

Years 5 and 6						
	Autumn A	Spring A	Summer A	Autumn B	Spring B	Summer B
Topic	1066, Battle of Hastings and Magna Carta	Indus Valley & Our Planet	Ancient Greece	Cornwall	Space	New Zealand / Australia
Maths National Curriculum Progression supported by Abacus Framework	Year 5 Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit. Count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000. Solve number problems and practical problems that involve all of the above. Add and subtract whole numbers with more than 4 digits, including using formal written methods. Add and subtract numbers mentally with increasingly large numbers. Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy. Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why. Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers. Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers. Multiply and divide numbers mentally drawing upon known facts. Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context. Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000. Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes. Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign. Compare and order fractions whose denominators are all multiples of the same number. Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths. Read and write decimal numbers as fractions. Round decimals with two decimal places to the nearest whole number and to one decimal place. Read, write, order and compare numbers with up to three decimal places. Convert between different units of metric measure. Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres. Solve problems involving converting between units of time. Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles. Draw given angles, and measure them in	Year 5 Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit. Add and subtract numbers mentally with increasingly large numbers. Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy. Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why. Know and use the vocabulary of prime numbers, prime factors and composite numbers. Establish whether a number up to 100 is prime and recall prime numbers up to 19. Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers. Multiply and divide numbers mentally drawing upon known facts. Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context. Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000. Recognise and use square numbers and cube numbers, and the notation for squared and cubed. Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes. Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements >1 as a mixed number. Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams. Read and write decimal numbers as fractions. Round decimals with two decimal places to the nearest whole number and to one decimal place. Read, write, order and compare numbers with up to three decimal places. Solve problems involving number up to three decimal places. Convert between different units of metric measure. Understand and use approximate equivalences between metric units and common imperial units. Use all four operations to solve problems involving measure using decimal notation, including scaling. Draw given angles, and measure them in degrees. Use the properties of rectangles to deduce related facts and find missing lengths and angles. Distinguish between regular and irregular polygons based on reasoning about equal	Year 5 Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero. Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000. Solve number problems and practical problems that involve all of the above. Read Roman numerals to 1000 (M) and recognise years written in Roman numerals. Add and subtract whole numbers with more than 4 digits, including using formal written methods. Add and subtract numbers mentally with increasingly large numbers. Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy. Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why. Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers. Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context. Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000. Recognise and use square numbers and cube numbers, and the notation for squared and cubed. Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates. Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths. Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements >1 as a mixed number. Add and subtract fractions with the same denominator and denominators that are multiples of the same number. Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams. Read and write decimal numbers as fractions. Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents. 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	<p>degrees.</p> <p>Identify: angles at a point and one whole turn; angles at a point on a straight line and $\frac{1}{2}$ a turn; and other multiples of 90o.</p> <p>Distinguish between regular and irregular polygons based on reasoning about equal sides and angles.</p> <p>Year 6</p> <p>Use negative numbers in context, and calculate intervals across zero.</p> <p>Solve number and practical problems that involve all of the above.</p> <p>Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication.</p> <p>Perform mental calculations, including with mixed operations and large numbers.</p> <p>Use their knowledge of the order of operations to carry out calculations involving the four operations.</p> <p>Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.</p> <p>Solve problems involving addition, subtraction, multiplication and division.</p> <p>Use estimation to 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missing number problems algebraically.</p> <p>Find pairs of numbers that satisfy an equation with two unknowns.</p> <p>Enumerate possibilities of combinations of two variables.</p> <p>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.</p> <p>Convert between miles and kilometres.</p> <p>Recognise that shapes with the same areas can have different perimeters and vice versa.</p> <p>Recognise when it is possible to use formulae for area and volume of shapes.</p> <p>Calculate the area of parallelograms and triangles.</p> <p>Calculate, estimate and compare volume of cubes and cuboids using standard units,</p>	<p>sides and angles.</p> <p>Solve comparison, sum and difference problems using information presented in a line graph.</p> <p>Year 6</p> <p>Read, write, order and compare numbers up to 10 000 000 and determine the value of each digit.</p> <p>Round any whole number to a required degree of accuracy.</p> <p>Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication.</p> <p>Divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context.</p> <p>Perform mental calculations, including with mixed operations and large numbers.</p> <p>Identify common factors, common multiples and prime numbers.</p> <p>Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.</p> <p>Solve problems involving addition, subtraction, multiplication and division.</p> <p>Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions.</p> <p>Multiply simple pairs of proper fractions, writing the 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and know that the diameter is twice the radius.</p> <p>Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.</p> <p>Describe positions on the full coordinate grid.</p> <p>Draw and translate simple shapes on the coordinate plane, and reflect them in the axes.</p> <p>Interpret and construct pie charts and line graphs and use these to solve problems.</p> <p>Calculate and interpret the mean as an average.</p> <p>.</p>	<p>place.</p> <p>Read, write, order and compare numbers with up to three decimal places.</p> <p>Solve problems involving number up to three decimal places.</p> <p>Recognise the per cent symbol and understand that per cent relates to ‘number of parts per hundred’, and write percentages as a fraction with denominator 100, and as a decimal.</p> <p>Solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{1}{10}$ and those fractions with a denominator of a multiple of 10 or 25.</p> <p>Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres.</p> <p>Calculate and compare the area of rectangles, and including using standard units, square centimetres and square metres and estimate the area of irregular shapes.</p> <p>Estimate volume [for example, using 1 cm3 blocks to build cuboids and capacity.</p> <p>Solve problems involving converting between units of time.</p> <p>Use all four operations to solve problems involving measure using decimal notation, including scaling.</p> <p>Identify 3-D shapes, including cubes and other cuboids, from 2-D representations.</p> <p>Use the properties of rectangles to deduce related facts and find missing lengths and angles.</p> <p>Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.</p> <p>Solve comparison, sum and difference problems using information presented in a line graph.</p> <p>Complete, read and interpret information in tables, including timetables.</p> <p>Year 6</p> <p>Read, write, order and compare numbers up to 10 000 000 and determine the value of each digit.</p> <p>Use negative numbers in context, and calculate intervals across zero.</p> <p>Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication.</p> <p>Divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context.</p> <p>Divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context.</p> <p>Perform mental calculations, including with mixed operations and large numbers.</p> <p>Identify common factors, common 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specified degrees of accuracy.</p> <p>Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.</p> <p>Solve problems involving the calculation of percentages and the use of percentages for comparison.</p> <p>Express missing number problems algebraically.</p> <p>Find pairs of numbers that satisfy an equation with two unknowns.</p> <p>Enumerate possibilities of combinations of two variables.</p> <p>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.</p> <p>Convert between miles and kilometres.</p> <p>Recognise that shapes with the same areas can have different perimeters and vice versa.</p> <p>Recognise when it is possible to use formulae for area and volume of shapes.</p> <p>Calculate the area of parallelograms and triangles.</p> <p>Calculate, estimate and 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dimensions and angles.</p> <p>Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons.</p> <p>Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius.</p> <p>Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.</p> <p>Describe positions on the full coordinate grid.</p> <p>Draw and translate simple shapes on the coordinate plane, and reflect them in the axes.</p> <p>Interpret and construct pie charts and line graphs and use these to solve problems.</p> <p>Calculate and interpret the mean as an average.</p> <p>.</p>	<p>place.</p> <p>Read, write, order and compare numbers with up to three decimal places.</p> <p>Solve problems involving number up to three decimal places.</p> <p>Recognise the per cent symbol and understand that per cent relates to ‘number 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	including cubic centimetres and cubic metres, and extending to other units. Recognise, describe and build simple 3-D shapes, including making nets. Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons.		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.	including cubic centimetres and cubic metres, and extending to other units. Recognise, describe and build simple 3-D shapes, including making nets. Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons.		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.
English	<p>Year 5</p> <p>Apply knowledge of morphology and etymology to read new and unfamiliar words, focusing on the meaning and pronunciation of the word. Retrieve, record and respond to information. Summarise the main ideas drawn from more than one paragraph. Justify inferences and predict what might happen from details stated and implied. Draw detailed inferences of characters’ feelings, thoughts and motives for their actions and justify with detailed evidence. Distinguish between fact and opinion. Identify how language, structure and presentation contribute to meaning. Identify and discuss themes and conventions in and across a wide range of writing. Recommend books read to peers giving reasons for choices. Participate in a range of discussions, presentations, performances and debates. Check that the book makes sense, discuss understanding and explain the meaning. Ask questions in order to improve understanding. Provide reasoned justifications with relevant textual reference. Ensure that letters and words in handwriting are appropriate in size and position. Ensure that handwriting is consistent & fluent. Adapt handwriting for different purposes.</p> <p>Year 6</p> <p>Gain, maintain and monitor the interest of the listener. Select and use appropriate registers.</p>			<p>Year 5</p> <p>Apply knowledge of morphology and etymology to read new and unfamiliar words, focusing on the meaning and pronunciation of the word. Retrieve, record and respond to information. Summarise the main ideas drawn from more than one paragraph. Justify inferences and predict what might happen from details stated and implied. Draw detailed inferences of characters’ feelings, thoughts and motives for their actions and justify with detailed evidence. Distinguish between fact and opinion. Identify how language, structure and presentation contribute to meaning. Identify and discuss themes and conventions in and across a wide range of writing. Recommend books read to peers giving reasons for choices. Participate in a range of discussions, presentations, performances and debates. Check that the book makes sense, discuss understanding and explain the meaning. Ask questions in order to improve understanding. Provide reasoned justifications with relevant textual reference. Ensure that letters and words in handwriting are appropriate in size and position. Ensure that handwriting is consistent & fluent. Adapt handwriting for different purposes.</p> <p>Year 6</p> <p>Gain, maintain and monitor the interest of the listener. Select and use appropriate registers.</p>		

<p>Gain an understanding of new vocabulary by making connections with known vocabulary.</p> <p>Retrieve record and present information in a range of different ways.</p> <p>Draw detailed inferences of characters’ feelings, thoughts and motives for their actions and justify with detailed evidence.</p> <p>Summarise the main ideas drawn from more than one paragraph, identifying key details that support the idea.</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p> <p>Consider and evaluate effectively different viewpoints, attending to and building on the viewpoints of others.</p> <p>Provide reasoned justification of views and challenge the views of others.</p> <p>Identify and discuss themes and conventions across a wide range of writing.</p> <p>Make comparisons within and across a wide range of books and distinguish between statements of fact and opinion.</p> <p>Check that a book makes sense by discussing understanding and exploration of meaning.</p> <p>Explain and discuss understanding of what has been read, including through formal presentations and debates.</p> <p>Ensure that handwriting is fluent with words and letters appropriately placed.</p> <p>Use different styles of handwriting and implements for different purposes.</p> <p>Use an effective personal style.</p>			<p>Gain an understanding of new vocabulary by making connections with known vocabulary.</p> <p>Retrieve record and present information in a range of different ways.</p> <p>Draw detailed inferences of characters’ feelings, thoughts and motives for their actions and justify with detailed evidence.</p> <p>Summarise the main ideas drawn from more than one paragraph, identifying key details that support the idea.</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p> <p>Consider and evaluate effectively different viewpoints, attending to and building on the viewpoints of others.</p> <p>Provide reasoned justification of views and challenge the views of others.</p> <p>Identify and discuss themes and conventions across a wide range of writing.</p> <p>Make comparisons within and across a wide range of books and distinguish between statements of fact and opinion.</p> <p>Check that a book makes sense by discussing understanding and exploration of meaning.</p> <p>Explain and discuss understanding of what has been read, including through formal presentations and debates.</p> <p>Ensure that handwriting is fluent with words and letters appropriately placed.</p> <p>Use different styles of handwriting and implements for different purposes.</p> <p>Use an effective personal style.</p>		
<p>Text genres: Letter writing, Information writing, Recounts, Poetry</p> <p>Year 5</p> <p>Words ending in: ious, cious, tial, cial, ant, ance, ent, ence, able, ible, ably, ibly.</p> <p>Use inverted commas to demarcate indirect speech.</p> <p>Use commas to mark clauses and phrases in a sentence accurately.</p> <p>Use fronted adverbials.</p> <p>Use subordinated conjunctions.</p> <p>Use expanded noun phrases to convey complicated information concisely.</p> <p>Write consistently using the correct tense.</p> <p>Write varied sentences both short and complex including a range of techniques.</p> <p>Identify and purpose for writing.</p> <p>Select appropriate grammar and vocabulary to change and enhance meaning.</p> <p>Ensure that the opening, development and conclusion are clearly related and varied.</p> <p>Ensure that the story conclusion makes reference to the scene set at the beginning.</p> <p>Ensure that each section or paragraph is clearly marked.</p> <p>Ensure that writing is factual and contains a well-structured introduction, conclusion/summary.</p> <p>Write poems using complex repeating patterns.</p> <p>Use complex similes and metaphor to create mood and impact</p> <p>Year 6</p> <p>Words containing: short /i/, long /i/, /ou/ or /ow/ sound, ph, ce, /shuhl/, acc, ably, ible, ibly, ‘ent’, ence, er or ar at the end of words.</p> <p>Punctuate bullet points consistently.</p> <p>Use brackets, dashes or commas, to group and order associated information.</p> <p>Use a range of time conjunctions to summarise, and time adverbials to develop cohesion within and across paragraphs.</p> <p>Use a superlative to compare a noun with two items or more.</p> <p>Use correct subject and verb agreement when using singular and plural.</p> <p>Edit and reorder sentences to create greater impact or effect.</p> <p>Write consistently using the correct tense.</p> <p>Use a range of sentence structures, expanded phrases and clauses.</p> <p>Build cohesion within a paragraph.</p> <p>Make notes and develop initial ideas in detail.</p> <p>Draw on reading / research to support plans.</p> <p>Precise longer passages effectively.</p>	<p>Text genres: Narrative writing, Instructions writing, Persuasive writing, Poetry</p> <p>Year 5</p> <p>Words ending in: fer.</p> <p>Words with silent letters.</p> <p>Words containing: ie, ei, ough.</p> <p>Use ellipses to good effect.</p> <p>Use brackets within sentences to group and order associated information.</p> <p>Use an increasing range of subordinating conjunctions.</p> <p>Use comparatives to compare a noun with another item.</p> <p>Recognise standard English forms for verb inflections instead of local spoken forms.</p> <p>Use adverbial phrases.</p> <p>Use expanded descriptions.</p> <p>Use short sentences to create impact.</p> <p>Use relative clauses.</p> <p>Use a range of other or similar writing as a model for writing.</p> <p>Proof-read for consistent and correct use of the language of speech.</p> <p>Use shifts in time and place to help shape the story and guide the reader.</p> <p>Include action and dialogue.</p> <p>Exemplify points of view with clearly referenced factual evidence.</p> <p>Ensure that the main ideas in writing are supported by relevant argument or detail.</p> <p>Use a range of expressive and descriptive language to evoke emotion.</p> <p>Recognise and can create a Haiku poem.</p> <p>Year 6</p> <p>Words containing the prefix: over, dis, un, im.</p> <p>Words containing the suffix: ful,</p> <p>Use the possessive apostrophe accurately in words with irregular plurals,</p> <p>Use semi-colons, colons or dashes to mark boundaries between clauses.</p> <p>Use colons and semi- colons to demarcate longer lists.</p> <p>Use a wide range of conjunctions to identify the link between ideas.</p> <p>Use modal verbs.</p> <p>Identify the difference between informal and formal writing and speech.</p> <p>Use opening and closing sentences to link ideas effectively, or an omitted relative pronoun.</p> <p>Use sentences of different lengths to create different effects.</p> <p>Link ideas across paragraphs using a wider range of cohesive device, repetition of a word or phrase grammatical connections and ellipsis.</p>	<p>Text genres: Newspaper writing, Biographies, Narrative writing based on The Odyssey, Poetry, Debates</p> <p>Year 5</p> <p>Homophones and near homophones.</p> <p>Hyphenated words.</p> <p>Use a comma before/after direct speech.</p> <p>Use a colon to introduce a list.</p> <p>Use brackets, dashes or commas to indicate parenthesis.</p> <p>Use modal verbs in sentences.</p> <p>Indicate degrees of possibility using adverbs.</p> <p>Convert nouns or adjectives into verbs.</p> <p>Link ideas across paragraphs using adverbials of time.</p> <p>Use speech and dialogue effectively.</p> <p>Use relative clauses to modify a noun,</p> <p>Generate a range of grammar and vocabulary to select from in order to change, create impact and enhance meaning.</p> <p>Proof-read for consistent and correct tense.</p> <p>Make notes and develop initial ideas, drawing on reading and research.</p> <p>Use paragraphs to link sections of the story, time, scene event, mood/atmosphere.</p> <p>Use character and setting to create mood.</p> <p>Support work with statistical information presented in a range of formats.</p> <p>Reedit and reword to make it more precise.</p> <p>Use metaphor and personification.</p> <p>Prepare poems and plays to read aloud & perform, making effective use of intonation, tone & volume.</p> <p>Year 6</p> <p>Use the full range of punctuation to good effect across a wide range of writing genres.</p> <p>Use a wide range of punctuation including hyphens, colons, semi- colons, brackets and ellipses accurately.</p> <p>Identify how words are related by meaning as synonyms and antonyms.</p> <p>Identify the difference between the vocabulary of informal and formal writing and speech.</p> <p>Use passive tense to affect the presentation of information in a sentence.</p> <p>Use clauses to create a range of effects.</p> <p>Adapt style effectively in response to a range of writing contexts/genre.</p> <p>Take in to account the way in which an author may have been influenced by what they have seen or experienced.</p> <p>Proof read and where appropriate change, use of vocabulary, grammar and punctuation to create greater impact. Utilise a wide range of strategies when proof-reading.</p> <p>Manipulate the setting and pace to reflect</p>	<p>Text genres: Narrative writing, Instruction writing, Information writing, Poetry</p> <p>Year 5</p> <p>Words ending in: ious, cious, tial, cial, ant, ance, ent, ence, able, ible, ably, ibly.</p> <p>Use inverted commas to demarcate indirect speech.</p> <p>Use commas to mark clauses and phrases in a sentence accurately.</p> <p>Use fronted adverbials.</p> <p>Use subordinated conjunctions.</p> <p>Use expanded noun phrases to convey complicated information concisely.</p> <p>Write consistently using the correct tense.</p> <p>Write varied sentences both short and complex including a range of techniques.</p> <p>Identify and purpose for writing.</p> <p>Select appropriate grammar and vocabulary to change and enhance meaning.</p> <p>Ensure that the opening, development and conclusion are clearly related and varied.</p> <p>Ensure that the story conclusion makes reference to the scene set at the beginning.</p> <p>Ensure that each section or paragraph is clearly marked.</p> <p>Ensure that writing is factual and contains a well-structured introduction, conclusion/summary.</p> <p>Write poems using complex repeating patterns.</p> <p>Use complex similes and metaphor to create mood and impact</p> <p>Year 6</p> <p>Words containing: short /i/, long /i/, /ou/ or /ow/ sound, ph, ce, /shuhl/, acc, ably, ible, ibly, ‘ent’, ence, er or ar at the end of words.</p> <p>Punctuate bullet points consistently.</p> <p>Use brackets, dashes or commas, to group and order associated information.</p> <p>Use a range of time conjunctions to summarise, and time adverbials to develop cohesion within and across paragraphs.</p> <p>Use a superlative to compare a noun with two items or more.</p> <p>Use correct subject and verb agreement when using singular and plural.</p> <p>Edit and reorder sentences to create greater impact or effect.</p> <p>Write consistently using the correct tense.</p> <p>Use a range of sentence structures, expanded phrases and clauses.</p> <p>Build cohesion within a paragraph.</p> <p>Make notes and develop initial ideas in detail.</p> <p>Draw on reading / research to support plans.</p> <p>Precise longer passages effectively.</p>	<p>Text genres: Biographies, Letter writing, Narrative writing, Poetry</p> <p>Year 5</p> <p>Words ending in: fer.</p> <p>Words with silent letters.</p> <p>Words containing: ie, ei, ough.</p> <p>Use ellipses to good effect.</p> <p>Use brackets within sentences to group and order associated information.</p> <p>Use an increasing range of subordinating conjunctions.</p> <p>Use comparatives to compare a noun with another item.</p> <p>Recognise standard English forms for verb inflections instead of local spoken forms.</p> <p>Use adverbial phrases.</p> <p>Use expanded descriptions.</p> <p>Use short sentences to create impact.</p> <p>Use relative clauses.</p> <p>Use a range of other or similar writing as a model for writing.</p> <p>Proof-read for consistent and correct use of the language of speech.</p> <p>Use shifts in time and place to help shape the story and guide the reader.</p> <p>Include action and dialogue.</p> <p>Exemplify points of view with clearly referenced factual evidence.</p> <p>Ensure that the main ideas in writing are supported by relevant argument or detail.</p> <p>Use a range of expressive and descriptive language to evoke emotion.</p> <p>Recognise and can create a Haiku poem.</p> <p>Year 6</p> <p>Words containing the prefix: over, dis, un, im.</p> <p>Words containing the suffix: ful,</p> <p>Use the possessive apostrophe accurately in words with irregular plurals,</p> <p>Use semi-colons, colons or dashes to mark boundaries between clauses.</p> <p>Use colons and semi- colons to demarcate longer lists.</p> <p>Use a wide range of conjunctions to identify the link between ideas.</p> <p>Use modal verbs.</p> <p>Identify the difference between informal and formal writing and speech.</p> <p>Use opening and closing sentences to link ideas effectively, or an omitted relative pronoun.</p> <p>Use sentences of different lengths to create different effects.</p> <p>Link ideas across paragraphs using a wider range of cohesive device, repetition of a word or phrase grammatical connections and ellipsis.</p>	<p>Text genres: Narrative writing based on Holes, Debates, Information writing, Poetry</p> <p>Year 5</p> <p>Homophones and near homophones.</p> <p>Hyphenated words.</p> <p>Use a comma before/after direct speech.</p> <p>Use a colon to introduce a list.</p> <p>Use brackets, dashes or commas to indicate parenthesis.</p> <p>Use modal verbs in sentences.</p> <p>Indicate degrees of possibility using adverbs.</p> <p>Convert nouns or adjectives into verbs.</p> <p>Link ideas across paragraphs using adverbials of time.</p> <p>Use speech and dialogue effectively.</p> <p>Use relative clauses to modify a noun,</p> <p>Generate a range of grammar and vocabulary to select from in order to change, create impact and enhance meaning.</p> <p>Proof-read for consistent and correct tense.</p> <p>Make notes and develop initial ideas, drawing on reading and research.</p> <p>Use paragraphs to link sections of the story, time, scene event, mood/atmosphere.</p> <p>Use character and setting to create mood.</p> <p>Support work with statistical information presented in a range of formats.</p> <p>Reedit and reword to make it more precise.</p> <p>Use metaphor and personification.</p> <p>Prepare poems and plays to read aloud & perform, making effective use of intonation, tone & volume.</p> <p>Year 6</p> <p>Use the full range of punctuation to good effect across a wide range of writing genres.</p> <p>Use a wide range of punctuation including hyphens, colons, semi- colons, brackets and ellipses accurately.</p> <p>Identify how words are related by meaning as synonyms and antonyms.</p> <p>Identify the difference between the vocabulary of informal and formal writing and speech.</p> <p>Use passive tense to affect the presentation of information in a sentence.</p> <p>Use clauses to create a range of effects.</p> <p>Adapt style effectively in response to a range of writing contexts/genre.</p> <p>Take in to account the way in which an author may have been influenced by what they have seen or experienced.</p> <p>Proof read and where appropriate change, use of vocabulary, grammar and punctuation to create greater impact. Utilise a wide range of strategies when proof-reading.</p> <p>Manipulate the setting and pace to reflect the mood of the piece.</p>

	<p>Check for correct subject and verb agreement when using singular and plural. Write dialogue, action and descriptions that are detailed, varied and clear. Ensure that events re developed in the paragraphs around a main introductory sentence. Include reflective comments in conclusion and summaries. Report on an issue from a range of different views, supported by factual information and detail. Adapt the phrases used to portray a range of emotions. Use similes, metaphor and personification to create strong images.</p>	<p>Use a wide range of devices to build cohesion within and across paragraphs. Use a wide range of organisational and presentational devices to structure text. Proof-read the work of others providing suggestions for improvement. Make increasing use of sub-plots, detours, dilemmas and resolutions. Begin to interweave dialogue; action and description effectively. Use a range of elements of dialogue, action and description to good effect. Ensure that information is well-structured and convincing with good coverage of the main points or issues. Order the sections writing to ensure they are well- linked and that the coverage of information is balanced. Use an increasing range of language features to vary the pace, create impact, tension, and mood and to evoke emotion. Use imaginative language to create surreal, surprising, amusing and inventive poetry.</p>	<p>the mood of the piece. Use a wide range of literacy features effectively, personification, rhetorical questions, metaphor etc. Ensure that characters are well developed and direct and reported speech is used to move the story forward. Provide factual information and statistical information to support predictions and hypothesis. Ensure that writing is well- structured and convincing, with a range of information covered in detail, in a range of different ways. Use personification to create strong emotional responses. Use effectively a wide range of language features to create impact, tension, and mood, and evoke emotion.</p>	<p>Check for correct subject and verb agreement when using singular and plural. Write dialogue, action and descriptions that are detailed, varied and clear. Ensure that events re developed in the paragraphs around a main introductory sentence. Include reflective comments in conclusion and summaries. Report on an issue from a range of different views, supported by factual information and detail. Adapt the phrases used to portray a range of emotions. Use similes, metaphor and personification to create strong images.</p>	<p>Use a wide range of devices to build cohesion within and across paragraphs. Use a wide range of organisational and presentational devices to structure text. Proof-read the work of others providing suggestions for improvement. Make increasing use of sub-plots, detours, dilemmas and resolutions. Begin to interweave dialogue; action and description effectively. Use a range of elements of dialogue, action and description to good effect. Ensure that information is well-structured and convincing with good coverage of the main points or issues. Order the sections writing to ensure they are well- linked and that the coverage of information is balanced. Use an increasing range of language features to vary the pace, create impact, tension, and mood and to evoke emotion. Use imaginative language to create surreal, surprising, amusing and inventive poetry.</p>	<p>Use a wide range of literacy features effectively, personification, rhetorical questions, metaphor etc. Ensure that characters are well developed and direct and reported speech is used to move the story forward. Provide factual information and statistical information to support predictions and hypothesis. Ensure that writing is well- structured and convincing, with a range of information covered in detail, in a range of different ways. Use personification to create strong emotional responses. Use effectively a wide range of language features to create impact, tension, and mood, and evoke emotion.</p>
<p>Science</p> <p>Working scientifically objectives are ongoing throughout the year.</p>	<p>Working Scientifically Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs, Using test results to make predictions to set up further comparative and fair tests Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations results, explanations of and degree of trust in results, in oral and written forms such as displays and other presentations Identifying scientific evidence that has been used to support or refute ideas or arguments.</p>			<p>Working Scientifically Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs, Using test results to make predictions to set up further comparative and fair tests Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations results, explanations of and degree of trust in results, in oral and written forms such as displays and other presentations Identifying scientific evidence that has been used to support or refute ideas or arguments.</p>		
	<p>Year 5 Identify and give reasons why materials are used for a specific task or purpose. Compare and group everyday materials based on evidence from comparative and fair tests, based on hardness, solubility, transparency, conductivity (electrical and thermal) and response to magnets. Demonstrate that dissolving, mixing and changes of state are reversible changes. Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution. Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and 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 kind of change is not usually reversible, including changes associated with burning and the action of vinegar (acid) on bicarbonate of soda. Describe in detail the properties of liquids, solids and gases. Year 6 Explain how the differences between the properties of different materials can be used to classify substances. Recognise that living things have changed over time and that fossils provide information about living things that inhabited the earth millions of years ago. Describe evaporation and condensation in</p>	<p>Year 5 Describe using scientific vocabulary the key functions of a plant, including reproduction. Explain scientifically what happens if you change the number of bulbs. Record and construct a series electrical circuit, identifying and naming its basic parts. Identify whether or not a bulb will light in a simple series circuit based on whether or not the bulb is part of a complete loop with a battery. Explain how to/what happens when you connect more than 1 battery. Describe the use of conductors & insulators in wires. Year 6 Describe the features and function of the stigma, root and leaf. Describe the process of photosynthesis. Record and construct a parallel and series electrical circuit, identifying and naming its basic parts. Explain the link between the brightness of a bulb or volume of a buzzer with the number and voltage of cells used in the circuit. Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches. Use recognised symbols when representing a simple circuit diagram. Identify whether or not a bulb will light in a simple parallel or series circuit based on whether or not the bulb is part of a complete loop with a battery. Recognise that a switch opens and closes a circuit and the impact on a bulb within a</p>	<p>Year 5 Describe scientifically the function of the main organs in the body, including muscles, the skeleton and their main functions. Describe the changes that take place as humans develop from birth to old age. Learn about the changes that take place during puberty. Use scientific terms to describe the key features of a healthy diet, including main food groups. Draw a timeline to indicate stages in the growth and development of humans. Year 6 Identify and name the main parts of the human circulatory system, and explain the functions of the heart, blood vessels and blood. Recognise that normally the offspring of a living thing will not be identical to its parents. Recognise the impact of diet, exercise, drugs and lifestyle on the functions of the body Describe the ways in which nutrients and water are transported within animals, including humans.</p>	<p>Year 5 Represent and describe feeding relationships as a food chain beginning with a green plant (consumer and producer) Draw a detailed food chain from a range of habitats Generate a key to identify the animals and plants in a range of habitats. Identify the effects of air resistance, water resistance and friction that act between moving surfaces. Recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect. Recognise that weight is a force and is measured in Newtons. Use a Force meter accurately. 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 between the Earth and the falling object. Year 6 Identify and describe the environmental factors needed to support a given plant or animal. Identify how animals and plants adapt to suit their environment in different ways and that adaptation may lead to evolution. Identify the effects of air and water resistance that act between moving surfaces. Recognise that force and motion can be transferred through mechanical devices such as gears, pulleys, levers and springs. Explain how motion is affected by forces</p>	<p>Year 5 Describe the movement of the Earth, and other planets, relative to the Sun in the solar system. Describe the movement of the Earth, and other planets, relative to the Sun in the solar system. Describe the Sun, Earth and Moon as approximately spherical bodies. Use the idea of the Earth’s rotation to explain day and night and the apparent movement of the sun across the sky Use the terms transparent & opaque when describing light. Use scientific terms to describe shadows, including the way in which they are formed and can be altered. Use scientific terms to describe the functions of the eye. Find patterns between the pitch of a sound and features of the object that produced it. Find patterns between the volume of a sound and the strength of the vibrations that produce it. Year 6 Recognise and explain how light appears to travel in straight lines. Use the idea that light travels in straight lines to explain why shadows have the same shape as the object that casts them. Use knowledge of how light travels to explain the formation of shadows. Use the idea that light travels in straight lines to explain that objects can be seen because they give out or reflect light into the eye. Explain that things are seen because light travels from light sources to the eye or from</p>	<p>Year 5 Describe the life process of reproduction in some plants and animals. Use scientific vocabulary to describe life processes. Identfy the key features of living and non-living things in detail. Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. Use keys based on external features to help identify and group living things systematically. Describe relationships using food chains, for example, predator and prey. Explain the differences in the life cycles of a mammal, an amphibian, an insect and a bird. Year 6 Recognise that micro-organisms feed, grow and reproduce like other organisms. Recognise and suggest ways of preventing the spread of harmful micro-organisms. Identfy an increasing range of features of living and non-living things in detail. Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences including micro-organisms, plants and animals. Give reasons for classification of plants and animals based on specific characteristics. Describe the feeding relationships between plants and animals in a range of habitats. Recognise that living things produce offspring of the same kind, but normally offspring vary and are not be identical to</p>

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

	<p>combination, maintaining good control, in a range of small sided game situations. Develop increasingly complex sequences of movements Explain clearly how to develop their own and others’ work Formulate strategies to outwit opponents Identify aspects of their own performance that need to be improved and explain how</p> <p>Year 6 Show confidence in adapting movements and skills to meet a specific outcome Apply their skills confidently in a range of sport specific contexts</p>	<p>combination, maintaining good control, in a range of small sided game situations. Begin to adapt the performance of different movements to meet the outcomes required Use a variety of skills and techniques creatively to engage an audience Formulate strategies to outwit opponents</p> <p>Year 6 Combine complex sequences of actions with quality and fluency Apply their skills confidently in a range of sport specific contexts</p>	<p>combination, maintaining good control, in a range of small sided game situations. Plan and organise how to use skills and techniques to produce increasingly successful responses to a task Explain clearly how to develop their own and others’ work Identify aspects of their own performance that need to be improved and explain how Plan and organise how to use skills and techniques to produce increasingly successful responses to a task</p> <p>Year 6 Apply their skills confidently in a range of sport specific contexts Identify key strengths and weaknesses of their own and others’ performances and know how to improve Compare the complexities of different compositional elements, skills or tactics and how they affect performance Change their tactics in response to the actions of their opposition</p>	<p>combination, maintaining good control, in a range of small sided game situations. Develop increasingly complex sequences of movements Explain clearly how to develop their own and others’ work Formulate strategies to outwit opponents Identify aspects of their own performance that need to be improved and explain how</p> <p>Year 6 Show confidence in adapting movements and skills to meet a specific outcome Apply their skills confidently in a range of sport specific contexts</p>	<p>combination, maintaining good control, in a range of small sided game situations. Begin to adapt the performance of different movements to meet the outcomes required Use a variety of skills and techniques creatively to engage an audience Formulate strategies to outwit opponents</p> <p>Year 6 Combine complex sequences of actions with quality and fluency Apply their skills confidently in a range of sport specific contexts</p>	<p>combination, maintaining good control, in a range of small sided game situations. Plan and organise how to use skills and techniques to produce increasingly successful responses to a task Explain clearly how to develop their own and others’ work Identify aspects of their own performance that need to be improved and explain how Plan and organise how to use skills and techniques to produce increasingly successful responses to a task</p> <p>Year 6 Apply their skills confidently in a range of sport specific contexts Identify key strengths and weaknesses of their own and others’ performances and know how to improve Compare the complexities of different compositional elements, skills or tactics and how they affect performance Change their tactics in response to the actions of their opposition</p>
<p>PSHE</p> <p>PSHE Association</p>	<p>Relationships Year 6 What it means to be attracted to someone and different kinds of loving relationships People who love each other can be of any gender, ethnicity or faith Difference between gender identity and sexual orientation and everyone’s right to be loved The qualities of healthy relationships that help individuals flourish Ways in which couples show their love and commitment to one another, including those who are not married or who live apart What marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults People have the right to choose whom they marry or whether to get married To force anyone into marriage is illegal How and where to report forced marriage or ask for help if they are worried Compare the features of a healthy and unhealthy friendship The shared responsibility if someone is put under pressure to do something dangerous and something goes wrong Strategies to respond to pressure from friends including online How to assess the risk of different online ‘challenges’ and ‘dares’ Recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable How to get advice and report concerns about personal safety, including online What consent means and how to seek and give/not give permission in different situations About the link between values and behaviour and how to be a positive role model How to discuss issues respectfully Listen to and respect other points of view How to constructively challenge points of view they disagree with Ways to participate effectively in discussions online and manage conflict or disagreements</p>	<p>Living in the Wider World Year 6 What prejudice means Differentiate between prejudice and discrimination To recognise acts of discrimination Strategies to safely respond to and challenge discrimination To recognise stereotypes in different contexts and the influence they have on attitudes and understanding of different groups Stereotypes are perpetuated and how to challenge this About the benefits of safe internet use e.g. learning, connecting and communicating How and why images online might be manipulated, altered, or faked How to recognise when images might have been altered Why people choose to communicate through social media and some of the risks and challenges of doing so That social media sites have age restrictions and regulations for use The reasons why some media and online content is not appropriate for children How online content can be designed to manipulate people’s emotions and encourage them to read or share things About sharing things online, including rules and laws relating to this How to recognise what is appropriate to share online How to report inappropriate online content or contact The role that money plays in people’s lives, attitudes towards it and what influences decisions about money Value for money and how to judge if something is value for money How companies encourage customers to buy things and why it is important to be a critical consumer Having or not having money can impact on a person’s emotions, health and wellbeing Common risks associated with money, including debt, fraud and gambling How money can be gained or lost e.g. stolen,</p>	<p>Health and Wellbeing Year 6 Mental health is just as important as physical health and that both need looking after Negative experiences such as being bullied or feeling lonely can affect mental wellbeing Positive strategies for managing feelings How feelings can often be helpful, whilst recognising that they sometimes need to be overcome Identify where they and others can ask for help and support with mental wellbeing in and outside school Importance of asking for support from a trusted adult About the process of grieving and how grief can be expressed and strategies to support Balancing time online with other activities helps to maintain their health and wellbeing What to do and whom to tell if they are frightened or worried about something they have seen online What being more independent might be like, including how it may feel Transition to secondary school and how this may affect their feelings Identify the links between love, committed relationships and conception What sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults How pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb That pregnancy can be prevented with contraception² Responsibilities of being a parent or carer and how having a baby changes someone’s life Identify potential risks of personal information Strategies for dealing with requests for personal information or images of themselves Identify types of images that are appropriate to share with others and those which might not be appropriate That images or text can be quickly shared with others, even when only sent to one person, and what the impact of this might be What to do if they take, share or come across</p>	<p>Relationships Year 5 What makes a healthy friendship and how they make people feel included Strategies to help someone feel included Peer influence and how it can make people feel or behave Impact of the need for peer approval in different situations, including online Strategies to manage peer influence and the need for peer approval It is common for friendships to experience challenges Strategies to positively resolve disputes and reconcile differences in friendships Friendships can change over time and the benefits of having new and different types of friends Recognise if a friendship is making them feel unsafe, worried, or uncomfortable When and how to seek support in relation to friendships To identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations How to ask for, give and not give permission for physical contact How it feels in a person’s mind and body when they are uncomfortable That it is never someone’s fault if they have experienced unacceptable contact How to respond to unwanted or unacceptable physical contact That no one should ask them to keep a secret that makes them feel uncomfortable or try to persuade them to keep a secret they are worried about Whom to tell if they are concerned about unwanted physical contact Recognise that everyone should be treated equally Why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own What discrimination means and different types of discrimination Identify online bullying and discrimination of</p>	<p>Living in the Wider World Year 5 How resources are allocated and the effect this has on individuals, communities and the environment Importance of protecting the environment and how everyday actions can either support or damage it Show compassion for the environment, animals and other living things The way that money is spent and how it affects the environment Express their own opinions about their responsibility towards the environment Identify different types of media and their different purposes Basic strategies to assess whether content online is based on fact, opinion, or is biased Some media and online content promote stereotypes How to assess which search results are more reliable than others Recognise unsafe or suspicious content online How devices store and share information Identify jobs that they might like to do in the future About the role ambition can play in achieving a future career How or why someone might choose a certain career What might influence people’s decisions about a job or career, including pay, working conditions, personal interests, strengths and qualities, family, values Importance of diversity and inclusion to promote people’s career opportunities Stereotyping in the workplace, its impact and how to challenge it There is a variety of routes into work e.g. college, apprenticeships, university, training</p>	<p>Health and Wellbeing Year 5 How sleep contributes to a healthy lifestyle Healthy sleep strategies and how to maintain them The benefits of being outdoors and in the sun for physical and mental health Manage risk in relation to sun exposure, including skin damage and heat stroke How medicines can contribute to health and how allergies can be managed Some diseases can be prevented by vaccinations and immunisations Bacteria and viruses can affect health They can prevent the spread of bacteria and viruses with everyday hygiene routines Recognise the shared responsibility of keeping a clean environment Personal identity and what contributes to it For some people their gender identity does not correspond with their biological sex Recognise, respect and express their individuality and personal qualities Ways to boost their mood and improve emotional wellbeing The link between participating in interests, hobbies and community groups and mental wellbeing Identify when situations are becoming risky, unsafe or an emergency Identify occasions where they can help take responsibility for their own safety Differentiate between positive risk taking and dangerous behaviour How to deal with common injuries using basic first aid techniques How to respond in an emergency, including when and how to contact different emergency services Female genital mutilation (FGM) is against British law What to do and whom to tell if they think they or someone they know might be at risk of FGM</p>

		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 History Association schemes of work Enquiry skills objectives are ongoing throughout the year.	British history that extends pupils’ chronological knowledge beyond 1066 – Battle of Hastings and Magna Carta 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 combines them 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 discuss the impact and causes of historical changes in Britain. Beginning to suggest reasons for conflicting historical accounts. Beginning to create historically valid questions about cause and significance. Beginning to use and understands abstract terms such as empire, civilisation, parliament and peasantry. 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 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.	Indus Valley – links to Baghdad / Sumer agricultural society Year 5 Beginning to examine artefacts and explain what they show us about that time in history. 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Cornwall history – links to industrial revolution and Richard Trevithick 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 combines them 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 discuss the impact of significant historical events, people and places in their own locality making links with changes in national life. Beginning to discuss the impact and causes of historical changes in Britain. Can discuss the impact and causes of historical changes in Britain. Beginning to create historically valid questions about cause and significance. Beginning to use and understands abstract terms such as empire, civilisation, parliament and peasantry. Beginning to identify and describe changes within and between different periods in history. 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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 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 create historically valid questions about cause and significance. 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.	New Zealand (and Australia), Maori – a non-European society that provides contrast with 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 his/her accuracy, usefulness and relevance and combines them 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 suggest reasons for conflicting historical accounts. Beginning to create historically valid questions about cause and significance. Beginning to use and understands abstract terms such as empire, civilisation, parliament and peasantry. 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 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.
Geography	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 human and physical differences with a region of	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 climate zones, biomes, vegetation belts and the water cycle.	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 North and South America identifying key human	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 human and physical differences with a region of	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 Capricorn, the Greenwich Meridian and times	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 and the distribution of natural resources including

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

Computing Kapow Primary schemes of work	Year 5 Online Safety 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.	Year 5 Search Engines 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.	Year 5 Mars Rover 1 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.	Year 6 Bletchley Park 1 And 2 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.	Year 6 Big Data 1 And 2 Understanding how learning can be applied to a real world context. Selecting, using and combining a variety of software to design and create a range of programs, systems and content to collect, analyse, evaluate and present data. Understanding that computer networks provide multiple services Understanding how barcodes and QR codes work. Selecting, using and combining a variety of software to design and create a range of programs, systems and content to collect, analyse, evaluate and present data.	Year 6 Intro To Python Understanding that websites can be altered by exploring the code beneath the site. Designing, writing and debugging programs that accomplish specific goals Solving problems by decomposing them into smaller parts. Online Safety Learning about online reputations and how to go about creating a positive one Being aware of the threats that face us online such as scammers and phishing emails and how to identify them
Music Kapow Primary schemes of work	Year 5 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.	Year 5 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.	Year 5 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.	*Christmas Carol Competition 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.	Year 6 Theme and variations (Theme: Pop Art) Film music Recognising and confidently discussing the stylistic features of music and relating it to the other aspects of the Arts (pop art, film music) Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work.	Year 6 Songs of World War 2 Composing and performing a Leavers' song 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.
Languages	French Alphabet, Greetings, Places in locality, Directions, Understanding and giving instructions Year 5 Listen 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 6 Identify 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.	Spanish Alphabet, Greetings, Understanding and giving instructions, Places around the school, Telling the time, School subjects Year 5 Identify 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 6 Read 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.	French Comparisons of modern day settlements with those from a period in the past, Tourist guide Year 5 Engage 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. Engage in conversation using increasingly more compound sentences. Compare and contrast people, places, events and actions using complete sentences.	Spanish Planets and the solar system, Responding to a piece of classical music ‘The Planets’, Writing and performing a poem Year 5 Listen 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 6 Identify 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, Months, Sports Year 5 Identify 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 6 Read 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.	Spanish Where in the world is French spoken? Creating a café menu Ye Year 5 Engage 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. Engage in conversation using increasingly more compound sentences. Compare and contrast people, places, events and actions using complete sentences.