and Design Technology

Objectives</td><td colspan="6">Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
Pupils should be taught:
• to create sketch books to record their observations and use them to review and revisit ideas
• to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
• about great artists, architects and designers in history.</td></tr>
<tr><td colspan="6">Ongoing Art Skills in Year 5
• Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.
• Question and make thoughtful observations about starting points and select ideas and processes to use in their work.
• Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.
• Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.
• Adapt their work according to their views and describe how they might develop it further.
• Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.
• Use ICT.
• Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.</td></tr>
<tr><td colspan="6">Ongoing Art Skills in Year 6
• Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.
• Question and make thoughtful observations about starting points and select ideas and processes to use in their work.
• Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.
• Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.
• Adapt their work according to their views and describe how they might develop it further.
• Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.
• Use ICT.
• Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.</td></tr>
<tr><td>Year 5 Skills</td><td>ART
Describe the different qualities involved in modelling, sculpture and construction.
Use recycled, natural and man-made materials to create sculpture.
Plan a sculpture through drawing and other preparatory work</td><td>ART
Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours.
Work on preliminary studies to test media and materials.
Create imaginative work from a variety of sources.

Explain a few techniques, inc' the use of poly-blocks,
relief, mono and resist printing.
Choose the printing</td><td>DT - Food
to develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making if the first attempts fail

to use skills in using different tools and equipment safely and accurately

to weigh and measure accurately (time, dry ingredients, liquids)

to apply the rules for basic food hygiene and other safe practices e.g. hazards relating to the use of ovens</td><td>ART
Join fabrics in different ways, including stitching.
Use different grades and uses of threads and needles.
Extend their work within a specified technique.
Use a range of media to create collage.
Experiment with using batik safely.

To generate ideas through brainstorming and identify a purpose for their product
to draw up a specification for their design</td><td>ART
Use a variety of source material for their work.
Work in a sustained and independent way from observation, experience and imagination.
Use a sketchbook to develop ideas.
Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape.

Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours.
Work on preliminary studies to test media and materials.</td><td>DT– Graphics / Resistant materials

to generate ideas through brainstorming and identify a purpose for their product
to draw up a specification for their design

to develop a clear idea of what has to be done, planning how to use materials, equipment and processes

to select appropriate materials, tools and</td></tr>
</table>

		method appropriate to task. Build up layers and colours/textures. Organise their work in terms of pattern, repetition, symmetry or random printing styles. Choose inks and overlay colours.	to evaluate a product against the original design specification to evaluate it personally and seek evaluation from others	**DT- Textiles** to generate ideas through brainstorming and identify a purpose for their product to draw up a specification for their design to develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making if the first attempts fail to select appropriate materials, tools and techniques to measure and mark out accurately to use skills in using different tools and equipment safely and accurately to cut and join with accuracy to ensure a good-quality finish to the product to evaluate a product against the original design specification to evaluate it personally and seek evaluation from others	Create imaginative work from a variety of sources.	techniques to use skills in using different tools and equipment safely and accurately to evaluate a product against the original design specification to evaluate it personally and seek evaluation from others
Year 6 Skills	**ART** Develop skills in using clay inc. slabs, coils, slips, etc. Make a mould and use plaster safely. Create sculpture and constructions with increasing independence.	**ART** Create shades and tints using black and white. Choose appropriate paint, paper and implements to adapt and extend their work. Carry out preliminary studies, test media and materials and mix appropriate colours. Work from a variety of sources, inc. those researched independently. Show an awareness of how paintings are created(composition). Describe varied techniques. Be familiar with layering	**DT - Textiles** to communicate their ideas through detailed labelled drawings to develop a design specification to explore, develop and communicate aspects of their design proposals by modelling their ideas in a variety of ways to plan the order of their work, choosing appropriate materials, tools and techniques to select appropriate tools, materials, components and techniques to use tools safely and accurately to make modifications as they go along to pin, sew and stitch materials together to create a product to achieve a quality product to evaluate their products, identifying strengths and areas for development, and carrying out appropriate tests to record their evaluations using	**DT - Food** to communicate their ideas through detailed labelled drawings to develop a design specification to explore, develop and communicate aspects of their design proposals by modelling their ideas in a variety of ways to plan the order of their work, choosing appropriate materials, tools and techniques to achieve a quality product to evaluate their products, identifying strengths and areas for development, and carrying out appropriate tests to record their evaluations using drawings with labels to evaluate against their original criteria and suggest ways that their product could be improved	**ART** Demonstrate a wide variety of ways to make different marks with dry and wet media. Identify artists who have worked in a similar way to their own work. Develop ideas using different or mixed media, using a sketchbook. Manipulate and experiment with the elements of art: line, tone, pattern , texture, form, space, colour and shape. Create shades and tints using black and white. Choose appropriate paint, paper and implements to adapt and extend their work. Carry out preliminary studies, test media and materials and mix appropriate colours. Work from a variety of sources, inc. those researched	**ART** Demonstrate a wide variety of ways to make different marks with dry and wet media. Identify artists who have worked in a similar way to their own work. Develop ideas using different or mixed media, using a sketchbook. Manipulate and experiment with the elements of art: line, tone, pattern , texture, form, space, colour and shape. **DT –Graphics / Resistant Materials** to communicate their ideas through detailed labelled drawings to develop a design

		prints. Be confident with printing on paper and fabric. Alter and modify work. Work relatively independently.	drawings with labels to evaluate against their original criteria and suggest ways that their product could be improved		independently. Show an awareness of how paintings are created(composition).	specification to explore, develop and communicate aspects of their design proposals by modelling their ideas in a variety of ways to plan the order of their work, choosing appropriate materials, tools and techniques to select appropriate tools, materials, components and techniques to assemble components to make working models to use tools safely and accurately to construct products using permanent joining techniques to make modifications as they go along identifying strengths and areas for development, and carrying out appropriate tests to record their evaluations using drawings with labels to evaluate against their original criteria and suggest ways that their product could be improved

PE

Year 5 Skills

Ongoing objectives throughout the year:

- Explain how exercise affects the body.
- Begin to reflect on mistakes and see them as an opportunity to learn from them.
- Identify something they are confident in.
- Make links between balanced lifestyle and being happy.
- Explain how confidence can affect performance.
- Participate in recognised activities and games with skill and precision showing creative tactics and skill.
- Draw on previous knowledge of tactics, skills and strategies.
- Develop interest in participating in sports activities and competitions.
- Identify different levels of performance and use subject specific vocabulary.

Hockey

Objectives

Dribble a ball between cones.

Skills

develop a broader range of techniques and skills for attacking and defending

develop consistency in their skills

know and apply the basic strategic and tactical principles of attack, and to adapt them to different situations

choose and apply skills more consistently in all activities

know and understand the basic principles of warming up, and understand why it is important for a good-quality performance

understand why exercise is good for their fitness, health and wellbeing

choose and use information to evaluate their own and others' work

suggest improvements in own and others' performances

Gymnastics

Objectives

Perform a sequence of one footed leaps.

Gallop with a fluid motion

Skills

perform actions, shapes and balances consistently and fluently in specific activities

choose and apply basic compositional ideas to the sequences they create, and adapt them to new situations

know and understand the basic principles of warming up and why it is important for good quality performance

understand why physical activity is good for their health

choose and use information and basic criteria to evaluate their own and others' work

Dance

Objectives/ Skills

explore and improvise ideas for dances in different styles, working on their own, with a partner and in a group

compose dances by using adapting and developing steps, formations and patterning from different dance styles

perform dances expressively, using a range of performance skills

organise their own warm-up and cool-down activities to suit the dance

show an understanding of why it is important to warm up and cool down

describe, analyse, interpret, and evaluate dances, showing an understanding of some aspects of style and context

Netball

Objectives/ Skills

develop a broader range of techniques and skills for attacking and defending

develop consistency in their skills

know and apply the basic strategic and tactical principles of attack, and to adapt them to different situations

choose and apply skills more consistently in all activities

know and understand the basic principles of warming up, and understand why it is important for a good-quality performance

understand why exercise is good for their fitness, health and wellbeing

choose and use information to evaluate their own and others' work

suggest improvements in own

Cricket/Swimming

Cricket Objectives/Skills

develop a broader range of techniques and skills for attacking and defending
develop consistency in their skills
know and apply the basic strategic and tactical principles of attack, and to adapt them to different situations
choose and apply skills more consistently in all activities
know and understand the basic principles of warming up, and understand why it is important for a good-quality performance
understand why exercise is good for their fitness, health and wellbeing
choose and use information to evaluate their own and others' work
suggest improvements in own

Swimming Objectives:

Tread water.
Perform a forward somersault tucked in the water.
Perform a surface dive.
Swim over 10m using a range of strokes accurately.
Perform a range of jumps into deep water.

Swimming Skills

consolidate and develop the quality of their skills e.g. front crawl, back crawl, breaststroke, floating, survival skills
improve linking movements and actions
choose and use a variety of strokes and skills, according to the task .and the challenge e.g. swimming without aids, distance and time challenges
know and describe the short-term

Athletics/Outdoor Ed.

Athletics skills/objectives

develop the consistency of their actions in a number of events
increase the number of techniques they use
choose appropriate techniques for specific events
understand the basic principles of warming up
understand why exercise is good for fitness, health and wellbeing
evaluate their own and others' work and suggest ways to improve it

Outdoor Ed. Skills and Objectives:

develop and refine orienteering and problem-solving skills when working in groups and on their own
decide what approach to use to meet the challenge set
adapt their skills and understanding as they move from familiar to unfamiliar environments
understand how the challenge of outdoor and adventurous activities can help their fitness, health and wellbeing
see the importance of a group or team plan, and the value of pooling ideas

					effects of exercise on the body and how it reacts to different types of activity describe and evaluate the quality of swimming and recognise what needs improving	improve their performance by changing or adapting their approaches as needed
Year 6 Skills	**Ongoing objectives throughout the year:** • Set achievable personal goals and successfully reflect upon these, perhaps setting the next step • When planning activities and actions, take into account a range of strategies, tactics and routes to success considering strengths and weaknesses of self and others • Analyse, modify and refine skills and techniques and how these are applied. • Consider how specific aspects of an activity or performance can influence the outcome and suggest the best possible strategy. • Evaluate whether a diet is healthy or not using vitamins and minerals to justify the answers. • Identify how different food should be eaten for nutritional purposes. • Explain the effect high cholesterol has on the human body. • Understand that endorphins are released during exercise and that these are linked to happiness.			• Explain the different parts of sleep and why this is important for the body. • Use specific vocabulary to explain what happens to our bodies during and after exercise. • Explain the difference between good and bad bacteria. • Explain the various acts of mental health. • Understand different levels of confidence and its effects on life. • Understand emotional intelligence. • Understand that being healthy incorporated body, mind and lifestyle. • Identify the impact of a good social life on happiness. • Recognise role on keeping immediate environment safe and healthy and offer suggestions.		
	Athletics Objectives/Skills develop the consistency of their actions in a number of events increase the number of techniques they use choose appropriate techniques for specific events understand the basic principles of warming up understand why exercise is good for fitness, health and wellbeing evaluate their own and others' work and suggest ways to improve it	**Gymnastics** Objectives/Skills combine and perform gymnastic actions, shapes and balances more fluently and effectively across the activity areas develop their own gymnastic sequences by understanding, choosing and applying a range of compositional\ principles understand why warming-up and cooling-down are important understand why exercise is good for health, fitness and wellbeing, and how to become healthier themselves carry out warm ups safely and effectively evaluate their own and others' work	**Dance** Objectives/Skills explore, improvise and combine movement ideas fluently and effectively create and structure motifs, phrases, sections and whole dances begin to use basic compositional principles when creating their dances understand why dance is good for their fitness, health and wellbeing prepare effectively for dancing understand how a dance is formed and performed evaluate, refine and develop their own and others work	**Basketball** Objectives Perform a basketball dribble Skills choose, combine and perform skills more fluently and effectively in invasion, striking and net games understand, choose and apply a range of tactics and strategies for defence and attack use these tactics and strategies more consistently in similar games understand why exercise is good for their fitness, health and wellbeing understand the need to prepare properly for games develop their ability to evaluate	**Rugby/Swimming** Rugby Objectives Perform a 'drop kick' Rugby Skills choose, combine and perform skills more fluently and effectively in invasion, striking and net games understand, choose and apply a range of tactics and strategies for defence and attack use these tactics and strategies more consistently in similar games understand why exercise is good for their fitness, health and wellbeing understand the need to prepare properly for games develop their ability to evaluate their own and others' work, and to suggest ways to improve it	**Rounders/ Outdoor Ed.** Rounders Objectives Strike a ball with a range of bats for accuracy and distance. Rounders Skills choose, combine and perform skills more fluently and effectively in invasion, striking and net games understand, choose and apply a range of tactics and strategies for defence and attack use these tactics and strategies more consistently in similar games understand why exercise is good for their fitness, health and wellbeing understand the need to prepare properly for games develop their ability to evaluate their own and

		suggest ways of making improvements		their own and others' work, and to suggest Rounders/ Outdoor Ed. Rounders Objectives Strike a ball with a range of bats for accuracy and distance. Rounders Skills choose, combine and perform skills more fluently and effectively in invasion, striking and net games# understand, choose and apply a range of tactics and strategies for defence and attack use these tactics and strategies more consistently in similar games understand why exercise is good for their fitness, health and wellbeing understand the need to prepare properly for games develop their ability to evaluate their own and others' work, and to suggest ways to improve it ways to improve it know why warming up and cooling down are important	know why warming up and cooling down are important **Swimming** <u>Objectives/Skills</u> consolidate and develop the quality of their skills e.g. front crawl, back crawl, breaststroke, floating, survival skills improve linking movements and actions choose and use a variety of strokes and skills, according to the task .and the challenge e.g. swimming without aids, distance and time challenges know and describe the short-term effects of exercise on the body and how it reacts to different types of activity describe and evaluate the quality of swimming and recognise what needs improving	others' work, and to suggest ways to improve it

Computing **KS2 Objectives**	**Pupils should be taught to:** • design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts • use sequence, selection, and repetition in programs; work with variables and various forms of input and output • use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs • understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration • use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content • select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information • use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact					
Year 5 Skills	Children begin to work through the Gorilla category of 2 Code. Understand what algorithms are •Understand that programs execute by following precise and unambiguous instructions	Children plan their own simple computer game. They design characters and backgrounds, and create a working prototype, which they develop further based on feedback they receive. Rising Stars – 'We Are Game Developers' •Create original artwork and sound for a game •Design and create a computer program for a computer game, which uses sequence, selection, repetition and variables •Detect and correct errors in their computer game •Use iterative development techniques (making and testing a series of small changes) to improve their game	Children learn more about communicating information securely through an introduction to cryptography (the science of keeping communication and information secret). They investigate early methods of communicating over distances, learn about two early ciphers, and consider what makes a secure password. Rising Stars – 'We Are Cryptographers.' 'Be familiar with semaphore and Morse code •Understand the need for private information to be encrypted •Encrypt and decrypt messages in simple ciphers •Appreciate the need to use complex passwords and to keep them secure •Have some understanding of how encryption works on the web	Children use vector and turtle graphics to explore geometric art, taking inspiration from the work of Escher, Riley and traditional Islamic artists, as well as experimenting with complex 'fractal' landscapes. Rising Stars – 'We Are Artists.' •Develop an appreciation of the links between geometry and art •Become familiar with the tools and techniques of a vector graphics package •Develop an understanding of turtle graphics •Experiment with the tools available, refining and developing their work as they apply their own criteria to evaluate it and receive feedback from their peers •Develop some awareness of computer-generated art, in particular fractal-based landscapes	Children learn more about communicating information securely through an introduction to cryptography (the science of keeping communication and information secret). They investigate early methods of communicating over distances, learn about two early ciphers, and consider what makes a secure password. Rising Stars – 'We Are Cryptographers.' 'Be familiar with semaphore and Morse code •Understand the need for private information to be encrypted •Encrypt and decrypt messages in simple ciphers •Appreciate the need to use complex passwords and to keep them secure •Have some understanding of how encryption works on the web.	The children create a media-rich blog, comment on blogs and respond to comments. Rising Stars – 'We Are Bloggers.' •Become familiar with blogs as a medium and a genre of writing •Create a sequence of blog posts on a theme •Incorporate additional media •Comment on the posts of others •Develop a critical, reflective view of a range of media, including text.
Year 6 Skills	Children continue to work through the Gorilla category of 2 Code. Understand what algorithms are •Understand that programs execute by following precise and unambiguous instructions building upon the work completed in previous years.	Children use the Appinventor to create a timer. •Set Appname, title and background colour. •Use Palette to create sensors. •Use Components to rename. •Use Properties to set font size, height, width, text alignment and text colour. •Use Blocks to change variables. •Use Maths to change values. •Use Timer Clock, Timer Label, Math and Variables to select blocks	Exploring Probability • Children can create a spreadsheet to answer a mathematical question relating to probability. • Children can take copy and paste shortcuts. • Children can problem solve using the count tool. 2 Use of spreadsheets in 'real life' Creating a computational model • Children can create a machine to help work out the price of different items in a sale. • Children can use the formula wizard to create formulae. • Children can use a spreadsheet to solve a problem. 3 Use a spreadsheet	To identify the purpose of writing a blog. To identify the features of successful blog writing. • Children understand how a blog can be used as an informative text. • Children understand the key features of a blog. 2 To plan the theme and content for a blog. • Children can work collaboratively to plan a blog. 3 To understand how to write a blog. To consider the effect upon the audience of changing the visual properties of the blog. To understand the importance of	To discover what the children know about the internet. • Children know the difference between the World Wide Web and the internet. 2 To find out what a LAN and a WAN are. To find out how we access the internet in school. • Children know about their school network. 3 To research and find out about the age of the internet. To think about what the future might hold. • Children have researched and found out about Tim Berners-Lee. • Children have considered some of the major changes in technology which have taken place during their lifetime and the lifetime of their teacher/another	Examine how whole numbers are used as the basis for representing all types of data in digital systems through: Success Criteria Children have an understanding of binary as a number system and its purpose and application in computing. • Recognising that digital systems represent all types of data using number codes that ultimately are patterns of 1s and 0s (called binary digits, which is why they are called digital systems). • Understand that binary

		to click, drag and drop.	to plan pocket money spending • Children can use a spreadsheet to model a real-life situation and come up with solutions. • Children can make practical use of a spreadsheet to help plan actions. 4 & 5 Planning a school event • Children can use a spreadsheet to model a real-life situation and come up with solutions that can be applied to real life	regularly updating the content of a blog. • Children can create a blog with a specific purpose. • Children understand that the way in which information is presented has an impact upon the audience. • Children understand that blogs need to be updated regularly to maintain the audience's interest and engagement. 4 To understand how to contribute to an existing blog. To understand how and why blog posts are approved by the teacher. • Children can post comments and blog posts to an existing class blog. • Children understand the approval process that their posts go through and demonstrate an awareness of the issues surrounding inappropriate posts and cyberbullying. 5 To understand the importance of commenting on blogs. To peer-assess blogs against the agreed success criteria. • Children can comment on and respond to other blogs. • Children can assess the effectiveness and impact of a blog.	adult.	represents numbers using 1s and 0s and these represent the on and off electrical states respectively in hardware and robotics. • Children can explain how all data in a computer is saved in the computer memory in a binary format. • Children can explain that binary uses only the integers 0 and 1. • Children can relate 0 to an 'off' switch and 1 to and 'on' switch. 2 • Recognising that the numbers 0, 1, 2 and 3 could be represented by the patterns of two binary digits of 00, 01, 10 and 11 • Representing whole numbers in binary, for example counting in binary from zero to 15, or writing a friend's age in binary. • Children can count up from 0 in binary. Some may need visual aids to help them. • Children can relate bits to computer storage. 3 • Representing whole numbers in binary, for example counting in binary from zero to 15, or writing a friend's age in binary. • Exploring how division by two can be used as a technique to determine the binary representation of any whole number by collecting remainder terms • Children can convert numbers to binary using the division by two method. • Children can check their own answers using the converter tool. 4 • Representing the state of an object in a game as active or inactive using the respective binary values of 1 or 0 • Children can make use of a variable set to 0 or 1 to control game states.

MfL – French **KS2 Objectives**	**Pupils should be taught to:** • listen attentively to spoken language and show understanding by joining in and responding • explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words • engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* • speak in sentences, using familiar vocabulary, phrases and basic language structures • develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* • present ideas and information orally to a range of audiences* • read carefully and show understanding of words, phrases and simple writing • appreciate stories, songs, poems and rhymes in the language • broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary • write phrases from memory, and adapt these to create new sentences, to express ideas clearly • describe people, places, things and actions orally* and in writing • understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English					
Year 5 Skills	Vocab: Numbers 0-10 Oui, non Greetings Classroom instructions Ask for and give names Skills: Links between sounds and spellings Listen and respond Imitate pronunciation Listen to and follow simple commands Recognise question form	Vocab: The Nativity Letter to Father Christmas Skills: Perform in short drama Join in singing French carols Experiment with writing	Vocab: Revision of numbers 0-10 Ask for and state age Colours Skills: Understand and respond to question Make links between sounds and spellings Recognise some familiar words in written form	Vocab: Colours Verb – est Connective – et Names of fruit Food items Skills: Experiment with writing Understand and respond to question Notice spelling of words	Vocab: Easter Celebrations Making a pancake Skills: Develop understanding of customs and traditions Experiment with writing	Vocab: Days of the week Months of the year Skills: Join in reading a story Match sound to written word Copy correctly Identify social conventions at home and in other cultures
Year 6 Skills	Vocab: Revision of colours Parts of the body Adjectives Zoo animals Skills: Listen to and follow short story Identify adjectives in text and recognise they can change spellings Listen for specific words and phrases Pronounce some words accurately	Vocab: Verb to be Quantifiers Phrases for playing games Christmas Skills: Play games in French Participate in drama Join in with songs	Vocab: Family Possessive adjectives Story: Le radis géant Skills: Ask and answer questions Recognise rhyming words Follow French story Recognise nouns and verbs Compare traditional stories	Vocab: Pets Easter Skills: Convert singular to plural Write simple sentences Know about some Easter traditions	Vocab: Hobbies Opinions Skills: Dictionary skills Recognise word classes Identify strategies for learning vocab Read and understand a paragraph Memorise and present two sentences or more	Vocab: Numbers 12-31 Revision of leisure activities and opinions Weather Holidays Skills: Conduct short interview in French Know names of some major airports and ports in France Learn popular French games

<table>
<tr><td>Music

KS2 Objectives</td><td colspan="5">Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:
play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression ♣ improvise and compose music for a range of purposes using the inter-related dimensions of music
listen with attention to detail and recall sounds with increasing aural memory
use and understand staff and other musical notations
appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
develop an understanding of the history of music</td></tr>
<tr><td>Year 5 Skills

Year 6 Skills</td><td><u>Control of instruments</u>
Identify and control different ways percussion instruments make sounds. Play accompaniments with control and accuracy. Create different effects using combinations of pitched sounds. Use ICT to change and manipulate sounds.</td><td><u>Controlling pulse and rhythm</u> Identify different speeds of pulse (tempo) by clapping and moving. Improvise rhythm patterns. Perform an independent part keeping to a steady beat. Identify the metre of different songs through recognising the pattern of strong and weak beats. Subdivide the pulse while keeping to a steady beat</td><td><u>Listening, Memory and Movement</u>.
Internalise short melodies and play these on pitched percussion (play by ear). Create dances that reflect musical features. Identify different moods and textures. Identify how a mood is created by music and lyrics. Listen to longer pieces of music and identify features.</td><td><u>Singing songs with control and using the voice expressively</u>
Sing songs with increasing control of breathing, posture and sound projection. Sing songs in tune and with an awareness of other parts. Identify phrases through breathing in appropriate places. Sing with expression and rehearse with others. Sing a round in two parts and identify the melodic phrases and how they fit together. Sing confidently as a class, in small groups and alone, and begin to have an awareness of improvisation with the voice. Reading and writing notation Perform using notation as a support. Sing songs with staff notation as support.</td><td><u>Composition</u>
Identify different starting points or composing music. Explore, select combine and exploit a range of different sounds to compose a soundscape. Write lyrics to a known song. Compose a short song to own lyrics based on everyday phrases. Compose music individually or in pairs using a range of stimuli and developing their musical ideas into a completed composition.
<u>Performance skills</u>
Present performances effectively with awareness of audience, venue and occasion.
<u>Evaluating and appraising</u>
Improve their work through analysis, evaluation and comparison.</td></tr>
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