	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	Easter celebration, Theatre trip, class	Oak Apple Day, Residential, Fowey	Harvest festival, Christmas at the	Easter celebration, Theatre trip, class	Oak Apple Day, Residential, Fowey		
	Church, Community Christmas cards,	trip, guest speaker, village walk,	Class play, Sports Day, Cyclewise,	Church, Community Christmas cards,	trip, guest speaker, village walk,	Class play, Sports Day, Cyclewise,		
	sing at Institute, Remembrance Day,	Fowey Class ball, World Book Day,	Independence Day, guest speaker	sing at Institute, Remembrance Day,	World Book Day, Life skills Liskeard	Independence Day, guest speaker		
	guest speaker, Children in Need	Life skills Liskeard		guest speaker, Children in Need				
Maths	Year 5 Read, write, order and compare numbers to at	Year 5 Read, write, order and compare numbers to at	Year 5 Interpret negative numbers in context, count	Year 5 Read, write, order and compare numbers to at	Year 5 Read, write, order and compare numbers to at	Year 5 Interpret negative numbers in context, count		
	least 1 000 000 and determine the value of	least 1 000 000 and determine the value of	forwards and backwards with positive and	least 1 000 000 and determine the value of	least 1 000 000 and determine the value of	forwards and backwards with positive and		
National Curriculum	each digit. Count forwards or backwards in steps of	each digit.  Add and subtract numbers mentally with	negative whole numbers, including through zero.	each digit. Count forwards or backwards in steps of	each digit.  Add and subtract numbers mentally with	negative whole numbers, including through		
Progression supported by Abacus	powers of 10 for any given number up to 1	increasingly large numbers.	Round any number up to 1 000 000 to the	powers of 10 for any given number up to 1	increasingly large numbers.	zero. Round any number up to 1 000 000 to the		
Framework	000 000.	Use rounding to check answers to calculations	nearest 10, 100, 1000, 10 000 and 100 000.	000 000.	Use rounding to check answers to calculations	nearest 10, 100, 1000, 10 000 and 100 000.		
Tranicwork	Solve number problems and practical problems that involve all of the above.	and determine, in the context of a problem, levels of accuracy.	Solve number problems and practical problems that involve all of the above.	Solve number problems and practical problems that involve all of the above.	and determine, in the context of a problem, levels of accuracy.	Solve number problems and practical problems that involve all of the above.		
	Add and subtract whole numbers with more	Solve addition and subtraction multi-step	Read Roman numerals to 1000 (M) and	Add and subtract whole numbers with more	Solve addition and subtraction multi-step	Read Roman numerals to 1000 (M) and		
	than 4 digits, including using formal written	problems in contexts, deciding which	recognise years written in Roman numerals.	than 4 digits, including using formal written	problems in contexts, deciding which	recognise years written in Roman numerals.		
	methods.  Add and subtract numbers mentally with	operations and methods to use and why.  Know and use the vocabulary of prime	Add and subtract whole numbers with more than 4 digits, including using formal written	methods.  Add and subtract numbers mentally with	operations and methods to use and why.  Know and use the vocabulary of prime	Add and subtract whole numbers with more than 4 digits, including using formal written		
	increasingly large numbers.	numbers, prime factors and composite	methods.	increasingly large numbers.	numbers, prime factors and composite	methods.		
	Use rounding to check answers to calculations and determine, in the context of a problem,	numbers. Establish whether a number up to 100 is	Add and subtract numbers mentally with increasingly large numbers.	Use rounding to check answers to calculations and determine, in the context of a problem,	numbers.  Establish whether a number up to 100 is	Add and subtract numbers mentally with increasingly large numbers.		
	levels of accuracy.	prime and recall prime numbers up to 19.	Use rounding to check answers to calculations	levels of accuracy.	prime and recall prime numbers up to 19.	Use rounding to check answers to calculations		
	Solve addition and subtraction multi-step	Multiply numbers up to 4 digits by a one- or	and determine, in the context of a problem,	Solve addition and subtraction multi-step	Multiply numbers up to 4 digits by a one- or	and determine, in the context of a problem,		
	problems in contexts, deciding which operations and methods to use and why.	two-digit number using a formal written method, including long multiplication for two-	levels of accuracy. Solve addition and subtraction multi-step	problems in contexts, deciding which operations and methods to use and why.	two-digit number using a formal written method, including long multiplication for two-	levels of accuracy. Solve addition and subtraction multi-step		
	Identify multiples and factors, including	digit numbers.	problems in contexts, deciding which	Identify multiples and factors, including	digit numbers.	problems in contexts, deciding which		
	finding all factor pairs of a number, and common factors of two numbers.	Multiply and divide numbers mentally drawing upon known facts.	operations and methods to use and why.	finding all factor pairs of a number, and common factors of two numbers.	Multiply and divide numbers mentally drawing upon known facts.	operations and methods to use and why.		
	Multiply numbers up to 4 digits by a one- or	Divide numbers up to 4 digits by a one-digit	Identify multiples and factors, including finding all factor pairs of a number, and	Multiply numbers up to 4 digits by a one- or	Divide numbers up to 4 digits by a one-digit	Identify multiples and factors, including finding all factor pairs of a number, and		
	two-digit number using a formal written	number using the formal written method of	common factors of two numbers	two-digit number using a formal written	number using the formal written method of	common factors of two numbers		
	method, including long multiplication for two- digit numbers.	short division and interpret remainders appropriately for the context.	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.	short division and interpret remainders appropriately for the context.	Multiply numbers up to 4 digits by a one- or two-digit number using a formal written		
	Multiply and divide numbers mentally drawing upon known facts.	Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.	method, including long multiplication for two- digit numbers.	Multiply and divide numbers mentally drawing upon known facts.	Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.	method, including long multiplication for two- digit numbers.		
	Divide numbers up to 4 digits by a one-digit number using the formal written method of	Recognise and use square numbers and cube numbers, and the notation for squared and	Divide numbers up to 4 digits by a one-digit number using the formal written method of	Divide numbers up to 4 digits by a one-digit number using the formal written method of	Recognise and use square numbers and cube numbers, and the notation for squared and	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.	cubed. Solve problems involving multiplication and	short division and interpret remainders	short division and interpret remainders appropriately for the context.	cubed. Solve problems involving multiplication and	short division and interpret remainders		
	Multiply and divide whole numbers and those	division including using their knowledge of	appropriately for the context.  Multiply and divide whole numbers and those	Multiply and divide whole numbers and those	division including using their knowledge of	appropriately for the context.  Multiply and divide whole numbers and those		
	involving decimals by 10, 100 and 1000.	factors and multiples, squares and cubes.	involving decimals by 10, 100 and 1000.	involving decimals by 10, 100 and 1000.	factors and multiples, squares and cubes.	involving decimals by 10, 100 and 1000.		
	Solve problems involving multiplication and division including using their knowledge of	Recognise mixed numbers and improper fractions and convert from one form to the	Recognise and use square numbers and cube	Solve problems involving multiplication and division including using their knowledge of	Recognise mixed numbers and improper fractions and convert from one form to the	Recognise and use square numbers and cube		
	factors and multiples, squares and cubes.	other and write mathematical statements >1	numbers, and the notation for squared and cubed.	factors and multiples, squares and cubes.	other and write mathematical statements >1	numbers, and the notation for squared and cubed.		
	Solve problems involving addition, subtraction, multiplication and division and a	as a mixed number.  Multiply proper fractions and mixed numbers	Solve problems involving addition,	Solve problems involving addition, subtraction, multiplication and division and a	as a mixed number.  Multiply proper fractions and mixed numbers	Solve problems involving addition,		
	combination of these, including understanding	by whole numbers, supported by materials	subtraction, multiplication and division and a combination of these, including understanding	combination of these, including understanding	by whole numbers, supported by materials	subtraction, multiplication and division and a combination of these, including understanding		
	the meaning of the equals sign.	and diagrams.	the meaning of the equals sign.	the meaning of the equals sign.	and diagrams.	the meaning of the equals sign.		
	Compare and order fractions whose denominators are all multiples of the same	Read and write decimal numbers as fractions.  Round decimals with two decimal places to	Solve problems involving multiplication and division, including scaling by simple fractions	Compare and order fractions whose denominators are all multiples of the same	Read and write decimal numbers as fractions.  Round decimals with two decimal places to	Solve problems involving multiplication and division, including scaling by simple fractions		
	number.	the nearest whole number and to one decimal	and problems involving simple rates.	number.	the nearest whole number and to one decimal	and problems involving simple rates.		
	Identify, name and write equivalent fractions of a given fraction, represented visually,	place. Read, write, order and compare numbers with	Identify, name and write equivalent fractions	Identify, name and write equivalent fractions of a given fraction, represented visually,	place. Read, write, order and compare numbers with	Identify, name and write equivalent fractions		
	including tenths and hundredths.	up to three decimal places.	of a given fraction, represented visually, including tenths and hundredths.	including tenths and hundredths.	up to three decimal places.	of a given fraction, represented visually, including tenths and hundredths.		
	Read and write decimal numbers as fractions.	Solve problems involving number up to three	Recognise mixed numbers and improper	Read and write decimal numbers as fractions.	Solve problems involving number up to three	Recognise mixed numbers and improper		
	Round decimals with two decimal places to the nearest whole number and to one decimal	decimal places.  Convert between different units of metric	fractions and convert from one form to the other and write mathematical statements >1	Round decimals with two decimal places to the nearest whole number and to one decimal	decimal places.  Convert between different units of metric	fractions and convert from one form to the other and write mathematical statements >1		
	place.	measure.	as a mixed number.	place.	measure.	as a mixed number.		
	Read, write, order and compare numbers with up to three decimal places.	Understand and use approximate equivalences between metric units and	Add and subtract fractions with the same	Read, write, order and compare numbers with up to three decimal places.	Understand and use approximate equivalences between metric units and	Add and subtract fractions with the same		
	Convert between different units of metric	common imperial units.	denominator and denominators that are multiples of the same number.	Convert between different units of metric	common imperial units.	denominator and denominators that are multiples of the same number.		
	measure.	Use all four operations to solve problems	Multiply proper fractions and mixed numbers	measure.	Use all four operations to solve problems	Multiply proper fractions and mixed numbers		
	Measure and calculate the perimeter of composite rectilinear shapes in centimetres	involving measure using decimal notation, including scaling.	by whole numbers, supported by materials	Measure and calculate the perimeter of composite rectilinear shapes in centimetres	involving measure using decimal notation, including scaling.	by whole numbers, supported by materials		
	and metres.	Draw given angles, and measure them in	and diagrams.  Read and write decimal numbers as fractions.	and metres.	Draw given angles, and measure them in	and diagrams. Read and write decimal numbers as fractions.		
	Solve problems involving converting between	degrees.	Recognise and use thousandths and relate	Solve problems involving converting between	degrees.	Recognise and use thousandths and relate		
	units of time.	Use the properties of rectangles to deduce	them to tenths, hundredths and decimal	units of time.	Use the properties of rectangles to deduce	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

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

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

decimal places.

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

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, ½, ½, ½, %, % 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.

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.

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

Interpret and construct pie charts and lin 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, ½, %, % 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.

					Lot to the sale	
	Calculate the area of parallelograms and triangles.	Calculate and interpret the mean as an average.	Solve addition and subtraction multi-step problems in contexts, deciding which	Calculate the area of parallelograms and triangles.	Calculate and interpret the mean as an average.	Solve addition and subtraction multi-step problems in contexts, deciding which
	Calculate, estimate and compare volume of	average.	operations and methods to use and why.	Calculate, estimate and compare volume of	average.	operations and methods to use and why.
	cubes and cuboids using standard units,	·	Solve problems involving addition,	cubes and cuboids using standard units,	·	Solve problems involving addition,
	including cubic centimetres and cubic metres,		subtraction, multiplication and division.	including cubic centimetres and cubic metres,		subtraction, multiplication and division.
	and extending to other units.		Use common factors to simplify fractions; use	and extending to other units.		Use common factors to simplify fractions; use
	Recognise, describe and build simple 3-D		common multiples to express fractions in the	Recognise, describe and build simple 3-D		common multiples to express fractions in the
	shapes, including making nets.		same denomination.	shapes, including making nets.		same denomination.
	Compare and classify geometric shapes based		Add and subtract fractions with different	Compare and classify geometric shapes based		Add and subtract fractions with different
	on their properties and sizes and find		denominators and mixed numbers, using the	on their properties and sizes and find		denominators and mixed numbers, using the
	unknown angles in any triangles, quadrilaterals, and regular polygons.		concept of equivalent fractions.	unknown angles in any triangles,		concept of equivalent fractions.
	quadrilaterals, and regular polygons.		Multiply simple pairs of proper fractions, writing the answer in its simplest form.	quadrilaterals, and regular polygons.		Multiply simple pairs of proper fractions, writing the answer in its simplest form.
			Divide proper fractions by whole numbers.			Divide proper fractions by whole numbers.
			Identify the value of each digit in numbers			Identify the value of each digit in numbers
			given to three decimal places and multiply and			given to three decimal places and multiply and
			divide numbers by 10, 100 and 1000 giving			divide numbers by 10, 100 and 1000 giving
			answers up to three decimal places.			answers up to three decimal places.
			Multiply one-digit numbers with up to two			Multiply one-digit numbers with up to two
			decimal places by whole numbers.			decimal places by whole numbers.
			Use written division methods in cases where			Use written division methods in cases where
			the answer has up to two decimal places.			the answer has up to two decimal places.
			Solve problems involving the relative sizes of two quantities where missing values can be			Solve problems involving the relative sizes of two quantities where missing values can be
			found by using integer multiplication and			found by using integer multiplication and
			division facts.			division facts.
			Solve problems involving the calculation of			Solve problems involving the calculation of
			percentages and the use of percentages for			percentages and the use of percentages for
			comparison.			comparison.
			Solve problems involving similar shapes where			Solve problems involving similar shapes where
			the scale factor is known or can be found.			the scale factor is known or can be found.
			Solve problems involving unequal sharing and			Solve problems involving unequal sharing and
			grouping using knowledge of fractions and			grouping using knowledge of fractions and
			multiples. Use simple formulae.			multiples. Use simple formulae.
			Generate and describe linear number			Generate and describe linear number
			sequences.			sequences.
			Express missing number problems			Express missing number problems
			algebraically.			algebraically.
			Find pairs of numbers that satisfy an equation			Find pairs of numbers that satisfy an equation
			with two unknowns.			with two unknowns.
			Solve problems involving the calculation and			Solve problems involving the calculation and
			conversion of units of measure, using decimal			conversion of units of measure, using decimal
			notation up to three decimal places where			notation up to three decimal places where
			appropriate.			appropriate.
			Use, read, write and convert between standard units, converting measurements of			Use, read, write and convert between standard units, converting measurements of
			length, mass, volume and time from a smaller			length, mass, volume and time from a smaller
			unit of measure to a larger unit, and vice			unit of measure to a larger unit, and vice
			versa, using decimal notation to up to three			versa, using decimal notation to up to three
			decimal places.			decimal places.
			Recognise when it is possible to use formulae			Recognise when it is possible to use formulae
			for area and volume of shapes.			for area and volume of shapes.
			Calculate the area of parallelograms and			Calculate the area of parallelograms and
			triangles.			triangles.
FigIt's b	Vear 5			Year 5		
English	Year 5 Apply knowledge of morphology and etymology	to read new and unfamiliar words, focusing on the	he meaning and pronunciation of the word	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.	to read new and amariniar words, rocusing of the	The meaning and pronunciation of the word.	Retrieve, record and respond to information.	to read new and amarmilal words, rocusing on	and meaning and pronunciation of the word.
Comprehension Plus -	Summarise the main ideas drawn from more tha	an one paragraph.		Summarise the main ideas drawn from more tha	in one paragraph.	
VIPERS	Justify inferences and predict what might happen			Justify inferences and predict what might happe		
VIPENS	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.			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		
	Identify and discuss themes and conventions in a			Identify and discuss themes and conventions in a		
	Recommend books read to peers giving reasons			Recommend books read to peers giving reasons		
	Participate in a range of discussions, presentatio			Participate in a range of discussions, presentatio		
	Check that the book makes sense, discuss under		outual reference	Check that the book makes sense, discuss under		coutual reference
	Ask questions in order to improve understanding		extual reference.	Ask questions in order to improve understanding		lextual reference.
	Ensure that letters and words in handwriting are Ensure that handwriting is consistent & fluent.	appropriate in size and position.		Ensure that letters and words in handwriting are Ensure that handwriting is consistent & fluent.	appropriate in size and position.	
	Endare that handwriting is consistent & hidelit.			Ensure that handwriting is consistent & ndellt.		

Adapt handwriting for different purposes.

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

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

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

clearly marked.

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

Use correct subject and verb agreement when using singular and plural. Edit and reorder sentences to create greater impact or effect.

two items or more.

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 noman's land, Ted Hughes

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.

Words containing the prefix: over, dis, un.

Words containing the suffix: ful, Use the possessive apostrophe accurately in words with irregular plurals, Use semi-colons, colons or dashes to mark

houndaries 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 Use sentences of different lengths to create

### Newspaper writing, Biographies, Narrative writing, Poetry, Debates, The adventures of Odysseus, Sadness is grey

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.

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

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.

#### Narrative writing, Instruction writing, Information writing, Poetry, Friend of Foe, Francis, If

# Year 5

Words ending in: jous 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

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

clearly marked.

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,

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

Use a wide range of conjunctions to identify the link between ideas

Use modal verbs.

longer lists.

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

and speech. Use passive tense to affect the presentation of information in a sentence

vocabulary of informal and formal writing

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

Include reflective comments in conclusion and summaries.

sentence.

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

main points or issues. Order the sections writing to ensure they are well- linked and that the coverage of

and convincing with good coverage of the

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,

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

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

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

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,

surprising, amusing and inventive poetry.

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

## 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.

Explain how the differences between the properties of different materials can be used to classify substances Recognise that living things have changed

### Identifying scientific evidence that has been used to support or refute ideas or arguments. 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

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

Use by knowledge of conductors & insulators to construct wires.

series circuit.

# Animals, including humans

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.

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**

Recognise that living things have changed over time and that fossils provide information about living things that

# **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

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.

# 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

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

Describe the feeding relationships between plants and animals in a range of habitats.

# 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 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.

Identify the key features of living and nonliving things in detail.

Describe the differences in the life cycles of a mammal, an amphibian, an insect and a

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 microorganisms

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 microorganisms, plants and animals. Give reasons for classification of plants and animals based on specific characteristics.

the Bible stands and the grading about God as holy and tolving might make a difference in the world today, developing insights of my own (Messlath' – a Saviour from God – is important to developing insights of my own (Messlath' – a Saviour from God – is important to the world today and, it is the two-mid today and, it is the world today and poportunities in the world today, including my own file.  Unit U.2 is isam (Tawhid/man/badah) What does it meant to be a Muslim in Britain today? I can identify and explain Muslim beliefs about God, and the Holy Qur'an (e.g. Tawhid), Muslammand as the Messrager, Qur'an as the message) I can identify and explain in Jewish beliefs about God and the message of authority guide Muslim living (e.g. Qur'an as the message) I can identify and explain beliefs about the Torah so important to Jewish guidance on Five Pillars, festivals, in a guidance on Five Pillars, festivals, in Can make clear connections between levish I can make clear connections between levish I can make clear connections between levish I can make clear connections between levish of the fire make connections between Muslim beliefs and buslim specifies of the Prophet) I can give evidence and examples of switch to Torah and how they use and poportunities in the world today, including my own file for the beliefs into practice in different ways (e.g. some deference that might make in people's live.)  I can identify and explain fusion beliefs about which as the message of the prophet of a committee of the find to the prophet of the message of the prophet of the							
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Science Key Vacabulary  RE  The Act Act and the control of the Con		inhabited the earth millions of years ago.		offspring of the same kind, but normally	Identify the effects of air and water	day and night and the apparent movement of	
Security designation and the production of the p		Describe evaporation and condensation in	RSE	offspring vary and are not identical to their	resistance that act between moving	the sun across the sky.	
Science Key Vocabulary  Text 5  Text 5		the water cycle making the link between the		parents.	surfaces.		
A Procedure of the control of the co		rates of evaporation with temperature.		Identify how animals and plants are	Recognise that force and motion can be	RSE	
Science Rey Vocabulary  The Service of Proteins of Service Counting Control (Service Counting		Use developing knowledge of solids, liquids		adapted to suit their environment in	transferred through mechanical devices		
Science Key Vocabulary  RE  The Control of C		and gases to describe how mixtures might		different ways and that adaptation may	such as gears, pulleys, levers and springs.		
Science Key Vocabulary		be separated, including through filtering,		lead to evolution.	Explain how motion is affected by forces		
Science Key Vocabulary  Text 5  Text 5		sieving and evaporating.			such as gravitational attraction, magnetic		
Science Key Vocabulary  Very  Vocabulary  Volume  Volume  Vocabulary  Volume  Volu					attraction and friction.		
Science Key Vocabulary		Scientists and Inventors					
Science Key Vocabulary  RE  Intelligence of the control of the con							
Science Key Vocabulary  Workshop, Conscienting, Controllings, unbox, Device, ed. Conditions, Department, Indiana,					Describe how gravity acts between the Earth		
Visical Language of Spills of Processing Control of Processing Con					and a falling object.		
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Use 1/2.2 Containty (Section 5) What document are for Christians to believe What document are for Christians to believe Contain a special property of the fillion Lead with the first and the containty of the fillion Lead with the fillion with the fillion Lead with the fi	0.5	Voor E 9. 6	Voor E 9. 6	Voor E 9 6	Voor E 9 6	Voor E 9. 6	Voor E 9. 6
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teachings about God as holy and loving might make a difference in the world today, and first strue, what fifteened in the world today, and, fift is true, what fifteened the world today and, fift is true, what fifteened the world today and, fift is true, what fifteened the world today and, fift is true, what fifteened that might belief a boot today and, fift is true, what fifteened the might belief a boot today and, fift is true, what fifteened that might belief a boot today and fift is true, what fifteened that might belief a boot today. What is the first shadow of the control of the first shadow of		I can weigh up how biblical ideas and	the Bible	teachings (e.g. about peace, forgiveness,		dharma, karma, moksha, etc.	
make addifference in the world today, and continuing misphts of my own responses to the side of the world today and fit is true, was the world today and fit is true, was the world today and fit is true, was the world today and fit is true. What does it mean to be a Muslim in Britain today?  I can advertify and explain Muslim beliefs about Good, the Prophet? I can defently and explain Muslim propher in the control to levels a control of a submitted fine the propher in the world today, including my separate to do will be supported in the world today and explain Muslim propher in the world today, including my separate to do will be supported in the world today in the world today and fit is true, was the world today and fit is true, was the world today and fit is true, was the world today and the world today and the world today and today in the world today and fit is true. What the world today is was the world today and the world today and the world today and today in the world today in the world today in the world today, including my separate to the submitted first many than the propher in the world today world in the world today world in the world today world in the world today in the world today in the world today in the world today world were propher in the world today world were propher in the world today world were propher in th		teachings about God as holy and loving might	I can weigh up how far the idea of Jesus as the	healing) and the issues, problems and	I can identify key ideas arising from my study	I can give evidence and examples to show	world today
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Unit U2.8 Isiam (Tawhid/Iman/Mash) What does tream to be a Muslim in Pittals Today?  Ican identify and explain Muslim beliefs about God, the Propher's and the Holy Quarian (e.g. Tawhid, Mulammad as the Messenger, Quarian as the message) Ican describe ways in which Muslim sources of authority guide Muslim living (e.g., Cuarian guidinors on Five Pillars, Fistavials, Ican make charce connections between Muslim beliefs and basid in (e.g. Five Pillars, Fistavials, mosques, arr) Ican make charce connections between Muslim beliefs and basid in (e.g. Five Pillars, Fistavials, mosques, arr) Ican make charce connections between levist or an individual may be a five the propher of the review of the make charce connections between levist in different ways. Ican consider and weigh up the value of e.g. submission, obtoidence, generoaisy, self- control and worship in the lives of Muslims Ican reflect on and articulate what it ilike to they are valuable to people who are not belief and my own life, and my importance in different ways (e.g. in the life of the propher) that the value of e.g. submission, obtoiding og reasons for their views.  In a make claim and the propher of the proph		developing insights of my own	in the world today and, if it is true, what	own life	are helpful or inspiring, justifying my	different ways	of the importance of love and service in the
what does it mean to be a Muslim in Britain today?  It can identify and explain in Britain today growing pool of examples of source for authority guide Muslim limity (e.g., our limit). It can describe ways in which Muslim business and basida (e.g. Five Pillars, festion) to saw the message of authority guide Muslim limity (e.g. our limit). It can give examples of sour them to be fire the people interpret them (and public and a disabating legs. Five Pillars, festion) to source of authority that the beliefs about the Toron and articulate what integers and the result in ference ways in which Muslim surves of authority guide Muslim limity (e.g. our limit). It can give examples of source the start say what God is like and esplain how they was an articulate what into beliefs about why people interpret them (can make clear connections between Muslim beliefs and is abad (e.g. Fire Pillars, festion) to source of authority that the poole interpret them (can make clear connections between levels and the stand and shada (e.g. Five Pillars, festion) to source of authority that the poole interpret them (can make clear connections between levels and the stand and shada (e.g. Five Pillars, festion) to source of authority that the poole interpret them (can make clear connections between levels and the pool of the propher o			difference that might make in people's lives,	I can articulate my own responses to the	responses	I can make connections between Hindu beliefs	world today.
today?  It an identify and explain Muslim beliefs about God, the Prophet* and the Holy Qur'an (e.g. Tawhirk, Muhammad as the Messenger, Our'an as the message).  Qur'an as the message of the Prophet is and the Holy Qur'an (e.g. Tawhirk, Muhammad as the Messenger, Our'an as the message).  It can describe ways in which Muslim sources of authority guide Muslim living (e.g. Qur'an aguidance on Five Pillars, Flag practices follow ascarpial of the Prophet).  It can make clear connections between Muslim beliefs about the Torsh and how they use and beliefs about the Torsh and how they use and treat it distinct the Corn and Resident Connections between Huslim beliefs about the Torsh and how they use and treat it distinct the Studies and Muslim ways of living in Bittain Pylmouth today and articulate responses on how far they are valuable to people who are not different ways.  Lear make connections between Huslim beliefs studied and Muslim ways of living in Bittain Pylmouth today and articulate responses on how far they are valuable to people who are not a dwarfs in the Hospita for the value of e.g. submission, obedience, generosity, self-control and worship in the lives of Muslim supposed and the value of e.g. and the prophet was the people in Cornwall when If the people in Cornwall was for my religious and the world, recognising different points of view.  Unit U.2.1 Cly Christianity, Non-religious Why to some people believe in God and some people and a general and the world, responsible of view in Cornwall guide people and a general people and people and people and the world, responsible of view.  It can make clear connections between Muslim beliefs about why people and the people in Co		Unit U2.8 Islam (Tawhid/Iman/Ibadah)	giving good reasons for my answers.	issues studied, recognising different points of	I can weigh up how far the Genesis 1 creation	studied (e.g. karma and dharma), and explain	
Can identify and explain Muslim beliefs about God, the Prophet* and the Hoty Quarfa in		What does it mean to be a Muslim in Britain		view	narrative is in conflict, or is complementary,	how and why they are important to Hindus	Local Unit 2.12
God, the Prophet* and the Holy Qur'an (e.g. Tawhid), Muhammada she Messenge   Cur'an as the message   Cur'an as the message   Cur'an describe ways in which Muslim sources of authority guide Muslim living (e.g. Qur'an aguidance on five Pillars; Heij practices follow examples of Sune tests that say what God is like and explain lewish beliefs about why guidance on five Pillars; Heij practices follow examples of sune connections between Muslim beliefs and badah (e.g. Five Pillars, festivals, mosques, art)   Lean give evidence and examples to show how Muslims put their beliefs into toabser lews)   Lean make clear connections between Muslim beliefs studied and Muslim ways of living the properties of the connections between Muslim beliefs studied and Muslim ways of living the properties of the prop					with a scientific account, giving good reasons		Does faith help people in Cornwall when life
Tawhich Muhammad as the Nessenger, Qur'an as the message) I can identify and explain Lowish beliefs about the prophety of the		The state of the s	Why is the Torah so important to Jewish	Unit U2.10 Christianity, Islam, Judaism, Non-	for my views.		
Qur'an as the message)   Can describe ways in which Muslim sources, of authority guide Auslini living (e.g. Qur'an guidance on Five Pillars, Halj practices follow example of the Prophect)   Can make clear connections between auslie beliefs about the Toriah and how they used the sides and ibadah (e.g., Eve Pillars, Estaviak, mosques, art)   Lean make clear connections between lewish beliefs and ibadah (e.g., Eve Pillars, Estaviak, mosques, art)   Lean make clear connections between lewish beliefs about the Toriah and how they use and treat it   Lean make clear connections between lewish beliefs about the Toriah and how lews live (e.g. in disas of beliefs and bit and how lews live (e.g. in disas of beliefs)   Lean make clear connections between lewish beliefs and bit and how lews live (e.g. in disas of beliefs)   Lean make clear connections between lewish beliefs about the Toriah and how lews live (e.g. in relation to konker laws)   Lean make cear connections between lewish beliefs about the Toriah and how lews live (e.g. in relation to konker laws)   Lean make cear connections between lewish beliefs studied and Muslim ways of living in Britain Plymouth today   Lean consider and weight up the value of e.g. submission, obefience, 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   Lean make connections between lewish today and articulate responses on how far they are valuable to people who are not be admission in Britain today, giving good reasons for their views.   Lean make connections between the solution of a make clear connections between lewish beliefs about the good and bad (e.g. Christian and Humanist)   Lean give evidence and examples to show how Levish people to the trie beliefs into practice in different ways (e.g. some different ways) (e.g. some difference, generosity, self-control and worship i		The state of the s	1	_		, , ,	
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be a Muslim in Britain today, giving good reasons for their views.  articulate responses on how far they are views.  valuable to people who are not Jewish  theism, agnosticism and atheism, expressing insights of their own about why people				studied and my own life, and my importance	_	of sacrifice, recognising different points of	
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				views.			
believe in God or not		reasons for their views.	valuable to people who are not Jewish				
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By the end of Year 5, pupils should be able to:  Receive constructive feedback and use it to improve their performance  By the end of Year 6, pupils should be able to:  Create their own learning plan and revise it when necessary							
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metres. I can perform a badminton serve. technique. Year 6 I can adapt my movements for attacking and technique.							
					Year 6	·	<u> </u>
		I can use a range of strokes effectively [for	I can develop a volley for use in a badminton				

example, front crawl, backstroke and breaststroke1 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. 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 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. can apply striking and fielding skills to complete a circuit of activities.

I can apply learnt skills in a variety of badminton mini matches.

#### Year 6 Dance

mini game.

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

I can work as a group to lead a training session

#### Badminton

exercises

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

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.

backstop and base fielders in cricket

#### **Tennis**

mini matches.

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 I can apply learnt skills in a variety of tennis

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 breaststrokel

I can perform safe self-rescue in different water-based situations

#### **Gymnastics**

I can accurately perform a cat leap and a stag

I can accurately perform a dive forward roll and a pike backward roll.

I can accurately perform a straddle over a 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

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.

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.

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.

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

I can apply learnt skills in a variety of tennis mini matches.

# PE Key Vocabulary

Exhale, Flutter Kick, Surface, Somersault, Personal Best, Inhale, Pressure, Overtake, Tracking, Backing Up, Outwit, Support, Tactics, Collaborate, 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, Asymmetrical, Synchronisation, Progression, Technique, Momentum, Rhythm, Agility, Drive

### Year 6

Endurance, Propel, Continuous, Streamline, Synchronised, Retrieve, Obstruction, Consecutive, Consistently, Drive Hit, Defensive Hit, Defensive Hit, Defensive, Retrieve, Obstruction, Force, Compete, Trajectory, Momentum, Continuous Pace, Transfer of Weight, Consecutive, Dictate, Contest, Formation, Conceding, Turnover, Shut Down, Phrase, Structure, Formation, momentum, Counter Balance, Fluently, Counter Tension, Stability, Generate Force, Continuous, Measure, Flexibility, Analyse, Record

PSHE	rear 5	rear 5	Tear 5	Tear o	rear o	rear o	ı
1 3112	Being In My World	Healthy Me	Relationships	Being In My World	Healthy Me	Relationships	ı
	I know what I value most about my school and	I can make an informed decision about	I know how to keep building my own self-	I feel welcome and valued and know how to	I am motivated to care for my physical and	I understand that people can get problems	ı
Jigsaw PSHE	can identify my hopes for this school year	whether or not I choose to smoke and know	esteem	make others feel the same	emotional health	with their mental health and that it is nothing	i

#### **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

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

#### 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

Lunderstand 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 mvself

#### 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

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

#### Changing Me (SRE)

and pressure

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-

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

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, Peers, Advice, Alcohol, Liver, Disease, Anxiety, Fear, Believe, Assertive, Opinion, Relationship, Close, Jealousy, Emotions, Positive, Negative, Peers, Advice, Alcohol, Liver, Disease, Anxiety, Fear, Believe, Assertive, Opinion, Relationship, Close, Jealousy, Emotions, Positive, Negative, Peers, Advice, Alcohol, Liver, Disease, Anxiety, Fear, Believe, Assertive, Opinion, Relationship, Close, Jealousy, Emotionship, Close 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, Mental health, Social, Peer pressure, Influences, Personal information, Passwords, Privacy, Settings, Body image, Personality, Self-esteem, Fallopian Tube, Cervix, Screen time, Physical health, Mental health, Mental health, Social, Peer pressure, Influences, Personal information, Passwords, Privacy, Settings, Body image, Personality, Self-esteem, Fallopian Tube, Cervix, Screen time, Physical health, Mental health, Social, Peer pressure, Influences, Personality, Self-esteem, Fallopian Tube, Cervix, Screen time, Physical health, Mental health, Mental health, Mental health, Mental health, Mental health, Mental health, Social, Peer pressure, Influences, Personality, Self-esteem, Fallopian Tube, Cervix, Screen time, Physical health, Mental health, Urethra, Wet dream, Growth spurt, Pubic hair, Hormones, Foreskin, Conception, Embryo, Umbilical cord, IVF, Foetus, Pregnancy, Sanitary products

# History

# History Association chemes of work

Enquiry skills objectives are ongoing throughout the vear.

#### 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 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. an place events, people and change

#### 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.

# 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 th

#### Ancient Greece – links to ancient civilisations such as Romans, Egypt, Bronze and Iron Age (tin trade)

# Year 5

chronological order

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

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

situation

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

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

### 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.

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

#### 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

Beginning to identify and describe changes within and between different periods in history. Reginning 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

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

	Use the language of art with greater sophisticati Give reasoned evaluations of their own and other	ers' work which take account of context and inten	tion.	Use the language of art with greater sophisticat Give reasoned evaluations of their own and oth	ers' work which take account of context and inten	tion.
	Bayeux Tapestry	Sculpture in bronze, Henry Moore and	Influenced Caravaggio, Michelangelo, Picasso	Emma Jeffryes, Emma McClure, Alasdair	Van Gogh, Mark Garlick, Danny Flynn	Tiki, Whakairo carving
	Year 5	Barbara Hepworth	and Damien Hirst	Lindsay	Year 5	Year 5
	Composing original designs by adapting and	Year 5	Year 5	Year 5	Select and mix more complex colours to	Develop understanding of texture through
	synthesising the work of others. Analyse and	Create mixed media art using found and	Further develop drawing from observation.	Develop and increasing sophistication when	depict thoughts and feelings.	practical making activities.
	evaluate artists' use of shape.	reclaimed materials. Select materials for a	Draw using perspective, mathematical	using tone to describe objects when drawing.	Study the work of artists.	Express thoughts and feelings about familiar
	Construct patterns through various methods	purpose.	processes, design, detail and line.	Analyse artists' use of tone.	Control brush strokes and apply tints and	products. Design new architectural forms, de
	to develop their understanding.	Further extend their ability to describe and	Develop ideas through sketches, enhance	Year 6	shades when painting. Paint with greater skill	and invent new products, link artwork to litera
	Year 6	model form in 3D using a range of materials.	knowledge, skills and technique using	Increase awareness of using tone to	and expression.	sources. Create and invent for purposes.
	Fluently sketch key shapes of objects when	Extend and develop a greater understanding	experimental media in sketchbooks.	describe light and shade, contrast, highlight	Year 6	Year 6
	drawing. Create abstract compositions	of applying expression when using line.	Year 6	and shadow. Manipulate tone for halo and	Mix and apply colours to represent still life	Understand how artists manipulate
	using knowledge of other artist's work.	Year 6	Learn and apply new drawing techniques such	chiaroscuro techniques.	objects from observation. Express feelings	materials to create textures.
	Represent feelings and emotions through	Create photomontages, make repeat	as negative drawing, chiaroscuro, expression,		and emotions through colour. Study	Develop personal, imaginative responses
	patterns. Create sophisticated artwork	patterns using printing techniques, create	sketching and still life.		colours used by Impressionist painters.	a theme. Produce personal interpretatio
	using their knowledge of pattern.	digital art and 3D sculptural forms.	Make personal investigations and record		Study the work of artists.	of cherished objects, show thoughts and
		Express and articulate a personal message	observations in sketchbooks. Record		Paint with greater skill and control, applying	feelings through pattern, create imagina
		through sculpture. Analyse and study	experiments with media and try out new		tonal techniques and more complex colour	3D forms to create meaning. Express ide
		artists' use of form.	techniques and processes in sketchbooks.		theory to own work.	about art through messages, graphics, te
		Deepen knowledge and understanding of				and images.
		using line when drawing portraits. Develop				
		greater skill and control. Study and apply				
		the techniques of other artists.				
	Mechanisms (e.g. pop-up books)	Textiles (e.g. waistcoats)	Food	Structures (e.g. bridges)	Electrical systems (e.g. steady hand games)	
	Year 5	Year 5	Year 5	Year 5	Year 5	
	Planning using storyboards and designs,	Designing for a purpose, considering which	Adapting an existing recipe	Designing arch and truss bridges, modelling	Identify the target audience considering	
	communicating through annotated	techniques and materials to use creating a	Cutting, preparing and cooking veg and meat	various methods of bridge making	methods of incorporating the circuitry	
	illustrations, identifying where mechanisms	paper pattern piece	hygienically using kitchen equipment in safe	Using triangulation for bracing selecting	Selecting materials based on their properties	
	will operate in the design	Selecting and using appropriate stitch types	manner, recognising when meat is cooked	appropriate tools and equipment to cut wood	creating and incorporating a functional series	
	Making functional components using layers	Identify poor sewing technique and rectify	Tasting and feedback on existing products,	down to size and sandpaper to achieve a high-	circuit	
	and spacers to construct pages, cutting and	Identifying methods of joining fabric, running	suggesting substitute ingredients	quality finish	Year 6	
	assembling with accuracy	stitch, cross stitch and blanket stitch	Year 6	Testing through trial and error to evaluate the	Generating ideas through sketching and	
	Revisiting and reflecting on progress at	Year 6	Working to a time scale	success of functional properties, design and	discussion, modelling ideas through	
	numerous points	Devising a list of design criteria, sketching and	Working with food hygienically	materials	prototypes, establishing a list of design criteria	
	Consolidating knowledge on sliders, levers and	annotating design ideas onto a pattern piece	Tasting, scoring and evaluating products	Understanding the importance of	Selecting and using appropriate materials and	
	linkages, identifying inputs and outputs,	amending the measurements to suit the client	Understanding the risks of meat and fish	compression and tension in bridges,	equipment to cut, measure and mark	
	utilising methods of paper modelling and	Marking out, cutting and joining fabrics	when not cooked or stored properly	establishing methods or reinforcing more	accurately including set square and rulers	
	folding to improve resilience.	accurately, creating a consistent seam and	when hot cooked or stored properly	complex structures to improve	Adapting products to improve functionality,	
	Year 6	attaching fastening, applying decorative		Year 6	testing that the product is fit for purpose	
	Drawing and annotating exploded and cross-	features		Increasing more demanding practical skills	Creating and using electric series circuits	
	sectional diagrams	Exploring existing products and considering		selecting materials for the aesthetic and	effectively, knowing how to make	
	Measuring, marking and cutting materials	the user, materials and shape, evaluating the		functional properties, make strengthen and	electromagnetic motors	
	accurately, selecting appropriate equipment	final outcome against the design criteria		stiffen a range of structures	electromagnetic motors	
		Knowing how to create hidden seams,				
	and assembling components accurately			Evaluating and analysing existing structures Applying knowledge of construction		
	Understanding the relationship between the	accurate and consistent stitched and secure				
	parts and establish a stable frame	fastenings		techniques to realise design ideas, stabilising		
				more complex structures using bracing		
	Art			DT		
: & DT Key	Year 5			Year 5		
cabulary	Complementary, Blend, Crosshatch, Reflection,	Contrast Movement Tints		Functionality, Design specification, Annotate, Te	ochnique	
can aran y	Year 6	Contrast, Movement, Tints		Year 6	cinique	
	Monochromatic, Perspective , Composition, Var	pishing Point Proportion		Synthesising, Abstract compositions, Cross-secti	on Intolorance Substitute	
	Wondern dinatic, i erspective , composition, var	iistiing Fourt, Froportion		Synthesising, Abstract compositions, cross-section	on, intolerance, substitute	
mouting	Year 5	Year 5	Year 5	Year 6	Year 6	Year 6
nputing	Online Safety	Search Engines	Mars Rover 1	Bletchley Park 1 And 2	Big Data 1 And 2	Intro To Python
	Understanding permissions required by apps	Recognising that information on the	Understanding computer networks	Understanding the importance of secure	Understanding how learning can be applied	Understanding that websites can be alte
w Primary schemes of	to access personal information.	internet might not be true or correct.	including the internet; how they can	passwords and using searching and word	to a real world context.	by exploring the code beneath the site.
w Primary scriences or	Considering online judgements that people	Know how to use keywords to quickly	provide multiple services, such as the world-	processing skills to create a presentation.	Selecting, using and combining a variety of	Designing, writing and debugging progra
	make and how they treat others online.	find accurate information.	wide web; and the opportunities they offer	Using programming software to understand	software to design and create a range of	that accomplish specific goals
	Micro:bit	Programming Music	for communication and collaboration.	hacking, relating this to computer cracking	programs, systems and content to collect,	Solving problems by decomposing them
	Using block coding to program a device.	Selecting using and combining a variety	Using search technologies effectively,	codes in WWII.	analyse, evaluate and present data.	into smaller parts.
	To explore variables and different forms of	of software to design and create a	appreciating how results are selected and	Editing sound recordings for specific purpose.	Understanding that computer networks	Online Safety
	input.	range of programs, systems and	ranked, and be discerning in evaluating	Learning about the history of computers and	provide multiple services	Learning about online reputations and he
	Understand how external devices can be	content that accomplish given goals.	digital content.	how they evolved over time.	Understanding how barcodes and QR codes	to go about creating a positive one
	programmed by a separate computer.	Using programming language to create	Recognising that computers transfer data in		work.	Being aware of the threats that face us
		music, including use of loops.	binary and understand simple binary		Selecting, using and combining a variety of	online such as scammers and phishing
			addition.		software to design and create a range of	emails and how to identify them
			Stop Motion Animation		programs, systems and content to collect,	
			Using technology purposefully to create,		analyse, evaluate and present data.	
		the state of the s	Oshig technology purposerully to create,	The state of the s	analyse, evaluate and present data.	The state of the s

			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, Ne Year 6 Big data, Binary, Codes, Scam, Phishing	etwork, Responsibility, Evaluate				
Music  Kapow Primary schemes of work	Year 5 Looping and remixing Composition to represent the festival of colour (Theme: Holi festival) Recognising and confidently discussing the stylistic featured of different genres, styles and traditions of music using musical vocabulary, and explaining how these have developed over time (South African, West African, Musical Theatre, Dance Remix, Classical). Representing the features of a piece of music using graphic notation, and colours, justifying their choices with references to musical vocabulary.	Year 5 South and West Africa Composition notation (Theme: Ancient Egypt) Improvising coherently within a given style. Performing with accuracy and fluency from graphic and simple staff notation. Playing a simple chord progression with accuracy and fluency.	Year 5 Blues Musical theatre Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression. Working as a group to perform a piece of music adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with a group.	*Christmas Carol Competition Year 6 Dynamics, pitch and texture (Theme: Coast - Fingal's Cave by Mendelssohn) Advanced rhythms Singing songs in two or more secure parts from memory, with accuracy, fluency control and expression. Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time with others and communicating within the group. Performing a solo or taking a leadership role within a performance. Performing with accuracy and fluency from graphic and staff notation and from their own notation. Performing by following a conductor's cues and directions. Evaluating how the venue, occasion and purpose affects the way a piece of music sounds.	Year 6 Theme and variations (Theme: Pop Art) Film music Recognising and confidently discussing the stylistic features of music and relating it to the other aspects of the Arts (pop art, film music) Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work.	Year 6 Songs of World War 2 Composing and performing a Leavers' song Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary. Composing a multi-layered piece of music from a given stimulus with voices, bodies and instruments. Composing an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure. Recording own composition using appropriate forms of notation and/or technology and incorporating.
Music Key Vocabulary	Year 5 Chord, Dissonance, Flat, Lento, Semitone, Sharp Year 6 Accent, Adagio, Allegro, Andante, Harmony, Me					
MFL Twinkl	French Pleased to Meet You, Family and Friends, School Life Year 5 Listen to and respond with an increasing range of phrases and sentences. Begin to describe people, places, events and actions using complete sentences. Write and spell simple verbs and adverbs. Use a dictionary to find vocabulary. Year 6 Identify and spell an increasing range of words accurately. Speak in complete sentences using basic language structures. Describe events and actions using a range of sentences. Use a dictionary to aid writing.	Spanish All About Me, The Way I Look Year 5 Identify and spell an increasing range of key words. Read and pronounce an increasing range of sentences. Use an increasing range of verbs and adverbs. Year 6 Read aloud using increasingly accurate pronunciation and intonation. Begin to recognize and use past and present tense. Use a wider range of sentence structures. Write and spell verbs and adverbs.	French All About Ourselves, That's Tasty, Time Travelling Year 5 Engage in conversation, listening and then responding appropriately. Describe events using an increasing range of sentences. Construct and pronounce an increasing range of sentences accurately. Use a range of conjunctions to join clauses within a sentence. Year 6 Sustain conversation for increasing periods of time using a range of sentences. Engage in conversation using increasingly more compound sentences. Compare and contrast people, places, events and actions using complete sentences.	Spanish In the Classroom, My World Year 5 Listen to and respond with an increasing range of phrases and sentences. Begin to describe people, places, events and actions using complete sentences. Write and spell simple verbs and adverbs. Use a dictionary to find vocabulary. Year 6 Identify and spell an increasing range of words accurately. Speak in complete sentences using basic language structures. Describe events and actions using a range of sentences. Use a dictionary to aid writing.	French Let's Visit a French Town, Let's Go Shopping, This is France Year 5 Identify and spell an increasing range of key words. Read and pronounce an increasing range of sentences. Use an increasing range of verbs and adverbs. Year 6 Read aloud using increasingly accurate pronunciation and intonation. Begin to recognize and use past and present tense. Use a wider range of sentence structures. Write and spell verbs and adverbs.	Spanish Eating Out, Our Past Ye Year 5 Engage in conversation, listening and then responding appropriately. Describe events using an increasing range of sentences. Construct and pronounce an increasing range of sentences accurately. Use a range of conjunctions to join clauses within a sentence. Year 6 Sustain conversation for increasing periods of time using a range of sentences. Engage in conversation using increasingly more compound sentences. Compare and contrast people, places, events and actions using complete sentences.