Years 5 and 6						
	Autumn A	Spring A	Summer A	Autumn B	Spring B	Summer B
Topic	1066, Battle of Hastings	Benin & Our Planet	Ancient Greece	Cornwall	Space	New Zealand / Australia
Cultural Capital	Harvest festival, Christmas at the Church, Community Christmas cards, sing at Institute, Remembrance Day, guest speaker, Children in Need	Easter celebration, Theatre trip, class trip, guest speaker, village walk, Fowey Class ball, World Book Day, Life skills Liskeard	Oak Apple Day, Residential, Fowey Class play, Sports Day, Cyclewise, Independence Day, guest speaker	Harvest festival, Christmas at the Church, Community Christmas cards, sing at Institute, Remembrance Day, guest speaker, Children in Need	Easter celebration, Theatre trip, class trip, guest speaker, village walk, World Book Day, Life skills Liskeard	Oak Apple Day, Residential, Fowey Class play, Sports Day, Cyclewise, Independence Day, guest speaker
Maths National Curriculum Progression supported by Abacus Framework	<u>Year 5</u> 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.	<u>Year 5</u> 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	<u>Year 5</u> 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 addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign. 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	<u>Year 5</u> 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.	<u>Year 5</u> 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	<u>Year 5</u> 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. 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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

	Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles. Draw given angles, and measure them in degrees. Identify: angles at a point and one whole turn; angles at a point on a straight line and ½ a turn; and other multiples of 90o. Distinguish between regular and irregular polygons based on reasoning about equal sides and angles. **Year 6** Use negative numbers in context, and calculate intervals across zero. Solve number and practical problems that involve all of the above. Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication. Perform mental calculations, including with mixed operations and large numbers. Use their knowledge of the order of operations to carry out calculations involving the four operations. Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why. Solve problems involving addition, subtraction, multiplication and division. Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy. Use common factors to simplify fractions; use common multiples to express fractions in the same denomination. Compare and order fractions, including fractions >1. Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions. Identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places. Multiply one-digit numbers with up to two decimal places by whole numbers. Solve problems which require answers to be rounded to specified degrees of accuracy. Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts. Solve problems involving the calculation of percentages and the use of percentages for comparison. Express missing number problems algebraically. Find pairs of numbers that satisfy an equation with two unknowns. Enumerate possibilities of combinations of two variables. 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. Convert between miles and kilometres. Recognise that shapes with the same areas can have different perimeters and vice versa. Recognise when it is possible to use formulae for area and volume of shapes.	related facts and find missing lengths and angles. Distinguish between regular and irregular polygons based on reasoning about equal sides and angles. Solve comparison, sum and difference problems using information presented in a line graph. **Year 6** Read, write, order and compare numbers up to 10 000 000 and determine the value of each digit. Round any whole number to a required degree of accuracy. Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication. 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. Perform mental calculations, including with mixed operations and large numbers. Identify common factors, common multiples and prime numbers. Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why. Solve problems involving addition, subtraction, multiplication and division. 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. Associate a fraction with division and calculate decimal fraction equivalents for a simple fraction. 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. Solve problems which require answers to be rounded to specified degrees of accuracy. Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate. Draw 2-D shapes using given dimensions and angles. Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons. Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius. Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles. Describe positions on the full coordinate grid. Draw and translate simple shapes on the coordinate plane, and reflect them in the axes. Interpret and construct pie charts and line graphs and use these to solve problems.	equivalents. 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. 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. Solve problems which require knowing percentage and decimal equivalents of ½, ¼, ⅕, ⅖, ⅘ and those fractions with a denominator of a multiple of 10 or 25. Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres. Calculate and compare the area of rectangles, and including using standard units, square centimetres and square metres and estimate the area of irregular shapes. Estimate volume [for example, using 1 cm3 blocks to build cuboids and capacity. Solve problems involving converting between units of time. Use all four operations to solve problems involving measure using decimal notation, including scaling. Identify 3-D shapes, including cubes and other cuboids, from 2-D representations. Use the properties of rectangles to deduce related facts and find missing lengths and angles. 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. Solve comparison, sum and difference problems using information presented in a line graph. Complete, read and interpret information in tables, including timetables. **Year 6** Read, write, order and compare numbers up to 10 000 000 and determine the value of each digit. Use negative numbers in context, and calculate intervals across zero. Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication. 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. 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. Perform mental calculations, including with mixed operations and large numbers. Identify common factors, common multiples and prime numbers. Use their knowledge of the order of operations to carry out calculations involving the four operations.	Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles. Draw given angles, and measure them in degrees. Identify: angles at a point and one whole turn; angles at a point on a straight line and ½ a turn; and other multiples of 90o. Distinguish between regular and irregular polygons based on reasoning about equal sides and angles. **Year 6** Use negative numbers in context, and calculate intervals across zero. Solve number and practical problems that involve all of the above. 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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. Solve problems which require answers to be rounded to specified degrees of accuracy. Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts. Solve problems involving the calculation of percentages and the use of percentages for comparison. Express missing number problems algebraically. Find pairs of numbers that satisfy an equation with two unknowns. Enumerate possibilities of combinations of two variables. 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. Convert between miles and kilometres. Recognise that shapes with the same areas can have different perimeters and vice versa. Recognise when it is possible to use formulae for area and volume of shapes.	related facts and find missing lengths and angles. Distinguish between regular and irregular polygons based on reasoning about equal sides and angles. Solve comparison, sum and difference problems using information presented in a line graph. **Year 6** Read, write, order and compare numbers up to 10 000 000 and determine the value of each digit. Round any whole number to a required degree of accuracy. Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication. 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. Perform mental calculations, including with mixed operations and large numbers. Identify common factors, common multiples and prime numbers. Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why. Solve problems involving addition, subtraction, multiplication and division. 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. Associate a fraction with division and calculate decimal fraction equivalents for a simple fraction. 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. Solve problems which require answers to be rounded to specified degrees of accuracy. Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate. Draw 2-D shapes using given dimensions and angles. Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons. Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius. Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles. Describe positions on the full coordinate grid. Draw and translate simple shapes on the coordinate plane, and reflect them in the axes. Interpret and construct pie charts and line graphs and use these to solve problems.	equivalents. Round decimals with two decimal places to the nearest whole number and to one decimal place. 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Identify 3-D shapes, including cubes and other cuboids, from 2-D representations. Use the properties of rectangles to deduce related facts and find missing lengths and angles. 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. Solve comparison, sum and difference problems using information presented in a line graph. Complete, read and interpret information in tables, including timetables. **Year 6** Read, write, order and compare numbers up to 10 000 000 and determine the value of each digit. Use negative numbers in context, and calculate intervals across zero. Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication. 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. 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. Perform mental calculations, including with mixed operations and large numbers. Identify common factors, common multiples and prime numbers. Use their knowledge of the order of operations to carry out calculations involving the four operations.

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

	Build cohesion within a paragraph. Make notes and develop initial ideas in detail. Draw on reading / research to support plans. Precise longer passages effectively. 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.	different effects. Link ideas across paragraphs using a wider range of cohesive device, repetition of a word or phrase grammatical connections and ellipsis. 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.	use of vocabulary, grammar and punctuation to create greater impact. Utilise a wide range of strategies when proof-reading. Manipulate the setting and pace to reflect 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.	Build cohesion within a paragraph. Make notes and develop initial ideas in detail. Draw on reading / research to support plans. Precise longer passages effectively. 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.	Link ideas across paragraphs using a wider range of cohesive device, repetition of a word or phrase grammatical connections and ellipsis. 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.	to create greater impact. Utilise a wide range of strategies when proof-reading. Manipulate the setting and pace to reflect 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.
Science Working scientifically objectives are ongoing throughout the year.	**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.			**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.		
	Materials **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	**Electricity** **Year 5** 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** 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 series circuit. Use by knowledge of conductors & insulators to construct wires.	**Animals, including humans** **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. **Evolution and Inheritance** **Year 6** Recognise that living things have changed over time and that fossils provide information about living things that	**Living things and their habitats** **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. Describe relationships using food chains, for example, predator and prey. Generate a key to identify the animals and plants in a range of habitats. **Year 6** Identify and describe the environmental factors needed to support a given plant or animal. Describe the feeding relationships between plants and animals in a range of habitats. **Forces** **Year 5** 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	**Light** **Year 5** 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. **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 light sources to objects and then to the eye. **Earth and Space** **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	**Classification** **Year 5** Describe the life process of reproduction in some plants and animals. Use scientific vocabulary to describe life processes. Identfiy 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. 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. Identify 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.

	over time and that fossils provide information about living things that inhabited the earth millions of years ago. Describe evaporation and condensation in 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. **Scientists and Inventors**	**Scientists and Inventors** **RSE**	inhabited the Earth millions of years ago. Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.	between the Earth and the falling object. **Year 6** 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 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.	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. **RSE**	
Science Key Vocabulary	**Year 5** Amphibian, Conductivity, Constellation, Embryo, Foetus, Gestation, Reproduction, Resistance, Rotation, Solubility, Transparency **Year 6** Amps, Arteries, Cell, Circulatory, Conductors, Deoxygenated, Insulators, Oxygenated, Refraction, Respiration, Spectrum, Vessels, Veins, Volts, Valve					
RE Discovery RE Cornwall Agreed Syllabus for RE 2020 - 2025	**Year 5 & 6** **Unit U2.1 Christianity (God)** **What does it mean for Christians to believe God is Holy and loving?** I can identify some different types of biblical texts, using technical terms accurately I can explain connections between biblical texts and Christian ideas of God, using theological terms I can make clear connections between Bible texts studied and what Christians believe about God; for example, through how cathedrals are designed I can show how Christians put their beliefs into practice in worship I can weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of my own **Unit U2.8 Islam (Tawhid/Iman/Ibadah)** **What does it mean to be a Muslim in Britain today?** I can 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) I can 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) I can make clear connections between Muslim beliefs and ibadah (e.g. Five Pillars, festivals, mosques, art) I can give evidence and examples to show how Muslims put their beliefs into practice in different ways I can make connections between Muslim beliefs studied and Muslim ways of living in Britain/ Plymouth today I can 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 I can reflect on and articulate what it is like to be a Muslim in Britain today, giving good reasons for their views.	**Year 5 & 6** **Unit U2.3 Christianity (Incarnation) Why do Christians believe Jesus was the Messiah?** I can explain the place of Incarnation and Messiah within the 'big story' of the Bible I can identify Gospel and prophecy texts, using technical terms I can explain connections between biblical texts, Incarnation and Messiah, using theological terms I can show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas I can comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible I can 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 my answers. **Unit 2.9 Judaism (God/Torah)** **Why is the Torah so important to Jewish people?** I can identify and explain Jewish beliefs about God I can give examples of some texts that say what God is like and explain how Jewish people interpret them I can make clear connections between Jewish beliefs about the Torah and how they use and treat it I can make clear connections between Jewish commandments and how Jews live (e.g. in relation to kosher laws) I can 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) I can make connections between Jewish beliefs studied and explain how and why they are important to Jewish people today I can 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	**Year 5 & 6** **Unit U2.4 Christianity** **Christians and how to live? What would Jesus do?** I can identify features of Gospel texts (for example, teachings, parable, narrative) I can take account of the context, suggest meanings of Gospel texts studied, and compare my own ideas with ways in which Christians interpret biblical texts I can make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives I can make connections between Christian teachings (e.g. about peace, forgiveness, healing) and the issues, problems and opportunities in the world today, including my own life I can articulate my own responses to the issues studied, recognising different points of view **Unit U2.10 Christianity, Islam, Judaism, Non-religious** **What matters most to Humanists and Christians?** I can identify and explain beliefs about why people are good and bad (e.g. Christian and Humanist) I can 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') I can make clear connections between Christian and Humanist ideas about being good and how people live I can suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view I can raise important questions and suggest answers about how and why people should be good I can make connections between the values studied and my own life, and my importance in the world today, giving good reasons for my views.	**Year 5 & 6** **Unit U2.2 (UC) Christianity (Creation)** **Creation and science: conflicting or complementary?** I can identify what type of text some Christians say Genesis 1 is, and its purpose I can take account of context and suggest what Genesis 1 might mean, and compare my ideas with ways in which Christians interpret it, showing awareness of different interpretations I can make clear connections between Genesis 1 and Christian belief about God as Creator I can show understanding of why many Christians find science and faith go together I can identify key ideas arising from my study of Genesis 1 and comment on how far these are helpful or inspiring, justifying my responses I can weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account, giving good reasons for my views. **Unit U2.11 Christianity, Non-religious** **Why do some people believe in God and some people not?** I can define the terms 'theist', 'atheist' and 'agnostic' and give examples of statements that reflect these beliefs I can identify and explain what religious and non-religious people believe about God, saying where they get their ideas from I can give examples of reasons why people do or do not believe in God I can make clear connections between what people believe about God and the impact of this belief on how they live I can give evidence and examples to show how Christians sometimes disagree about what God is like (e.g. some differences in interpreting Genesis) I can reflect on and articulate some ways in which believing in God is valuable in the lives of believers, and ways it can be challenging I can consider and weigh up different views on theism, agnosticism and atheism, expressing insights of their own about why people believe in God or not	**Year 5 & 6** **Unit 2.7 Hinduism (Kharma/Dharma/samsara/moksha)** **Why do Hindus want to be good?** I can identify and explain Hindu beliefs, e.g. dharma, karma, samsara, moksha, using technical terms accurately I can give meanings for the story of the man in the well and explain how it relates to Hindu beliefs about samsara, moksha, etc. I can make clear connections between Hindu beliefs about dharma, karma, samsara and moksha and ways in which Hindus live I can connect the four Hindu aims of life and the four stages of life with beliefs about dharma, karma, moksha, etc. I can give evidence and examples to show how Hindus put their beliefs into practice in different ways I can make connections between Hindu beliefs studied (e.g. karma and dharma), and explain how and why they are important to Hindus I can reflect on and articulate what impact belief in karma and dharma might have on individuals and the world, recognising different points of view. **Unit U2.5 (UC) Christianity (Salvation)** **What do Christians believe Jesus did to 'save' people?** I can outline the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it I can explain what Christians mean when they say that Jesus' death was a sacrifice I can make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper I can show how Christians put their beliefs into practice in different ways I can weigh up the value and impact of ideas of sacrifice in my own life and the world today I can articulate my own responses to the idea of sacrifice, recognising different points of view	**Year 5 & 6** **Unit U2.6 Christianity (Kingdom of God)** **For Christians, what kind of king is Jesus?** I can explain connections between biblical texts and the concept of the kingdom of God I can consider different possible meanings for the biblical texts studied, showing awareness of different interpretations I can make clear connections between belief in the kingdom of God and how Christians put their beliefs into practice I can show how Christians put their beliefs into practice in different ways I can relate the Christian 'kingdom of God' model (i.e. loving others, serving the needy) to issues, problems and opportunities in the world today I can articulate my own responses to the idea of the importance of love and service in the world today. **Local Unit 2.12** **Does faith help people in Cornwall when life gets hard?** I can describe at least three examples of ways in which world views in Cornwall guide people in how to respond to good and hard times in life. I can identify beliefs about life after death in at least two religious traditions, comparing and explaining similarities and differences. I can make clear connections between what people in Cornwall believe about God and how they respond to challenges in life. I can give examples of ways in which beliefs about resurrection/judgment /heaven/reincarnation make a difference to how someone lives. I can consider Cornwall as a place of refuge, inspiration and challenge I can offer a reasoned response to the unit question, with evidence and examples, expressing insights of my own

				I can make connections between belief and behaviour in my own life, in the light of their learning.		
RE Key Vocabulary	**Year 5** Acceptance, Atheist Agnostic, Fasting, Five Pillars of Islam, - Shahadah (profession of faith), - Salahj (prayer), - Zakat (alms, charity), - Sawm (fasting), - Hajj (pilgrimage), Hijab, Halal, Lent, Lunar Calendar , Maundy Thursday, Mission, Palm Sunday, Purity, Ritual, Temptation, Tolerance **Year 6** Moral Code, Anglican, Baptist. Catholic, Denomination, Humanist, Pentecostal Non-conformist Sensitivity Respect					
PE Focussing on Physical and Cognitive skills. Twinkl Move	**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			**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		
	Swimming, Gymnastics, Hockey, Multi-skills **Year 5** **Swimming** I can swim competently, confidently and proficiently over a distance of at least 25 metres. I can use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] I can perform safe self-rescue in different water-based situations. **Gymnastics** I can perform a stag jump and split leap I can perform pike rolls. I can perform a squat through vault. I can perform a round-off. I can independently plan a sequence of gymnastics movements that are creatively linked together I can perform a gymnastics sequence in a pair or group in time to music. **Hockey** I can use a range of skills to move with the ball. I can use the correct technique to pass the ball. I can keep possession of the ball. I can use different tactics for attacking in invasion games. I can win back possession of the ball. I can adapt my movements for attacking and defending. **Multi-skills** I can react quickly and catch balls thrown at different heights and angles. I can attack the ball using effective fielding techniques. I can throw the ball accurately over a large distance. I can strike a bowled ball over a large distance into space. I can bowl a ball overarm at a target. I can apply striking and fielding skills to complete a circuit of activities. **Year 6** **Swimming** I can swim competently, confidently and proficiently over a distance of at least 25 metres. I can use a range of strokes effectively [for	**Dance, Football, Circuit training, Badminton** **Year 5** **Dance** I can use a wide range of different movements in combination, maintaining good control, in a range of small sided game situations. I can begin to adapt the performance of different movements to meet the outcomes required. I can use a variety of skills and techniques creatively to engage an audience. **I can explain clearly how to develop their own and others' work.** **I can identify aspects of their own performance that need to be improved and explain how.** **Football** I can use a range of skills to move with the ball. I can use the correct technique to pass the ball. I can keep possession of the ball. I can use different tactics for attacking in invasion games. I can win back possession of the ball. I can adapt my movements for attacking and defending. **Circuit training** I can know the importance of helping the body to prepare for and recover from exercise and how this should be done. I can set individual challenges and work towards achieving them. I can compete fairly against a classmate in a circuit training activity. I can improve your speed, agility and quickness within circuit training. I can develop teamwork skills in a group task featuring different exercises. I can use my knowledge of the effects of exercise to develop an effective fitness routine. **Badminton** I can understand and practise some of the fundamental skills of badminton. I can hit a ball with accuracy using the forehand technique. I can play a backhand stroke with control and accuracy. I can perform a badminton serve. I can develop a volley for use in a badminton	**Athletics, Cricket, Tennis** **Year 5** **Athletics** I can practise and refine existing running, jumping and throwing skills. I can use an effective technique for sprinting including the sprint start. I can sustain my running pace over longer distances. I can practise jumping for height. I can learn the fling throw technique. I can use a variety of throwing techniques. **Cricket** I can learn the correct techniques for batting and bowling in cricket. I can use the correct techniques for throwing and catching when fielding in cricket I can know the roles and responsibilities of the backstop and base fielders in cricket. I can know the roles and responsibilities of the deep fielders in cricket. I can 'read' the game and apply tactics to outwit opponents. I can know and apply the rules of cricket during a game. **Tennis** I can understand and practise some of the fundamental skills of tennis. I can hit a ball with accuracy using the forehand technique. I can play a backhand stroke with control and accuracy. I can perform an overhead tennis serve. I can develop a volley for use in a tennis mini game. I can apply learnt skills in a variety of tennis mini matches. **Year 6** **Athletics** I can practise and refine fundamental movement skills needed for athletics. I can work as a team to competitively perform a sprint relay. I can control running pace over a range of distances. I can refine my hurdling technique. I can **practise and refine jumping techniques.** I can throw for distance using a heave throw technique.	**Swimming, Gymnastics, Netball/Basketball, Multi-skills** **Year 5** **Swimming** I can swim competently, confidently and proficiently over a distance of at least 25 metres. I can use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] I can perform safe self-rescue in different water-based situations. **Gymnastics** I can perform a stag jump and split leap I can perform pike rolls. I can perform a squat through vault. I can perform a round-off. I can independently plan a sequence of gymnastics movements that are creatively linked together I can perform a gymnastics sequence in a pair or group in time to music. **Netball/basketball** I can dribble with a basketball. I can use a range of techniques to pass a ball successfully. I can know how to pivot. I can move effectively around the court. I can use strategies to keep possession of the ball. I can know how to mark a player effectively. I can apply our basketball skills when playing as part of a team in a game. I can evaluate my performance. **Multi-skills** I can react quickly and catch balls thrown at different heights and angles. I can attack the ball using effective fielding techniques. I can throw the ball accurately over a large distance. I can strike a bowled ball over a large distance into space. I can bowl a ball overarm at a target. I can apply striking and fielding skills to complete a circuit of activities. **Year 6** **Swimming**	**Dance, Rugby, OAA, Football** **Year 5** **Dance** I can use a wide range of different movements in combination, maintaining good control, in a range of small sided game situations. I can begin to adapt the performance of different movements to meet the outcomes required. I can use a variety of skills and techniques creatively to engage an audience. **I can explain clearly how to develop their own and others' work.** **I can identify aspects of their own performance that need to be improved and explain how.** **Rugby** I can use a range of skills to move with the ball. I can use the correct technique to pass the ball. I can keep possession of the ball. I can use different tactics for attacking in invasion games. I can win back possession of the ball. I can adapt my movements for attacking and defending. **OAA** I can work as part of a team to complete a range of challenges. I can demonstrate agility and endurance in a range of situations. I can **know what a compass is and how to use it.** I can read, follow and understand maps. I can **take part in an orienteering exercise.** I can work collaboratively to plan and prepare an orienteering course. I can work collaboratively to complete a timed orienteering course. **Football** I can use a range of skills to move with the ball. I can use the correct technique to pass the ball. I can keep possession of the ball. I can use different tactics for attacking in invasion games. I can win back possession of the ball. I can adapt my movements for attacking and defending.	**Athletics, Rounders. Tennis** **Year 5** **Athletics** I can practise and refine existing running, jumping and throwing skills. I can use an effective technique for sprinting including the sprint start. I can sustain my running pace over longer distances. I can practise jumping for height. I can learn the fling throw technique. I can use a variety of throwing techniques. **Rounders** I can learn the correct techniques for batting and bowling in rounders. I can use the correct techniques for throwing and catching when fielding in rounders. I can know the roles and responsibilities of the backstop and base fielders in rounders. I can know the roles and responsibilities of the deep fielders in rounders. I can 'read' the game and apply tactics to outwit opponents. I can know and apply the rules of rounders during a game. **Tennis** I can understand and practise some of the fundamental skills of tennis. I can hit a ball with accuracy using the forehand technique. I can play a backhand stroke with control and accuracy. I can perform an overhead tennis serve. I can develop a volley for use in a tennis mini game. I can apply learnt skills in a variety of tennis mini matches. **Year 6** **Athletics** I can practise and refine fundamental movement skills needed for athletics. I can work as a team to competitively perform a sprint relay. I can control running pace over a range of distances. I can refine my hurdling technique. I can **practise and refine jumping techniques.** I can throw for distance using a heave throw technique.

	example, front crawl, backstroke and breaststroke] I can perform safe self-rescue in different water-based situations. **Gymnastics** I can accurately perform a cat leap and a stag leap. I can accurately perform a dive forward roll and a pike backward roll. I can accurately perform a straddle over a vault. I can perform a hurdle step into a cartwheel and round off. I can perform a series of similar movements linked together in a sequence. I can perform a gymnastics routine in time to music. **Hockey** I can apply skills and knowledge to be able to move with the ball. I can apply skills and knowledge to be able to pass and move with the ball. I can **apply a variety of attacking skills and techniques in a game.** I can apply a variety of defending skills and techniques in a game. I can **invent a new game that requires attacking and defending skills.** **I can apply the skills and techniques I have learnt to play an invasion game and evaluate its success.** **Multi-skills** I can react quickly and catch balls thrown at different heights and angles. I can attack the ball using effective fielding techniques. I can throw the ball accurately over a large distance. I can strike a bowled ball over a large distance into space. I can bowl a ball overarm at a target. I can apply striking and fielding skills to complete a circuit of activities.	mini game. I can apply learnt skills in a variety of badminton mini matches. **Year 6** **Dance** I can combine complex sequences of actions with quality and fluency. **I can show confidence in adapting movements and skills to meet a specific outcome.** **I can identify key strengths and weaknesses of their own and others' performances and know how to improve** **Football** I can apply skills and knowledge to be able to move with the ball. I can apply skills and knowledge to be able to pass and move with the ball. I can **apply a variety of attacking skills and techniques in a game.** I can apply a variety of defending skills and techniques in a game. I can **invent a new game that requires attacking and defending skills.** **I can apply the skills and techniques I have learnt to play an invasion game and evaluate its success.** **Circuit training** I can understand ways to exercise safely. I can understand and recognise exercising at different levels of intensity. I can **understand how exercise can boost mental wellbeing.** I can understand how exercise can improve physical strength. I can lead another individual in a circuit of exercises. I can work as a group to lead a training session. **Badminton** I can understand and practise some of the fundamental skills of badminton. I can hit a ball with accuracy using the forehand technique. I can play a backhand stroke with control and accuracy. I can perform a badminton serve. I can develop a volley for use in a badminton mini game. I can apply learnt skills in a variety of badminton mini matches.	**Cricket** I can learn the correct techniques for batting and bowling in cricket. I can use the correct techniques for throwing and catching when fielding in cricket. I can know the roles and responsibilities of the backstop and base fielders in cricket. I can know the roles and responsibilities of the deep fielders in cricket. I can 'read' the game and apply tactics to outwit opponents. I can know and apply the rules of cricket during a game. **Tennis** I can understand and practise some of the fundamental skills of tennis. I can hit a ball with accuracy using the forehand technique. I can play a backhand stroke with control and accuracy. I can perform an overhead tennis serve. I can develop a volley for use in a tennis mini game. I can apply learnt skills in a variety of tennis mini matches.	I can swim competently, confidently and proficiently over a distance of at least 25 metres. I can use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] I can perform safe self-rescue in different water-based situations. **Gymnastics** I can accurately perform a cat leap and a stag leap. I can accurately perform a dive forward roll and a pike backward roll. I can accurately perform a straddle over a vault. I can perform a hurdle step into a cartwheel and round off. I can perform a series of similar movements linked together in a sequence. I can perform a gymnastics routine in time to music. **Netball/basketball** I can improve and refine catching and throwing in netball. I can use a range of netball passes I can **understand the footwork rule in netball.** I can **know how to outwit a defender to receive a pass.** I can **know how to one-on-one mark an opposition player.** **I can apply the skills and techniques I have learnt to play an invasion game and evaluate its success.** **Multi-skills** I can react quickly and catch balls thrown at different heights and angles. I can attack the ball using effective fielding techniques. I can throw the ball accurately over a large distance. I can strike a bowled ball over a large distance into space. I can bowl a ball overarm at a target. I can apply striking and fielding skills to complete a circuit of activities.	**Year 6** **Dance** I can combine complex sequences of actions with quality and fluency. **I can show confidence in adapting movements and skills to meet a specific outcome.** **I can identify key strengths and weaknesses of their own and others' performances and know how to improve** **Rugby** I can apply skills and knowledge to be able to move with the ball. I can apply skills and knowledge to be able to pass and move with the ball. I can **apply a variety of attacking skills and techniques in a game.** I can apply a variety of defending skills and techniques in a game. I can **invent a new game that requires attacking and defending skills.** **I can apply the skills and techniques I have learnt to play an invasion game and evaluate its success.** **OAA** I can **work systematically and as part of a team to solve a range of problems.** **I can demonstrate positivity, perseverance and effective teamwork when completing a range of challenges.** **I can use a range of communication methods effectively during problem solving activities and challenges.** **I can demonstrate effective leadership skills.** **I can work effectively with others to complete a range of challenges.** **I can compete in a timed orienteering team relay event.** **Football** I can apply skills and knowledge to be able to move with the ball. I can apply skills and knowledge to be able to pass and move with the ball. I can **apply a variety of attacking skills and techniques in a game.** I can apply a variety of defending skills and techniques in a game. I can **invent a new game that requires attacking and defending skills.** **I can apply the skills and techniques I have learnt to play an invasion game and evaluate its success.**	**Rounders** I can react quickly and catch balls thrown at different heights and angles. I can attack the ball using effective fielding techniques. I can throw the ball accurately over a large distance. I can strike a bowled ball over a large distance into space. I can bowl a ball overarm at a target. I can apply striking and fielding skills to participate in a rounders game. **Tennis** I can understand and practise some of the fundamental skills of tennis. I can hit a ball with accuracy using the forehand technique. I can play a backhand stroke with control and accuracy. I can perform an overhead tennis serve. I can develop a volley for use in a tennis mini game. I can apply learnt skills in a variety of tennis mini matches.
PE Key Vocabulary	**Year 5** Exhale, Flutter Kick, Surface, Somersault, Personal Best, Inhale, Pressure, Overtake, Tracking, Backing Up, Outwit, Support, Tactics , Collaborate, Tactical, Control Card, Collective, Orienteering, Navigation, Tactics, Volley, Co-operatively, Footwork, Continuously, Set, Dig, Technique, Downsweep, Upsweep, Flight, Rhythm, Stride, Tactics, Control, Foul, Pressure, Onside, Offside, Support, Obstruction, Formation, Posture, Performance, Canon, Relationship , Symmetrical, Rotation, Aesthetics, Canon, Asymmetrical, Synchronisation, Progression, Technique, Momentum, Rhythm, Agility, Drive **Year 6** Endurance, Propel, Continuous, Streamline, Synchronised, Retrieve, Obstruction, Consecutive, Consistently, Drive Hit, Defensive Hit , Location, Boundaries, Critical Thinking, Symbol, Cooperatively, Strategy, Deep, Forecourt, Backcourt, Defensive, Attacking, Rotation, Force, Compete, Trajectory, Momentum, Continuous Pace, Transfer of Weight, Consecutive, Dictate, Contest, Formation, Conceding, Turnover, Shut Down, Phrase, Structure, Connect, Choreograph, Contrast, Structure, Fluently, Formation, momentum, Counter Balance, Fluently, Counter Tension, Stability , Generate Force, Continuous, Measure, Flexibility, Analyse, Record					
PSHE Jigsaw PSHE	**Year 5** **Being In My World** I know what I value most about my school and can identify my hopes for this school year	**Year 5** **Healthy Me** I can make an informed decision about whether or not I choose to smoke and know	**Year 5** **Relationships** I know how to keep building my own self-esteem	**Year 6** **Being In My World** I feel welcome and valued and know how to make others feel the same	**Year 6** **Healthy Me** I am motivated to care for my physical and emotional health	**Year 6** **Relationships** I understand that people can get problems with their mental health and that it is nothing

PSHE Association	I can empathise with people in this country whose lives are different to my own I can empathise with people in this country whose lives are different to my own I understand that my actions affect me and others I can contribute to the group and understand how we can function best as a whole I understand why our school community benefits from a Learning Charter and can help others to follow it **Celebrating Difference** I am aware of my own culture I am aware of my attitude towards people from different races I can tell you a range of strategies for managing my feelings in bullying situations and for problem-solving when I'm part of one I know some ways to encourage children who use bullying behaviours to make other choices and know how to support children who are being bullied I can appreciate the value of happiness regardless of material wealth I respect my own and other people's cultures	how to resist pressure I know how to keep myself calm in emergencies I can reflect on my own body image and know how important it is that this is positive and I accept and respect myself for who I am I respect and value my body I am motivated to keep myself healthy and happy **Changing Me (SRE)** I know how to develop my own self esteem I understand that puberty is a natural process that happens to everybody and that it will be ok for me I can express how I feel about the changes that will happen to me during puberty I appreciate how amazing it is that human bodies can reproduce in these ways I am confident that I can cope with the changes that growing up will bring6 I can start to think about changes I will make next year and know how to go about this	I can recognise when an online community feels unsafe or uncomfortable I can recognise when an online community is helpful or unhelpful to me I can recognise when an online game is becoming unhelpful or unsafe I can identify things I can do to reduce screen time, so my health isn't affected I can recognise and resist pressures to use technology in ways that may be risky or may cause harm to myself or others **Dreams and Goals** I can identify what I would like my life to be like when I am grown up I appreciate the contributions made by people in different jobs I appreciate the opportunities that learning and education are giving me and understand how this will help me to build my future I can reflect on how these relate to my own I appreciate the similarities and differences in aspirations between myself and young people in a different culture I understand why I am motivated to make a positive contribution to supporting others	I understand my own wants and needs and can compare these with children in different communities I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them I can contribute to the group and understand how we can function best as a whole I understand why our school community benefits from a Learning Charter and how I can help others to follow it by modelling it myself **Celebrating Difference** I can empathise with people who are different I am aware of my attitude towards people who are different I know how it can feel to be excluded or treated badly by being different in some way I can tell you a range of strategies for managing my feelings in bullying situations and for problem-solving when I'm part of one I appreciate people for who they are I can show empathy with people in either situation	I am motivated to find ways to be happy and cope with life's situations without using drugs I can suggest ways that someone who is being exploited can help themselves I can suggest strategies someone could use to avoid being pressurised I know how to help myself feel emotionally healthy and can recognise when I need help with this I can use different strategies to manage stress and pressure **Changing Me (SRE)** I know how to develop my own self esteem I can express how I feel about the changes that will happen to me during puberty I can recognise how I feel when I reflect on the development and birth of a baby I understand that respect for one another is essential in a boyfriend/girlfriend relationship, and that I should not feel pressured into doing something I don't want to I can express how I feel about my self-image and know how to challenge negative 'body-talk' I know how to prepare myself emotionally for the changes next year	to be ashamed of I can help myself and others when worried about a mental health problem I can recognise when I am feeling those emotions and have strategies to manage them I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control I can resist pressure to do something online that might hurt myself or others I can take responsibility for my own safety and well-being **Dreams and Goals** I understand why it is important to stretch the boundaries of my current learning I can set success criteria so that I will know whether I have reached my goal I recognise the emotions I experience when I consider people in the world who are suffering or living in difficult situations I can empathise with people who are suffering or who are living in difficult situations I can identify why I am motivated to do this I can give praise and compliments to other people when I recognise their contributions and achievements
PSHE Key Vocabulary	Year 5 Included, Excluded, Role, Democracy, Decisions, Voting, Authority, Contribution, UN Convention on Rights of Child (UNCRC), Character, Judgement, Influence, Opinion, Attitude, Deliberate, Problem-solve, Cyber bullying, Troll, Hope, Determination, Resilience, Positive attitude, Disappointment, Fears, Hurts, Positive experiences, Plans, Cope, Help, Self-belief, Motivation, Commitment, Enterprise, Leader, Follower, Agree, Disagree, Smoking, Pressure, Peers, Advice, Alcohol, Liver, Disease, Anxiety, Fear, Believe, Assertive, Opinion, Relationship, Close, Jealousy, Emotions, Positive, Negative, Denial, Guilt, Acceptance, Negotiate, Compromise, Loyal, Empathy, Betrayal, Amicable, Love, Characteristics, Making love, Sexual intercourse, Fertilise, Conception, Menstruation, Periods Year 6 Challenge, Goal, Attitude, Citizen, Views, Opinion, Collective, Culture, Conflict, Similarity, Belong, Culture Wheel, Racism, Race, Discrimination, Rumour, Name-calling, Racist, Homophobic, Feeling, Money, Grown Up, Adult, Lifestyle, Job, Career, Profession, Money, Salary, Contribution, Society, Determination, Motivation, Culture, Sponsorship, Communication, Support, Co-operation, Difference, Emergency, Recovery position, Level-headed, Body image, Media, Social media, Celebrity, Altered, Self-respect, Personal attributes, Qualities, Characteristics, Self-esteem, Comparison, Grooming, Troll, Gambling, Betting, Trustworthy, Screen time, Physical health, Mental health, Social, Peer pressure, Influences, Personal information, Passwords, Privacy, Settings, Body image, Personality, Self-esteem, Fallopian Tube, Cervix, Scrotum, Genitals, Semen, Erection, Ejaculation, Urethra, Wet dream, Growth spurt, Pubic hair, Hormones, Foreskin, Conception, Embryo, Umbilical cord, IVF, Foetus, Pregnancy, Sanitary products						
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** **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	**Benin – a non-European civilisation commensurate with the Normans** **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 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	**Ancient Greece – links to ancient civilisations such as Romans, Egypt, Bronze and Iron Age (tin trade)** **Year 5** Beginning to examine artefacts and explain what they show us about that time in history. Beginning to analyse sources of information for 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 create historically valid questions about cause and significance. Beginning to examine periods in world history; identifying contrasts with and influences on British society at the time. 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	**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. 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	**Space history – links to significant individuals such as Tim Peake** **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 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	**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.

	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.	result.	time in chronological order. Can create historically valid questions about cause and significance. Can examine periods in world history; identifying contrasts with and influences on British society at the time. 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.	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 discuss the impact of significant historical events, people and places in their own locality making links with changes in national life. Can discuss the impact and causes of historical changes in Britain. 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.	explaining the result.	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.
History Key Vocabulary	**Year 5** Cause, Change, Version, Court, Nation, Pagan, Resistance **Year 6** Stereotype, Treaty, Civilisation, Empire, Parliament, Peasantry					
Geography Geographical Society Twinkl	**Fieldwork and Map skills (RGS)** **Year 5** I can create a 3D model using map contour lines. I am beginning to use maps, atlases, globes and digital/computer mapping to locate and describe features studied. I am beginning to use four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. I am beginning to can use fieldwork to observe, measure and record and present human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technology. **Year 6** I can use map skills to locate a range of places on an OS map. I can use maps, atlases, globes and digital/computer mapping to locate and describe features studied. I can use four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. I can use fieldwork to observe, measure and record and present human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technology.	**Global Trade (RGS)** **Year 5** I am beginning to use research and enquiry skills to discover more about trade through time. I am beginning to use maps and atlases to locate the source of a range of food products. I am beginning to describe and understand key aspects of physical geography including location, natural resources, and climate. I am beginning to locate the countries that the UK exports goods to. I am beginning to discuss the conditions of places and populations practicing Fairtrade. I am beginning to locate continents and countries using a digital world map to determine what each country's highest-value export is. **Year 6** I can use research and enquiry skills to discover more about trade through time. I can use maps and atlases to locate the source of a range of food products. I can describe and understand key aspects of physical geography including location, natural resources, and climate. I can locate the countries that the UK exports goods to. I can discuss the conditions of places and populations practicing Fairtrade. I can locate continents and countries using a digital world map to determine what each country's highest-value export is.	**The Mediterranean (RGS)** **Year 5** I am beginning to understand some of the common features of all maps (scale, key, purpose, orientation, title etc.) I am beginning to describe and understand key aspects of physical geography, including seas, coasts, and continental plates. I am beginning to locate the world's countries, using maps to focus on Europe. I am beginning to locate features and making comparisons to the UK. I am beginning to name and locate a city in Italy and identify its location and physical characteristics. I am beginning to consider how the daily lives of people is affected by the fact they live in a Mediterranean country. **Year 6** I can understand some of the common features of all maps (scale, key, purpose, orientation, title etc.) I can describe and understand key aspects of physical geography, including seas, coasts, and continental plates. I can locate the world's countries, using maps to focus on Europe. I can locate features and making comparisons to the UK. I can name and locate a city in Italy and identify its location and physical characteristics. I can consider how the daily lives of people is affected by the fact they live in a Mediterranean country.	**Fieldwork and Map skills (RGS)** **Year 5** I can create a 3D model using map contour lines. I am beginning to use maps, atlases, globes and digital/computer mapping to locate and describe features studied. I am beginning to use four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. I am beginning to can use fieldwork to observe, measure and record and present human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technology. **Year 6** I can use map skills to locate a range of places on an OS map. I can use maps, atlases, globes and digital/computer mapping to locate and describe features studied. I can use four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. I can use fieldwork to observe, measure and record and present human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technology.	**Shackleton (RGS)** **Year 5** I am beginning to understand Antarctica's size and composition. I am beginning to identify features of Antarctic geomorphology. I am beginning to explore hot and cold climate zones and the influence of the earth's orbit on climate zones. I am beginning to discuss Antarctica's mountainous terrain, oceans and their effects and influences upon the expedition. I am beginning to give advice to an explorer. **Year 6** I can understand Antarctica's size and composition. I can identify features of Antarctic geomorphology. I can explore hot and cold climate zones and the influence of the earth's orbit on climate zones. I can discuss Antarctica's mountainous terrain, oceans and their effects and influences upon the expedition. I can give advice to an explorer.	**Australia (RGS)** **Year 5** I am beginning to locate Australia in relation to the UK and its surrounding oceans and countries. I am beginning to explore the physical geography of different locations in Australia. I am beginning to identify and locate the climate zones of Australia. I am beginning to read maps that show population spread in Australia and create a map key. I am beginning to locate Australia's most populated areas and cities on a map of Australia. I am beginning to explore the similarities and differences between a rural and urban area in Australia. **Year 6** I can locate Australia in relation to the UK and its surrounding oceans and countries. I can explore the physical geography of different locations in Australia. I can identify and locate the climate zones of Australia. I can read maps that show population spread in Australia and create a map key. I can locate Australia's most populated areas and cities on a map of Australia. I can explore the similarities and differences between a rural and urban area in Australia.
Geography Key Vocabulary	**Year 5** Climate Zones, Distribution, Greenwich Meridian, Primary source, Secondary Source, Time Zones, Tropics of Cancer and Capricorn, Vegetation Belts **Year 6** Contour Lines, Economic, Erosion, Export, Import, Latitude, Longitude, Trade					
Art and DT	**Year 5** Develop a greater understanding of vocabulary when discussing their own and others' work. Regularly analyse and reflecting on their intentions and choices. **Year 6**			**Year 5** Develop a greater understanding of vocabulary when discussing their own and others' work. Regularly analyse and reflecting on their intentions and choices. **Year 6**		

	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.			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.		
	Bayeux Tapestry **Year 5** Composing original designs by adapting and synthesising the work of others. Analyse and evaluate artists' use of shape. Construct patterns through various methods to develop their understanding. **Year 6** 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.	**Sculpture in bronze, Henry Moore and Barbara Hepworth** **Year 5** Create mixed media art using found and reclaimed materials. Select materials for a purpose. Further extend their ability to describe and model form in 3D using a range of materials. Extend and develop a greater understanding of applying expression when using line. **Year 6** Create photomontages, make repeat patterns using printing techniques, create digital art and 3D sculptural forms. Express and articulate a personal message through sculpture. Analyse and study artists' use of form. Deepen knowledge and understanding of using line when drawing portraits. Develop greater skill and control. Study and apply the techniques of other artists.	**Influenced Caravaggio, Michelangelo, Picasso and Damien Hirst** **Year 5** Further develop drawing from observation. Draw using perspective, mathematical processes, design, detail and line. Develop ideas through sketches, enhance knowledge, skills and technique using experimental media in sketchbooks. **Year 6** Learn and apply new drawing techniques such as negative drawing, chiaroscuro, expression, sketching and still life. Make personal investigations and record observations in sketchbooks. Record experiments with media and try out new techniques and processes in sketchbooks.	**Emma Jeffryes, Emma McClure, Alasdair Lindsay** **Year 5** Develop and increasing sophistication when using tone to describe objects when drawing. Analyse artists' use of tone. **Year 6** Increase awareness of using tone to describe light and shade, contrast, highlight and shadow. Manipulate tone for halo and chiaroscuro techniques.	**Van Gogh, Mark Garlick, Danny Flynn** **Year 5** Select and mix more complex colours to depict thoughts and feelings. Study the work of artists. Control brush strokes and apply tints and shades when painting. Paint with greater skill and expression. **Year 6** 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. Paint with greater skill and control, applying tonal techniques and more complex colour theory to own work.	**Tiki, Whakairo carving** **Year 5** Develop understanding of texture through practical making activities. Express thoughts and feelings about familiar products. Design new architectural forms, design and invent new products, link artwork to literary sources. Create and invent for purposes. **Year 6** Understand how artists manipulate materials to create textures. Develop personal, imaginative responses to a theme. Produce personal interpretations of cherished objects, show thoughts and feelings through pattern, create imaginative 3D forms to create meaning. Express ideas about art through messages, graphics, text and images.
	Mechanisms (e.g. pop-up books) **Year 5** Planning using storyboards and designs, communicating through annotated illustrations, identifying where mechanisms will operate in the design Making functional components using layers and spacers to construct pages, cutting and assembling with accuracy Revisiting and reflecting on progress at numerous points Consolidating knowledge on sliders, levers and linkages, identifying inputs and outputs, utilising methods of paper modelling and folding to improve resilience. **Year 6** Drawing and annotating exploded and cross-sectional diagrams Measuring, marking and cutting materials accurately, selecting appropriate equipment and assembling components accurately Understanding the relationship between the parts and establish a stable frame	**Textiles (e.g. waistcoats)** **Year 5** Designing for a purpose, considering which techniques and materials to use creating a paper pattern piece Selecting and using appropriate stitch types Identify poor sewing technique and rectify Identifying methods of joining fabric, running stitch, cross stitch and blanket stitch **Year 6** Devising a list of design criteria, sketching and annotating design ideas onto a pattern piece amending the measurements to suit the client Marking out, cutting and joining fabrics accurately, creating a consistent seam and attaching fastening, applying decorative features Exploring existing products and considering the user, materials and shape, evaluating the final outcome against the design criteria Knowing how to create hidden seams, accurate and consistent stitched and secure fastenings	**Food** **Year 5** Adapting an existing recipe Cutting, preparing and cooking veg and meat hygienically using kitchen equipment in safe manner, recognising when meat is cooked Tasting and feedback on existing products, suggesting substitute ingredients **Year 6** Working to a time scale Working with food hygienically Tasting, scoring and evaluating products Understanding the risks of meat and fish when not cooked or stored properly	**Structures (e.g. bridges)** **Year 5** Designing arch and truss bridges, modelling various methods of bridge making Using triangulation for bracing selecting appropriate tools and equipment to cut wood down to size and sandpaper to achieve a high-quality finish Testing through trial and error to evaluate the success of functional properties, design and materials Understanding the importance of compression and tension in bridges, establishing methods or reinforcing more complex structures to improve **Year 6** Increasing more demanding practical skills selecting materials for the aesthetic and functional properties, make strengthen and stiffen a range of structures Evaluating and analysing existing structures Applying knowledge of construction techniques to realise design ideas, stabilising more complex structures using bracing	**Electrical systems (e.g. steady hand games)** **Year 5** Identify the target audience considering methods of incorporating the circuitry Selecting materials based on their properties creating and incorporating a functional series circuit **Year 6** Generating ideas through sketching and discussion, modelling ideas through prototypes, establishing a list of design criteria Selecting and using appropriate materials and equipment to cut, measure and mark accurately including set square and rulers Adapting products to improve functionality, testing that the product is fit for purpose Creating and using electric series circuits effectively, knowing how to make electromagnetic motors	
Art & DT Key Vocabulary	**Art** **Year 5** Complementary, Blend , Crosshatch, Reflection, Contrast, Movement, Tints **Year 6** Monochromatic, Perspective , Composition, Vanishing Point, Proportion			**DT** **Year 5** Functionality, Design specification, Annotate, Technique **Year 6** Synthesising, Abstract compositions, Cross-section, Intolerance, Substitute		
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	**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

			digital content. Understanding how to use tablets or computers to take photos. Consider sequence and selection of frames when editing work.			
Computing Key Vocabulary	**Year 5** Social media, Virus, Hardware, Spreadsheets, Network, Responsibility, Evaluate **Year 6** Big data, Binary, Codes, Scam, Phishing					
Music Kapow Primary schemes of work	<u>Year 5</u> **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.	<u>Year 5</u> **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.	<u>Year 5</u> **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** <u>Year 6</u> **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.	<u>Year 6</u> **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.	<u>Year 6</u> **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.
Music Key Vocabulary	**Year 5** Chord, Dissonance, Flat, Lento, Semitone, Sharp , Slur, Semitone , Staccato , Vibrato **Year 6** Accent, Adagio, Allegro, Andante, Harmony , Mezzo forte, Moderato, Octave, Off beat , Presto					
MFL Twinkl	<u>French</u> **Pleased to Meet You, Family and Friends, School Life** <u>Year 5</u> 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. <u>Year 6</u> 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.	<u>Spanish</u> **All About Me, The Way I Look** <u>Year 5</u> 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. <u>Year 6</u> 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.	<u>French</u> **All About Ourselves, That's Tasty, Time Travelling** <u>Year 5</u> 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. <u>Year 6</u> 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.	<u>Spanish</u> **In the Classroom, My World** <u>Year 5</u> 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. <u>Year 6</u> 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.	<u>French</u> **Let's Visit a French Town, Let's Go Shopping, This is France** <u>Year 5</u> 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. <u>Year 6</u> 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.	<u>Spanish</u> **Eating Out, Our Past** <u>Ye Year 5</u> 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. <u>Year 6</u> 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.