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	Shackleton	New Zealand / Australia
Cultural Capital	Harvest festival, Christmas at the Church, Community Christmas cards, sing at Institute, Remembrance Day, guest speaker, Children in Need	Easter celebration, Theatre trip, class trip, guest speaker, village walk, Fowey Class ball, World Book Day, Life skills Liskeard	Oak Apple Day, Residential, Fowey Class play, Sports Day, Cyclewise, Independence Day, guest speaker	Harvest festival, Christmas at the Church, Community Christmas cards, sing at Institute, Remembrance Day, guest speaker, Children in Need	Easter celebration, Theatre trip, class trip, guest speaker, village walk, World Book Day, Life skills Liskeard	Oak Apple Day, Residential, Fowey Class play, Sports Day, Cyclewise, Independence Day, guest speaker
Maths National Curriculum Progression supported by Abacus Framework	**Year 5** Number and Place Value Read and write numbers to at least 100 000. Determine the value of each digit in numbers to at least 100 000 and use to solve place-value additions and subtractions. Order and compare numbers to at least 100 000. Count forward or backwards in steps of powers of 10 for any number up to 100 000. Round any number up to 100 000 to the nearest 10, 100 and 1000. Addition and Subtraction Sustain a line of enquiry; make and test a hypothesis. Add whole numbers with 4 digits, including using the formal written method of columnar addition (answers > 10 000). Use place value and number facts to add and subtract 2-, 3- and 4-digit numbers. Use inverse operations to create new calculations or check answers. "Subtract whole numbers with 4 digits, including using the formal written method of columnar subtraction. Begin to add and subtract numbers mentally with increasingly large numbers. Use mathematical reasoning to work out a function (single operation +/–). Multiplication and Division Use mental strategies to multiply and divide by 4, 9, 20 and 25. Solve problems involving multiplication and division using knowledge of factors, doubles and halves, and times-tables. Choose a mental or a written method to solve problems, including word problems, involving multiplication (including 2-/3-digit × 1-digit; 2-digit × 2-digit). Choose a mental or written method to solve problems, including word problems, involving division (including 2-/3-digit ÷ 1-digit), and spot and explain patterns and relationships. Recognise which numbers are divisible by 2, 3, 4, 5, 9 and 10. Use mathematical reasoning to work out a function; use the inverse operation to find answers. Use multiplication facts and place value to multiply and divide multiples of 10 and 100, including answers with 1 and 2 decimal places. Fractions, Decimals, Ratio and Percentages Add and subtract 0·1 to/from a number with 1 or 2 decimal places. Compare and order fractions with the same denominator. Identify, name and write equivalent fractions,	**Year 5** Number and Place Value Count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000. Read and write numbers to at least 1 000 000. Order and compare numbers to at least 1 000 000. Determine the value of each digit in numbers to at least 1 000 000 and use to solve place value additions and subtractions. Order and compare 6-digit numbers and place on a number line. Find square numbers and square roots; find a pattern; write and test a rule. Addition and Subtraction Add whole numbers and 1-place decimals using appropriate mental strategies. Add 1- and 2-place decimal numbers (including money) choosing and using an appropriate method (including columnar addition and mental methods). Count up to solve 4-digit minus 4-digit subtractions from near multiples of 1000, where column subtraction is awkward; use column subtraction where appropriate. Add and subtract numbers mentally with increasingly large numbers. Solve addition 1- step and multi-step problems using mental addition. Use counting on and bonds to 100 to add to any 2-place decimal to find the next whole number. Subtract amounts of money and other 1- and 2-place decimal numbers in the context of measures. Investigate patterns in addition using knowledge of bonds and a systematic approach. Use columnar addition to add more than 2 numbers with up to 4 digits. Identify patterns and make predictions. Multiplication and Division Identify multiples and factors, including finding all factor pairs of a number, and common factors of 2 numbers. Multiply and divide numbers mentally drawing upon known facts. Use a written method to multiply pairs of 2-digit numbers. Multiply and divide numbers by 10 and 100, including decimal numbers and those leading to decimal answers. Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers; establish whether a number up to 100 is prime and recall prime numbers up to 19.	**Year 5** Number and Place Value Interpret negative numbers in context; count forwards and backwards with positive and negative whole numbers, including through 0; solve problems in the context of temperature. Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000. Solve number problems and practical problems that involve all of the above. Read Roman numerals to 1000 (M) and recognise years written in Roman numerals. Addition and Subtraction Use rounding to check answers to calculations and determine, in the context of a problem, level of accuracy; use addition to check subtraction. Subtract 2-place decimal numbers (including money) using counting up or mental methods. Solve addition and subtraction problems, including multi-step and word problems; decide which operations and methods to use and why. Add whole numbers with more than 4 digits, including using formal written methods such as columnar addition. Subtract whole numbers with more than 4 digits, including using formal written methods such as columnar subtraction. Multiplication and Division Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000. Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes. Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign. Divide numbers up to 4 digits by a 1-digit number using the formal written method of short division and interpret remainders appropriately for the context. Use short multiplication to multiply 4-digit numbers by 1-digit numbers, rounding to estimate answers. Multiply numbers up to 4 digits by a 1- or 2-digit number using a formal written method, including long multiplication for 2-digit numbers. Identify factors of 2-digit numbers, pursue a line of enquiry and solve problems involving multiplication using their knowledge of factors. Recognise and use cube numbers and their notation (3). Solve problems (including word problems and problems about measure) involving	**Year 5** Number and Place Value Read and write numbers to at least 100 000. Determine the value of each digit in numbers to at least 100 000 and use to solve place-value additions and subtractions. Order and compare numbers to at least 100 000. Count forward or backwards in steps of powers of 10 for any number up to 100 000. Round any number up to 100 000 to the nearest 10, 100 and 1000. Addition and Subtraction Sustain a line of enquiry; make and test a hypothesis. Add whole numbers with 4 digits, including using the formal written method of columnar addition (answers > 10 000). Use place value and number facts to add and subtract 2-, 3- and 4-digit numbers. Use inverse operations to create new calculations or check answers. "Subtract whole numbers with 4 digits, including using the formal written method of columnar subtraction. Begin to add and subtract numbers mentally with increasingly large numbers. Use mathematical reasoning to work out a function (single operation +/–). Multiplication and Division Use mental strategies to multiply and divide by 4, 9, 20 and 25. Solve problems involving multiplication and division using knowledge of factors, doubles and halves, and times-tables. Choose a mental or a written method to solve problems, including word problems, involving multiplication (including 2-/3-digit × 1-digit; 2-digit × 2-digit). 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Investigate patterns in addition using knowledge of bonds and a systematic approach. Use columnar addition to add more than 2 numbers with up to 4 digits. Identify patterns and make predictions. Multiplication and Division Identify multiples and factors, including finding all factor pairs of a number, and common factors of 2 numbers. Multiply and divide numbers mentally drawing upon known facts. Use a written method to multiply pairs of 2-digit numbers. Multiply and divide numbers by 10 and 100, including decimal numbers and those leading to decimal answers. Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers; establish whether a number up to 100 is prime and recall prime numbers up to 19.	**Year 5** Number and Place Value Interpret negative numbers in context; count forwards and backwards with positive and negative whole numbers, including through 0; solve problems in the context of temperature. Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000. Solve number problems and practical problems that involve all of the above. Read Roman numerals to 1000 (M) and recognise years written in Roman numerals. Addition and Subtraction Use rounding to check answers to calculations and determine, in the context of a problem, level of accuracy; use addition to check subtraction. Subtract 2-place decimal numbers (including money) using counting up or mental methods. Solve addition and subtraction problems, including multi-step and word problems; decide which operations and methods to use and why. Add whole numbers with more than 4 digits, including using formal written methods such as columnar addition. Subtract whole numbers with more than 4 digits, including using formal written methods such as columnar subtraction. Multiplication and Division Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000. Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes. Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign. Divide numbers up to 4 digits by a 1-digit number using the formal written method of short division and interpret remainders appropriately for the context. Use short multiplication to multiply 4-digit numbers by 1-digit numbers, rounding to estimate answers. Multiply numbers up to 4 digits by a 1- or 2-digit number using a formal written method, including long multiplication for 2-digit numbers. Identify factors of 2-digit numbers, pursue a line of enquiry and solve problems involving multiplication using their knowledge of factors. Recognise and use cube numbers and their notation (3). Solve problems (including word problems and problems about measure) involving

	including simplest forms, of a given fraction, represented visually, including tenths and hundredths. Recognise and use tenths and hundredths and relate them to decimal equivalents. Read, write, order and compare numbers with up to 2 decimal places. Measures Convert between different units of metric measure (length: mm/cm/ m/km). Understand the 24-hour clock, convert times, calculate time intervals and use timetables. Begin to calculate the perimeter of rectilinear shapes in cm. Geometry Use a ruler to measure lines in centimetres and millimetres. Know angles are measured in degrees. Estimate and compare acute, obtuse and reflex angles. Draw given angles, and measure them in degrees (°) using a protractor. Identify angles at a point on a straight line and half a turn (total 180°); use mathematical reasoning to explain findings. Identify 90° and other multiples of 90°. Statistics Complete, read and interpret information in timetables using 24-hour times. **Year 6** Number and Place Value Read, write, order and compare numbers up to 1 000 000 and determine the value of each digit. Use negative numbers in context, and calculate intervals across zero and give generalisations to describe what happens when adding and subtracting with positive and negative numbers. Addition and Subtraction Choose and use an appropriate method to add whole numbers with up to 5 digits. Choose and use an appropriate mental or written method, including column addition and subtraction, to add and subtract decimal numbers with 1, 2 or 3 decimal places, including in the context of measures and money. Use knowledge of the order of operations to carry out calculations involving the four operations. Use knowledge of the order of operations and brackets to carry out multi-step calculations involving addition, subtraction, multiplication and division. Choose and use an appropriate method to subtract whole numbers with up to 5 digits. Multiplication and Division Multiply multi-digit numbers up to 4 digits by numbers between 10 and 40 using the formal written method of long multiplication. Use short multiplication to multiply numbers with up to 4 digits, including amounts of money, by 1-digit numbers and solve word problems involving multiplication including	Recognise and use square numbers and their notation (2). Choose an appropriate method to divide one number by another, including for larger numbers requiring a written procedure. Choose an appropriate method to multiply numbers, including for those larger numbers requiring written procedure. Use short division to divide 3-digit numbers by 1-digit numbers (including those that leave a remainder). Use short multiplication to multiply 3-digit numbers by 1-digit numbers, rounding to estimate answers. Fractions, Decimals, Ratio and Percentages Add and subtract 0·1 or 0·01 to/from numbers with up to 2 decimal places. Round decimals with 2 decimal places to the nearest whole number and to 1 decimal place. Solve problems involving numbers with up to 3 decimal places, including in the context of measures. Compare and order fractions, including mixed numbers, whose denominators are all multiples of the same number. Place fractions on a number line and count in steps of a given fraction, using equivalence. Recognise mixed numbers and improper fractions and convert from one form to the other; look for patterns and write rules. Multiply proper fractions by whole numbers in a practical or real-life context. Measures Convert between different units of metric measure (km / m; cm / m; cm / mm; g / kg; L / ml). Add 2-digit numbers with 2-place decimals, including money, using column addition. Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints. Geometry Know that the angles in a triangle add up to 180° and devise and test rules to find a missing angle. Describe the properties of triangles (including scalene, right-angled, isosceles and equilateral). Use mathematical reasoning to identify properties of different polygons, including equal sides and angles and explain findings. Identify and define a polygon; distinguish between regular and irregular polygons based on reasoning about equal sides and angles. Identify and define a polygon; distinguish between regular and irregular polygons based on reasoning about equal sides and angles. Statistics Sort using a Venn diagram or a table. Begin to read and interpret line graphs, including reading intermediate values. **Year 6** Number and Place Value Read, write, order and compare numbers up to 10 000 000 and determine the value of	multiplication and division, including scaling by simple fractions and problems involving simple rates. Multiply numbers up to 4 digits by a 1- or 2-digit number using a formal written method, including long multiplication for 2-digit numbers. Use multiplication to check division. Fractions, Decimals, Ratio and Percentages Add and subtract 0·1, 0·01 or 0·001 to/from numbers with up to three decimal places. Write equivalent fractions and use equivalence to reduce fractions to their simplest form, including writing improper fractions as mixed numbers. Compare and order fractions whose denominators are all multiples of the same number. Read, write, order and compare numbers with up to 3 decimal places. Read and write decimal numbers as fractions. Solve problems involving numbers with up to 3 decimal places. Multiply proper fractions by whole numbers, supported by materials and diagrams, spot patterns and make generalisations. Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents. Add and subtract fractions with the same denominator and denominators that are multiples of the same whole number, including answers > 1. Recognise the per cent symbol (%) and understand that it relates to 'number of parts per hundred'; write percentages as a fraction with denominator 100 and as a decimal. Solve problems which require knowing percentage and decimal equivalents of 1/2, 1/4, 1/5, 2/5, 4/5 and those fractions with a denominator of a multiple of 10 or 25. Measures Measure and calculate the perimeter of composite rectilinear shapes in cm and m. Solve problems involving time, telling the time using 12- and 24-hour clocks, and converting between units of time. Calculate and compare the area of rectangles (including squares), including using standard units, cm2 and m2, and pursue a line of enquiry. Estimate the area of irregular shapes. Estimate and begin to find volume and capacity. Use all 4 operations to solve problems involving measure using decimal notation, including scaling. Geometry Draw given angles and straight lines to given lengths to create a triangle. Identify 3D shapes, including cubes and other cuboids, from 2D representations. "Recognise and use the properties of rectangles to deduce related facts and find missing lengths and angles. Example: Draw a rectangle 6 cm × 12 cm and its	including simplest forms, of a given fraction, represented visually, including tenths and hundredths. Recognise and use tenths and hundredths and relate them to decimal equivalents. Read, write, order and compare numbers with up to 2 decimal places. Measures Convert between different units of metric measure (length: mm/cm/ m/km). Understand the 24-hour clock, convert times, calculate time intervals and use timetables. Begin to calculate the perimeter of rectilinear shapes in cm. Geometry Use a ruler to measure lines in centimetres and millimetres. Know angles are measured in degrees. Estimate and compare acute, obtuse and reflex angles. Draw given angles, and measure them in degrees (°) using a protractor. Identify angles at a point on a straight line and half a turn (total 180°); use mathematical reasoning to explain findings. Identify 90° and other multiples of 90°. Statistics Complete, read and interpret information in timetables using 24-hour times. **Year 6** Number and Place Value Read, write, order and compare numbers up to 1 000 000 and determine the value of each digit. Use negative numbers in context, and calculate intervals across zero and give generalisations to describe what happens when adding and subtracting with positive and negative numbers. Addition and Subtraction Choose and use an appropriate method to add whole numbers with up to 5 digits. Choose and use an appropriate mental or written method, including column addition and subtraction, to add and subtract decimal numbers with 1, 2 or 3 decimal places, including in the context of measures and money. Use knowledge of the order of operations to carry out calculations involving the four operations. Use knowledge of the order of operations and brackets to carry out multi-step calculations involving addition, subtraction, multiplication and division. Choose and use an appropriate method to subtract whole numbers with up to 5 digits. Multiplication and Division Multiply multi-digit numbers up to 4 digits by numbers between 10 and 40 using the formal written method of long multiplication. Use short multiplication to multiply numbers with up to 4 digits, including amounts of money, by 1-digit numbers and solve word problems involving multiplication including	Recognise and use square numbers and their notation (2). Choose an appropriate method to divide one number by another, including for larger numbers requiring a written procedure. Choose an appropriate method to multiply numbers, including for those larger numbers requiring written procedure. Use short division to divide 3-digit numbers by 1-digit numbers (including those that leave a remainder). Use short multiplication to multiply 3-digit numbers by 1-digit numbers, rounding to estimate answers. Fractions, Decimals, Ratio and Percentages Add and subtract 0·1 or 0·01 to/from numbers with up to 2 decimal places. Round decimals with 2 decimal places to the nearest whole number and to 1 decimal place. Solve problems involving numbers with up to 3 decimal places, including in the context of measures. Compare and order fractions, including mixed numbers, whose denominators are all multiples of the same number. Place fractions on a number line and count in steps of a given fraction, using equivalence. Recognise mixed numbers and improper fractions and convert from one form to the other; look for patterns and write rules. Multiply proper fractions by whole numbers in a practical or real-life context. Measures Convert between different units of metric measure (km / m; cm / m; cm / mm; g / kg; L / ml). Add 2-digit numbers with 2-place decimals, including money, using column addition. Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints. Geometry Know that the angles in a triangle add up to 180° and devise and test rules to find a missing angle. Describe the properties of triangles (including scalene, right-angled, isosceles and equilateral). Use mathematical reasoning to identify properties of different polygons, including equal sides and angles and explain findings. Identify and define a polygon; distinguish between regular and irregular polygons based on reasoning about equal sides and angles. Statistics Sort using a Venn diagram or a table. Begin to read and interpret line graphs, including reading intermediate values. **Year 6** Number and Place Value Read, write, order and compare numbers up to 10 000 000 and determine the value of	multiplication and division, including scaling by simple fractions and problems involving simple rates. Multiply numbers up to 4 digits by a 1- or 2-digit number using a formal written method, including long multiplication for 2-digit numbers. Use multiplication to check division. Fractions, Decimals, Ratio and Percentages Add and subtract 0·1, 0·01 or 0·001 to/from numbers with up to three decimal places. Write equivalent fractions and use equivalence to reduce fractions to their simplest form, including writing improper fractions as mixed numbers. Compare and order fractions whose denominators are all multiples of the same number. Read, write, order and compare numbers with up to 3 decimal places. Read and write decimal numbers as fractions. Solve problems involving numbers with up to 3 decimal places. Multiply proper fractions by whole numbers, supported by materials and diagrams, spot patterns and make generalisations. Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents. Add and subtract fractions with the same denominator and denominators that are multiples of the same whole number, including answers > 1. Recognise the per cent symbol (%) and understand that it relates to 'number of parts per hundred'; write percentages as a fraction with denominator 100 and as a decimal. Solve problems which require knowing percentage and decimal equivalents of 1/2, 1/4, 1/5, 2/5, 4/5 and those fractions with a denominator of a multiple of 10 or 25. Measures Measure and calculate the perimeter of composite rectilinear shapes in cm and m. Solve problems involving time, telling the time using 12- and 24-hour clocks, and converting between units of time. Calculate and compare the area of rectangles (including squares), including using standard units, cm2 and m2, and pursue a line of enquiry. Estimate the area of irregular shapes. Estimate and begin to find volume and capacity. Use all 4 operations to solve problems involving measure using decimal notation, including scaling. Geometry Draw given angles and straight lines to given lengths to create a triangle. Identify 3D shapes, including cubes and other cuboids, from 2D representations. "Recognise and use the properties of rectangles to deduce related facts and find missing lengths and angles. Example: Draw a rectangle 6 cm × 12 cm and its

	two-step problems and finding change. Use knowledge of the order of operations to carry out calculations involving the four operations. Use knowledge of the order of operations and brackets to carry out multi-step calculations involving addition, subtraction, multiplication and division. Divide numbers up to 4 digits by numbers up to 12 using the formal written method of short division, where appropriate interpret remainders according to the context and use reasoning to find a solution. Fractions, Decimals, Ratio and Percentages Convert decimals (up to 3 places) to fractions and vice versa using thousandths, hundredths and tenths. Identify the value of each digit in numbers with up to 3 decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers to up to 3 decimal places; use this knowledge to compare and order numbers, and round numbers, with up to 3 decimal places. Compare and order fractions, including fractions > 1. Use common factors to simplify fractions; use common multiples to express fractions in the same denomination. Use equivalence to add and subtract proper fractions and mixed numbers with related or unrelated denominators, and spot and test a rule. Convert improper fractions to mixed numbers; convert mixed numbers to improper fractions. Find non-unit fractions of amounts. Express a remainder after division as a fraction, simplifying where possible. Use knowledge of equivalence between fractions and percentages and mental strategies to solve problems involving the calculation of percentages, including amounts of money and other measures. Solve problems involving the calculation of percentages and the use of percentages for comparison. Multiply fractions less than 1 by whole numbers. Divide proper fractions by whole numbers. Measures Solve problems involving the calculation and conversion of units of measure, using decimal notation up to 3 decimal places where appropriate. Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to 3 decimal places. Begin to convert between miles and kilometres. Recognise that shapes with the same areas can have different perimeters and vice versa; begin to measure area and perimeter. Recognise when it is possible to use formulae for area and volume of shapes. Calculate the area of parallelograms and triangles.	each digit. Round any whole number to a required degree of accuracy. Solve number and practical problems involving place value, comparison and rounding of integers. Addition and Subtraction Choose and use an appropriate method, including column addition, to add whole numbers with up to 7 digits, and identify patterns in the number of steps required to generate palindromic numbers. Choose and use an appropriate method, including counting up, to add and subtract numbers with up to 2 decimal places, including in the context of measures and money and finding change, and use mathematical reasoning to investigate and solve problems. Choose and use an appropriate method to subtract whole numbers with up to 7 digits. Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy. Solve problems involving addition, subtraction, multiplication and division. Multiplication and Division Use appropriate strategies to multiply and divide mentally, including by multiples of 10, 100 and 1000. Perform mental calculations, including with mixed operations and large numbers. Multiply multi-digit numbers up to 4 digits by a 1- or 2-digit whole number using the formal written method of long multiplication. Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy. Solve problems involving addition, subtraction, multiplication and division. Use short multiplication to multiply 4-digit amounts of money by 1-digit numbers, and use estimation to check answers. Use short division to divide 4-digit numbers by 1-digit numbers, including those which leave a remainder; spot patterns, make and test general rules, and check when an answer does not fit the predicted pattern. Identify common factors, common multiples and prime numbers. Divide numbers up to 4 digits by a 2-digit whole number using the formal written method of long division, making an estimate using multiples of 10 or 100 of the divisor, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context. Fractions, Decimals, Ratio and Percentages Associate a fraction with division and calculate decimal fraction equivalents for a simple fraction. Compare and order numbers with 1, 2 or 3 decimal places. Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts, and use mental strategies to solve problems involving simple percentages of amounts.	diagonals. What are the angles where they cross? Identify, describe and represent the position of a shape following a reflection or translation using the appropriate language; know that the shape has not changed; describe the relationship between the shapes' co-ordinates. Read and mark coordinates in the first two quadrants and plot and join coordinates to create a polygon. Statistics Draw line graphs; solve comparison, sum and difference problems using information presented in a line graph. Estimate intermediate values on line graphs. **Year 6** Number and Place Value Solve number and practical problems that involve place value in large numbers, rounding, comparison and negative numbers. Use negative numbers in context, and calculate intervals across zero. Round any whole number to a required degree of accuracy. Read, write, order and compare numbers up to 10 000 000 and determine the value of each digit. Addition and Subtraction Consolidate adding and subtracting whole numbers with more than 4 digits, including using column addition and subtraction. Consolidate adding and subtracting numbers mentally with increasingly larger numbers. Solve addition and subtraction multi-step problems in contexts, including money, deciding which operations and methods to use and why. Solve problems involving addition, subtraction, multiplication and division. Use knowledge of the order of operations, including using brackets, to carry out calculations involving the four operations. Perform mental calculations, including with mixed operations and large numbers, and use inverse operations to solve missing number problems. Multiplication and Division Use appropriate strategies to multiply and divide mentally, including by multiples of 10, 100 and 1000, and solve scaling problems and problems involving rate. Multiply multi-digit numbers up to 4 digits by a 2-digit whole number using the formal written method of long multiplication and solve problems involving multiplication of money and measures. Multiply 2-, 3-, and 4-digit numbers by numbers up to 12 using short multiplication or another appropriate formal written method and solve word problems involving multiplication of money and measures. Solve problems involving addition, subtraction, multiplication and division. Use knowledge of the order of operations, including using brackets, to carry out calculations involving the four operations.	two-step problems and finding change. Use knowledge of the order of operations to carry out calculations involving the four operations. Use knowledge of the order of operations and brackets to carry out multi-step calculations involving addition, subtraction, multiplication and division. Divide numbers up to 4 digits by numbers up to 12 using the formal written method of short division, where appropriate interpret remainders according to the context and use reasoning to find a solution. Fractions, Decimals, Ratio and Percentages Convert decimals (up to 3 places) to fractions and vice versa using thousandths, hundredths and tenths. Identify the value of each digit in numbers with up to 3 decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers to up to 3 decimal places; use this knowledge to compare and order numbers, and round numbers, with up to 3 decimal places. Compare and order fractions, including fractions > 1. Use common multiples to express fractions in the same denomination. Use equivalence to add and subtract proper fractions and mixed numbers with related or unrelated denominators, and spot and test a rule. Convert improper fractions to mixed numbers; convert mixed numbers to improper fractions. Find non-unit fractions of amounts. Express a remainder after division as a fraction, simplifying where possible. Use knowledge of equivalence between fractions and percentages and mental strategies to solve problems involving the calculation of percentages, including amounts of money and other measures. Solve problems involving the calculation of percentages and the use of percentages for comparison. Multiply fractions less than 1 by whole numbers. Divide proper fractions by whole numbers. Measures Solve problems involving the calculation and conversion of units of measure, using decimal notation up to 3 decimal places where appropriate. 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Choose and use an appropriate method, including counting up, to add and subtract numbers with up to 2 decimal places, including in the context of measures and money and finding change, and use mathematical reasoning to investigate and solve problems. Choose and use an appropriate method to subtract whole numbers with up to 7 digits. Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy. Solve problems involving addition, subtraction, multiplication and division. Multiplication and Division Use appropriate strategies to multiply and divide mentally, including by multiples of 10, 100 and 1000. Perform mental calculations, including with mixed operations and large numbers. Multiply multi-digit numbers up to 4 digits by a 1- or 2-digit whole number using the formal written method of long multiplication. 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Fractions, Decimals, Ratio and Percentages Associate a fraction with division and calculate decimal fraction equivalents for a simple fraction. Compare and order numbers with 1, 2 or 3 decimal places. Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts, and use mental strategies to solve problems involving simple percentages of amounts.	diagonals. What are the angles where they cross? Identify, describe and represent the position of a shape following a reflection or translation using the appropriate language; know that the shape has not changed; describe the relationship between the shapes' co-ordinates. Read and mark coordinates in the first two quadrants and plot and join coordinates to create a polygon. Statistics Draw line graphs; solve comparison, sum and difference problems using information presented in a line graph. Estimate intermediate values on line graphs. **Year 6** Number and Place Value Solve number and practical problems that involve place value in large numbers, rounding, comparison and negative numbers. Use negative numbers in context, and calculate intervals across zero. Round any whole number to a required degree of accuracy. Read, write, order and compare numbers up to 10 000 000 and determine the value of each digit. Addition and Subtraction Consolidate adding and subtracting whole numbers with more than 4 digits, including using column addition and subtraction. Consolidate adding and subtracting numbers mentally with increasingly larger numbers. Solve addition and subtraction multi-step problems in contexts, including money, deciding which operations and methods to use and why. Solve problems involving addition, subtraction, multiplication and division. Use knowledge of the order of operations, including using brackets, to carry out calculations involving the four operations. Perform mental calculations, including with mixed operations and large numbers, and use inverse operations to solve missing number problems. Multiplication and Division Use appropriate strategies to multiply and divide mentally, including by multiples of 10, 100 and 1000, and solve scaling problems and problems involving rate. Multiply multi-digit numbers up to 4 digits by a 2-digit whole number using the formal written method of long multiplication and solve problems involving multiplication of money and measures. Multiply 2-, 3-, and 4-digit numbers by numbers up to 12 using short multiplication or another appropriate formal written method and solve word problems involving multiplication of money and measures. Solve problems involving addition, subtraction, multiplication and division. Use knowledge of the order of operations, including using brackets, to carry out calculations involving the four operations.

	Calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm3) and cubic metres (m3), and extending to other units (for example, mm3 and km3). Geometry Recognise, describe and build simple 3D shapes, including making nets. Statistics Algebra Use letters to represent missing numbers in number sentences. Find pairs of numbers that satisfy an equation with two unknowns. Enumerate possibilities of combinations of two variables.	Multiply pairs of unit fractions by reading the × sign as 'of'. Multiply unit fractions by non-unit fractions, writing the answer in its simplest form. Use mental strategies to multiply 2-digit numbers with one decimal place by 1-digit whole numbers. Multiply 1- and 2-digit numbers with up to 2 decimal places by whole numbers. Use written division methods in cases where the answer has up to 2 decimal places. Solve problems which require answers to be rounded to specified degrees of accuracy. Solve problems involving simple ratios, i.e. unequal sharing and grouping using knowledge of fractions and multiples. Measures Solve problems involving the calculation and conversion of units of measure. Convert between miles and kilometres. Geometry Draw 2D shapes using given dimensions and angles. Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius. Compare and classify geometric shapes based on their properties and sizes and use mathematical reasoning to find unknown angles in any triangles, quadrilaterals, and regular polygons. Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles. Describe positions on the full coordinate grid (all four quadrants). Draw and translate simple shapes on the coordinate plane, and reflect them in the axes. Statistics Interpret and construct pie charts and use these to solve problems. Interpret and construct line graphs and use these to solve problems. Read and interpret a range of tables, graphs, pictograms and bar charts and answer questions relating to data displayed in these. Calculate and interpret the mean as an average. Algebra Use simple formulae. Continue, generate and describe linear number sequences.	Perform mental calculations, including with mixed operations and large numbers, and use inverse operations to solve missing number problems. Divide numbers up to 4 digits by a 2-digit whole number using the formal written method of long division, making approximations, and interpret remainders as whole number remainders, fractions (simplifying where possible or writing the fractional part of the answer as a decimal where the equivalent is known) or by rounding as appropriate for the context. Know all multiplication and division facts up to 12 × 12; identify common factors, common multiples and prime numbers. Use a systematic approach to solve problems involving multiplication and division. Divide numbers up to 4 digits by a 2-digit number using the formal written method of short division where appropriate, estimating answers and interpreting remainders according to the context, including money problems that require answers to be rounded. Fractions, Decimals, Ratio and Percentages Identify the value of each digit in numbers given to 3 decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to 3 decimal places; round decimal numbers to the nearest tenth and whole number. Add several decimal numbers using mental or written addition. Subtract decimal numbers using mental or written counting up or other mental strategies. Use common factors to simplify fractions; use common multiples to express fractions in the same denomination. Use knowledge of equivalence to compare and order fractions. Add and subtract fractions, with different denominators and mixed numbers, using the concept of equivalent fractions. Solve problems involving the calculation of percentages and the use of percentages for comparison. Divide proper fractions by whole numbers. Multiply simple pairs of proper fractions writing the answer in its simplest form; understand that if two numbers less than 1 are multiplied, the answer is smaller than either. Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts. Associate a fraction with division to find an unknown number using inverse operations. Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts. Multiply decimals by whole numbers by multiplying by 10/100 to make whole number calculations then dividing by 10/100 to find the answer. Solve problems involving similar shapes where the scale factor is known or can be found. Measures	Calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm3) and cubic metres (m3), and extending to other units (for example, mm3 and km3). Geometry Recognise, describe and build simple 3D shapes, including making nets. Statistics Algebra Use letters to represent missing numbers in number sentences. Find pairs of numbers that satisfy an equation with two unknowns. Enumerate possibilities of combinations of two variables.	Multiply pairs of unit fractions by reading the × sign as 'of'. Multiply unit fractions by non-unit fractions, writing the answer in its simplest form. Use mental strategies to multiply 2-digit numbers with one decimal place by 1-digit whole numbers. Multiply 1- and 2-digit numbers with up to 2 decimal places by whole numbers. Use written division methods in cases where the answer has up to 2 decimal places. Solve problems which require answers to be rounded to specified degrees of accuracy. Solve problems involving simple ratios, i.e. unequal sharing and grouping using knowledge of fractions and multiples. Measures Solve problems involving the calculation and conversion of units of measure. Convert between miles and kilometres. Geometry Draw 2D shapes using given dimensions and angles. Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius. Compare and classify geometric shapes based on their properties and sizes and use mathematical reasoning to find unknown angles in any triangles, quadrilaterals, and regular polygons. Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles. Describe positions on the full coordinate grid (all four quadrants). Draw and translate simple shapes on the coordinate plane, and reflect them in the axes. Statistics Interpret and construct pie charts and use these to solve problems. Interpret and construct line graphs and use these to solve problems. Read and interpret a range of tables, graphs, pictograms and bar charts and answer questions relating to data displayed in these. Calculate and interpret the mean as an average. Algebra Use simple formulae. Continue, generate and describe linear number sequences.	Perform mental calculations, including with mixed operations and large numbers, and use inverse operations to solve missing number problems. Divide numbers up to 4 digits by a 2-digit whole number using the formal written method of long division, making approximations, and interpret remainders as whole number remainders, fractions (simplifying where possible or writing the fractional part of the answer as a decimal where the equivalent is known) or by rounding as appropriate for the context. Know all multiplication and division facts up to 12 × 12; identify common factors, common multiples and prime numbers. Use a systematic approach to solve problems involving multiplication and division. Divide numbers up to 4 digits by a 2-digit number using the formal written method of short division where appropriate, estimating answers and interpreting remainders according to the context, including money problems that require answers to be rounded. Fractions, Decimals, Ratio and Percentages Identify the value of each digit in numbers given to 3 decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to 3 decimal places; round decimal numbers to the nearest tenth and whole number. Add several decimal numbers using mental or written addition. Subtract decimal numbers using mental or written counting up or other mental strategies. Use common factors to simplify fractions; use common multiples to express fractions in the same denomination. 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Solve problems involving similar shapes where the scale factor is known or can be found. Measures

			Solve problems using standard units; read scales with accuracy. Consolidate using 12 and 24-hour clocks; use counting up to calculate time intervals and count on and back in hours and minutes, bridging the hour, to find start and finish times; use timetables. Measure areas and perimeters; understand that area is a measurement of covering and is measured in square units and that perimeter is a length measured in mm, cm, m or km, for example; recognise that shapes with the same areas can have different perimeters and vice versa. Calculate the area of rectangles, parallelograms and triangles. Calculate, estimate and compare volumes of cubes and cuboids. <u>Geometry</u> Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons; find missing angles at a point, vertically opposite, or on a straight line. Consolidate classifying angles as acute, right, obtuse or reflex. Find pairs of numbers that satisfy an equation with two unknowns and list in order the possibilities of combinations of two variables. Identify, illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius. Identify coordinates on the full coordinate grid; find missing coordinates for a vertex on a polygon or line. <u>Statistics</u> Calculate and interpret the mean as an average. Read, interpret and construct tables, bar charts, pictograms, pie charts and line graphs and use these to solve problems. <u>Algebra</u> Express missing number problems algebraically and identify appropriate methods in order to solve them. Solve mathematical puzzles and justify their reasoning; spot patterns and make and test predictions.		Solve problems using standard units; read scales with accuracy. Consolidate using 12 and 24-hour clocks; use counting up to calculate time intervals and count on and back in hours and minutes, bridging the hour, to find start and finish times; use timetables. Measure areas and perimeters; understand that area is a measurement of covering and is measured in square units and that perimeter is a length measured in mm, cm, m or km, for example; recognise that shapes with the same areas can have different perimeters and vice versa. Calculate the area of rectangles, parallelograms and triangles. Calculate, estimate and compare volumes of cubes and cuboids. <u>Geometry</u> Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons; find missing angles at a point, vertically opposite, or on a straight line. Consolidate classifying angles as acute, right, obtuse or reflex. Find pairs of numbers that satisfy an equation with two unknowns and list in order the possibilities of combinations of two variables. Identify, illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius. Identify coordinates on the full coordinate grid; find missing coordinates for a vertex on a polygon or line. <u>Statistics</u> Calculate and interpret the mean as an average. Read, interpret and construct tables, bar charts, pictograms, pie charts and line graphs and use these to solve problems. <u>Algebra</u> Express missing number problems algebraically and identify appropriate methods in order to solve them. Solve mathematical puzzles and justify their reasoning; spot patterns and make and test predictions.
English Pathways to Write Wordsmith Literacy Shed + Twinkl Phonics Twinkl SPaG Comprehension + VIPERS Twinkl Handwriting	**<u>Year 5</u>** <u>Word Reading</u> Apply growing knowledge of root words, prefixes and suffixes (etymology and morphology) to read aloud and understand new words <u>Reading Comprehension</u> Continue to read/discuss a wide range of challenging stories, poems, plays, non-fiction and reference books, myths, legends and fairy stories Read books that are structured in different ways Increase familiarity with wide range of myths, legends, traditional stories, modern fiction, fiction from literary heritage and books from other cultures Recommend books to peers and give reasons Identify and discuss themes and conventions Make comparisons within and across books Perform poems and playscripts for audience (using appropriate intonation, tone, volume to convey meaning) Discuss and explore meanings of words in context Ask questions to improve understanding of text Infer characters' feelings, thoughts and motives and justify using evidence Summarise main ideas identifying key details		**<u>Year 5</u>** <u>Word Reading</u> Apply growing knowledge of root words, prefixes and suffixes (etymology and morphology) to read aloud and understand new words <u>Reading Comprehension</u> Continue to read/discuss a wide range of challenging stories, poems, plays, non-fiction and reference books, myths, legends and fairy stories Read books that are structured in different ways Increase familiarity with wide range of myths, legends, traditional stories, modern fiction, fiction from literary heritage and books from other cultures Recommend books to peers and give reasons Identify and discuss themes and conventions Make comparisons within and across books Perform poems and playscripts for audience (using appropriate intonation, tone, volume to convey meaning) Discuss and explore meanings of words in context Ask questions to improve understanding of text Infer characters' feelings, thoughts and motives and justify using evidence Summarise main ideas identifying key details	

	Identify how language, structure and presentation contribute to meaning Evaluate authors' use of figurative language Distinguish between fact and opinion Retrieve, record and present information Discuss books and courteously challenge others' opinions Explain their understanding through discussions, formal presentations and debates Writing Transcription Use a further range of suffixes and prefixes Spell some words with silent letters Continue to distinguish between homophones and other words that are often confused Use knowledge of morphology and etymology as a strategy for spelling Use dictionaries to check spelling and meaning of new words (using first 3 letters) Use a thesaurus Write legibly, fluently and with increasing speed Choose the writing implement best suited to the task **Year 6** Word Reading Apply growing knowledge of root words, prefixes and suffixes (etymology and morphology) to read aloud and understand new words Reading Comprehension Continue to read/discuss a wide range of challenging stories, poems, plays, non-fiction and reference books, myths, legends and fairy stories Read books that are structured in different ways Increase familiarity with wide range of myths, legends, traditional stories, modern fiction, fiction from literary heritage and books from other cultures Recommend books to peers and give reasons Identify and discuss themes and conventions Make comparisons within and across books Perform poems and playscripts for audience (using appropriate intonation, tone, volume to convey meaning) Discuss and explore meanings of words in context Ask questions to improve understanding of text Infer characters' feelings, thoughts and motives and justify using evidence Summarise main ideas identifying key details Identify how language, structure and presentation contribute to meaning Evaluate authors' use of figurative language Distinguish between fact and opinion Retrieve, record and present information Discuss books and courteously challenge 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Continue to distinguish between homophones and other words that are often confused Use knowledge of morphology and etymology as a strategy for spelling Use dictionaries to check spelling and meaning of new words (using first 3 letters) Use a thesaurus Write legibly, fluently and with increasing speed Choose the writing implement best suited to the task **Year 6** Word Reading Apply growing knowledge of root words, prefixes and suffixes (etymology and morphology) to read aloud and understand new words Reading Comprehension Continue to read/discuss a wide range of challenging stories, poems, plays, non-fiction and reference books, myths, legends and fairy stories Read books that are structured in different ways Increase familiarity with wide range of myths, legends, traditional stories, modern fiction, fiction from literary heritage and books from other cultures Recommend books to peers and give reasons Identify and discuss themes and conventions Make comparisons within and across books Perform poems and playscripts for audience (using appropriate intonation, tone, volume to convey meaning) Discuss and explore meanings of words in context Ask questions to improve understanding of text Infer characters' feelings, thoughts and motives and justify using evidence Summarise main ideas identifying key details Identify how language, structure and presentation contribute to meaning Evaluate authors' use of figurative language Distinguish between fact and opinion Retrieve, record and present information Discuss books and courteously challenge others' opinions Explain their understanding through discussions, formal presentations and debates Writing Transcription Use a further range of suffixes and prefixes Spell some words with silent letters Continue to distinguish between homophones and other words that are often confused Use knowledge of morphology and etymology as a strategy for spelling Use dictionaries to check spelling and meaning of new words (using first 3 letters) Use a thesaurus Write legibly, fluently and with increasing speed Choose the writing implement best suited to the task			
	Queen Of The Falls by Chris Van Allsburg, **Good Night Stories For Rebel Girls by Elena Favilli & Francesca Cavallo** Outcome Recount: diary entries **Anglo-Saxon Boy by Tony Bradman** Outcome Information: letters and persuasive writing **Beowulf by Michael Morpurgo** Outcome Fiction: write an adventure **Germans In The Woods (film)** Outcome Recount: narrative recount **Poets' Voice** Outcome: create and perform nonsense and free-verse poems Vocabulary, Grammar and Punctuation Proper Nouns Adverbs of Possibility Converting Nouns and Adjectives into Verbs - Suffixes -ate, -ise, -ify Tenses: Past & Present Progressive and Present	**Kai And The Monkey King by Joe Todd-Stanton** Outcome Fiction: write a myth **Animals On The Move by Pearson** Outcome Information: non-chronological report **The Darkest Dark by Chris Hadfield** Outcome Recount: write a biography **Tell Me A Story** Outcome: create an autobiographical poem Vocabulary, Grammar and Punctuation Prepositions More Prefixes Coordinating Conjunctions Using Inverted Commas Parenthesis - Brackets Commas for Meaning and Clarity Determiners More Suffixes Subordinating Conjunctions	**The Brilliant Deep by Kate Messner,** **Coral Reefs by Jason Chin** Outcome Persuasion/ information: write an information leaflet **Greek Myths by Geraldine McCaughrean** Outcome Fiction: myth writing **Bold And Brave Women from Shakespeare by Shakespeare Birthplace Trust,** **A Stage Full Of Shakespeare Stories by Angela McAllister** Outcome Recount: write and perform a soliloquy **Compare And Perform** Outcome: create and perform a narrative poem Vocabulary, Grammar and Punctuation Pronouns & Possessive Pronouns Word Families Subordinate Clauses	**Star Of Fear, Star Of Hope by Jo Hoestlandt,** **Erika's Story by Ruth Vander Zee** Outcome Fiction: write a story with a flashback **Cosmic by Frank Cottrell Boyce** Outcome Information and Fiction: information texts and character-based writing **Can We Save The Tiger? by Martin Jenkins** Outcome Information/ explanation: hybrid text **Powerful Language** Outcome: create a season poem Vocabulary, Grammar and Punctuation Noun Phrases Modal Verbs and Subjunctive Mood Suffixes - Nouns and Adjectives to Verbs Relative Clauses Commas Pronouns & Possessive Pronouns	**Shackleton's Journey by William Grill** Outcome Recount: write a journal entry from the expedition **Friend Or Foe by Michael Morpurgo** Outcome Fiction: character focussed narratives **Jemmy Button by Alix Barzelay,** **Island by Jason Chin** Outcome Recount: write a journalistic report **Poetic Voice** Outcome: create a poem in letter form Vocabulary, Grammar and Punctuation Synonyms and Antonyms Adverbs to Show Possibility Root Words Hyphens Coordinating Conjunctions Subject and Object	**Manfish by Jennifer Berne,** **Great Adventurers by Alastair Humphreys** Outcome Fiction: write a biography **Holes by Louis Sachar** Outcome Information and Recount: persuasive writing, information texts **Sky Chasers by Emma Carroll** Outcome Fiction: write an adventure story **Ultimate Rap!** Outcome: create and perform a rap Vocabulary, Grammar and Punctuation Direct and Reported Speech Active and Passive Semi-colons, Colons and Dashes to Mark Clauses Formal and Informal Speech and Vocabulary Layout Devices Verb Tenses Editing and Evaluating

	Perfect Possessive Plural Apostrophes Expanded Noun Phrases Adverbs Degrees of Possibility - Modal Verbs Verb Prefixes dis-, de-, mis-, over-, re- Verb Inflections & Standard English Using Inverted Commas **Year 5** Spelling Patterns Words ending in '-tious' and '-ious' Words ending in '-cious' Words ending in '-cial' Words ending in '-tial' Words ending in '-cial' and '-tial' Words ending in '-ant' Words ending in '-ance' and '-ancy' Words ending in '-ent' and '-ence' Words ending in '-able' and '-ible' Words ending in '-ably' and '-ibly' Sentence Use expanded noun phrases to convey complicated information concisely Text Plan writing by identifying audience and purpose Organise paragraphs around a theme Describe settings, characters and atmosphere Integrate dialogue to convey character and advance the action Identify audience/purpose of writing and select appropriate form Note and develop initial ideas Assess effectiveness of own and others' writing Perform own compositions Punctuation Use commas to clarify meaning or avoid ambiguity in writing **Year 6** Spelling Patterns Words with short vowel sound i spelled y Words with the long vowel sound /igh/ spelled ay Words with the prefix over Words with /o/ as ou & ow Words with soft c spelled /ce/ List 18: prefixes dis- un- over- and im- Words ending ent & ence Words ending ible Sentences Use passive verbs Text Plan writing by identifying audience and purpose Describe settings, characters and atmosphere Integrate dialogue to convey character and advance the action Identify audience/purpose of writing and select appropriate form Note and develop initial ideas Assess effectiveness of own and others' writing Perform own compositions Punctuation	Linking Paragraphs with Adverbials Direct & Indirect Speech **Year 5** Spelling Patterns Words ending able Words ending fer Silent letters Words with ie after c Words with ei after c Words with ough as /aw/ Words with ough as /ow/ Sentence Use expanded noun phrases to convey complicated information concisely Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun Text Link ideas across paragraphs using adverbials Link ideas across paragraphs using adverbials and tense choices Variety of verb forms used correctly and consistently including the present perfect form Assess effectiveness of own and others' writing Draft and write, selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning Punctuation Use commas to clarify meaning or avoid ambiguity in writing Use brackets, dashes or commas to indicate parenthesis Use commas to clarify meaning or avoid ambiguity in writing **Year 6** Spelling Patterns Words ending ibly Words ending ably Words ending ful Words with unstressed vowels Words with /shul/ Words with /f/ as ph Words starting acc Words ending er, or & ar Sentence Use passive verbs Recognise vocabulary and structures for formal speech and writing, including subjunctive forms Text Enhance meaning through selecting appropriate grammar and vocabulary Use a wider range of devices to build cohesion Variety of verb forms used correctly and consistently including the present perfect form Assess effectiveness of own and others' writing Punctuation Use semi-colons to mark boundaries between independent clauses Use colons or dashes to mark boundaries between independent clauses	Writing Cohesive Paragraphs Parenthesis - Commas Homophones Adverbials/Fronted Adverbials Dictionary Work Relative Clauses Editing & Evaluating Parenthesis – Dashes **Year 5** Spelling Patterns Homophones Hyphenated words Sentence Use modal verbs to indicate degrees of possibility Enhance meaning through selecting appropriate grammar and vocabulary Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun Use adverbs to indicate degrees of possibility Text Use devices to build cohesion within a paragraph Choose the appropriate register Use a wide range of devices to build cohesion across paragraphs Link ideas using tense choices Note and develop initial ideas Consider how authors develop characters/setting when writing narratives Describe settings/characters/atmosphere and integrate dialogue in narratives Assess effectiveness of own and others' writing Proof-read for spelling and punctuation errors Punctuation Use brackets, dashes or commas to indicate parenthesis **Year 6** Spelling Patterns Words used to describe Revision Sentence Recognise vocabulary and structures for formal speech and writing, including subjunctive forms Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Text Use a wider range of devices to build cohesion Choose the appropriate register Note and develop initial ideas Consider how authors develop characters/setting when writing narratives Describe settings/characters/atmosphere and integrate dialogue in narratives Assess effectiveness of own and others' writing Proof-read for spelling and punctuation errors Punctuation Punctuate bullet points consistently Use a colon to introduce a list and use of semi-colons within lists Use semi-colons, colons or dashes to mark	Adverbs to Show Frequency Prefixes Colons in Lists Subordinating Conjunctions and Clauses **Year 5** Spelling Patterns Words ending in '-tious' and '-ious' Words ending in '-cious' Words ending in '-cial' Words ending in '-tial' Words ending in '-cial' and '-tial' Words ending in '-ant' Words ending in '-ance' and '-ancy' Words ending in '-ent' and '-ence' Words ending in '-able' and '-ible' Words ending in '-ably' and '-ibly' Sentence Use expanded noun phrases to convey complicated information concisely Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun Text Link ideas across paragraphs using adverbials Link ideas across paragraphs using adverbials and tense choices Variety of verb forms used correctly and consistently including the present perfect form Note and develop initial ideas Assessing effectiveness of own and others' writing Identify audience/purpose of writing and select appropriate form Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning Perform own compositions Propose changes to improve consistency Punctuation Use commas to clarify meaning or avoid ambiguity in writing Use brackets, dashes or commas to indicate parenthesis Use commas to clarify meaning or avoid ambiguity in writing **Year 6** Spelling Patterns Words with short vowel sound i spelled y Words with the long vowel sound /igh/ spelled ay Words with the prefix over Words with /o/ as ou & ow Words with soft c spelled /ce/ List 18: prefixes dis- un- over- and im- Words ending ent & ence Words ending ible Sentences Use passive verbs Recognise vocabulary and structures for formal speech and writing, including subjunctive forms Text Enhance meaning through selecting	Ambiguity Hyphenated Compound Words Bullet Points Perfect Form of Verbs to Mark Relationships of Time and Cause **Year 5** Spelling Patterns Words ending able Words ending fer Silent letters Words with ie after c Words with ei after c Words with ough as /aw/ Words with ough as /ow/ Sentence Use expanded noun phrases to convey complicated information concisely Use modal verbs or adverbs to indicate degrees of possibility Text Link ideas across paragraphs using adverbials Integrate dialogue to convey character and advance the action Plan writing by identifying audience and purpose Identify audience/purpose of writing and select appropriate form Draft and write, selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning Assess effectiveness of own and others' writing Propose changes to improve consistency Proof-read for spelling and punctuation errors Punctuation Use brackets, dashes or commas to indicate parenthesis **Year 6** Spelling Patterns Words ending ibly Words ending ably Words ending ful Words with unstressed vowels Words with /shul/ Words with /f/ as ph Words starting acc Words ending er, or & ar Sentence Use passive verbs Use modal verbs or adverbs to indicate degrees of possibility Text Integrate dialogue to convey character and advance the action Enhance meaning through selecting appropriate grammar and vocabulary Identify audience/purpose of writing and select appropriate form Draft and write, selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning Assess effectiveness of own and others' writing Propose changes to improve consistency Proof-read for spelling and punctuation errors	Parenthesis - Brackets, Commas and Dashes Formal and Informal Writing Cohesion Across Paragraphs **Year 5** Spelling Patterns Homophones Hyphenated words Sentence Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun Use adverbs to indicate degrees of possibility Text Use devices to build cohesion within a paragraph Enhance meaning through selecting appropriate grammar and vocabulary Describe characters, settings and atmosphere Identify audience/purpose of writing and select appropriate form Note and develop initial ideas Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning Assess effectiveness of own and others' writing Propose changes to improve consistency Punctuation Use brackets, dashes or commas to indicate parenthesis Use of the hyphen (to join a prefix to a root word) Use commas to clarify meaning or avoid ambiguity in writing **Year 6** Spelling Patterns Words used to describe Revision Sentence Recognise vocabulary and structures for formal speech and writing, including subjunctive forms Text Use a wider range of devices to build cohesion Identify the audience and purpose for writing Choose the appropriate register Identify audience/purpose of writing and select appropriate form Note and develop initial ideas Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning Assess effectiveness of own and others' writing Propose changes to improve consistency Punctuation Use a colon to introduce a list and use of semi-colons within lists Use hyphens to avoid ambiguity Use semi-colons, colons or dashes to mark boundaries between independent clauses

	Use hyphens to avoid ambiguity Use brackets, dashes or commas to indicate parenthesis		boundaries between independent clauses	appropriate grammar and vocabulary Use a wider range of devices to build cohesion Variety of verb forms used correctly and consistently including the present perfect form Note and develop initial ideas Assessing effectiveness of own and others' writing Identify audience/purpose of writing and select appropriate form Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning Perform own compositions Propose changes to improve consistency <u>Punctuation</u> Use semi-colons to mark boundaries between independent clauses Use colons or dashes to mark boundaries between independent clauses	<u>Punctuation</u> Use brackets, dashes or commas to indicate <u>Punctuation</u> Punctuate bullet points consistently Use brackets, dashes or commas to indicate parenthesis	
Science Kapow	**<u>Year 5/6</u>** **Materials: Mixtures and separation** Define the term mixture and name some common examples. Define the term sieving and explain how sieving separates mixtures. Define the term filtering and explain how filtering separates mixtures. Define the terms solution and dissolve and name some common examples of solutions. Recall some factors that affect the time taken to dissolve. Describe the effect of temperature on the time taken to dissolve. Define the term evaporating and explain how evaporating separates solutions. Identify when sieving, filtering and evaporating should be used. **Working Scientifically:** Research a mixture to find out what substances it is made from. Draw and annotate a diagram to explain how sieving separates a solid-solid mixture. Identify and justify which type of enquiry to use to answer my testable question. Identify solutions by observing and describing their appearance. Suggest which variables to change, measure and control when investigating how temperature affects the time taken to dissolve. Choose which measurements to take and how long to take them for. **Key Vocabulary:** control variable, crystallising, dissolve, evaporation, evaporation method, filtering, insoluble, mixture, particle, sieve, sieving, soluble, solution, variable **<u>Year 5/6</u>** **Materials: Properties and changes** Define the term mixture and name some common examples. Define the term sieving and explain how sieving separates mixtures. Define the term filtering and explain how filtering separates mixtures. Define the terms solution and dissolve and name some common examples of solutions.	**<u>Year 5/6</u>** **Forces, Earth and space: Earth and space** Describe the geocentric and heliocentric models. Name and describe the shape of celestial bodies. Describe the orbits of celestial bodies in the Solar System and name the force that keeps them in their orbits. Describe the orbit of the Moon around the Earth and its phases. Explain how day and night occur. Explain how the seasons occur. Explain how a sundial works. List some of the uses of satellites and explain why space junk poses a problem to them. **Working Scientifically:** Pose and identify testable questions about the movement of the celestial bodies in our Solar System. Use a model to represent the Solar System. Design and draw a table to record data on moons. Accurately draw day and night and seasons diagrams. Calibrate a sundial using a compass and torch and use it to measure time. Analyse patterns in temperature data for the Earth and use them to predict temperature values for the Earth in the future. **Key Vocabulary:** celestial bodies, data, day, degrees Celsius, discovery, Earth, evidence, gravity, Jupiter, line graph, line of best fit, Mars, Mercury, model, moon, Neptune, night, orbit, phase, planet, Pluto, Saturn, season, solar system, spherical, star, temperature, testable, Uranus, Venus **<u>Year 5/6</u>** **Animals, including humans: Circulation and health** Recall factors that improve someone's health and those that impact health negatively and suggest improvements to	**<u>Year 5/6</u>** **Energy: Light and reflection** Compare sources of light and explain how the eye is protected from light. Describe how light travels and how we see luminous and non-luminous objects. Recall factors that affect the size of a shadow and describe how the distance between an object and the surface its shadow is cast on affects the size of the shadow. Use ray diagrams to explain why shadows change size and why the shape of a shadow matches the object that cast it. Recall what happens to light when it reaches a smooth mirror surface. Identify the incoming and reflected rays and describe the relationship between their angles. Use mirrors to make a working periscope and explain how a periscope works using ray diagrams. Recall a range of uses of mirrors and reflection, describe how a mirror reflects light in different situations and explain how light is reflected using knowledge of light and reflection. **Working Scientifically:** Make observations about the properties of light. Use my observations as evidence to support conclusions about light. Draw ray diagrams. Pose testable questions in response to observations. Record my measurements as a line graph. Use my line graph to extrapolate data and make predictions about missing values. Recall various jobs or inventions that use mirrors and reflection. **Key Vocabulary:** anomaly, cast, conclusion, control variable, evaluate, evidence, fair test, light ray, light source, line graph, line of best fit, luminous, mean average, mirror, non-luminous, opaque, pupil, ray diagram, reflect, reflective, relationship, reliable, scale,	**<u>Year 5/6</u>** **Living things: Life cycles and reproduction** Describe the life cycle of a plant, including the reproductive stage. Describe the life cycle of a mammal. Describe the life cycle of a bird and compare it with that of a mammal. Describe the life cycle of an amphibian. Describe the life cycle of an insect and compare it with that of an amphibian. Describe asexual reproduction in plants. **Working Scientifically:** Observe and compare equivalent parts in different flowers. Research the life cycles of different mammals. Pose questions to compare the life cycles of different birds. Suggest how one temperature may affect egg hatching. Use data to describe a relationship and make predictions. Represent root growth over time on a line graph. **Key Vocabulary:** adolescence, adult, amphibian, asexual reproduction, bird, birth, bulb, carnivore, characteristic, chrysalis, cocoon, conclusion, cuttings, egg, estimating, extrapolating, fertilization, fledgling, flowering stage, four-legged tadpole, four-stage life cycle, frog, froglet, germination stage, gestation, gills, hatch, hatchling, herbivore, incubation, infancy, insect, juvenile, larva, leaf growing stage, life cycle, line graph, line of best fit, lungs, mammal, mating, metamorphosis, nest, nestling, newborn, nymph, offspring, ovule, pollen, pollination, predict, pupa, reproduction, seed dispersal, seed stage, seedling stage, seed, sexual reproduction, species, tadpole, three-stage life cycle, tuber, two-legged tadpole **<u>Year 5/6</u>** **Forces, Earth and space: Unbalanced forces** Describe gravity and its effects. Describe the relationship between mass and gravity. Describe air resistance and its effects.	**<u>Year 5/6</u>** **Living things and their habitats: Classifying big and small** Define the term 'organism' and name the seven life processes of all living things. Describe the work of Carl Linnaeus. Define the term 'vertebrate' and name the vertebrate groups. Describe the characteristics of fish, amphibians, reptiles, birds and mammals. Compare the characteristics of the vertebrate groups. Define the term 'invertebrate'. Describe the characteristics of worms, snails, spiders and insects. Compare the characteristics of the invertebrate groups. Name the plant groups. Describe the characteristics of flowering plants, ferns, mosses and conifers. Define the term 'micro-organism' and name some examples. **Working Scientifically:** Use a classification key to group and identify organisms. Make a simple classification key. **Key Vocabulary:** amphibian, bird, characteristic, classification key, classify, cold-blooded, conifer, exoskeleton, fern, fish, flowering plant, insect, invertebrate, life processes, mammal, micro-organism, moss, organism, reptile, snail, spider, vertebrate, warm-blooded, worm **<u>Year 5/6</u>** **Energy: Circuits, batteries and switches** Describe the function of key electrical components and explain how the models used in the lesson represent these. Correctly predict if an electrical circuit will work or not, explaining why using their knowledge of complete loops, power sources and presence of components. Describe the relationship between the number of bulbs in a circuit, the bulb brightness and the amount of resistance.	**<u>Year 5/6</u>** **Living things and their habitats: Evolution and inheritance** Define and identify variation in organisms and recall that it is caused by inherited and environmental factors. Recall that living things produce offspring of the same kind but are not normally identical to their parents. Describe patterns of inheritance from parent to offspring in a given example or family tree. Describe what an adaptation is; it cannot be chosen and is usually inherited. Describe key characteristics that would help an organism to survive and explain how an adaptation helps the organism to survive. Explain how variation may affect survival within a population and recall what natural selection means. Recall what evolution is, identify differences between a living thing and its ancestor and describe key steps in the evolution of a species. Recall different types of evidence that can be used to explain evolution and describe methods that make scientists' results or conclusions more trustworthy. **Working Scientifically:** Sort variation as environmental, inherited or a mixture of both. Evaluate a method by recalling variables that were effectively kept the same and those that were harder to control. Comment on the reliability of the results and the degree of trust. Consider how evidence is used to form theories and the degree of trust the evidence offers. **Key Vocabulary:** adaptation, anomaly, characteristic, competition, control variable, environment, environmental, evaluate, evidence, evolution, extinct, fossil, gene, habitat, inherit, inheritance, mean average, model, natural selection, offspring, parent, population, reliable, reproduce, scientific

	Recall some factors that affect the time taken to dissolve. Describe the effect of temperature on the time taken to dissolve. Define the term evaporating and explain how evaporating separates solutions. Identify when sieving, filtering and evaporating should be used. **Working Scientifically:** Research a mixture to find out what substances it is made from. Draw and annotate a diagram to explain how sieving separates a solid-solid mixture. Identify and justify which type of enquiry to use to answer my testable question. Identify solutions by observing and describing their appearance. Suggest which variables to change, measure and control when investigating how temperature affects the time taken to dissolve. Choose which measurements to take and how long to take them for. **Key Vocabulary:** burning, change of state, circumference, condensing, conductor, dissolve, electrical conductivity, evaporating, freezing, hard, hardness, insulator, irreversible change, light intensity, light meter, melting, mixture, opaque, property, reversible change, rust, rusting, soft, states of matter. Trustworthy, thermal conductivity, translucent, transparency, transparent	someone's health. Describe the circulatory system as the heart and blood vessels transporting blood around the body and recall that the heart is a pump that pushes blood through the circulatory system. Describe the pathway of blood through the circulatory system, including passing through the heart twice in a complete circuit through the body. Describe some of the functions of blood, including transporting substances like oxygen, water and nutrients around the body. Recall what is meant by heart rate and research using multiple websites to find reliable animal masses. Identify the pattern between animals' size and heart rate and quote values as evidence. Describe how different exercises affect heart rate and explain why heart rate changes during exercise. Describe what happens to heart rate during and after exercise and compare two sets of heart data to identify a link between heart rate and fitness. **Working Scientifically:** Evaluate the trustworthiness of secondary sources that provide health advice. Evaluate the model blood by considering a strength and a weakness when representing blood and suggesting improvements. Compare class values and recognise when they do not match. Use identified patterns to predict new values. Write a method for an enquiry with consideration of equipment, the different versions of the changed variable and how to complete the measured variable. Choose a suitable title and axis labels with units for the line graph and plot points on the line graph. **Key Vocabulary:** anomaly, balanced diet, blood, bloodstream, blood vessels, carbon dioxide, circulatory system, control variable, data, drug, evaluate, evidence, fair test, heart, heart rate, line graph, lungs, mean average, model, oxygen, pulse, rate, relationship, reliable, secondary source, trustworthy, variable	shadow, testable, units, variable **<u>Year 5/6</u>** **Making connections: Does the size of an asteroid affect the diameter of its impact crater?** Recall key knowledge from previous units. Apply knowledge in new contexts. **Working Scientifically:** Carry out a full scientific enquiry. **Key Vocabulary:** accurate, air resistance, steroid, celestial bodies, conclusion, crater, diameter, evaluate, fair test, force, gravity, hardness, material, predict, property, spherical, reliable, trustworthy, variable	Describe friction and its effects. Describe water resistance and its effects. Describe the relationship between surface area and air and water resistance. Explain how to make an object aerodynamic or streamlined. Describe the effects of levers, pulleys and simple machines on movement. **Working Scientifically:** Analyse predictions, data and anomalies to write a conclusion. Plan a fair test to investigate air resistance. Write a method. Evaluate a method and judge the degree of trust. Design a results table. Calculate the mean average from repeat data. Draw and annotate a diagram. To draw an accurate line graph. **Key Vocabulary:** aerodynamics, air resistance, amplify, balanced, contact force, distance, effort, force, friction, gear, gravity, lever, load, machine, mass, matter, non-contact force, pivot, pulley, streamlining, surface area,	Explain that increasing the number of components increases the resistance, affecting the flow of current and energy transferred. Identify that batteries are a voltage source; they come in different voltages, affecting bulb brightness. Describe that voltage can be changed using different numbers of cells in a circuit and that more cells or a higher voltage causes brighter bulbs. Use the relationship between voltage and bulbs to predict what will happen with buzzers and motors. Build an electrical circuit with a switch to control its function, explain how the switch and the electrical circuit solve the problem and recall different examples of problems that can be solved using an electrical circuit. **Working Scientifically:** Draw circuit diagrams with straight lines and using standard circuit symbols. Design a results table with an appropriate number of columns and headings with units. Identify the changed, measured and control variables in an enquiry to plan a method. **Key Vocabulary:** anomaly, battery, bulb, buzzer, cell, circuit, circuit diagram, control variable, current, data, electricity, evaluate, evidence, fair test, hazard, mean average, model, motor, power source, relationship, resistance, safety, switch, units, variable, voltage, wire	theory, selective breeding, survival of the fittest, variable, variation **<u>Year 5/6</u>** **Animals, including humans: Human timeline** Order the stages in growth and development from birth to old age. Describe physical and developmental changes from a baby through to old age. Describe changes that occur in males and females during puberty. Suggest ways to manage the changes that occur during puberty. Recall what is meant by a gestation period. Describe how gestation varies across animals and compare this to humans. **Working Scientifically:** Use data to describe growth from baby to adult. Identify where on the graph the rate of growth changes. Use a line graph to make predictions about height. Choose a suitable title and axes labels for the scatter graph and plot data on the scatter graph. **Key Vocabulary:** anomaly, evidence, foetus, gestation period, hormones, life cycle, line graph, old age, period (menstruation), puberty, rate, relationship
RE Discovery RE Cornwall Agreed Syllabus for RE 2020 - 2025	**<u>Year 5 & 6</u>** **Unit U2.1 Christianity (God)** **What does it mean for Christians to believe God is Holy and loving?** I can identify some different types of biblical texts, using technical terms accurately I can explain connections between biblical texts and Christian ideas of God, using theological terms I can make clear connections between Bible texts studied and what Christians believe about God; for example, through how cathedrals are designed I can show how Christians put their beliefs into practice in worship	**<u>Year 5 & 6</u>** **Unit U2.3 Christianity (Incarnation) Why do Christians believe Jesus was the Messiah?** I can explain the place of Incarnation and Messiah within the 'big story' of the Bible I can identify Gospel and prophecy texts, using technical terms I can explain connections between biblical texts, Incarnation and Messiah, using theological terms I can show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas I can comment on how the idea that Jesus is the Messiah makes sense in the wider story of	**<u>Year 5 & 6</u>** **Unit U2.4 Christianity** **Christians and how to live? What would Jesus do?** I can identify features of Gospel texts (for example, teachings, parable, narrative) I can take account of the context, suggest meanings of Gospel texts studied, and compare my own ideas with ways in which Christians interpret biblical texts I can make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives I can make connections between Christian	**<u>Year 5 & 6</u>** **Unit U2.2 (UC) Christianity (Creation)** **Creation and science: conflicting or complementary?** I can identify what type of text some Christians say Genesis 1 is, and its purpose I can take account of context and suggest what Genesis 1 might mean, and compare my ideas with ways in which Christians interpret it, showing awareness of different interpretations I can make clear connections between Genesis 1 and Christian belief about God as Creator I can show understanding of why many	**<u>Year 5 & 6</u>** **Unit 2.7 Hinduism** **(Kharma/Dharma/samsara/moksha)** **Why do Hindus want to be good?** I can identify and explain Hindu beliefs, e.g. dharma, karma, samsara, moksha, using technical terms accurately I can give meanings for the story of the man in the well and explain how it relates to Hindu beliefs about samsara, moksha, etc. I can make clear connections between Hindu beliefs about dharma, karma, samsara and moksha and ways in which Hindus live I can connect the four Hindu aims of life and the four stages of life with beliefs about	**<u>Year 5 & 6</u>** **Unit U2.6 Christianity (Kingdom of God)** **For Christians, what kind of king is Jesus?** I can explain connections between biblical texts and the concept of the kingdom of God I can consider different possible meanings for the biblical texts studied, showing awareness of different interpretations I can make clear connections between belief in the kingdom of God and how Christians put their beliefs into practice I can show how Christians put their beliefs into practice in different ways I can relate the Christian 'kingdom of God' model (i.e. loving others, serving the needy) to

	I can weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of my own **Unit U2.8 Islam (Tawhid/Iman/Ibadah)** **What does it mean to be a Muslim in Britain today?** I can identify and explain Muslim beliefs about God, the Prophet* and the Holy Qur'an (e.g. Tawhid; Muhammad as the Messenger, Qur'an as the message) I can describe ways in which Muslim sources of authority guide Muslim living (e.g. Qur'an guidance on Five Pillars; Hajj practices follow example of the Prophet) I can make clear connections between Muslim beliefs and ibadah (e.g. Five Pillars, festivals, mosques, art) I can give evidence and examples to show how Muslims put their beliefs into practice in different ways I can make connections between Muslim beliefs studied and Muslim ways of living in Britain/ Plymouth today I can consider and weigh up the value of e.g. submission, obedience, generosity, self-control and worship in the lives of Muslims today and articulate responses on how far they are valuable to people who are not Muslims I can reflect on and articulate what it is like to be a Muslim in Britain today, giving good reasons for their views.	the Bible I can weigh up how far the idea of Jesus as the 'Messiah' – a Saviour from God – is important in the world today and, if it is true, what difference that might make in people's lives, giving good reasons for my answers. **Unit 2.9 Judaism (God/Torah)** **Why is the Torah so important to Jewish people?** I can identify and explain Jewish beliefs about God I can give examples of some texts that say what God is like and explain how Jewish people interpret them I can make clear connections between Jewish beliefs about the Torah and how they use and treat it I can make clear connections between Jewish commandments and how Jews live (e.g. in relation to kosher laws) I can give evidence and examples to show how Jewish people put their beliefs into practice in different ways (e.g. some differences between Orthodox and Progressive Jewish practice) I can make connections between Jewish beliefs studied and explain how and why they are important to Jewish people today I can consider and weigh up the value of e.g. tradition, ritual, community, study and worship in the lives of Jews today, and articulate responses on how far they are valuable to people who are not Jewish	teachings (e.g. about peace, forgiveness, healing) and the issues, problems and opportunities in the world today, including my own life I can articulate my own responses to the issues studied, recognising different points of view **Unit U2.10 Christianity, Islam, Judaism, Non-religious** **What matters most to Humanists and Christians?** I can identify and explain beliefs about why people are good and bad (e.g. Christian and Humanist) I can make links with sources of authority that tell people how to be good (e.g. Christian ideas of 'being made in the image of God' but 'fallen', and Humanists saying people can be 'good without God') I can make clear connections between Christian and Humanist ideas about being good and how people live I can suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view I can raise important questions and suggest answers about how and why people should be good I can make connections between the values studied and my own life, and my importance in the world today, giving good reasons for my views.	Christians find science and faith go together I can identify key ideas arising from my study of Genesis 1 and comment on how far these are helpful or inspiring, justifying my responses I can weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account, giving good reasons for my views. **Unit U2.11 Christianity, Non-religious** **Why do some people believe in God and some people not?** I can define the terms 'theist', 'atheist' and 'agnostic' and give examples of statements that reflect these beliefs I can identify and explain what religious and non-religious people believe about God, saying where they get their ideas from I can give examples of reasons why people do or do not believe in God I can make clear connections between what people believe about God and the impact of this belief on how they live I can give evidence and examples to show how Christians sometimes disagree about what God is like (e.g. some differences in interpreting Genesis) I can reflect on and articulate some ways in which believing in God is valuable in the lives of believers, and ways it can be challenging I can consider and weigh up different views on theism, agnosticism and atheism, expressing insights of their own about why people believe in God or not I can make connections between belief and behaviour in my own life, in the light of their learning.	dharma, karma, moksha, etc. I can give evidence and examples to show how Hindus put their beliefs into practice in different ways I can make connections between Hindu beliefs studied (e.g. karma and dharma), and explain how and why they are important to Hindus I can reflect on and articulate what impact belief in karma and dharma might have on individuals and the world, recognising different points of view. **Unit U2.5 (UC) Christianity (Salvation)** **What do Christians believe Jesus did to 'save' people?** I can outline the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it I can explain what Christians mean when they say that Jesus' death was a sacrifice I can make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper I can show how Christians put their beliefs into practice in different ways I can weigh up the value and impact of ideas of sacrifice in my own life and the world today I can articulate my own responses to the idea of sacrifice, recognising different points of view	issues, problems and opportunities in the world today I can articulate my own responses to the idea of the importance of love and service in the world today. **Local Unit 2.12** **Does faith help people in Cornwall when life gets hard?** I can describe at least three examples of ways in which world views in Cornwall guide people in how to respond to good and hard times in life. I can identify beliefs about life after death in at least two religious traditions, comparing and explaining similarities and differences. I can make clear connections between what people in Cornwall believe about God and how they respond to challenges in life. I can give examples of ways in which beliefs about resurrection/judgment /heaven/reincarnation make a difference to how someone lives. I can consider Cornwall as a place of refuge, inspiration and challenge I can offer a reasoned response to the unit question, with evidence and examples, expressing insights of my own
RE Key Vocabulary	**Year 5** Acceptance, Atheist Agnostic, Fasting, Five Pillars of Islam, - Shahadah (profession of faith), - Salahj (prayer), - Zakat (alms, charity), - Sawm (fasting), - Hajj (pilgrimage), Hijab, Halal, Lent, Lunar Calendar , Maundy Thursday, Mission, Palm Sunday, Purity, Ritual, Temptation, Tolerance **Year 6** Moral Code, Anglican, Baptist. Catholic, Denomination, Humanist, Pentecostal Non-conformist Sensitivity Respect					
PE Focussing on Physical and Cognitive skills. Twinkl Move	**Social and Emotional Development** **By the end of Year 5, pupils should be able to:** Receive constructive feedback and use it to improve their performance Challenge feedback appropriately and express a different perspective Give feedback in a constructive and sensitive manner to improve their own performance and that of others Negotiate and collaborate effectively with others, in a range of contexts Plan simple activities for themselves and others that will enable them to improve their fitness or specific aspects of their performance Identify the possible dangers when planning an activity			**Social and Emotional Development** **By the end of Year 6, pupils should be able to:** Create their own learning plan and revise it when necessary Make appropriate decisions about how to further their own learning and that of others Lead a group to achieve a successful outcome in a range of different activities Involve and motivate others to perform better Explain how different individuals need different types and levels of fitness to be more effective in their activity / role / event		
	Swimming, Gymnastics, Hockey, Multi-skills **Year 5** **Swimming** I can swim competently, confidently and proficiently over a distance of at least 25 metres. I can use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] I can perform safe self-rescue in different water-based situations. **Gymnastics** I can perform a stag jump and split leap I can perform pike rolls. I can perform a squat through vault. I can perform a round-off. I can independently plan a sequence of gymnastics movements that are creatively	**Dance, Football, Circuit training, Badminton** **Year 5** **Dance** I can use a wide range of different movements in combination, maintaining good control, in a range of small sided game situations. I can begin to adapt the performance of different movements to meet the outcomes required. I can use a variety of skills and techniques creatively to engage an audience. **I can explain clearly how to develop their own and others' work.** **I can identify aspects of their own performance that need to be improved and explain how.** **Football** I can use a range of skills to move with the	**Athletics, Cricket, Tennis** **Year 5** **Athletics** I can practise and refine existing running, jumping and throwing skills. I can use an effective technique for sprinting including the sprint start. I can sustain my running pace over longer distances. I can practise jumping for height. I can learn the fling throw technique. I can use a variety of throwing techniques. **Cricket** I can learn the correct techniques for batting and bowling in cricket. I can use the correct techniques for throwing and catching when fielding in cricket I can know the roles and responsibilities of the	**Swimming, Gymnastics, Netball/Basketball, Multi-skills** **Year 5** **Swimming** I can swim competently, confidently and proficiently over a distance of at least 25 metres. I can use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] I can perform safe self-rescue in different water-based situations. **Gymnastics** I can perform a stag jump and split leap I can perform pike rolls. I can perform a squat through vault. I can perform a round-off. I can independently plan a sequence of	**Dance, Rugby, OAA, Football** **Year 5** **Dance** I can use a wide range of different movements in combination, maintaining good control, in a range of small sided game situations. I can begin to adapt the performance of different movements to meet the outcomes required. I can use a variety of skills and techniques creatively to engage an audience. **I can explain clearly how to develop their own and others' work.** **I can identify aspects of their own performance that need to be improved and explain how.** **Rugby** I can use a range of skills to move with the	**Athletics, Rounders. Tennis** **Year 5** **Athletics** I can practise and refine existing running, jumping and throwing skills. I can use an effective technique for sprinting including the sprint start. I can sustain my running pace over longer distances. I can practise jumping for height. I can learn the fling throw technique. I can use a variety of throwing techniques. **Rounders** I can learn the correct techniques for batting and bowling in rounders. I can use the correct techniques for throwing and catching when fielding in rounders. I can know the roles and responsibilities of the

	linked together I can perform a gymnastics sequence in a pair or group in time to music. **Hockey** I can use a range of skills to move with the ball. I can use the correct technique to pass the ball. I can keep possession of the ball. I can use different tactics for attacking in invasion games. I can win back possession of the ball. I can adapt my movements for attacking and defending. **Multi-skills** I can react quickly and catch balls thrown at different heights and angles. I can attack the ball using effective fielding techniques. I can throw the ball accurately over a large distance. I can strike a bowled ball over a large distance into space. I can bowl a ball overarm at a target. I can apply striking and fielding skills to complete a circuit of activities. **Year 6** **Swimming** I can swim competently, confidently and proficiently over a distance of at least 25 metres. I can use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] I can perform safe self-rescue in different water-based situations. **Gymnastics** I can accurately perform a cat leap and a stag leap. I can accurately perform a dive forward roll and a pike backward roll. I can accurately perform a straddle over a vault. I can perform a hurdle step into a cartwheel and round off. I can perform a series of similar movements linked together in a sequence. I can perform a gymnastics routine in time to music. **Hockey** I can apply skills and knowledge to be able to move with the ball. I can apply skills and knowledge to be able to pass and move with the ball. I can **apply a variety of attacking skills and techniques in a game.** I can apply a variety of defending skills and techniques in a game. I can **invent a new game that requires attacking and defending skills.** **I can apply the skills and techniques I have learnt to play an invasion game and evaluate its success.** **Multi-skills** I can react quickly and catch balls thrown at	ball. I can use the correct technique to pass the ball. I can keep possession of the ball. I can use different tactics for attacking in invasion games. I can win back possession of the ball. I can adapt my movements for attacking and defending. **Circuit training** I can know the importance of helping the body to prepare for and recover from exercise and how this should be done. I can set individual challenges and work towards achieving them. I can compete fairly against a classmate in a circuit training activity. I can improve your speed, agility and quickness within circuit training. I can develop teamwork skills in a group task featuring different exercises. I can use my knowledge of the effects of exercise to develop an effective fitness routine. **Badminton** I can understand and practise some of the fundamental skills of badminton. I can hit a ball with accuracy using the forehand technique. I can play a backhand stroke with control and accuracy. I can perform a badminton serve. I can develop a volley for use in a badminton mini game. I can apply learnt skills in a variety of badminton mini matches. **Year 6** **Dance** I can combine complex sequences of actions with quality and fluency. **I can show confidence in adapting movements and skills to meet a specific outcome.** **I can identify key strengths and weaknesses of their own and others' performances and know how to improve** **Football** I can apply skills and knowledge to be able to move with the ball. I can apply skills and knowledge to be able to pass and move with the ball. I can **apply a variety of attacking skills and techniques in a game.** I can apply a variety of defending skills and techniques in a game. I can **invent a new game that requires attacking and defending skills.** **I can apply the skills and techniques I have learnt to play an invasion game and evaluate its success.** **Circuit training** I can understand ways to exercise safely. I can understand and recognise exercising at different levels of intensity. I can **understand how exercise can boost**	backstop and base fielders in cricket. I can know the roles and responsibilities of the deep fielders in cricket. I can 'read' the game and apply tactics to outwit opponents. I can know and apply the rules of cricket during a game. **Tennis** I can understand and practise some of the fundamental skills of tennis. I can hit a ball with accuracy using the forehand technique. I can play a backhand stroke with control and accuracy. I can perform an overhead tennis serve. I can develop a volley for use in a tennis mini game. I can apply learnt skills in a variety of tennis mini matches. **Year 6** **Athletics** I can practise and refine fundamental movement skills needed for athletics. I can work as a team to competitively perform a sprint relay. I can control running pace over a range of distances. I can refine my hurdling technique. I can **practise and refine jumping techniques.** I can throw for distance using a heave throw technique. **Cricket** I can learn the correct techniques for batting and bowling in cricket. I can use the correct techniques for throwing and catching when fielding in cricket. I can know the roles and responsibilities of the backstop and base fielders in cricket. I can know the roles and responsibilities of the deep fielders in cricket. I can 'read' the game and apply tactics to outwit opponents. I can know and apply the rules of cricket during a game. **Tennis** I can understand and practise some of the fundamental skills of tennis. I can hit a ball with accuracy using the forehand technique. I can play a backhand stroke with control and accuracy. I can perform an overhead tennis serve. I can develop a volley for use in a tennis mini game. I can apply learnt skills in a variety of tennis mini matches.	gymnastics movements that are creatively linked together I can perform a gymnastics sequence in a pair or group in time to music. **Netball/basketball** I can dribble with a basketball. I can use a range of techniques to pass a ball successfully. I can know how to pivot. I can move effectively around the court. I can use strategies to keep possession of the ball. I can know how to mark a player effectively. I can apply our basketball skills when playing as part of a team in a game. I can evaluate my performance. **Multi-skills** I can react quickly and catch balls thrown at different heights and angles. I can attack the ball using effective fielding techniques. I can throw the ball accurately over a large distance. I can strike a bowled ball over a large distance into space. I can bowl a ball overarm at a target. I can apply striking and fielding skills to complete a circuit of activities. **Year 6** **Swimming** I can swim competently, confidently and proficiently over a distance of at least 25 metres. I can use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] I can perform safe self-rescue in different water-based situations. **Gymnastics** I can accurately perform a cat leap and a stag leap. I can accurately perform a dive forward roll and a pike backward roll. I can accurately perform a straddle over a vault. I can perform a hurdle step into a cartwheel and round off. I can perform a series of similar movements linked together in a sequence. I can perform a gymnastics routine in time to music. **Netball/basketball** I can improve and refine catching and throwing in netball. I can use a range of netball passes I can **understand the footwork rule in netball.** I can **know how to outwit a defender to receive a pass.** I can **know how to one-on-one mark an opposition player.** **I can apply the skills and techniques I have learnt to play an invasion game and evaluate its success.**	ball. I can use the correct technique to pass the ball. I can keep possession of the ball. I can use different tactics for attacking in invasion games. I can win back possession of the ball. I can adapt my movements for attacking and defending. **OAA** I can work as part of a team to complete a range of challenges. I can demonstrate agility and endurance in a range of situations. I can **know what a compass is and how to use it.** I can read, follow and understand maps. I can **take part in an orienteering exercise.** I can work collaboratively to plan and prepare an orienteering course. I can work collaboratively to complete a timed orienteering course. **Football** I can use a range of skills to move with the ball. I can use the correct technique to pass the ball. I can keep possession of the ball. I can use different tactics for attacking in invasion games. I can win back possession of the ball. I can adapt my movements for attacking and defending. **Year 6** **Dance** I can combine complex sequences of actions with quality and fluency. **I can show confidence in adapting movements and skills to meet a specific outcome.** **I can identify key strengths and weaknesses of their own and others' performances and know how to improve** **Rugby** I can apply skills and knowledge to be able to move with the ball. I can apply skills and knowledge to be able to pass and move with the ball. I can **apply a variety of attacking skills and techniques in a game.** I can apply a variety of defending skills and techniques in a game. I can **invent a new game that requires attacking and defending skills.** **I can apply the skills and techniques I have learnt to play an invasion game and evaluate its success.** **OAA** I can **work systematically and as part of a team to solve a range of problems.** I can **demonstrate positivity, perseverance and effective teamwork when completing a range of challenges.** I can use a range of communication methods	backstop and base fielders in rounders. I can know the roles and responsibilities of the deep fielders in rounders. I can 'read' the game and apply tactics to outwit opponents. I can know and apply the rules of rounders during a game. **Tennis** I can understand and practise some of the fundamental skills of tennis. I can hit a ball with accuracy using the forehand technique. I can play a backhand stroke with control and accuracy. I can perform an overhead tennis serve. I can develop a volley for use in a tennis mini game. I can apply learnt skills in a variety of tennis mini matches. **Year 6** **Athletics** I can practise and refine fundamental movement skills needed for athletics. I can work as a team to competitively perform a sprint relay. I can control running pace over a range of distances. I can refine my hurdling technique. I can **practise and refine jumping techniques.** I can throw for distance using a heave throw technique. **Rounders** I can react quickly and catch balls thrown at different heights and angles. I can attack the ball using effective fielding techniques. I can throw the ball accurately over a large distance. I can strike a bowled ball over a large distance into space. I can bowl a ball overarm at a target. I can apply striking and fielding skills to participate in a rounders game. **Tennis** I can understand and practise some of the fundamental skills of tennis. I can hit a ball with accuracy using the forehand technique. I can play a backhand stroke with control and accuracy. I can perform an overhead tennis serve. I can develop a volley for use in a tennis mini game. I can apply learnt skills in a variety of tennis mini matches.

	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.	mental wellbeing. I can understand how exercise can improve physical strength. I can lead another individual in a circuit of exercises. I can work as a group to lead a training session. <u>Badminton</u> 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.		<u>Multi-skills</u> 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.	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. <u>Football</u> 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.	
PE Key Vocabulary	**Year 5** Exhale, Flutter Kick, Surface, Somersault, Personal Best, Inhale, Pressure, Overtake, Tracking, Backing Up, Outwit, Support, Tactics , Collaborate, Tactical, Control Card, Collective, Orienteering, Navigation, Tactics, Volley, Co-operatively, Footwork, Continuously, Set, Dig, Technique, Downsweep, Upsweep, Flight, Rhythm, Stride, Tactics, Control, Foul, Pressure, Onside, Offside, Support, Obstruction, Formation, Posture, Performance, Canon, Relationship , Symmetrical, Rotation, Aesthetics, Canon, Asymmetrical, Synchronisation, Progression, Technique, Momentum, Rhythm, Agility, Drive **Year 6** Endurance, Propel, Continuous, Streamline, Synchronised, Retrieve, Obstruction, Consecutive, Consistently, Drive Hit, Defensive Hit , Location, Boundaries, Critical Thinking, Symbol, Cooperatively, Strategy, Deep, Forecourt, Backcourt, Defensive, Attacking, Rotation, Force, Compete, Trajectory, Momentum, Continuous Pace, Transfer of Weight, Consecutive, Dictate, Contest, Formation, Conceding, Turnover, Shut Down, Phrase, Structure, Connect, Choreograph, Contrast, Structure, Fluently, Formation, momentum, Counter Balance, Fluently, Counter Tension, Stability , Generate Force, Continuous, Measure, Flexibility, Analyse, Record					
PSHE Jigsaw PSHE PSHE Association	**Year 5** **Being In My World** I know what I value most about my school and can identify my hopes for this school year I can empathise with people in this country whose lives are different to my own I can empathise with people in this country whose lives are different to my own I understand that my actions affect me and others I can contribute to the group and understand how we can function best as a whole I understand why our school community benefits from a Learning Charter and can help others to follow it **Celebrating Difference** I am aware of my own culture I am aware of my attitude towards people from different races I can tell you a range of strategies for managing my feelings in bullying situations and for problem-solving when I'm part of one I know some ways to encourage children who use bullying behaviours to make other choices and know how to support children who are being bullied I can appreciate the value of happiness regardless of material wealth I respect my own and other people's cultures	**Year 5** **Healthy Me** I can make an informed decision about whether or not I choose to smoke and know how to resist pressure I know how to keep myself calm in emergencies I can reflect on my own body image and know how important it is that this is positive and I accept and respect myself for who I am I respect and value my body I am motivated to keep myself healthy and happy **Changing Me (SRE)** I know how to develop my own self esteem I understand that puberty is a natural process that happens to everybody and that it will be ok for me I can express how I feel about the changes that will happen to me during puberty I appreciate how amazing it is that human bodies can reproduce in these ways I am confident that I can cope with the changes that growing up will bring6 I can start to think about changes I will make next year and know how to go about this	**Year 5** **Relationships** I know how to keep building my own self-esteem 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	**Year 6** **Being In My World** I feel welcome and valued and know how to make others feel the same I understand my own wants and needs and can compare these with children in different communities I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them I can contribute to the group and understand how we can function best as a whole I understand why our school community benefits from a Learning Charter and how I can help others to follow it by modelling it myself **Celebrating Difference** I can empathise with people who are different I am aware of my attitude towards people who are different I know how it can feel to be excluded or treated badly by being different in some way I can tell you a range of strategies for managing my feelings in bullying situations and for problem-solving when I'm part of one I appreciate people for who they are I can show empathy with people in either situation	**Year 6** **Healthy Me** I am motivated to care for my physical and emotional health I am motivated to find ways to be happy and cope with life's situations without using drugs I can suggest ways that someone who is being exploited can help themselves I can suggest strategies someone could use to avoid being pressurised I know how to help myself feel emotionally healthy and can recognise when I need help with this I can use different strategies to manage stress and pressure **Changing Me (SRE)** I know how to develop my own self esteem I can express how I feel about the changes that will happen to me during puberty I can recognise how I feel when I reflect on the development and birth of a baby I understand that respect for one another is essential in a boyfriend/girlfriend relationship, and that I should not feel pressured into doing something I don't want to I can express how I feel about my self-image and know how to challenge negative 'body-talk' I know how to prepare myself emotionally for the changes next year	**Year 6** **Relationships** I understand that people can get problems with their mental health and that it is nothing to be ashamed of I can help myself and others when worried about a mental health problem I can recognise when I am feeling those emotions and have strategies to manage them I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control I can resist pressure to do something online that might hurt myself or others I can take responsibility for my own safety and well-being **Dreams and Goals** I understand why it is important to stretch the boundaries of my current learning I can set success criteria so that I will know whether I have reached my goal I recognise the emotions I experience when I consider people in the world who are suffering or living in difficult situations I can empathise with people who are suffering or who are living in difficult situations I can identify why I am motivated to do this I can give praise and compliments to other people when I recognise their contributions and achievements
PSHE Key Vocabulary	**Year 5** Included, Excluded, Role, Democracy, Decisions, Voting, Authority, Contribution, UN Convention on Rights of Child (UNCRC), Character, Judgement, Influence, Opinion, Attitude, Deliberate, Problem-solve, Cyber bullying, Troll, Hope, Determination, Resilience, Positive attitude, Disappointment, Fears, Hurts, Positive experiences, Plans, Cope, Help, Self-belief, Motivation, Commitment, Enterprise, Leader, Follower, Agree, Disagree, Smoking, Pressure, Peers, Advice, Alcohol, Liver, Disease, Anxiety, Fear, Believe, Assertive, Opinion, Relationship, Close, Jealousy, Emotions, Positive, Negative, Denial, Guilt, Acceptance, Negotiate, Compromise, Loyal, Empathy, Betrayal, Amicable, Love, Characteristics, Making love, Sexual intercourse, Fertilise, Conception, Menstruation, Periods **Year 6** Challenge, Goal, Attitude, Citizen, Views, Opinion, Collective, Culture, Conflict, Similarity, Belong, Culture Wheel, Racism, Race, Discrimination, Rumour, Name-calling, Racist, Homophobic, Feeling, Money, Grown Up, Adult, Lifestyle, Job, Career, Profession, Money, Salary, Contribution, Society, Determination, Motivation, Culture, Sponsorship, Communication, Support, Co-operation, Difference, Emergency, Recovery position, Level-headed, Body image, Media, Social media, Celebrity, Altered, Self-respect, Personal attributes, Qualities, Characteristics, Self-esteem, Comparison, Grooming, Troll, Gambling, Betting, Trustworthy, Screen time, Physical health, Mental health, Social, Peer pressure, Influences, Personal information, Passwords, Privacy, Settings, Body image, Personality, Self-esteem, Fallopian Tube, Cervix, Scrotum, Genitals, Semen, Erection, Ejaculation,					

	Urethra, Wet dream, Growth spurt, Pubic hair, Hormones, Foreskin, Conception, Embryo, Umbilical cord, IVF, Foetus, Pregnancy, Sanitary products					
History History Association schemes of work Enquiry skills objectives are ongoing throughout the year.	**British history that extends pupils' chronological knowledge beyond 1066 – Battle of Hastings** **Year 5** Beginning to examine artefacts and explain what they show us about that time in history. Beginning to analyse sources of information for his/her accuracy, usefulness and relevance and combines them to answer questions. Beginning to place events, people and changes into correct periods of time and the periods of time in chronological order. Beginning to discuss the impact and causes of historical changes in Britain. Beginning to suggest reasons for conflicting historical accounts. Beginning to create historically valid questions about cause and significance. Beginning to use and understands abstract terms such as empire, civilisation, parliament and peasantry. Beginning to identify and describe changes within and between different periods in history. Beginning to make links between events and changes; giving reasons for them and explaining the result. **Year 6** Can examine artefacts and explain what they show us about that time in history. Can analyse sources of information for his/her accuracy, usefulness and relevance and combines them to answer questions. Can place events, people and changes into correct periods of time and the periods of time in chronological order. Can suggest reasons for conflicting historical accounts. Can create historically valid questions about cause and significance. Can use and understands abstract terms such as empire, civilisation, parliament and peasantry. Can identify and describe changes within and between different periods in history. Can make links between events and changes; giving reasons for them and explaining the result.	**Benin – a non-European civilisation commensurate with the Normans** **Year 5** Beginning to examine artefacts and explain what they show us about that time in history. Beginning to analyse sources of information for his/her accuracy, usefulness and relevance and combines them to answer questions. Beginning to place events, people and changes into correct periods of time and the periods of time in chronological order. Beginning to create historically valid questions about cause and significance. Beginning to identify and describe changes within and between different periods in history. Beginning to make links between events and changes; giving reasons for them and explaining the result. **Year 6** Can examine artefacts and explain what they show us about that time in history. Can analyse sources of information for his/her accuracy, usefulness and relevance and combines them to answer questions. Can place events, people and changes into correct periods of time and the periods of time in chronological order. Can create historically valid questions about cause and significance. Can identify and describe changes within and between different periods in history. Can make links between events and changes; giving reasons for them and explaining the result.	**Ancient Greece – links to ancient civilisations such as Romans, Egypt, Bronze and Iron Age (tin trade)** **Year 5** Beginning to examine artefacts and explain what they show us about that time in history. Beginning to analyse sources of information for his/her accuracy, usefulness and relevance and combines them to answer questions. Beginning to place events, people and changes into correct periods of time and the periods of time in chronological order. Beginning to create historically valid questions about cause and significance. Beginning to examine periods in world history; identifying contrasts with and influences on British society at the time. Beginning to use and understands abstract terms such as empire, civilisation, parliament and peasantry. Beginning to identify and describe changes within and between different periods in history. Beginning to make links between events and changes; giving reasons for them and explaining the result. **Year 6** Can examine artefacts and explain what they show us about that time in history. Can analyse sources of information for his/her accuracy, usefulness and relevance and combines them to answer questions. Can place events, people and changes into correct periods of time and the periods of time in chronological order. Can create historically valid questions about cause and significance. Can examine periods in world history; identifying contrasts with and influences on British society at the time. Can use and understands abstract terms such as empire, civilisation, parliament and peasantry. Can identify and describe changes within and between different periods in history. Can make links between events and changes; giving reasons for them and explaining the result.	**Cornwall history – links to industrial revolution and Richard Trevithick** **Year 5** Beginning to examine artefacts and explain what they show us about that time in history. Beginning to analyse sources of information for his/her accuracy, usefulness and relevance and combines them to answer questions. Beginning to place events, people and changes into correct periods of time and the periods of time in chronological order. Beginning to discuss the impact of significant historical events, people and places in their own locality making links with changes in national life. Beginning to discuss the impact and causes of historical changes in Britain. Can discuss the impact and causes of historical changes in Britain. Beginning to create historically valid questions about cause and significance. Beginning to use and understands abstract terms such as empire, civilisation, parliament and peasantry. Beginning to identify and describe changes within and between different periods in history. Beginning to make links between events and changes; giving reasons for them and explaining the result. **Year 6** Can examine artefacts and explain what they show us about that time in history. Can analyse sources of information for his/her accuracy, usefulness and relevance and combines them to answer questions. Can place events, people and changes into correct periods of time and the periods of time in chronological order. Can discuss the impact of significant historical events, people and places in their own locality making links with changes in national life. Can discuss the impact and causes of historical changes in Britain. Can create historically valid questions about cause and significance. Can use and understands abstract terms such as empire, civilisation, parliament and peasantry. Can identify and describe changes within and between different periods in history. Can make links between events and changes; giving reasons for them and explaining the result.	**Books through time – a chronological unit that studies an aspect of change occurring after 1066** **Year 5** Beginning to examine artefacts and explain what they show us about that time in history. Beginning to analyse sources of information for his/her accuracy, usefulness and relevance and combines them to answer questions. Beginning to place events, people and changes into correct periods of time and the periods of time in chronological order. Beginning to create historically valid questions about cause and significance. Beginning to identify and describe changes within and between different periods in history. Beginning to make links between events and changes; giving reasons for them and explaining the result. **Year 6** Can examine artefacts and explain what they show us about that time in history. Can analyse sources of information for his/her accuracy, usefulness and relevance and combines them to answer questions. Can place events, people and changes into correct periods of time and the periods of time in chronological order. Can create historically valid questions about cause and significance. Can identify and describe changes within and between different periods in history. Can make links between events and changes; giving reasons for them and explaining the result.	**New Zealand (and Australia), Maori – a non-European society that provides contrast with British history** **Year 5** Beginning to examine artefacts and explain what they show us about that time in history. Beginning to analyse sources of information for his/her accuracy, usefulness and relevance and combines them to answer questions. Beginning to place events, people and changes into correct periods of time and the periods of time in chronological order. Beginning to suggest reasons for conflicting historical accounts. Beginning to create historically valid questions about cause and significance. Beginning to use and understands abstract terms such as empire, civilisation, parliament and peasantry. Beginning to identify and describe changes within and between different periods in history. Beginning to make links between events and changes; giving reasons for them and explaining the result. **Year 6** Can examine artefacts and explain what they show us about that time in history. Can analyse sources of information for his/her accuracy, usefulness and relevance and combines them to answer questions. Can place events, people and changes into correct periods of time and the periods of time in chronological order. Can suggest reasons for conflicting historical accounts. Can create historically valid questions about cause and significance. Can use and understands abstract terms such as empire, civilisation, parliament and peasantry. Can identify and describe changes within and between different periods in history. Can make links between events and changes; giving reasons for them and explaining the result.
History Key Vocabulary	**Year 5** Cause, Change, Version, Court, Nation, Pagan, Resistance **Year 6** Stereotype, Treaty, Civilisation, Empire, Parliament, Peasantry					
Geography Geographical Society Twinkl	**Fieldwork and Map skills (RGS)** **Year 5** I can create a 3D model using map contour lines. I am beginning to use maps, atlases, globes and digital/computer mapping to locate and describe features studied. I am beginning to use four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build	**Global Trade (RGS)** **Year 5** I am beginning to use research and enquiry skills to discover more about trade through time. I am beginning to use maps and atlases to locate the source of a range of food products. I am beginning to describe and understand key aspects of physical geography including	**The Mediterranean (RGS)** **Year 5** I am beginning to understand some of the common features of all maps (scale, key, purpose, orientation, title etc.) I am beginning to describe and understand key aspects of physical geography, including seas, coasts, and continental plates. I am beginning to locate the world's countries, using maps to focus on Europe.	**Fieldwork and Map skills (RGS)** **Year 5** I can create a 3D model using map contour lines. I am beginning to use maps, atlases, globes and digital/computer mapping to locate and describe features studied. I am beginning to use four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build	**Shackleton (RGS)** **Year 5** I am beginning to understand Antarctica's size and composition. I am beginning to identify features of Antarctic geomorphology. I am beginning to explore hot and cold climate zones and the influence of the earth's orbit on climate zones. I am beginning to discuss Antarctica's	**Australia (RGS)** **Year 5** I am beginning to locate Australia in relation to the UK and its surrounding oceans and countries. I am beginning to explore the physical geography of different locations in Australia. I am beginning to identify and locate the climate zones of Australia. I am beginning to read maps that show

	their knowledge of the United Kingdom and the wider world. I am beginning to can use fieldwork to observe, measure and record and present human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technology. **Year 6** I can use map skills to locate a range of places on an OS map. I can use maps, atlases, globes and digital/computer mapping to locate and describe features studied. I can use four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. I can use fieldwork to observe, measure and record and present human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technology.	location, natural resources, and climate. I am beginning to locate the countries that the UK exports goods to. I am beginning to discuss the conditions of places and populations practicing Fairtrade. I am beginning to locate continents and countries using a digital world map to determine what each country's highest-value export is. **Year 6** I can use research and enquiry skills to discover more about trade through time. I can use maps and atlases to locate the source of a range of food products. I can describe and understand key aspects of physical geography including location, natural resources, and climate. I can locate the countries that the UK exports goods to. I can discuss the conditions of places and populations practicing Fairtrade. I can locate continents and countries using a digital world map to determine what each country's highest-value export is.	I am beginning to locate features and making comparisons to the UK. I am beginning to name and locate a city in Italy and identify its location and physical characteristics. I am beginning to consider how the daily lives of people is affected by the fact they live in a Mediterranean country. **Year 6** I can understand some of the common features of all maps (scale, key, purpose, orientation, title etc.) I can describe and understand key aspects of physical geography, including seas, coasts, and continental plates. I can locate the world's countries, using maps to focus on Europe. I can locate features and making comparisons to the UK. I can name and locate a city in Italy and identify its location and physical characteristics. I can consider how the daily lives of people is affected by the fact they live in a Mediterranean country.	their knowledge of the United Kingdom and the wider world. I am beginning to can use fieldwork to observe, measure and record and present human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technology. **Year 6** I can use map skills to locate a range of places on an OS map. I can use maps, atlases, globes and digital/computer mapping to locate and describe features studied. I can use four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. I can use fieldwork to observe, measure and record and present human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technology.	mountainous terrain, oceans and their effects and influences upon the expedition. I am beginning to give advice to an explorer. **Year 6** I can understand Antarctica's size and composition. I can identify features of Antarctic geomorphology. I can explore hot and cold climate zones and the influence of the earth's orbit on climate zones. I can discuss Antarctica's mountainous terrain, oceans and their effects and influences upon the expedition. I can give advice to an explorer.	population spread in Australia and create a map key. I am beginning to locate Australia's most populated areas and cities on a map of Australia. I am beginning to explore the similarities and differences between a rural and urban area in Australia. **Year 6** I can locate Australia in relation to the UK and its surrounding oceans and countries. I can explore the physical geography of different locations in Australia. I can identify and locate the climate zones of Australia. I can read maps that show population spread in Australia and create a map key. I can locate Australia's most populated areas and cities on a map of Australia. I can explore the similarities and differences between a rural and urban area in Australia.
Geography Key Vocabulary	**Year 5** Climate Zones, Distribution, Greenwich Meridian, Primary source, Secondary Source, Time Zones, Tropics of Cancer and Capricorn, Vegetation Belts **Year 6** Contour Lines, Economic, Erosion, Export, Import, Latitude, Longitude, Trade					
Art and DT	**Year 5** Develop a greater understanding of vocabulary when discussing their own and others' work. Regularly analyse and reflecting on their intentions and choices. **Year 6** Use the language of art with greater sophistication when discussing own and others' art. Give reasoned evaluations of their own and others' work which take account of context and intention.			**Year 5** Develop a greater understanding of vocabulary when discussing their own and others' work. Regularly analyse and reflecting on their intentions and choices. **Year 6** Use the language of art with greater sophistication when discussing own and others' art. Give reasoned evaluations of their own and others' work which take account of context and intention.		
	Bayeux Tapestry **Year 5** Composing original designs by adapting and synthesising the work of others. Analyse and evaluate artists' use of shape. Construct patterns through various methods to develop their understanding. **Year 6** Fluently sketch key shapes of objects when drawing. Create abstract compositions using knowledge of other artist's work. Represent feelings and emotions through patterns. Create sophisticated artwork using their knowledge of pattern. Deepen knowledge and understanding of using line when drawing portraits. Develop greater skill and control. Study and apply the techniques of other artists.	**Hannah Hock, Betriz Milhaze, Gordan William** **Year 5** Create mixed media art using found and reclaimed materials. Select materials for a purpose. Further extend their ability to describe and model form in 3D using a range of materials. Extend and develop a greater understanding of applying expression when using line. **Year 6** Create photomontages, make repeat patterns using printing techniques, create digital art and 3D sculptural forms. Express and articulate a personal message through sculpture. Analyse and study artists' use of form.	**Spyros Papaloubas, Panayiotis Tetsis, Domenikos Theotokopoulou** **Year 5** Further develop drawing from observation. Draw using perspective, mathematical processes, design, detail and line. Develop ideas through sketches, enhance knowledge, skills and technique using experimental media in sketchbooks. **Year 6** Make personal investigations and record observations in sketchbooks. Record experiments with media and try out new techniques and processes in sketchbooks.	**Sean Briggs, Will Kemp, Tom Henderson-Smith** **Year 5** Develop and increasing sophistication when using tone to describe objects when drawing. Analyse artists' use of tone. **Year 6** Increase awareness of using tone to describe light and shade, contrast, highlight and shadow. Manipulate tone for halo and chiaroscuro techniques. Learn and apply new drawing techniques such as negative drawing, chiaroscuro, expression, sketching and still life.	**Van Gogh, Monet** **Year 5** Select and mix more complex colours to depict thoughts and feelings. Study the work of artists. Control brush strokes and apply tints and shades when painting. Paint with greater skill and expression. **Year 6** Mix and apply colours to represent still life objects from observation. Express feelings and emotions through colour. Study colours used by Impressionist painters. Study the work of artists. Paint with greater skill and control, applying tonal techniques and more complex colour theory to own work.	**Tiki, Whakairo carving** **Year 5** Develop understanding of texture through practical making activities. Express thoughts and feelings about familiar products. Design new architectural forms, design and invent new products, link artwork to literary sources. Create and invent for purposes. **Year 6** Understand how artists manipulate materials to create textures. Develop personal, imaginative responses to a theme. Produce personal interpretations of cherished objects, show thoughts and feelings through pattern, create imaginative 3D forms to create meaning. Express ideas about art through messages, graphics, text and images.
	Mechanisms (e.g. pop-up books) **Year 5** Planning using storyboards and designs, communicating through annotated illustrations, identifying where mechanisms will operate in the design Making functional components using layers and spacers to construct pages, cutting and assembling with accuracy Revisiting and reflecting on progress at numerous points Consolidating knowledge on sliders, levers and linkages, identifying inputs and outputs, utilising methods of paper modelling and folding to improve resilience. **Year 6**	**Textiles (e.g. waistcoats)** **Year 5** Designing for a purpose, considering which techniques and materials to use creating a paper pattern piece Selecting and using appropriate stitch types Identify poor sewing technique and rectify Identifying methods of joining fabric, running stitch, cross stitch and blanket stitch **Year 6** Devising a list of design criteria, sketching and annotating design ideas onto a pattern piece amending the measurements to suit the client Marking out, cutting and joining fabrics accurately, creating a consistent seam and attaching fastening, applying decorative	**Food** **Year 5** Adapting an existing recipe Cutting, preparing and cooking veg and meat hygienically using kitchen equipment in safe manner, recognising when meat is cooked Tasting and feedback on existing products, suggesting substitute ingredients **Year 6** Working to a time scale Working with food hygienically Tasting, scoring and evaluating products Understanding the risks of meat and fish when not cooked or stored properly	**Structures (e.g. bridges)** **Year 5** Designing arch and truss bridges, modelling various methods of bridge making Using triangulation for bracing selecting appropriate tools and equipment to cut wood down to size and sandpaper to achieve a high-quality finish Testing through trial and error to evaluate the success of functional properties, design and materials Understanding the importance of compression and tension in bridges, establishing methods or reinforcing more complex structures to improve **Year 6**	**Electrical systems (e.g. steady hand games)** **Year 5** Identify the target audience considering methods of incorporating the circuitry Selecting materials based on their properties creating and incorporating a functional series circuit **Year 6** Generating ideas through sketching and discussion, modelling ideas through prototypes, establishing a list of design criteria Selecting and using appropriate materials and equipment to cut, measure and mark accurately including set square and rulers Adapting products to improve functionality, testing that the product is fit for purpose	

	Drawing and annotating exploded and cross-sectional diagrams Measuring, marking and cutting materials accurately, selecting appropriate equipment and assembling components accurately Understanding the relationship between the parts and establish a stable frame	features Exploring existing products and considering the user, materials and shape, evaluating the final outcome against the design criteria Knowing how to create hidden seams, accurate and consistent stitched and secure fastenings		Increasing more demanding practical skills selecting materials for the aesthetic and functional properties, make strengthen and stiffen a range of structures Evaluating and analysing existing structures Applying knowledge of construction techniques to realise design ideas, stabilising more complex structures using bracing	Creating and using electric series circuits effectively, knowing how to make electromagnetic motors	
Art & DT Key Vocabulary	**Art** **Year 5** Complementary, Blend , Crosshatch, Reflection, Contrast, Movement, Tints **Year 6** Monochromatic, Perspective , Composition, Vanishing Point, Proportion			**DT** **Year 5** Functionality, Design specification, Annotate, Technique **Year 6** Synthesising, Abstract compositions, Cross-section, Intolerance, Substitute		
Computing Kapow Primary schemes of work	**Year 5** **Online Safety** Understanding permissions required by apps to access personal information. Considering online judgements that people make and how they treat others online. **Micro:bit** Using block coding to program a device. To explore variables and different forms of input. Understand how external devices can be programmed by a separate computer.	**Year 5** **Search Engines** Recognising that information on the internet might not be true or correct. Know how to use keywords to quickly find accurate information. **Programming Music** Selecting using and combining a variety of software to design and create a range of programs, systems and content that accomplish given goals. Using programming language to create music, including use of loops.	**Year 5** **Mars Rover 1** Understanding computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration. Using search technologies effectively, appreciating how results are selected and ranked, and be discerning in evaluating digital content. Recognising that computers transfer data in binary and understand simple binary addition. **Stop Motion Animation** Using technology purposefully to create, organise, store, manipulate and retrieve digital content. Understanding how to use tablets or computers to take photos. Consider sequence and selection of frames when editing work.	**Year 6** **Bletchley Park** Understanding the importance of secure passwords and using searching and word processing skills to create a presentation. Using programming software to understand hacking, relating this to computer cracking codes in WWII. Editing sound recordings for specific purpose. Learning about the history of computers and how they evolved over time. **Exploring AI** Explain what AI is and its basic functions. Identify real-life applications of AI that are commonly used in everyday life. Identify how AI understands and processes text and image prompts. Generate and refine prompts to achieve the best possible response from AI. Identify how AI generates code and how it can be useful in web design. Identify how AI can be a useful starting point for a project. Explain the key ethical considerations of AI. Debate the potential of AI replacing human roles, presenting well-structured arguments.	**Year 6** **Big Data 1** Understanding how learning can be applied to a real world context. Selecting, using and combining a variety of software to design and create a range of programs, systems and content to collect, analyse, evaluate and present data. Understanding that computer networks provide multiple services Understanding how barcodes and QR codes work. Selecting, using and combining a variety of software to design and create a range of programs, systems and content to collect, analyse, evaluate and present data. **Intro To Python** Understanding that websites can be altered by exploring the code beneath the site. Designing, writing and debugging programs that accomplish specific goals Solving problems by decomposing them into smaller parts.	**Year 6** **Big Data 2** Understanding how corruption can happen within data during transfer (for example when downloading, installing, copying and updating files). Understanding that computer networks provide multiple services. Using search and word processing skills to create a presentation. Creating formulas and sorting data within spreadsheets. Learning about the Internet of Things and how it has led to 'big data'. Learning how 'big data' can be used to solve a problem or improve efficiency. **Online Safety** Learning about online reputations and how to go about creating a positive one Being aware of the threats that face us online such as scammers and phishing emails and how to identify them
Computing Key Vocabulary	**Year 5** Social media, Virus, Hardware, Spreadsheets, Network, Responsibility, Evaluate **Year 6** Big data, Binary, Codes, Scam, Phishing					
Music Kapow Primary schemes of work	**Year 5** **Looping and remixing** Perform a looped body percussion rhythm; keeping in time with their group. Use loops to create a whole piece of music, ensuring that the different aspects of music work together. Play the first section of 'Somewhere Over the Rainbow' with accuracy. Choose a suitable fragment of music and be able to play it along to the backbeat. Perform a piece with some structure and two different loops. **Year 5** **Composition to represent the festival of colour (Theme: Holi festival)** Suggest a colour to match a piece of music. Create a graphic score and describe how this matches the general structure of a piece of music. Create a vocal composition in response to a picture and justify their choices using musical terms. Create a vocal composition in response to a colour.	**Year 5** **South and West Africa** Sing using the correct pronunciation and with increasing confidence. Play a chord with two notes, remaining in time. Maintain their part in a performance with accuracy. Play the more complicated rhythms in time and with rests. Create an eight-beat break and play this in the correct place. **Year 5** **Composition notation (Theme: Ancient Egypt)** Sing in time and in tune with other people and the backing track. Remember the lyrics to a song. Identify the structure of a piece of music and match this to non-standard notation. Improvise their own piece of music. Play a melody with reasonable accuracy. Perform with confidence and in time with others. Compose and play a melody using stave notation.	**Year 5** **Blues** Name three key features of Blues music. Sing in tune, using vocal expression to convey meaning. Explain what a chord is and play the chord of C sixteen times. Play the twelve-bar blues correctly. Play the notes of the Blues scale in the correct order, ascending and descending. Play a selection of Blues scale notes out of order in their own improvisation. **Year 5** **Musical theatre** Explain what musical theatre is and be able to recall at least three features of this kind of music. Categorise songs as action songs or character songs. Select appropriate existing music for their scene to tell the story of a journey. Perform in time with their groups, ensuring smooth transitions between spoken dialogue, singing and dancing.	***Christmas Carol Competition** **Year 6** **Dynamics, pitch and texture (Theme: Coast - Fingal's Cave by Mendelssohn)** Engage in discussion about the sounds of an orchestral piece. Have a selection of varied vocabulary in response to what they hear. Change dynamics and pitch, differentiating between the two. Take the role of conductor or follow a conductor. Change texture within their group improvisation and talk about its effect. Create a graphic score to represent sounds. Follow the conductor to show changes in pitch, dynamics and texture. **Year 6** **Film music** Identify how different styles of music contribute to the feel of a film. Participate in discussions, sharing their views and justifying their answers. Use the terms 'major' and 'minor'. Identify different instruments to describe how	**Year 6** **Song of World War II** Use musical and comparative language in discussion. Follow the melody line. Follow the scores with a good sense of timing, showing that they understand which section of pitch they are singing. Sing the correct words at the correct time. Recall the counter-melody line. **Year 6** **Theme and variations (Theme: Pop Art)** Performing rhythms confidently either on their own or in a group. Identify the sounds of different instruments and discuss what they sound like. Make reasonable suggestions for which instruments can be matched to which art pieces. Recall the names of several instruments according to their orchestra sections. Keep the pulse using body percussion. Sing with control and confidence. Name rhythms correctly. Copy rhythms accurately with a good sense of	**Year 6** **Composing and performing a Leavers' song** Identify and evaluate the musical features of a song. Contribute ideas to their group chorus, suggesting how lines three and four could rhyme. Contribute ideas to their group verse, suggesting how lines one and four and five and eight could rhyme. Fit an existing melody over a four-chord backing track. Create a melody that fits both the lyrics and the four-chord backing track of the chorus, using tuned percussion instruments. Record melodies using letter notation. Perform the leavers' song with confidence. **Year 6** **Baroque** Define some key features of Baroque music, including recitative, canon, ground bass and fugue. Take part in a vocal improvisation task based on Baroque recitative. Play several parts of a canon using staff

	Record their compositions in written form. Work as a group to perform a piece of music.	Contribute meaningfully to the group performance and composition. Use hieroglyphic notation to show the structure of their piece.		music evokes different emotions. Identify pitch, tempo and dynamics, and use these to explain and justify their answers. Give reasonable and thought-out suggestions for what different graphic scores represent. Use their body, voice and instruments to create sounds to represent a given theme. Create a musical score to represent a composition. Interpret their graphic score and performing their composition appropriately with their group. Create sounds that relate to the scene of a film.	pulse. Draw rhythms accurately. Show a difference between musical variations. Show creativity in a finished musical product.	notation, with or without letter names. Compose a ground bass melodic ostinato. Notate a ground bass pattern using staff notation. Name some well-known Baroque composers and describe what musical features they were known for. Learn a fugue part by reading staff notation, with or without note names. Perform a fugue.
Music Key Vocabulary	**Year 5** Chord, Dissonance, Flat, Lento, Semitone, Sharp , Slur, Semitone , Staccato , Vibrato **Year 6** Accent, Adagio, Allegro, Andante, Harmony , Mezzo forte, Moderato, Octave, Off beat , Presto					
MFL Twinkl	**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.