	Autumn A	Spring A	Summer A	Autumn B	Spring B	Summer B
Торіс	1066, Battle of Hastings and	Indus Valley & Our Planet	Ancient Greece	Cornwall	Space	New Zealand / Australia
Торіс	Magna Carta		Andent Greece	Contwall	Space	
Maths	Year 5	Year 5	Year 5	Year 5	Year 5	Year 5
IVIALIIS	Read, write, order and compare numbers to at	Read, write, order and compare numbers to at	Interpret negative numbers in context, count	Read, write, order and compare numbers to at	Read, write, order and compare numbers to at	Interpret negative numbers in context, cou
	least 1 000 000 and determine the value of	least 1 000 000 and determine the value of	forwards and backwards with positive and	least 1 000 000 and determine the value of	least 1 000 000 and determine the value of	forwards and backwards with positive and
Iational Curriculum	each digit.	each digit.	negative whole numbers, including through	each digit.	each digit.	negative whole numbers, including through
rogression	Count forwards or backwards in steps of	Add and subtract numbers mentally with	zero.	Count forwards or backwards in steps of	Add and subtract numbers mentally with	zero.
upported by Abacus	powers of 10 for any given number up to 1	increasingly large numbers.	Round any number up to 1 000 000 to the	powers of 10 for any given number up to 1	increasingly large numbers.	Round any number up to 1 000 000 to the
ramework	000 000.	Use rounding to check answers to calculations	nearest 10, 100, 1000, 10 000 and 100 000.	000 000.	Use rounding to check answers to calculations	nearest 10, 100, 1000, 10 000 and 100 000
	Solve number problems and practical problems that involve all of the above.	and determine, in the context of a problem, levels of accuracy.	Solve number problems and practical problems that involve all of the above.	Solve number problems and practical problems that involve all of the above.	and determine, in the context of a problem, levels of accuracy.	Solve number problems and practical problems that involve all of the above.
	Add and subtract whole numbers with more	Solve addition and subtraction multi-step	Read Roman numerals to 1000 (M) and	Add and subtract whole numbers with more	Solve addition and subtraction multi-step	Read Roman numerals to 1000 (M) and
	than 4 digits, including using formal written	problems in contexts, deciding which	recognise years written in Roman numerals.	than 4 digits, including using formal written	problems in contexts, deciding which	recognise years written in Roman numerals
	methods.	operations and methods to use and why.	Add and subtract whole numbers with more	methods.	operations and methods to use and why.	Add and subtract whole numbers with mor
	Add and subtract numbers mentally with	Know and use the vocabulary of prime	than 4 digits, including using formal written	Add and subtract numbers mentally with	Know and use the vocabulary of prime	than 4 digits, including using formal writter
	increasingly large numbers.	numbers, prime factors and composite	methods.	increasingly large numbers.	numbers, prime factors and composite	methods.
	Use rounding to check answers to calculations	numbers.	Add and subtract numbers mentally with	Use rounding to check answers to calculations	numbers.	Add and subtract numbers mentally with
	and determine, in the context of a problem,	Establish whether a number up to 100 is	increasingly large numbers.	and determine, in the context of a problem,	Establish whether a number up to 100 is	increasingly large numbers.
	levels of accuracy.	prime and recall prime numbers up to 19.	Use rounding to check answers to calculations	levels of accuracy.	prime and recall prime numbers up to 19.	Use rounding to check answers to calculat
	Solve addition and subtraction multi-step	Multiply numbers up to 4 digits by a one- or	and determine, in the context of a problem,	Solve addition and subtraction multi-step	Multiply numbers up to 4 digits by a one- or	and determine, in the context of a probler
	problems in contexts, deciding which	two-digit number using a formal written	levels of accuracy.	problems in contexts, deciding which	two-digit number using a formal written	levels of accuracy.
	operations and methods to use and why. Identify multiples and factors, including	method, including long multiplication for two- digit numbers.	Solve addition and subtraction multi-step problems in contexts, deciding which	operations and methods to use and why. Identify multiples and factors, including	method, including long multiplication for two- digit numbers.	Solve addition and subtraction multi-step problems in contexts, deciding which
	finding all factor pairs of a number, and	Multiply and divide numbers mentally drawing	operations and methods to use and why.	finding all factor pairs of a number, and	Multiply and divide numbers mentally drawing	operations and methods to use and why.
	common factors of two numbers.	upon known facts.	Identify multiples and factors, including	common factors of two numbers.	upon known facts.	Identify multiples and factors, including
	Multiply numbers up to 4 digits by a one- or	Divide numbers up to 4 digits by a one-digit	finding all factor pairs of a number, and	Multiply numbers up to 4 digits by a one- or	Divide numbers up to 4 digits by a one-digit	finding all factor pairs of a number, and
	two-digit number using a formal written	number using the formal written method of	common factors of two numbers	two-digit number using a formal written	number using the formal written method of	common factors of two numbers
	method, including long multiplication for two-	short division and interpret remainders	Multiply numbers up to 4 digits by a one- or	method, including long multiplication for two-	short division and interpret remainders	Multiply numbers up to 4 digits by a one-
	digit numbers.	appropriately for the context.	two-digit number using a formal written	digit numbers.	appropriately for the context.	two-digit number using a formal written
	Multiply and divide numbers mentally drawing upon known facts.	Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.	method, including long multiplication for two- digit numbers.	Multiply and divide numbers mentally drawing upon known facts.	Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.	method, including long multiplication for t digit numbers.
	Divide numbers up to 4 digits by a one-digit	Recognise and use square numbers and cube	Divide numbers up to 4 digits by a one-digit	Divide numbers up to 4 digits by a one-digit	Recognise and use square numbers and cube	Divide numbers up to 4 digits by a one-dig
	number using the formal written method of	numbers, and the notation for squared and	number using the formal written method of	number using the formal written method of	numbers, and the notation for squared and	number using the formal written method
	short division and interpret remainders	cubed.	short division and interpret remainders	short division and interpret remainders	cubed.	short division and interpret remainders
	appropriately for the context.	Solve problems involving multiplication and	appropriately for the context.	appropriately for the context.	Solve problems involving multiplication and	appropriately for the context.
	Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.	division including using their knowledge of factors and multiples, squares and cubes.	Multiply and divide whole numbers and those	Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.	division including using their knowledge of factors and multiples, squares and cubes.	Multiply and divide whole numbers and the
	Solve problems involving multiplication and	Recognise mixed numbers and improper	involving decimals by 10, 100 and 1000.	Solve problems involving multiplication and	Recognise mixed numbers and improper	involving decimals by 10, 100 and 1000.
	division including using their knowledge of	fractions and convert from one form to the	Recognise and use square numbers and cube numbers, and the notation for squared and	division including using their knowledge of	fractions and convert from one form to the	Recognise and use square numbers and controls of the numbers, and the notation for squared ar
	factors and multiples, squares and cubes.	other and write mathematical statements >1	cubed.	factors and multiples, squares and cubes.	other and write mathematical statements >1	cubed.
	Solve problems involving addition,	as a mixed number.	Solve problems involving addition,	Solve problems involving addition,	as a mixed number.	Solve problems involving addition,
	subtraction, multiplication and division and a	Multiply proper fractions and mixed numbers	subtraction, multiplication and division and a	subtraction, multiplication and division and a	Multiply proper fractions and mixed numbers	subtraction, multiplication and division an
	combination of these, including understanding	by whole numbers, supported by materials	combination of these, including understanding	combination of these, including understanding	by whole numbers, supported by materials	combination of these, including understar
	the meaning of the equals sign.	and diagrams.	the meaning of the equals sign.	the meaning of the equals sign.	and diagrams.	the meaning of the equals sign.
	Compare and order fractions whose	Read and write decimal numbers as fractions.	Solve problems involving multiplication and	Compare and order fractions whose	Read and write decimal numbers as fractions.	Solve problems involving multiplication ar
	denominators are all multiples of the same	Round decimals with two decimal places to	division, including scaling by simple fractions	denominators are all multiples of the same	Round decimals with two decimal places to	division, including scaling by simple fraction
	number.	the nearest whole number and to one decimal	and problems involving simple rates.	number.	the nearest whole number and to one decimal	and problems involving simple rates.
	Identify, name and write equivalent fractions of a given fraction, represented visually,	place. Read, write, order and compare numbers with	Identify, name and write equivalent fractions	Identify, name and write equivalent fractions of a given fraction, represented visually,	place. Read, write, order and compare numbers with	Identify, name and write equivalent fracti
	including tenths and hundredths.	up to three decimal places.	of a given fraction, represented visually,	including tenths and hundredths.	up to three decimal places.	of a given fraction, represented visually,
	Read and write decimal numbers as fractions.	Solve problems involving number up to three	including tenths and hundredths.	Read and write decimal numbers as fractions.	Solve problems involving number up to three	including tenths and hundredths.
	Round decimals with two decimal places to	decimal places.	Recognise mixed numbers and improper fractions and convert from one form to the	Round decimals with two decimal places to	decimal places.	Recognise mixed numbers and improper fractions and convert from one form to the
	the nearest whole number and to one decimal	Convert between different units of metric	other and write mathematical statements >1	the nearest whole number and to one decimal	Convert between different units of metric	other and write mathematical statements
	place.	measure.	as a mixed number.	place.	measure.	as a mixed number.
	Read, write, order and compare numbers with	Understand and use approximate	Add and subtract fractions with the same	Read, write, order and compare numbers with	Understand and use approximate	Add and subtract fractions with the same
	up to three decimal places.	equivalences between metric units and	denominator and denominators that are	up to three decimal places.	equivalences between metric units and	denominator and denominators that are
	Convert between different units of metric	common imperial units.	multiples of the same number.	Convert between different units of metric	common imperial units.	multiples of the same number.
	measure.	Use all four operations to solve problems	Multiply proper fractions and mixed numbers	measure.	Use all four operations to solve problems	Multiply proper fractions and mixed numl
	Measure and calculate the perimeter of	involving measure using decimal notation,	by whole numbers, supported by materials	Measure and calculate the perimeter of	involving measure using decimal notation,	by whole numbers, supported by material
	composite rectilinear shapes in centimetres	including scaling.	and diagrams.	composite rectilinear shapes in centimetres	including scaling.	and diagrams.
	and metres.	Draw given angles, and measure them in	Read and write decimal numbers as fractions.	and metres.	Draw given angles, and measure them in	Read and write decimal numbers as fracti
	Solve problems involving converting between units of time.	degrees.	Recognise and use thousandths and relate	Solve problems involving converting between units of time.	degrees.	Recognise and use thousandths and relate
	Know angles are measured in degrees:	Use the properties of rectangles to deduce related facts and find missing lengths and	them to tenths, hundredths and decimal	Know angles are measured in degrees:	Use the properties of rectangles to deduce related facts and find missing lengths and	them to tenths, hundredths and decimal
	estimate and compare acute, obtuse and	angles.	equivalents.	estimate and compare acute, obtuse and	angles.	equivalents.
	reflex angles.	Distinguish between regular and irregular	Round decimals with two decimal places to the nearest whole number and to one decimal	reflex angles.	Distinguish between regular and irregular	Round decimals with two decimal places t
	Draw given angles, and measure them in	polygons based on reasoning about equal	the nearest whole number and to one decimal	Draw given angles, and measure them in	polygons based on reasoning about equal	the nearest whole number and to one de

 Inter an apple muscles and source of spectra source o	degrees.	sides and angles.	place.	degrees.	sides and angles.
 Lung and der multiple of kög. Lung and der	Identify: angles at a point and one whole turn;	Solve comparison, sum and difference	Read, write, order and compare numbers with	Identify: angles at a point and one whole turn;	Solve comparison, sum and c
 Data spin backers register and register and					
 Addyces and one second patients of a s		o .			• ·
 Yard Michael Mich					
 Low manual numbers in contrast, and spectra for control of the pression of the pr	sides and angles.	to 10 000 000 and determine the value of	understand that per cent relates to 'number	sides and angles.	to 10 000 000 and determine
 sciedlas instructuras scots acros. data materia and periodicas de la science de la scien	Year 6	each digit.	of parts per hundred', and write percentages	Year 6	each digit.
 Sole number and practical problems harbor starts for starts maked by distributions of the start prediction of the starts maked by distributions maked by distributions of the starts maked by distributions of the starts ma	-			-	· · · · · · · · · · · · · · · · · · ·
 Ander of the above. An above young and an above, sup A digits with an approximation and a logic number. A sup A above young and a sup A digits with a sup and approximation and a logic number. A sup A above young and a sup A digits with a sup and approximation. A sup A above young and a sup A digits with a sup and approximation. A sup A above young and a sup A digits with a sup A digits with a sup and approximation. A sup A above young and a sup A digits with a sup A digi		.			0 /
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 neprations in carry out calculations, models of the carbon of a specific specifi	mixed operations and large numbers.	remainders as whole number remainders,	and metres.	mixed operations and large numbers.	
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Solve problems involving addition, subtration, multiplication and division. Use estimation to the class were to calculations and subtraction multiplications 					
about problems in contents, deciding which the submitted in the decimation in the			. ,		
 Ibe entimation to the karaves. to calculations of setermine, in the context or boles, in appropriate forger of accurse to the context is subject for accurse to the context					
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lue common factors to anightly factoring, uic common multiples responses factors in the same denomination.dad and subtract factors, with compared order factors, including factors, including, including context in its simplest factors, including factors, including 	calculations and determine, in the context of a	Solve problems involving addition,	involving measure using decimal notation,	calculations and determine, in the context of a	Solve problems involving add
common multiples to express factions in the same deromination.common multiples to express factions in the deromination and express factions in the same deromination.deford lares of the expres					
sume denomination.concept of equivalent futurions.concept of equivalent futurions.Record is poelfied digreen			, , , ,	· · ·	
Compare and order fractions, including fractions >1.Multiply angle pairs of proper fractions, truing the answer in this simples. fractions and and subtract fractions with different decominations and miced runners, using the concept of equivalent fractions.Multiply angle pairs of proper fractions, truing the answer in this simples. fraction of a shape following in fractions with different decominations and multiply and other shapes have the participation and with the shapes have the participation and multiply and of a shape following in fractions.Compare and order fractions, including fractions, including in multiply and other shapes have the participation and multiply and of a shape following in fractions.Compare and order fractions, including fractions, including in multiply and other shapes have the participation and multiply and of a shape following in fractions.Compare and order fractions, including in multiple pairs of proper fractions, including in multiple pairs of proper fractions.Compare and order fractions, including fractions, including in multiple pairs of proper fractions, including in multiple pairs of proper fractions.Compare and order fractions, including fractions, including in multiple pairs of proper fractions, inclu					
factions >1.writing the answer in its simplex form.factions >1.writing the answer in its simplex form.Add and subtact fractions with different decominators and mined numbers, using the answers use of action with division and calculate decimal fraction equivalents fractions.Identify, tessube and appropriate language fractions.Interprist tessupport fractions.Writing the answer in its simplex tessupport fractions.Writing the answer in its simplex tessupport fractions. <td></td> <td></td> <td></td> <td></td> <td></td>					
Add and subtract fractions.Divide proper fractions by whole numbers. use decimal places and muter house subtract fractions.Add and subtract fractions. with division and terms with division and terms with division and terms with subper has not heuse substract fractions. and know that test subper has not heuse substract fractions.Add and subtract fractions. Add and subtract fractions. Whole properties and muter with division and terms with division and terms with division and terms with division and terms with with with and test subser has not heuse substract fractions. and know that test subser has not heuse substract fractions.Add and subtract fractions. Add and subtract fractions. Whole heumbers. Substractions with division and test subser has not heuse substractions. The call and use substractions with division and test substractions. Whole heumbers hy 10, 100 and 1000 giving answers up to three decimal places. Whole numbers hy 10, 100 and 1000 giving answers up to three decimal places. Mutiply one-digit numbers with up to two decimal places by whole numbers. Subs problems which require answers to be nounded to specified degrees of accuracy. Subse problems which require answers to be to nounded to specified degrees of accuracy. Subse problems which require answers to be to nounded to specified degrees of accuracy. Subse problems which require answers to be to nounded to specified degrees of accuracy. Subse problems which require answers to be to nounded to specified degrees of accuracy. To nounded to specified degre					
denominators and mused numbers, using the concept of quivalent fractions. identify the value of each digit in numbers given to three decimal places and multiply and divide numbers. by 10, 100 and 1000 giving answers up to three decimal places. the outper decimal places and multiply and divide numbers. by 10, 100 and 1000 giving answers up to three decimal places. the outper decimal places and multiply and divide numbers. by 10, 100 and 1000 giving answers up to three decimal places. the outper decimal places. the outper decimal places.decimal places. the outper decimal places. the outper de		-	Ŭ,		
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given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places. Multiply one digit numbers with up to two decimal places by whole numbers. Solve problems which require answers to b three decimal places and multiply and decimal places by whole numbers. Solve problems which require answers to b three decimal places and multiply and decimal places by whole numbers. Solve problems which require answers to b three decimal places and multiply and decimal places by whole numbers. Solve problems which require answers to b to updet to specified degrees of accuracy. Solve problems involving the calculation af agebraically.Solve comparison, sum and difference" in difference in three decimal places. Multiply one digit numbers with up to two decimal places by whole numbers. Solve problems involving the calculation af agebraically.Solve problems involving the calculation af agebraically	concept of equivalent fractions.	decimal fraction equivalents for a simple	translation, using the appropriate language,	concept of equivalent fractions.	decimal fraction equivalents
divide numbers by 10, 100 and 1000 giving anwers up to three decimal places.problems using information presented in a graph.divide numbers by 10, 100 and 1000 giving anwers up to three decimal places.given to three decimal places.<	-		-	-	
answers up to three decimal places. Multiply one-digit numbers with up to three decimal places.inswers up to three decimal places. Multiply one-digit numbers with up to three decimal places.divide numbers is the answers up to three decimal places. Multiply one-digit numbers with up to three decimal places. Solve problems with require answers to the test specified degrees of accuracy. Recal and us equivalences between simple number to specified degrees of accuracy. Boad witto code and determine the value of tactors, decimal places.indice numbers is the test specified degrees of accuracy. Recal and number problems with the specified degrees of accuracy. Recal and number problems adjebracially.indice numbers is the specified degrees of accuracy. Recal and number problems with up to three decimal places.indice numbers is the specified degrees of accuracy. Recal and number set is test specified degrees of accuracy. Recal and number problems is number problems. Indicate meter and number set is test on one of the propriet specified degrees of accuracy. Nulliply multi-digit numbers up to 4 digits by and place.indicate meter and numbers is the specified degrees of accuracy. Reca		-			
Multiply one-digit numbers with up to two derimal places by whole numbers. Solve problems which require answers to be rounded to specified degrees of accuracy. Solve problems which require answers to be rounded to specified degrees of accuracy. Solve problems which require answers to be rounded to specified degrees of accuracy. Solve problems which require answers to be rounded to specified degrees of accuracy. Solve problems which require answers to be rounded to specified degrees of accuracy. Solve problems which require answers to be rounded to specified degrees of accuracy. Solve problems which require answers to be rounded to specified degrees of accuracy. Solve problems which require answers to be rounded to specified degrees of accuracy. rounded					
decimal places by whole numbers.Multiply one-digit numbers with up to two rounded to specified degrees of accuracy. Recall and use equivalences between simple in different contexts.Multiply one-digit numbers. Solve problems which require accuracy. Solve problems which require accuracy. S			U 1		
Solve problems which require answers to be rounded to specified degrees of accuracy. Recall and use equivalences between simple factions, decimals and percentages, including to indifferent contexts.Solve problems which require answers to be rounded to specified degrees of accuracy. No 00000 and determine the value of each digt.Solve problems which require answers to be to 00000 and determine the value of each digt.Solve problems which require rounded to specified degrees of accuracy. No 00000 and determine the value of each digt.Solve problems which require rounded to specified degrees of accuracy. No 00000 and determine the value of each digt.Solve problems which require rounded to specified degrees of accuracy. No 00000 and determine the value of each digt.Solve problems which require rounded to specified degrees of accuracy. No 00000 and determine the value of each digt.Solve problems which require rounded to specified degrees of accuracy. No 00000 and determine the value of each digt.Solve problems which require and use of accuracy. Recall and use equivalences between simple percentages and the use of percentages for a agebracially.Solve problems which require and use of accuracy. Recall and use equivalences between simple percentages and the use of percentages for angles.Solve problems which require and use of accuracy. Recall and use equivalences between simple percentages and the use of percentages in outform approvale.Solve problems which require and use of accuracy. Recall and use equivalences between simple percentages and the use of percentages of angles.Solve problems which require and use of accuracy. Recall and use equivalences between simple to accurate and use of percentages of approvale.Solv					
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in different contexts.conversion of units of messure, using decimal blaces where appropriate.conversion of units of messure comparison.conversion of units of messure calculate intervals across zero.conversion of units of		rounded to specified degrees of accuracy.		Recall and use equivalences between simple	rounded to specified degrees
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percentages and the use of percentages for comparison.appropriate.Draw 2-D shapes using given dimensions and angles.Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret tho variables.percentages and the use of percentages for comparison.parporiate.I diparis of numbers that satisfy an equation with two unknowns.compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons.Use, read, write and convert between radius, diameter and circumference and known are on a straight line, or are vertically remainders and regulars.Nutliply multi-digit numbers up to 4 digits by a two-digit whole number using the formal writen method of long division, and interpret remainders as whole number remainders, lineasure to a larger unit, and vice versa, using decimal notation to up to three decimal places.percentages and the use of percentages for compare and classify geome to a digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, lineasure to a larger unit, and vice versa, using decimal notation to up to three decimal places.percentages and the use of percentages for compare and classify geome to a their properties and find write method of long division, and interpret remainders as whole number remainders, lineasure to a larger unit, and vice versa, using decimal notation to up to three decimal places.percentages and the use of percentages for compare and classify geome to a digits by a two-digit whole number using the formal written remainders as whole numbers. lineasure to a larger unit, and vi			Use negative numbers in context, and		
comparison.Draw 2-0 shapes using given dimensions and angles.Draw 2-0 shapes using given dimensions and angles.comparison.Draw 2-0 shapes using given angles.algebraically.Compare and classify geometric shapes based on their properties and sizes and find unknown.Divide numbers up to 4 digits by a two-digit whole number up to 4 digits by a two-digit method of long division, and interpret remainders as whole number remainders, retained nameter and circumference and known are on a straight line, or are vertically or yersa, using decimal notation to up to three decimal places.Draw 2-0 shapes using given angles.Draw 2-0 shapes using given angles.Draw 2-0 shapes using given angles.Divide numbers up to 4 digits by a two-digit numbers up to 4 digits by a two-digit number using the formal written wersa, using decimal notation to up to three decimal places.Draw 2-0 shapes using given angles.Draw 2-0 shapes using given angles.Draw 2-0 shapes using given angles.Compare and classify geometric shapes bith the diameter is twice the radius.Draw and transfers approving the cordinate gilt number using the formal unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places.Draw 2-0 shapes using given angles.Draw 2-0 shapes using given angles.Compare and classify geometric shapes with the same areas can have different perimeters and vice versa. Recognise when it is possible to use formula for area and volume of shapes.Draw 2-0 shapes using given directed the cordinate gilts by a two-digit muber using the formal written method of poposite, and find missing angles. Describe positions on the full coordinate gilts poposit					
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		-		Calculate, estimate and compare volume of	
	cubes and cuboids using standard units,			cubes and cuboids using standard units,	

place. d difference Read, write, order and compare numbers with on presented in a up to three decimal places Solve problems involving number up to three decimal places. mpare numbers up Recognise the per cent symbol and nine the value of understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a to a required decimal. ers up to 4 digits by Solve problems which require knowing using the formal percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, ultiplication 1/5. 3/5. 4/5 and those fractions with a igits by a two-digit denominator of a multiple of 10 or 25. Measure and calculate the perimeter of formal written nd interpret composite rectilinear shapes in centimetres ber remainders. and metres. as appropriate for Calculate and compare the area of rectangles, and including using standard units, square ns, including with centimetres and square metres and estimate ge numbers. the area of irregular shapes. common multiples Estimate volume [for example, using 1 cm3 blocks to build cuboids and capacity. ction multi-step Solve problems involving converting between ciding which units of time. to use and why. Use all four operations to solve problems addition, involving measure using decimal notation, and division. including scaling. s with different Identify 3-D shapes, including cubes and other cuboids, from 2-D representations. numbers, using the ctions. Use the properties of rectangles to deduce related facts and find missing lengths and roper fractions, implest form. angles. Identify, describe and represent the position whole numbers. livision and calculate of a shape following a reflection or nts for a simple translation, using the appropriate language, and know that the shape has not changed. digit in numbers Solve comparison, sum and difference aces and multiply and problems using information presented in a 0 and 1000 giving line graph. mal places. Complete, read and interpret information in rs with up to two tables, including timetables. numbers. Year 6 uire answers to be Read, write, order and compare numbers up rees of accuracy. to 10 000 000 and determine the value of the calculation and each digit. asure, using decimal Use negative numbers in context, and mal places where calculate intervals across zero. Multiply multi-digit numbers up to 4 digits by ven dimensions and a two-digit whole number using the formal written method of long multiplication. metric shapes based Divide numbers up to 4 digits by a two-digit zes and find whole number using the formal written iangles, method of long division, and interpret r polygons. remainders as whole number remainders, of circles, including fractions, or by rounding, as appropriate for umference and know the context the radius. Divide numbers up to 4 digits by a two-digit hey meet at a point, number using the formal written method of re vertically short division where appropriate, interpreting angles. remainders according to the context. full coordinate grid. Perform mental calculations, including with shapes on the mixed operations and large numbers. ect them in the Identify common factors, common multiples and prime numbers. e charts and line Use their knowledge of the order of olve problems operations to carry out calculations involving e mean as an the four operations. Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.

	including cubic centimetres and cubic metres,		Solve problems involving addition,	including cubic centimetres and cubic metres,	
	and extending to other units.		subtraction, multiplication and division.	and extending to other units.	
	Recognise, describe and build simple 3-D		Use common factors to simplify fractions; use common multiples to express fractions in the	Recognise, describe and build simple 3-D	
	shapes, including making nets. Compare and classify geometric shapes based		same denomination.	shapes, including making nets. Compare and classify geometric shapes based	
	on their properties and sizes and find		Add and subtract fractions with different	on their properties and sizes and find	
	unknown angles in any triangles,		denominators and mixed numbers, using the	unknown angles in any triangles,	
	quadrilaterals, and regular polygons.		concept of equivalent fractions.	quadrilaterals, and regular polygons.	
			Multiply simple pairs of proper fractions,		
			writing the answer in its simplest form.		
			Divide proper fractions by whole numbers.		
			Identify the value of each digit in numbers		
			given to three decimal places and multiply and		
			divide numbers by 10, 100 and 1000 giving		
			answers up to three decimal places.		
			Multiply one-digit numbers with up to two		
			decimal places by whole numbers. Use written division methods in cases where		
			the answer has up to two decimal places.		
			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 the calculation of		
			percentages and the use of percentages for		
			comparison.		
			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.		
			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.		
			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 three		
			decimal places.		
			Recognise when it is possible to use formulae		
			for area and volume of shapes.		
			Calculate the area of parallelograms and		
	Mar F		triangles.	No F	
English	Year 5 Apply knowledge of morphology and etymology t	a read new and unfamiliar words, focusing an	the meaning and propunciation of the word	Year 5 Apply knowledge of morphology and etymology to	to road now and unfamiliar
	Retrieve, record and respond to information.	o read new and unranninal words, focusing on	the meaning and pronunciation of the word.	Retrieve, record and respond to information.	
	Summarise the main ideas drawn from more that	one paragraph		Summarise the main ideas drawn from more tha	n one paragraph
	Justify inferences and predict what might happer			Justify inferences and predict what might happen	
	Draw detailed inferences of characters' feelings,		ify with detailed evidence.	Draw detailed inferences of characters' feelings,	
	Distinguish between fact and opinion.	, , , , , , , , , , , , , , , , , , ,		Distinguish between fact and opinion.	, in the second s
	Identify how language, structure and presentatio	n contribute to meaning.		Identify how language, structure and presentation	on contribute to meaning.
	Identify and discuss themes and conventions in a	nd across a wide range of writing.		Identify and discuss themes and conventions in a	and across a wide range of
	Recommend books read to peers giving reasons			Recommend books read to peers giving reasons	
	Participate in a range of discussions, presentation			Participate in a range of discussions, presentation	
	Check that the book makes sense, discuss unders			Check that the book makes sense, discuss under	
	Ask questions in order to improve understanding		extual reference.	Ask questions in order to improve understanding	· · · · · · · · · · · · · · · · · · ·
	Ensure that letters and words in handwriting are	appropriate in size and position.		Ensure that letters and words in handwriting are	appropriate in size and po
	Ensure that handwriting is consistent & fluent.			Ensure that handwriting is consistent & fluent.	
	Adapt handwriting for different purposes. Year 6			Adapt handwriting for different purposes. Year 6	
	Gain, maintain and monitor the interest of the lis	tener		Gain, maintain and monitor the interest of the lis	tener
	Select and use appropriate registers.			Select and use appropriate registers.	incrititi.
	outor and use appropriate registers.				

Solve problems involving addition,
subtraction, multiplication and division.
Use common factors to simplify fractions; use common multiples to express fractions in the
same denomination.
Add and subtract fractions with different
denominators and mixed numbers, using the
concept of equivalent fractions.
Multiply simple pairs of proper fractions,
writing the answer in its simplest form.
Divide proper fractions by whole numbers.
Identify the value of each digit in numbers
given to three decimal places and multiply and
divide numbers by 10, 100 and 1000 giving
answers up to three decimal places.
Multiply one-digit numbers with up to two
decimal places by whole numbers.
Use written division methods in cases where
the answer has up to two decimal places.
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 the calculation of
percentages and the use of percentages for
comparison.
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.
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.
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 three
decimal places.
Recognise when it is possible to use formulae
for area and volume of shapes.
Calculate the area of parallelograms and
triangles.

liar words, focusing on the meaning and pronunciation of the word.

d implied.

or their actions and justify with detailed evidence.

of writing.

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	rissiscion per passages circettively.		manipulate the setting and pace to reflect	r reside fonger passages encouvery.	and employ	

	Check for correct subject and verb	Use a wide range of devices to build	the mood of the piece.	Check for correct subject and verb	Use a wide range of devices t
	agreement when using singular and plural.	cohesion within and across paragraphs.	Use a wide range of literacy features	agreement when using singular and plural.	cohesion within and across p
	Write dialogue, action and descriptions that	Use a wide range of organisational and	effectively, personification, rhetorical	Write dialogue, action and descriptions that	Use a wide range of organisa
	are detailed, varied and clear.	presentational devices to structure text.	questions, metaphor etc.	are detailed, varied and clear.	presentational devices to stru
	Ensure that events re developed in the	Proof-read the work of others providing	Ensure that characters are well developed	Ensure that events re developed in the	Proof-read the work of other
	paragraphs around a main introductory sentence.	suggestions for improvement. Make increasing use of sub-plots, detours,	and direct and reported speech is used to move the story forward.	paragraphs around a main introductory sentence.	suggestions for improvement Make increasing use of sub-p
	Include reflective comments in conclusion	dilemmas and resolutions.	Provide factual information and statistical	Include reflective comments in conclusion	dilemmas and resolutions.
	and summaries.	Begin to interweave dialogue; action and	information to support predictions and	and summaries.	Begin to interweave dialogue
	Report on an issue from a range of different	description effectively.	hypothesis.	Report on an issue from a range of different	description effectively.
	views, supported by factual information and	Use a range of elements of dialogue, action	Ensure that writing is well- structured and	views, supported by factual information and	Use a range of elements of d
	detail.	and description to good effect.	convincing, with a range of information	detail.	and description to good effe
	Adapt the phrases used to portray a range of	Ensure that information is well-structured	covered in detail, in a range of different	Adapt the phrases used to portray a range of	Ensure that information is we
	emotions.	and convincing with good coverage of the	ways.	emotions.	and convincing with good co
	Use similes, metaphor and personification	main points or issues.	Use personification to create strong	Use similes, metaphor and personification	main points or issues.
	to create strong images.	Order the sections writing to ensure they	emotional responses.	to create strong images.	Order the sections writing to
		are well-linked and that the coverage of	Use effectively a wide range of language		are well- linked and that the
		information is balanced. Use an increasing range of language features	features to create impact, tension, and		information is balanced.
		to vary the pace, create impact, tension, and	mood, and evoke emotion.		Use an increasing range of la to vary the pace, create impa
		mood and to evoke emotion.			mood and to evoke emotion
		Use imaginative language to create surreal,			Use imaginative language to
		surprising, amusing and inventive poetry.			surprising, amusing and inver
Science	Working Scientifically			Working Scientifically	
SCIENCE	Planning different types of scientific enquiries to	o answer questions, including recognising and con	trolling variables where necessary	Planning different types of scientific enquiries to	o answer questions, including r
	Taking measurements, using a range of scientifi	c equipment, with increasing accuracy and precisi	on, taking repeat readings when appropriate	Taking measurements, using a range of scientifi	c equipment, with increasing a
Working scientifically	Recording data and results of increasing comple	exity using scientific diagrams and labels, classificat	tion keys, tables, scatter graphs, bar and line	Recording data and results of increasing comple	exity using scientific diagrams ar
objectives are ongoing	graphs,			graphs,	
throughout the year.	Using test results to make predictions to set up			Using test results to make predictions to set up	
		es, including conclusions, causal relationships and	explanations results, explanations of and degree	Reporting and presenting findings from enquirie	
	of trust in results, in oral and written forms such Identifying scientific evidence that has been use			of trust in results, in oral and written forms such Identifying scientific evidence that has been use	
	Year 5	Year 5	Year 5	Year 5	Year 5
	Identify and give reasons why materials are	Describe using scientific vocabulary the key	Describe scientifically the function of the	Represent and describe feeding relationships	Describe the movement of th
	used for a specific task or purpose.	functions of a plant, including reproduction.	main organs in the body, including muscles,	as a food chain beginning with a green plant	other planets, relative to the
	Compare and group everyday materials	Explain scientifically what happens if you	the skeleton and their main functions.	(consumer and producer)	system.
	based on evidence from comparative and	change the number of bulbs.	Describe the changes that take place as	Draw a detailed food chain from a range of	Describe the movement of th
	fair tests, based on hardness, solubility,	Record and construct a series electrical	humans develop from birth to old age. Learn	habitats	other planets, relative to the
	transparency, conductivity (electrical and	circuit, identifying and naming its basic parts.	about the changes that take place during	Generate a key to identify the animals and	system.
	thermal) and response to magnets.	Identify whether or not a bulb will light in a	puberty.	plants in a range of habitats.	Describe the Sun, Earth and I
	Demonstrate that dissolving, mixing and	simple series circuit based on whether or	Use scientific terms to describe the key	Identify the effects of air resistance, water	approximately spherical bodi
	changes of state are reversible changes.	not the bulb is part of a complete loop with	features of a healthy diet, including main	resistance and friction that act between	Use the idea of the Earth's ro
	Know that some materials will dissolve in	a battery.	food groups.	moving surfaces.	day and night and the appare
	liquid to form a solution, and describe how	Explain how to/what happens when you	Draw a timeline to indicate stages in the growth and development of humans.	Recognise that some mechanisms including	the sun across the sky
	to recover a substance from a solution.	connect more than 1 battery. Describe the	Year 6	levers, pulleys and gears allow a smaller	Use the terms transparent &
	Use knowledge of solids, liquids and gases to	use of conductors & insulators in wires.	Identify and name the main parts of the	force to have a greater effect.	describing light.
	decide how mixtures might be separated,	Year 6	human circulatory system, and explain the	Recognise that weight is a force and is	Use scientific terms to descri
	including through filtering, sieving and	Describe the features and function of the	functions of the heart, blood vessels and	measured in Newtons.	including the way in which th
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	evaporating.	stigma, root and leaf.	blood.	Use a Force meter accurately.	and can be altered.
	evaporating. Demonstrate that dissolving, mixing and		blood. Recognise that normally the offspring of a	Use a Force meter accurately. Recognise that when an object is at rest the	Use scientific terms to descri
	evaporating. Demonstrate that dissolving, mixing and changes of state are reversible changes.	stigma, root and leaf.		Recognise that when an object is at rest the forces are balanced.	Use scientific terms to descri functions of the eye.
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	evaporating. Demonstrate that dissolving, mixing and changes of state are reversible changes. Explain that some changes result in the formation of new materials, and that this	stigma, root and leaf. Describe the process of photosynthesis. Record and construct a parallel and series	Recognise that normally the offspring of a living thing will not be identical to its parents. Recognise the impact of diet, exercise, drugs	Recognise that when an object is at rest the forces are balanced. Recognise that unsupported objects fall to Earth because of the force of gravity acting	Use scientific terms to descri functions of the eye. Find patterns between the pi and features of the object th
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s to build	Use a wide range of literacy features					
paragraphs.	effectively, personification, rhetorical					
sational and	questions, metaphor etc.					
tructure text.	Ensure that characters are well developed					
ers providing	and direct and reported speech is used to					
ent.	move the story forward.					
-plots, detours,	Provide factual information and statistical					
	information to support predictions and					
ue; action and	hypothesis.					
	Ensure that writing is well- structured and					
dialogue, action	convincing, with a range of information					
ect.	covered in detail, in a range of different					
well-structured	ways.					
overage of the	Use personification to create strong					
	emotional responses.					
to ensure they	Use effectively a wide range of language					
e coverage of	features to create impact, tension, and					
	mood, and evoke emotion.					
language features						
pact, tension, and						
n.						
o create surreal,						
entive poetry.						

g recognising and controlling variables where necessary accuracy and precision, taking repeat readings when appropriate and labels, classification keys, tables, scatter graphs, bar and line

tests usal relationships and explanations results, explanations of and degree entations

r arguments.	
	Year 5
the Earth, and	Describe the life process of reproduction in
e Sun in the solar	some plants and animals.
	Use scientific vocabulary to describe life
the Earth, and	processes.
e Sun in the solar	Identfiy the key features of living and non-
	living things in detail.
Moon as	Describe the differences in the life cycles of
lies.	a mammal, an amphibian, an insect and a
otation to explain	bird.
rent movement of	Use keys based on external features to help
	identify and group living things
& opaque when	systematically.
	Describe relationships using food chains, for
ribe shadows,	example, predator and prey.
hey are formed	Explain the differences in the life cycles of a
	mammal, an amphibian, an insect and a bird.
ribe the	Year 6
	Recognise that micro-organisms feed, grow
pitch of a sound	and reproduce like other organisms.
hat produced it.	Recognise and suggest ways of
volume of a	preventiing the spread of harmful micro-
he vibrations	organisms.
	Identfiy an increasing range of features of living and non-living things in detail.
light appears to	Describe how living things are classified into
	broad groups according to common
ls in straight lines	observable characteristics and based on
e the same	similarities and differences including micro-
ts them. Use	organisms, plants and animals.
els to explain the	Give reasons for classification of plants and
	animals based on specific characteristics.
ls in straight lines	Describe the feeding relationships between
e seen because	plants and animals in a range of habitats.
into the eye.	Recognise that living things produce
because light	offspring of the same kind, but normally offspring vary and are not be identical to
the eye or from	onspring vary and are not be identical to

	the water cycle making the link between the rates of evaporation with temperature. Use developing knowledge of solids, liquids and gases to describe how mixtures might	series circuit. Use by knowledge of conductors & insulators to construct wires.		such as gravitational attraction, magnetic attraction and friction. Describe motion in detail, in terms of balanced and unbalanced forces.	light sources to objects and then to the eye.	their parents. Recognise that living things have changed over time and that fossils provide information about living things that
	be separated, including through filtering, sieving and evaporating.			Describe how gravity acts between the Earth and a falling object.		inhabited the earth millions of years ago.
RE	Year 5 and 6	Year 5 and 6	Year 5 and 6	Year 5 and 6	Year 5 and 6	Year 5 and 6
	U2.1 God – What does it mean if God is holy and loving?	U2.3 Incarnation – was Jesus the messiah? Christmas	U2.4 Gospel – What would Jesus do? Make sense of belief:	U2.2 Creation – creation and science conflict or complimentary?	U2.7 Why do Hindus want to be good? Make sense of belief:	U2.6 Kingdom of God – What kind of king is Jesus?
Cornwall Agreed Syllabus for RE 2020 - 2025	Make sense of belief: Identify some different types of biblical texts,	Make sense of belief: Explain the place of Incarnation and Messiah	Identify features of Gospel texts (for example, teachings, parable, narrative)	<u>Make sense of belief:</u> Identify what type of text some Christians say	Identify and explain Hindu beliefs, e.g. dharma, karma, samsara, moksha, using	Make sense of belief: Explain connections between biblical texts and
101 KE 2020 - 2025	using technical terms accurately	within the 'big story' of the Bible	Taking account of the context, suggest	Genesis 1 is, and its purpose	technical terms accurately	the concept of the kingdom of God
	Explain connections between biblical texts and Christian ideas of God, using theological terms	Identify Gospel and prophecy texts, using technical terms	meanings of Gospel texts studied, and compare their own ideas with ways in which	Taking account of the context, suggest what Genesis 1 might mean, and compare their	Give meanings for the story of the man in the well and explain how it relates to Hindu	Consider different possible meanings for the biblical texts studied, showing awareness of
	Understand the impact:	Explain connections between biblical texts,	Christians interpret biblical texts	ideas with ways in which Christians interpret	beliefs about samsara, moksha, etc.	different interpretations
	Make clear connections between Bible texts studied and what Christians believe about	Incarnation and Messiah, using theological terms	Understand the impact: Make clear connections between Gospel	it, showing awareness of different interpretations	<u>Understand the impact:</u> Make clear connections between Hindu	<u>Understand the impact:</u> Make clear connections between belief in the
	God; for example, through how cathedrals are	Understand the impact:	texts, Jesus' 'good news', and how Christians	Understand the impact:	beliefs about dharma, karma, samsara and	kingdom of God and how Christians put their
	designed Show how Christians put their beliefs into	Show how Christians put their beliefs about Jesus' Incarnation into practice in different	live in the Christian community and in their individual lives	Make clear connections between Genesis 1 and Christian belief about God as Creator	moksha and ways in which Hindus live Connect the four Hindu aims of life and the	beliefs into practice Show how Christians put their beliefs into
	practice in worship	ways in celebrating Christmas Comment on how the idea that Jesus is the	Make connections:	Show understanding of why many Christians	four stages of life with beliefs about dharma,	practice in different ways
	Make connections: Weigh up how biblical ideas and teachings	Messiah makes sense in the wider story of the	Make connections between Christian teachings (e.g. about peace, forgiveness,	find science and faith go together <u>Make connections:</u>	karma, moksha, etc. Give evidence and examples to show how	<u>Make connections:</u> Relate the Christian 'kingdom of God' model
	about God as holy and loving might make a difference in the world today, developing	Bible Make connections:	healing) and the issues, problems and opportunities in the world today, including	Identify key ideas arising from their study of Genesis 1 and comment on how far these are	Hindus put their beliefs into practice in different ways	(i.e. loving others, serving the needy) to issues, problems and opportunities in the
	insights of their own.	Weigh up how far the idea of Jesus as the	their own lives	helpful or inspiring, justifying their responses	Make connections:	world today
	U2.8 What does it mean to be Muslim in Britain today?	'Messiah' – a Saviour from God – is important in the world today and, if it is true, what	Articulate their own responses to the issues studied, recognising different points of view.	Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary,	Make connections between Hindu beliefs studied (e.g. karma and dharma), and explain	Articulate their own responses to the idea of the importance of love and service in the
	Make sense of belief:	difference that might make in people's lives,	U2.10 What matters most to Humanists and	with a scientific account, giving good reasons	how and why they are important to Hindus	world today
	Identify and explain Muslim beliefs about God, the Prophet* and the Holy Qur'an (e.g.	giving good reasons for their answers U2.9 Why is the Torah so important to Jewish	Christians? Make sense of belief:	for their views. U2.11 Why do some people believe in God and	Reflect on and articulate what impact belief in karma and dharma might have on individuals	U2.12 How does faith help people when life gets harder?
	Tawhid; Muhammad as the Messenger, Qur'an as the message)	people? Make sense of belief:	Identify and explain beliefs about why people are good and bad (e.g. Christian and	some people not? Make sense of belief:	and the world, recognising different points of view.	<u>Make sense of belief:</u> Describe at least three examples of ways in
	Describe ways in which Muslim sources of	Identify and explain Jewish beliefs about God	Humanist)	Define the terms 'theist', 'atheist' and	U2.5 Salvation – What did Jesus do to save	which religions guide people in how to
	authority guide Muslim living (e.g. Qur'an guidance on Five Pillars; Hajj practices follow	Give examples of some texts that say what God is like and explain how Jewish people	Make links with sources of authority that tell people how to be good (e.g. Christian ideas of	'agnostic' and give examples of statements that reflect these beliefs	Human Beings? Easter	respond to good and hard times in life Identify beliefs about life after death in at
	example of the Prophet)	interpret them	'being made in the image of God' but 'fallen',	Identify and explain what religious and non-	Make sense of belief:	least two religious traditions, comparing and
	Understand the impact: Make clear connections between Muslim	Understand the impact: Make clear connections between Jewish	and Humanists saying people can be 'good without God')	religious people believe about God, saying where they get their ideas from	Outline the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it	explaining similarities and differences Understand the impact:
	beliefs and ibadah (e.g. Five Pillars, festivals,	beliefs about the Torah and how they use and	Understand the impact: Make clear connections between Christian	Give examples of reasons why people do or do not believe in God	Explain what Christians mean when they say that Jesus' death was a sacrifice	Make clear connections between what people
	mosques, art) Give evidence and examples to show how	treat it Make clear connections between Jewish	and Humanist ideas about being good and	Understand the impact:	Understand the impact:	believe about God and how they respond to challenges in life (e.g. suffering, bereavement)
	Muslims put their beliefs into practice in different ways	commandments and how Jews live (e.g. in relation to kosher laws)	how people live Suggest reasons why it might be helpful to	Make clear connections between what people believe about God and the impact of this	Make clear connections between the Christian belief in Jesus' death as a sacrifice and how	Give examples of ways in which beliefs about resurrection/ judgement/ heaven/ karma/
	Make connections:	Give evidence and examples to show how	follow a moral code and why it might be	belief on how they live	Christians celebrate Holy Communion/Lord's	reincarnation make a difference to how
	Make connections between Muslim beliefs studied and Muslim ways of living in	Jewish people put their beliefs into practice in different ways (e.g. some differences between	difficult, offering different points of view Make connections:	Give evidence and examples to show how Christians sometimes disagree about what	Supper Show how Christians put their beliefs into	someone lives Make connections:
	Britain/Cornwall today	Orthodox and Progressive Jewish practice)	Raise important questions and suggest	God is like (e.g. some differences in	practice in different ways	Interpret a range of artistic expressions of
	Consider and weigh up the value of e.g. submission, obedience, generosity, self-	Make connections: Make connections between Jewish beliefs	answers about how and why people should be good	interpreting Genesis) Make connections:	<u>Make connections:</u> Weigh up the value and impact of ideas of	afterlife, offering and explaining different ways of understanding these
	control and worship in the lives of Muslims	studied and explain how and why they are	Make connections between the values studied and their own lives, and their importance in	Reflect on and articulate some ways in which	sacrifice in their own lives and the world today Articulate their own responses to the idea of	Offer a reasoned response to the unit
	today and articulate responses on how far they are valuable to people who are not	important to Jewish people today Consider and weigh up the value of e.g.	the world today, giving good reasons for their	believing in God is valuable in the lives of believers, and ways it can be challenging	sacrifice, recognising different points of view.	question, with evidence and example, expressing insights of their own.
	Muslims Reflect on and articulate what it is like to be a	tradition, ritual, community, study and worship in the lives of Jews today, and	views	Consider and weigh up different views on theism, agnosticism and atheism, expressing		
	Muslim in Britain today, giving good reasons	articulate responses on how far they are		insights of their own about why people		
	for their views.	valuable to people who are not Jewish.		believe in God or not Make connections between belief and		
				behaviour in their own lives, in the light of		
PE	Social and Emotional Development			their learning. Social and Emotional Development		
	By the end of Year 5, pupils should be able to: Receive constructive feedback and use it to im	prove their performance		By the end of Year 6, pupils should be able to: Create their own learning plan and revise it who	en necessari	
Focussing on Physical and	Challenge feedback appropriately and express	a different perspective		Make appropriate decisions about how to furt	ner their own learning and that of others	
Cognitive skills.	Give feedback in a constructive and sensitive r Negotiate and collaborate effectively with other	nanner to improve their own performance and tha ers, in a range of contexts	at of others	Lead a group to achieve a successful outcome Involve and motivate others to perform better		
	Plan simple activities for themselves and other	rs that will enable them to improve their fitness or	specific aspects of their performance		t types and levels of fitness to be more effective ir	their activity / role / event
	Identify the possible dangers when planning an Year 5	n activity <u>Year 5</u>	Year 5	Year 5	Year 5	Year 5
	Use a wide range of different movements in	Use a wide range of different movements in	Use a wide range of different movements in	Use a wide range of different movements in	Use a wide range of different movements in	Use a wide range of different movements in

	combination, maintaining good control, in a	combination, maintaining good control, in a	combination, maintaining good control, in a	combination, maintaining good control, in a	combination, maintaining good control, in a	combination, maintaining good control, in a
	range of small sided game situations.	range of small sided game situations.	range of small sided game situations.	range of small sided game situations.	range of small sided game situations.	range of small sided game situations.
	Develop increasingly complex sequences of	Begin to adapt the performance of different	Plan and organise how to use skills and	Develop increasingly complex sequences of	Begin to adapt the performance of different	Plan and organise how to use skills and
	movements	movements to meet the outcomes required	techniques to produce increasingly successful	movements	movements to meet the outcomes required	techniques to produce increasingly successful
	Explain clearly how to develop their own and	Use a variety of skills and techniques	responses to a task	Explain clearly how to develop their own and	Use a variety of skills and techniques	responses to a task
	others' work	creatively to engage an audience	Explain clearly how to develop their own and	others' work	creatively to engage an audience	Explain clearly how to develop their own and
	Formulate strategies to outwit opponents	Formulate strategies to outwit opponents	others' work	Formulate strategies to outwit opponents	Formulate strategies to outwit opponents	others' work
	Identify aspects of their own performance	Year 6	Identify aspects of their own performance	Identify aspects of their own performance	Year 6	Identify aspects of their own performance
	that need to be improved and explain how	Combine complex sequences of actions with	that need to be improved and explain how	that need to be improved and explain how	Combine complex sequences of actions with	that need to be improved and explain how
	Year 6	quality and fluency	Plan and organise how to use skills and	Year 6	quality and fluency	Plan and organise how to use skills and
	Show confidence in adapting movements and	Apply their skills confidently in a range of	techniques to produce increasingly successful	Show confidence in adapting movements and	Apply their skills confidently in a range of	techniques to produce increasingly successful
	skills to meet a specific outcome	sport specific contexts	responses to a task	skills to meet a specific outcome	sport specific contexts	responses to a task
	Apply their skills confidently in a range of		Year 6	Apply their skills confidently in a range of		Year 6
	sport specific contexts		Apply their skills confidently in a range of	sport specific contexts		Apply their skills confidently in a range of
			sport specific contexts Identify key strengths and weaknesses of their			sport specific contexts Identify key strengths and weaknesses of their
			own and others' performances and know how			own and others' performances and know how
			to improve			
			Compare the complexities of different			to improve Compare the complexities of different
			compositional elements, skills or tactics and			compositional elements, skills or tactics and
			how they affect performance			how they affect performance
			Change their tactics in response to the actions			Change their tactics in response to the actions
			of their opposition			of their opposition
	Relationships	Living in the Wider World	Health and Wellbeing	Relationships	Living in the Wider World	Health and Wellbeing
PSHE	Year 6	Year 6	Year 6	Year 5	Year 5	Year 5
	What it means to be attracted to someone	What prejudice means	Mental health is just as important as physical	What makes a healthy friendship and how	How resources are allocated and the effect	How sleep contributes to a healthy lifestyle
PSHE Association	and different kinds of loving relationships	Differentiate between prejudice and	health and that both need looking after	they make people feel included	this has on individuals, communities and the	Healthy sleep strategies and how to maintain
	People who love each other can be of any	discrimination	Negative experiences such as being bullied or	Strategies to help someone feel included	environment	them
	gender, ethnicity or faith	To recognise acts of discrimination	feeling lonely can affect mental wellbeing	Peer influence and how it can make people	Importance of protecting the environment	The benefits of being outdoors and in the sun
	Difference between gender identity and	Strategies to safely respond to and challenge	Positive strategies for managing feelings	feel or behave	and how everyday actions can either support	for physical and mental health
	sexual orientation and everyone's right to be	discrimination	How feelings can often be helpful, whilst	Impact of the need for peer approval in	or damage it	Manage risk in relation to sun exposure,
	loved	To recognise stereotypes in different contexts	recognising that they sometimes need to	different situations, including online	Show compassion for the environment,	including skin damage and heat stroke
	The qualities of healthy relationships that help	and the influence they have on attitudes and	be overcome	Strategies to manage peer influence and the	animals and other living things	How medicines can contribute to health and
	individuals flourish	understanding of different groups	Identify where they and others can ask for	need for peer approval	The way that money is spent and how it	how allergies can be managed
	Ways in which couples show their love and	Stereotypes are perpetuated and how to	help and support with mental wellbeing	It is common for friendships to experience	affects the environment	Some diseases can be prevented by
	commitment to one another, including	challenge this	in and outside school	challenges	Express their own opinions about their	vaccinations and immunisations
	those who are not married or who live apart	About the benefits of safe internet use e.g.	Importance of asking for support from a	Strategies to positively resolve disputes and	responsibility towards the environment	Bacteria and viruses can affect health
	What marriage and civil partnership mean e.g.	learning, connecting and communicating	trusted adult	reconcile differences in friendships	Identify different types of media and their	They can prevent the spread of bacteria and
	a legal declaration of commitment made by	How and why images online might be	About the process of grieving and how grief	Friendships can change over time and the	different purposes	viruses with everyday hygiene routines
	two adults	manipulated, altered, or faked	can be expressed and strategies to support	benefits of having new and different types of	Basic strategies to assess whether content	Recognise the shared responsibility of keeping
	People have the right to choose whom they	How to recognise when images might have	Balancing time online with other activities	friends	online is based on fact, opinion, or is biased	a clean environment
	marry or whether to get married	been altered	helps to maintain their health and wellbeing	Recognise if a friendship is making them feel	Some media and online content promote	Personal identity and what contributes to it
	To force anyone into marriage is illegal How and where to report forced marriage or	Why people choose to communicate through social media and some of the risks and	What to do and whom to tell if they are frightened or worried about something they	unsafe, worried, or uncomfortable When and how to seek support in relation to	stereotypes How to assess which search results are more	For some people their gender identity does not correspond with their biological sex
	ask for help if they are worried	challenges of doing so	have seen online	friendships	reliable than others	Recognise, respect and express their
	Compare the features of a healthy and	That social media sites have age restrictions	What being more independent might be like,	To identify what physical touch is acceptable,	Recognise unsafe or suspicious content online	individuality and personal gualities
	unhealthy friendship	and regulations for use	including how it may feel	unacceptable, wanted or unwanted in	How devices store and share information	Ways to boost their mood and improve
	The shared responsibility if someone is put	The reasons why some media and online	Transition to secondary school and how this	different situations	Identify jobs that they might like to do in the	emotional wellbeing
	under pressure to do something dangerous	content is not appropriate for children	may affect their feelings	How to ask for, give and not give permission	future	The link between participating in interests,
	and something goes wrong	How online content can be designed to	Identify the links between love, committed	for physical contact	About the role ambition can play in achieving	hobbies and community groups and mental
	Strategies to respond to pressure from friends	manipulate people's emotions and	relationships and conception	How it feels in a person's mind and body	a future career	wellbeing
	including online	encourage them to read or share things	What sexual intercourse is, and how it can be	when they are uncomfortable	How or why someone might choose a certain	Identify when situations are becoming risky,
	How to assess the risk of different online	About sharing things online, including rules	one part of an intimate relationship between	That it is never someone's fault if they have	career	unsafe or an emergency
	'challenges' and 'dares'	and laws relating to this	consenting adults	experienced unacceptable contact	What might influence people's decisions	Identify occasions where they can help take
	Recognise and respond to pressure from	How to recognise what is appropriate to share	How pregnancy occurs i.e. when a sperm	How to respond to unwanted or unacceptable	about a job or career, including pay,	responsibility for their own safety
	others to do something unsafe or that makes	online	meets an egg and the fertilised egg settles	physical contact	working conditions, personal interests,	Differentiate between positive risk taking and
	them feel worried or uncomfortable	How to report inappropriate online content or	into the lining of the womb	That no one should ask them to keep a secret	strengths and qualities, family, values	dangerous behaviour
	How to get advice and report concerns about	contact	That pregnancy can be prevented with	that makes them feel uncomfortable	Importance of diversity and inclusion to	How to deal with common injuries using basic
	personal safety, including online	The role that money plays in people's lives,	contraception ²	or try to persuade them to keep a secret they	promote people's career opportunities	first aid techniques
	What consent means and how to seek and	attitudes towards it and what influences	Responsibilities of being a parent or carer and	are worried about	Stereotyping in the workplace, its impact and	How to respond in an emergency, including
	give/not give permission in different situations	decisions about money	how having a baby changes someone's life	Whom to tell if they are concerned about	how to challenge it	when and how to contact different emergency
	About the link between values and behaviour	Value for money and how to judge if	Identify potential risks of personal information	unwanted physical contact	There is a variety of routes into work e.g.	services
	and how to be a positive role model	something is value for money	Strategies for dealing with requests for	Recognise that everyone should be treated	college, apprenticeships, university, training	Female genital mutilation (FGM) is against British law
	How to discuss issues respectfully Listen to and respect other points of view	How companies encourage customers to buy things and why it is important to be a critical	personal information or images of themselves Identify types of images that are appropriate	equally Why it is important to listen and respond		What to do and whom to tell if they think they
	How to constructively challenge points of view	consumer	to share with others and those which might	respectfully to a wide range of people,		or someone they know might be at risk of
	they disagree with	Having or not having money can impact on a	not be appropriate	including those whose traditions, beliefs and		FGM
	Ways to participate effectively in discussions	person's emotions, health and wellbeing	That images or text can be quickly shared with	lifestyle are different to their own		
	online and manage conflict or disagreements	Common risks associated with money,	others, even when only sent to one person,	What discrimination means and different		
		including debt, fraud and gambling	and what the impact of this might be	types of discrimination		
		How money can be gained or lost e.g. stolen,	What to do if they take, share or come across	Identify online bullying and discrimination of		
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 History Association schemes of work Enquiry skills objectives are ongoing throughout the year. Beginning to exart they show us abc beginning to anal his/her accuracy, combines them to Beginning to blac correct periods of chronological or deginning to sugge historical account Beginning to use such as empire, or peasantry. Beginning to iden and between diff Beginning to iden analyse source accuracy, useful combines them to Can place event correct periods of the result. Year 6 Can examine arter show us about the Can analyse source and between difference and betw		through scams or gambling and how these put people at financial risk How to get help if they are concerned about gambling or other financial risks	an image which may upset, hurt or embarrass them or others Different age rating systems for social media, T.V, films, games and online gaming The laws, risks and effects of different drugs Organisations where people can get help and support concerning drug use	groups or individuals The impact of discrimination on individuals, groups and wider society Ways to safely challenge discrimination How to report discrimination online		
 History Association schemes of work Enquiry skills objectives are ongoing throughout the year. Beginning to exart they show us abo Beginning to analhis/her accuracy, combines them to Beginning to place correct periods o chronological ord Beginning to aughistorical accound Beginning to aughistorical accound Beginning to use such as empire, or peasantry. Beginning to iden and between diff Beginning to iden and between diff Beginning to iden and between diff Beginning to analyse sources accuracy, useful combines them to Can place event correct periods or the result. Year 6 Can examine arter show us about the can analyse source and place event correct periods and period beginning to accuracy. Beginning to iden and between diff Beginning to analyse source and place event correct periods accuracy useful normality of the result. Year 6 Can examine arter show us about the can analyse source and place event correct periods accuracy useful normality of the result. Year 5 Beginning the result of the result. Year 5 Beginning the result of the re	British history that extends pupils'		Ancient Greece – links to ancient civilisations such as Romans, Egypt, Bronze and Iron Age	Cornwall history – links to industrial revolution and Richard Trevithick	Space history – links to significant individuals such as Tim Peake	New Zealand (and Australia), Maori – a non- European society that provides contrast with
year.his/her accuracy, combines them to Beginning to plac correct periods of dhistorical account Beginning to sugg historical account Beginning to use and Beginning to use and use such as empire, or peasantry. Beginning to make changes; giving re the result.Year 6 Can examine arts show us about th Can analyse sourt accuracy, usefult combines them to Can place event correct periods time in chronole Can suggest rea historical accound cause and und such as empire, or peasantry.GeographyYear 5 Begin to analyse for Begin to analyse for Begin to analyse for the result of the result of the sub- can between difference of the sub- can use and und such as empire, or peasantry.	Year 5 Beginning to examine artefacts and explain what are they show us about that time in history.	Beginning to examine artefacts and explain whatexamine artefacts and explain whatabout that time in history.Beginning to analyse sources of information for	(tin trade) Year 5 Beginning to examine artefacts and explain what they show us about that time in history. Beginning to analyse sources of information for	Year 5 Beginning to examine artefacts and explain what they show us about that time in history. Beginning to analyse sources of information for his/her accuracy, usefulness and relevance and	Year 5 Beginning to examine artefacts and explain what they show us about that time in history. Beginning to analyse sources of information for his/her accuracy, usefulness and relevance and	British history Year 5 Beginning to examine artefacts and explain what they show us about that time in history. Beginning to analyse sources of information for
Begin to analyse t	 Beginning to identify and describe changes within and between different periods in history. Beginning to make links between events and changes; giving reasons for them and explaining the result. Year 6 Can examine artefacts and explain what they show us about that time in history. Can analyse sources of information for his/her accuracy, usefulness and relevance and combines them to answer questions. Can place events, people and changes into correct periods of time and the periods of time in chronological order. Can suggest reasons for conflicting historical accounts. Can create historically valid questions about cause and significance. Can use and understands abstract terms such as empire, civilisation, parliament and 	 m to answer questions. Beginning to place events, people and changes into correct periods of time and the periods of time in chronological order. Beginning to create historically valid questions about cause and significance. Beginning to identify and describe changes within and between different periods in history. Beginning to make links between events and combines them to answer questions. Can examine artefacts and explain what they that time in history. Can analyse sources of information for his/her accuracy, usefulness and relevance and mto answer questions. Can place events, people and changes into correct periods of time and the periods of time and the periods of history. Can analyse sources of information for his/her accuracy, usefulness and relevance and mto answer questions. Can examine artefacts of time and the periods of time in chronological order. Can examine artefacts of time and the periods of time in chronological order. Can eate historically valid questions about cause and significance. Can identify and describe changes into correct periods of time and the periods of time in chronological order. Can eate historically valid questions about cause and significance. 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Begin to analyse t				peasantry. Can identify and describe changes within and between different periods in history. Can make links between events and changes; giving reasons for them and explaining the result.		
places studied at Begin to understa features in places time.	Begin to analyse the relevance of information from a range of sources and make conclusions about places studied at KS2. Begin to understand how human and physical features in places in the UK have changed over	a range of sources and make conclusions about d at KS2. Arstand how human and physical aces in the UK have changed over by the use of sources and make conclusions about places studied at KS2. Begin to explore and explain topical geographical issues in his/her places of study and understand how these issues have changed over time.	Year 5 Begin to analyse the relevance of information from a range of sources and make conclusions about places studied at KS2. Locate the position of the Tropics of Cancer and Capricorn, the Greenwich Meridian and times zones. Locate the world's continents/countries including	Year 5 Begin to analyse the relevance of information from a range of sources and make conclusions about places studied at KS2. Begin to understand how human and physical features in places in the UK have changed over time. Can understand similarities and differences in the	Year 5 Begin to analyse the relevance of information from a range of sources and make conclusions about places studied at KS2. Begin to explore and explain topical geographical issues in his/her places of study and understand how these issues have changed over time. Locate the position of the Tropics of Cancer and	Year 5 Begin to analyse the relevance of information from a range of sources and make conclusions about places studied at KS2. Begin to explore and explain topical geographical issues in his/her places of study and understand how these issues have changed over time. Can describe and understand economic activity

	the UK, the region of a European country and a region within North or South America. <u>Year 6</u> Analyse the relevance of information from a range of sources and make conclusions about places studied at KS2. Can use photographs and standard and non-standard measurements to create an accurate map of an area. Can make his/her own simple thematic map based on his/her own data.	Year 6 Analyse the relevance of information from a range of sources and make conclusions about places studied at KS2. Explore and explain topical geographical issues in his/her places of study and understand how these issues have changed over time. Can use the 8 points on a compass. Can locate places on an OS map using a 6- figure grid reference	and physical characteristics, countries and major cities. Year 6 Analyse the relevance of information from a range of sources and make conclusions about places studied at KS2. Can use digital/computer mapping to locate places in the KS2 PoS. Can read the scale on contour lines on an OS map. Can use longitude and latitude as a guide to a location on an atlas.	the UK, the region of a European country and a region within North or South America <u>Year 6</u> Analyse the relevance of information from a range of sources and make conclusions about places studied at KS2. Understand how human and physical features in places in the UK have changed over time. Can use photographs and standard and non- standard measurements to create an accurate map of an area. Can make his/her own simple thematic map based on his/her own data.	zones. Locate the world's continents/countries including North and South America identifying key human and physical characteristics, countries and major cities. Year 6 Analyse the relevance of information from a range of sources and make conclusions about places studied at KS2. Explore and explain topical geographical issues in his/her places of study and understand how these issues have changed over time. Understand how human and physical features in places in the UK have changed over time. Can use digital/computer mapping to locate places in the KS2 PoS. Can use a range of maps to plan the quickest route and find alternative routes. Can follow a route on a small-scale map.	energy, food, minerals and water. Year 6 Analyse the relevance of information from a range of sources and make conclusions about places studied at KS2. Explore and explain topical geographical issues in his/her places of study and understand how these issues have changed over time. Can make a scale drawing using scales based around the power of 10.
Art and DT	Year 5Develop a greater understanding of vocabulary Regularly analyse and reflecting on their intentiYear 6Use the language of art with greater sophisticat Give reasoned evaluations of their own and oth Bayeux Tapestry Year 5Year 5Composing original designs by adapting and synthesising the work of others. Analyse and evaluate artists' use of shape.Construct patterns through various methods to develop their understanding.Year 6Fluently sketch key shapes of objects when drawing. Create abstract compositions using knowledge of other artist's work.Represent feelings and emotions through patterns. Create sophisticated artwork using their knowledge of pattern.	ons and choices. ion when discussing own and others' art. ters' work which take account of context and inten Sculpture in bronze, Henry Moore and Barbara Hepworth Year 5 Create mixed media art using found and reclaimed materials. Select materials for a purpose. Further extend their ability to describe and model form in 3D using a range of materials. Extend and develop a greater understanding of applying expression when using line. Year 6 Create photomontages, make repeat patterns using printing techniques, create digital art and 3D sculptural forms. Express and articulate a personal message through sculpture. Analyse and study artists' use of form. Deepen knowledge and understanding of using line when drawing portraits. Develop greater skill and control. Study and apply	tion. Influenced Caravaggio, Michelangelo, Picasso and Damien Hirst Year 5 Further develop drawing from observation. Draw using perspective, mathematical processes, design, detail and line. Develop ideas through sketches, enhance knowledge, skills and technique using experimental media in sketchbooks. Year 6 Learn and apply new drawing techniques such as negative drawing, chiaroscuro, expression, sketching and still life. Make personal investigations and record observations in sketchbooks. Record experiments with media and try out new techniques and processes in sketchbooks.	Year 5 Develop a greater understanding of vocabulary Regularly analyse and reflecting on their intenti Year 6 Use the language of art with greater sophisticat Give reasoned evaluations of their own and oth Emma Jeffryes, Emma McClure, Alasdair Lindsay Year 5 Develop and increasing sophistication when using tone to describe objects when drawing. Analyse artists' use of tone. Year 6 Increase awareness of using tone to describe light and shade, contrast, highlight and shadow. Manipulate tone for halo and chiaroscuro techniques.	when discussing their own and others' work. ons and choices.	tion. Tiki, Whakairo carving Year 5 Develop understanding of texture through practical making activities. Express thoughts and feelings about familiar products. Design new architectural forms, design and invent new products, link artwork to literary sources. Create and invent for purposes. Year 6 Understand how artists manipulate materials to create textures. Develop personal, imaginative responses to a theme. Produce personal interpretations of cherished objects, show thoughts and feelings through pattern, create imaginative 3D forms to create meaning. Express ideas about art through messages, graphics, text and images.
	Mechanisms (e.g. pop-up books)Year 5Planning using storyboards and designs, communicating through annotated illustrations, identifying where mechanisms will operate in the designMaking functional components using layers and spacers to construct pages, cutting and assembling with accuracy Revisiting and reflecting on progress at numerous pointsConsolidating knowledge on sliders, levers and linkages, identifying inputs and outputs, utilising methods of paper modelling and folding to improve resilience.Year 6Drawing and annotating exploded and cross- sectional diagrams Measuring, marking and cutting materials accurately, selecting appropriate equipment and assembling components accurately Understanding the relationship between the parts and establish a stable frame	the techniques of other artists. Textiles (e.g. waistcoats) Year 5 Designing for a purpose, considering which techniques and materials to use creating a paper pattern piece Selecting and using appropriate stitch types Identify poor sewing technique and rectify Identifying methods of joining fabric, running stitch, cross stitch and blanket stitch Year 6 Devising a list of design criteria, sketching and annotating design ideas onto a pattern piece amending the measurements to suit the client Marking out, cutting and joining fabrics accurately, creating a consistent seam and attaching fastening, applying decorative features Exploring existing products and considering the user, materials and shape, evaluating the final outcome against the design criteria Knowing how to create hidden seams, accurate and consistent stitched and secure fastenings	Food Year 5 Adapting an existing recipe Cutting, preparing and cooking veg and meat hygienically using kitchen equipment in safe manner, recognising when meat is cooked Tasting and feedback on existing products, suggesting substitute ingredients Year 6 Working to a time scale Working with food hygienically Tasting, scoring and evaluating products Understanding the risks of meat and fish when not cooked or stored properly	Structures (e.g. bridges) Year 5 Designing arch and truss bridges, modelling various methods of bridge making Using triangulation for bracing selecting appropriate tools and equipment to cut wood down to size and sandpaper to achieve a high-quality finish Testing through trial and error to evaluate the success of functional properties, design and materials Understanding the importance of compression and tension in bridges, establishing methods or reinforcing more complex structures to improve Year 6 Increasing more demanding practical skills selecting materials for the aesthetic and functional properties, make strengthen and stiffen a range of structures Evaluating and analysing existing structures Applying knowledge of construction techniques to realise design ideas, stabilising more complex structures using bracing	Electrical systems (e.g. steady hand games) Year 5 Identify the target audience considering methods of incorporating the circuitry Selecting materials based on their properties creating and incorporating a functional series circuit Year 6 Generating ideas through sketching and discussion, modelling ideas through prototypes, establishing a list of design criteria Selecting and using appropriate materials and equipment to cut, measure and mark accurately including set square and rulers Adapting products to improve functionality, testing that the product is fit for purpose Creating and using electric series circuits effectively, knowing how to make electromagnetic motors	

Computing	Year 5	Year 5	Year 5	Year 6	Year 6
computing	Online Safety	Search Engines	Mars Rover 1	Bletchley Park 1 And 2	Big Data 1 And 2
Kapow Primary schemes of work	Understanding permissions required by apps to access personal information. Considering online judgements that people make and how they treat others online. Micro:bit Using block coding to program a device. To explore variables and different forms of input. Understand how external devices can be programmed by a separate computer.	Recognising that information on the internet might not be true or correct. Know how to use keywords to quickly find accurate information. Programming Music Selecting using and combining a variety of software to design and create a range of programs, systems and content that accomplish given goals. Using programming language to create music, including use of loops.	Understanding 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. Using search technologies effectively, appreciating how results are selected and ranked, and be discerning in evaluating digital content. Recognising that computers transfer data in binary and understand simple binary addition. Stop Motion Animation Using technology purposefully to create, organise, store, manipulate and retrieve digital content. Understanding how to use tablets or computers to take photos. Consider sequence and selection of frames when editing work.	Understanding the importance of secure passwords and using searching and word processing skills to create a presentation. Using programming software to understand hacking, relating this to computer cracking codes in WWII. Editing sound recordings for specific purpose. Learning about the history of computers and how they evolved over time.	Understanding how learning to a real world context. Selecting, using and combini software to design and creat programs, systems and cont analyse, evaluate and preset Understanding that compute provide multiple services Understanding how barcode work. Selecting, using and combini software to design and creat programs, systems and cont analyse, evaluate and preset
Music	Year 5	Year 5	Year 5	*Christmas Carol Competition	Year 6
Kapow Primary schemes of work	Looping and remixing Composition to represent the festival of colour (Theme: Holi festival) Recognising and confidently discussing the stylistic featured of different genres, styles and traditions of music using musical vocabulary, and explaining how these have developed over time (South African, West African, Musical Theatre, Dance Remix, Classical). Representing the features of a piece of music using graphic notation, and colours, justifying their choices with references to musical vocabulary.	South and West Africa Composition notation (Theme: Ancient Egypt) Improvising coherently within a given style. Performing with accuracy and fluency from graphic and simple staff notation. Playing a simple chord progression with accuracy and fluency.	Blues Musical theatre Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression. Working as a group to perform a piece of music adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with a group.	Year 6 Dynamics, pitch and texture (Theme: Coast - Fingal's Cave by Mendelssohn) Advanced rhythms Singing songs in two or more secure parts from memory, with accuracy, fluency control and expression. Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time with others and communicating within the group. Performing a solo or taking a leadership role within a performance. Performing with accuracy and fluency from graphic and staff notation and from their own notation. Performing by following a conductor's cues and directions. Evaluating how the venue, occasion and purpose affects the way a piece of music sounds.	Theme and variations (Them Film music Recognising and confidently stylistic features of music an other aspects of the Arts (po Confidently using detailed m (related to the inter-related music) to discuss and evalua others work.
Languages	FrenchAlphabet, Greetings, Places in locality,Directions, Understanding and givinginstructionsYear 5Listen to and respond with an increasingrange of phrases and sentences.Begin to describe people, places, events andactions using complete sentences.Write and spell simple verbs and adverbs.Use a dictionary to find vocabulary.Year 6Identify and spell an increasing range ofwords accurately.Speak in complete sentences using basiclanguage structures.Describe events and actions using a range ofsentences.Use a dictionary to aid writing.	SpanishAlphabet, Greetings, Understanding and giving instructions, Places around the school, Telling the time, School subjectsYear 5Identify and spell an increasing range of key words.Read and pronounce an increasing range of sentences.Use an increasing range of verbs and adverbs.Year 6Read aloud using increasingly accurate pronunciation and intonation.Begin to recognize and use past and present tense.Use a wider range of sentence structures.Write and spell verbs and adverbs.	FrenchComparisons of modern day settlements with those from a period in the past, Tourist guide Year 5Engage in conversation, listening and then responding appropriately.Describe events using an increasing range of sentences.Construct and pronounce an increasing range of sentences accurately.Use a range of conjunctions to join clauses within a sentence.Year 6 Sustain conversation for increasing periods of time using a range of sentences.Compare and contrast people, places, events and actions using complete sentences.	SpanishPlanets and the solar system, Responding to a piece of classical music 'The Planets', Writing and performing a poemYear 5Listen to and respond with an increasing range of phrases and sentences.Begin to describe people, places, events and actions using complete sentences.Write and spell simple verbs and adverbs.Use a dictionary to find vocabulary.Year 6Identify and spell an increasing range of words accurately.Speak in complete sentences using basic language structures.Describe events and actions using a range of sentences.Use a dictionary to aid writing.	French Weather and seasons, Month Year 5 Identify and spell an increasing words. Read and pronounce an increasing sentences. Use an increasing range of very Year 6 Read aloud using increasingly pronunciation and intonation Begin to recognize and use p tense. Use a wider range of sentence Write and spell verbs and ad

	Year 6		
	Intro To Python		
g can be applied	Understanding that websites can be altered by exploring the code beneath the site.		
ning a variety of ate a range of	Designing, writing and debugging programs that accomplish specific goals		
itent to collect, ent data.	Solving problems by decomposing them into smaller parts.		
ter networks	Online Safety Learning about online reputations and how		
les and QR codes	to go about creating a positive one Being aware of the threats that face us		
ning a variety of ate a range of itent to collect, ent data.	online such as scammers and phishing emails and how to identify them		
	Year 6		
ne: Pop Art)	Songs of World War 2		
	Composing and performing a Leavers' song		
y discussing the nd relating it to the top art, film music) musical vocabulary d dimensions of ate their own and	Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary. Composing a multi-layered piece of music from a given stimulus with voices, bodies and instruments. Composing an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure. Recording own composition using appropriate forms of notation and/or technology and incorporating.		
	<u>Spanish</u>		
ths, Sports	Where in the world is French spoken? Creating a café menu		
sing range of key	Ye Year 5 Engage in conversation, listening and then responding appropriately.		
reasing range of verbs and adverbs.	Describe events using an increasing range of sentences.		
gly accurate	Construct and pronounce an increasing range of sentences accurately.		
on. past and present	Use a range of conjunctions to join clauses within a sentence.		
nce structures. dverbs.	Year 6 Sustain conversation for increasing periods of time using a range of sentences. Engage in conversation using increasingly more compound sentences. Compare and contrast people, places, events and actions using complete sentences.		