	Years 5 and 6					
	Autumn A	Spring A	Summer A	Autumn B	Spring B	Summer B
Торіс	1066, Battle of Hastings	Benin & Our Planet	Ancient Greece	Cornwall	Shackleton	New Zealand / Australia
Cultural Capital	Harvest festival, Christmas at the	Easter celebration, Theatre trip, class	Oak Apple Day, Residential, Fowey	Harvest festival, Christmas at the	Easter celebration, Theatre trip, class	Oak Apple Day, Residential, Fowey
•	Church, Community Christmas cards,	trip, guest speaker, village walk,	Class play, Sports Day, Cyclewise,	Church, Community Christmas cards,	trip, guest speaker, village walk,	Class play, Sports Day, Cyclewise,
	sing at Institute, Remembrance Day,	Fowey Class ball, World Book Day,	Independence Day, guest speaker	sing at Institute, Remembrance Day,	World Book Day, Life skills Liskeard	Independence Day, guest speaker
	guest speaker, Children in Need	Life skills Liskeard		guest speaker, Children in Need		
Maths	Year 5 Number and Place Value	<u>Year 5</u> Number and Place Value	Year 5 Number and Place Value	Year 5 Number and Place Value	Year 5 Number and Place Value	Year 5 Number and Place Value
	Read and write numbers to at least	Count forwards or backwards in steps of	Interpret negative numbers in context; count	Read and write numbers to at least	Count forwards or backwards in steps of	Interpret negative numbers in context; count
National Curriculum	100 000.	powers of 10 for any given number up to 1	forwards and backwards with positive and	100 000.	powers of 10 for any given number up to 1	forwards and backwards with positive and
Progression	Determine the value of each digit in numbers	000 000.	negative whole numbers, including through 0;	Determine the value of each digit in numbers	000 000.	negative whole numbers, including through 0;
supported by Abacus	to at least 100 000 and use to solve place- value additions and subtractions.	Read and write numbers to at least 1 000 000.	solve problems in the context of temperature. Round any number up to 1 000 000 to the	to at least 100 000 and use to solve place- value additions and subtractions.	Read and write numbers to at least 1 000 000.	solve problems in the context of temperature. Round any number up to 1 000 000 to the
Framework	Order and compare numbers to at least 100	Order and compare numbers to at least 1 000	nearest 10, 100, 1000, 10 000 and 100 000.	Order and compare numbers to at least 100	Order and compare numbers to at least 1 000	nearest 10, 100, 1000, 10 000 and 100 000.
	000.	000.	Solve number problems and practical	000.	000.	Solve number problems and practical
	Count forward or backwards in steps of powers of 10 for any number up to 100 000.	Determine the value of each digit in numbers to at least 1 000 000 and use to solve place	problems that involve all of the above. Read Roman numerals to 1000 (M) and	Count forward or backwards in steps of powers of 10 for any number up to 100 000.	Determine the value of each digit in numbers to at least 1 000 000 and use to solve place	problems that involve all of the above. Read Roman numerals to 1000 (M) and
	Round any number up to 100 000 to the	value additions and subtractions.	recognise years written in Roman	Round any number up to 100 000 to the	value additions and subtractions.	recognise years written in Roman
	nearest 10, 100 and 1000.	Order and compare 6-digit numbers and place	numerals.	nearest 10, 100 and 1000.	Order and compare 6-digit numbers and place	numerals.
		on a number line.			on a number line.	
	Addition and Subtraction Sustain a line of enquiry; make and test a	Find square numbers and square roots; find a pattern; write and test a rule.	Addition and Subtraction Use rounding to check answers to calculations	Addition and Subtraction Sustain a line of enguiry; make and test a	Find square numbers and square roots; find a pattern; write and test a rule.	Addition and Subtraction Use rounding to check answers to calculations
	hypothesis.		and determine, in the context of a problem,	hypothesis.		and determine, in the context of a problem,
	Add whole numbers with 4 digits, including	Addition and Subtraction	level of accuracy; use addition to check	Add whole numbers with 4 digits, including	Addition and Subtraction	level of accuracy; use addition to check
	using the formal written method of columnar addition (answers > 10 000).	Add whole numbers and 1-place decimals using appropriate mental strategies.	subtraction. Subtract 2-place decimal numbers (including	using the formal written method of columnar addition (answers > 10 000).	Add whole numbers and 1-place decimals using appropriate mental strategies.	subtraction. Subtract 2-place decimal numbers (including
	Use place value and number facts to add and	Add 1- and 2-place decimal numbers	money) using counting up or mental methods.	Use place value and number facts to add and	Add 1- and 2-place decimal numbers	money) using counting up or mental methods.
	subtract 2-, 3- and 4-digit numbers.	(including money) choosing and using an	Solve addition and subtraction problems,	subtract 2-, 3- and 4-digit numbers.	(including money) choosing and using an	Solve addition and subtraction problems,
	Use inverse operations to create new	appropriate method (including columnar	including multi-step and word problems;	Use inverse operations to create new	appropriate method (including columnar	including multi-step and word problems;
	calculations or check answers. "Subtract whole numbers with 4 digits,	addition and mental methods). Count up to solve 4-digit minus 4-digit	decide which operations and methods to use and why.	calculations or check answers. "Subtract whole numbers with 4 digits,	addition and mental methods). Count up to solve 4-digit minus 4-digit	decide which operations and methods to use and why.
	including using the formal written method of	subtractions from near multiples of 1000,	Add whole numbers with more than 4 digits,	including using the formal written method of	subtractions from near multiples of 1000,	Add whole numbers with more than 4 digits,
	columnar subtraction.	where column subtraction is awkward; use	including using formal written methods such	columnar subtraction.	where column subtraction is awkward; use	including using formal written methods such
	Begin to add and subtract numbers mentally with increasingly large numbers.	column subtraction where appropriate. Add and subtract numbers mentally with	as columnar addition. Subtract whole numbers with more than 4	Begin to add and subtract numbers mentally with increasingly large numbers.	column subtraction where appropriate. Add and subtract numbers mentally with	as columnar addition. Subtract whole numbers with more than 4
	Use mathematical reasoning to work out a	increasingly large numbers.	digits, including using formal written methods	Use mathematical reasoning to work out a	increasingly large numbers.	digits, including using formal written methods
	function (single operation +/-).	Solve addition 1- step and multi-step problems using mental addition.	such as columnar subtraction.	function (single operation +/-).	Solve addition 1- step and multi-step problems using mental addition.	such as columnar subtraction.
	Multiplication and Division Use mental strategies to multiply and divide	Use counting on and bonds to 100 to add to any 2-place decimal to find the next whole	Multiplication and Division Multiply and divide whole numbers and those	Multiplication and Division Use mental strategies to multiply and divide	Use counting on and bonds to 100 to add to any 2-place decimal to find the next whole	Multiplication and Division Multiply and divide whole numbers and those
	by 4, 9, 20 and 25.	number.	involving decimals by 10, 100 and 1000.	by 4, 9, 20 and 25.	number.	involving decimals by 10, 100 and 1000.
	Solve problems involving multiplication and	Subtract amounts of money and other 1- and	Solve problems involving multiplication and	Solve problems involving multiplication and	Subtract amounts of money and other 1- and	Solve problems involving multiplication and
	division using knowledge of factors, doubles	2-place decimal numbers in the context of	division including using their knowledge of	division using knowledge of factors, doubles	2-place decimal numbers in the context of	division including using their knowledge of
	and halves, and times-tables. Choose a mental or a written method to solve	measures. Investigate patterns in addition using	factors and multiples, squares and cubes. Solve problems involving addition,	and halves, and times-tables. Choose a mental or a written method to solve	measures. Investigate patterns in addition using	factors and multiples, squares and cubes. Solve problems involving addition,
	problems, including word problems, involving	knowledge of bonds and a systematic	subtraction, multiplication and division and a	problems, including word problems, involving	knowledge of bonds and a systematic	subtraction, multiplication and division and a
	multiplication (including 2-/3-digit × 1-digit; 2-	approach.	combination of these, including understanding	multiplication (including 2-/3-digit × 1-digit; 2-	approach.	combination of these, including understanding
	digit × 2-digit). Choose a mental or written method to solve	Use columnar addition to add more than 2 numbers with up to 4 digits.	the meaning of the equals sign. Divide numbers up to 4 digits by a 1-digit	digit × 2-digit). Choose a mental or written method to solve	Use columnar addition to add more than 2 numbers with up to 4 digits.	the meaning of the equals sign. Divide numbers up to 4 digits by a 1-digit
	problems, including word problems, involving	Identify patterns and make predictions.	number using the formal written method of	problems, including word problems, involving	Identify patterns and make predictions.	number using the formal written method of
	division (including 2-/3-digit ÷ 1-digit), and		short division and interpret remainders	division (including 2-/3-digit ÷ 1-digit), and		short division and interpret remainders
	spot and explain patterns and relationships. Recognise which numbers are divisible by 2, 3,	<u>Multiplication and Division</u> Identify multiples and factors, including	appropriately for the context. Use short multiplication to multiply 4-digit	spot and explain patterns and relationships. Recognise which numbers are divisible by 2, 3,	Multiplication and Division Identify multiples and factors, including	appropriately for the context. Use short multiplication to multiply 4-digit
	4, 5, 9 and 10.	finding all factor pairs of a number, and	numbers by 1-digit numbers, rounding to	4, 5, 9 and 10.	finding all factor pairs of a number, and	numbers by 1-digit numbers, rounding to
	Use mathematical reasoning to work out a	common factors of 2 numbers.	estimate answers.	Use mathematical reasoning to work out a	common factors of 2 numbers.	estimate answers.
	function; use the inverse operation to find answers.	Multiply and divide numbers mentally drawing upon known facts.	Multiply numbers up to 4 digits by a 1- or 2- digit number using a formal written method,	function; use the inverse operation to find answers.	Multiply and divide numbers mentally drawing upon known facts.	Multiply numbers up to 4 digits by a 1- or 2- digit number using a formal written method,
	Use multiplication facts and place value to	Use a written method to multiply pairs of 2-	including long multiplication for 2-digit	Use multiplication facts and place value to	Use a written method to multiply pairs of 2-	including long multiplication for 2-digit
	multiply and divide multiples of 10 and 100,	digit numbers.	numbers.	multiply and divide multiples of 10 and 100,	digit numbers.	numbers.
	including answers with 1 and 2 decimal places.	Multiply and divide numbers by 10 and 100, including decimal numbers and those leading	Identify factors of 2-digit numbers, pursue a line of enquiry and solve problems involving	including answers with 1 and 2 decimal places.	Multiply and divide numbers by 10 and 100, including decimal numbers and those leading	Identify factors of 2-digit numbers, pursue a line of enquiry and solve problems involving
	Fractions, Decimals, Ratio and Percentages	to decimal answers.	multiplication using their knowledge of	Fractions, Decimals, Ratio and Percentages	to decimal answers.	multiplication using their knowledge of
	Add and subtract 0.1 to/from a number with 1 or 2 decimal places.	Know and use the vocabulary of prime numbers, prime factors and composite (non-	factors. Recognise and use cube numbers and their	Add and subtract 0.1 to/from a number with 1 or 2 decimal places.	Know and use the vocabulary of prime numbers, prime factors and composite (non-	factors. Recognise and use cube numbers and their
	Compare and order fractions with the same	prime) numbers; establish whether a number	notation (3).	Compare and order fractions with the same	prime) numbers; establish whether a number	notation (3).
	denominator.	up to 100 is prime and recall prime numbers	Solve problems (including word problems and	denominator.	up to 100 is prime and recall prime numbers	Solve problems (including word problems and
	Identify, name and write equivalent fractions,	up to 19.	problems about measure) involving	Identify, name and write equivalent fractions,	up to 19.	problems about measure) involving

including simplest forms, of a given fraction,	Recognise and use square numbers and their	multiplication and division, including scaling	including simplest forms, of a given fraction,	Recognise and use square nu
represented visually, including tenths and	notation (2).	by simple fractions and problems involving	represented visually, including tenths and	notation (2).
hundredths.	Choose an appropriate method to divide one	simple rates.	hundredths.	Choose an appropriate metho
Recognise and use tenths and hundredths and	number by another, including for larger	Multiply numbers up to 4 digits by a 1- or 2-	Recognise and use tenths and hundredths and	number by another, including
relate them to decimal equivalents.	numbers requiring a written procedure.	digit number using a formal written method,	relate them to decimal equivalents.	numbers requiring a written (
Read, write, order and compare numbers with	Choose an appropriate method to multiply	including long multiplication for 2-digit	Read, write, order and compare numbers with	Choose an appropriate metho
up to 2 decimal places.	numbers, including for those larger numbers	numbers.	up to 2 decimal places.	numbers, including for those
	requiring written procedure.	Use multiplication to check division.		requiring written procedure.
Measures	Use short division to divide 3-digit numbers by		Measures	Use short division to divide 3-
Convert between different units of metric	1-digit numbers (including those that leave a	Fractions, Decimals, Ratio and Percentages	Convert between different units of metric	1-digit numbers (including the
measure (length: mm/cm/ m/km).	remainder).	Add and subtract 0.1, 0.01 or 0.001 to/from	measure (length: mm/cm/ m/km).	remainder).
Understand the 24-hour clock, convert times,	Use short multiplication to multiply 3-digit	numbers with up to three decimal places.	Understand the 24-hour clock, convert times,	Use short multiplication to m
calculate time intervals and use timetables.	numbers by 1-digit numbers, rounding to	Write equivalent fractions and use	calculate time intervals and use timetables.	numbers by 1-digit numbers,
Begin to calculate the perimeter of rectilinear	estimate answers.	equivalence to reduce fractions to their	Begin to calculate the perimeter of rectilinear	estimate answers.
shapes in cm.		simplest form, including writing improper	shapes in cm.	
	Fractions, Decimals, Ratio and Percentages	fractions as mixed numbers.		Fractions, Decimals, Ratio and
Geometry	Add and subtract 0.1 or 0.01 to/from numbers	Compare and order fractions whose	Geometry	Add and subtract 0.1 or 0.01
Use a ruler to measure lines in centimetres	with up to 2 decimal places.	denominators are all multiples of the same	Use a ruler to measure lines in centimetres	with up to 2 decimal places.
and millimetres.	Round decimals with 2 decimal places to the	number.	and millimetres.	Round decimals with 2 decim
Know angles are measured in degrees.	nearest whole number and to 1 decimal place.	Read, write, order and compare numbers with	Know angles are measured in degrees.	nearest whole number and to
Estimate and compare acute, obtuse and	Solve problems involving numbers with up to	up to 3 decimal places.	Estimate and compare acute, obtuse and	Solve problems involving num
reflex angles.	3 decimal places, including in the context of	Read and write decimal numbers as fractions.	reflex angles.	3 decimal places, including in
Draw given angles, and measure them in	measures.	Solve problems involving numbers with up to	Draw given angles, and measure them in	measures.
degrees (°) using a protractor.	Compare and order fractions, including mixed	3 decimal places.	degrees (°) using a protractor.	Compare and order fractions,
Identify angles at a point on a straight line and	numbers, whose denominators are all	Multiply proper fractions by whole numbers,	Identify angles at a point on a straight line and	numbers, whose denominato
half a turn (total 180°); use mathematical	multiples of the same number.	supported by materials and diagrams, spot	half a turn (total 180°); use mathematical	multiples of the same numbe
reasoning to explain findings.	Place fractions on a number line and count in	patterns and make generalisations.	reasoning to explain findings.	Place fractions on a number l
Identify 90° and other multiples of 90°.	steps of a given fraction, using equivalence.	Recognise and use thousandths and relate	Identify 90° and other multiples of 90°.	steps of a given fraction, usin
	Recognise mixed numbers and improper	them to tenths, hundredths and decimal		Recognise mixed numbers an
Statistics	fractions and convert from one form to the	equivalents.	<u>Statistics</u>	fractions and convert from or
Complete, read and interpret information in	other; look for patterns and write rules.	Add and subtract fractions with the same	Complete, read and interpret information in	other; look for patterns and v
timetables using 24-hour times.	Multiply proper fractions by whole numbers in	denominator and denominators that are	timetables using 24-hour times.	Multiply proper fractions by v
	a practical or real-life context.	multiples of the same whole number,		a practical or real-life context
Year 6		including answers > 1.	Year 6	
Number and Place Value	Measures	Recognise the per cent symbol (%) and	Number and Place Value	Measures
Read, write, order and compare numbers up	Convert between different units of metric	understand that it relates to 'number of parts	Read, write, order and compare numbers up	Convert between different ur
to 1 000 000 and determine the value of each	measure (km / m; cm / m; cm / mm; g / kg; L /	per hundred'; write percentages as a fraction	to 1 000 000 and determine the value of each	measure (km / m; cm / m; cm
digit.	ml).	with denominator 100 and as a decimal.	digit.	ml).
Use negative numbers in context, and	Add 2-digit numbers with 2-place decimals,	Solve problems which require knowing	Use negative numbers in context, and	Add 2-digit numbers with 2-p
calculate intervals across zero and give	including money, using column addition.	percentage and decimal equivalents of 1/2,	calculate intervals across zero and give	including money, using colum
generalisations to describe what happens	Understand and use approximate	1/4, 1/5, 2/5, 4/5 and those fractions with a	generalisations to describe what happens	Understand and use approxin
when adding and subtracting with positive	equivalences between metric units and	denominator of a multiple of 10 or 25.	when adding and subtracting with positive	equivalences between metric
and negative numbers.	common imperial units such as inches, pounds		and negative numbers.	common imperial units such a
	and pints.	Measures		and pints.
Addition and Subtraction		Measure and calculate the perimeter of	Addition and Subtraction	
Choose and use an appropriate method to	Geometry	composite rectilinear shapes in cm and m.	Choose and use an appropriate method to	Geometry

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

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

Know that the angles in a triangle add up to

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

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 involving measure using decimal notation, including scaling. Geometry

capacity. Use all 4 operations to solve problems

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

multiplication and division. Choose and use an appropriate method to subtract whole numbers with up to 5 digits. Multiplication and Division

add whole numbers with up to 5 digits.

numbers with 1, 2 or 3 decimal places.

monev.

operations.

including in the context of measures and

carry out calculations involving the four

involving addition. subtraction

Choose and use an appropriate mental or

written method including column addition

and subtraction, to add and subtract decimal

Use knowledge of the order of operations to

Use knowledge of the order of operations and

brackets to carry out multi-step calculations

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

Year 6 Number and Place Value Read, write, order and compare numbers up to 10 000 000 and determine the value of

numbers and their	
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nd to divide one for larger procedure. od to multiply larger numbers

-digit numbers by ose that leave a

ultiply 3-digit rounding to

d Percentages to/from numbers

al places to the o 1 decimal place. nbers with up to the context of

, including mixed ors are all

ine and count in g equivalence. d improper he form to the vrite rules. whole numbers ir

nits of metric n / mm; g / kg; L /

lace decimals, nn addition. nate units and as inches, pounds

Know that the angles in a triangle add up to 180° and devise and test rules to find a

missing angle.

equilateral).

Statistics

Describe the properties of triangles (including scalene, right-angled, isosceles and

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.

Sort using a Venn diagram or a table. Begin to read and interpret line graphs, including reading intermediate values.

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

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h digit in numbers ces and multiply and .00 and 1000 giving nal places; use this ind order numbers, h up to 3 decimal

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simplify fractions; use press fractions in the and subtract proper

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ons to mixed numbers to improper fractions. f amounts. er division as a re possible. alence between es and mental ems involving the es, including amounts asures. the calculation of of percentages for an 1 by whole

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the calculation and easure, using decimal places where vert between ng measurements of d time from a smaller er unit, and vice ation to up to 3 n miles and

ith the same areas eters and vice versa; nd perimeter. sible to use formulae hapes. allelograms and

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

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.

money and finding change, and use

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' coordinates. 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	Multiply pairs of unit fractions by reading the	Perform mental calculations, including with	Calculate, estimate and compare volume of	Multiply pairs of unit fractions
cubes and cuboids using standard units,	× sign as 'of'.	mixed operations and large numbers, and use	cubes and cuboids using standard units,	× sign as 'of'.
including cubic centimetres (cm3) and cubic	Multiply unit fractions by non-unit fractions,	inverse operations to solve missing number	including cubic centimetres (cm3) and cubic	Multiply unit fractions by non-
metres (m3), and extending to other units (for example, mm3 and km3).	writing the answer in its simplest form. Use mental strategies to multiply 2-digit	problems. Divide numbers up to 4 digits by a 2-digit	metres (m3), and extending to other units (for example, mm3 and km3).	writing the answer in its simpl Use mental strategies to multi
	numbers with one decimal place by 1-digit	whole number using the formal written		numbers with one decimal pla
Geometry	whole numbers.	method of long division, making	Geometry	whole numbers.
Recognise, describe and build simple 3D	Multiply 1- and 2-digit numbers with up to 2	approximations, and interpret remainders as	Recognise, describe and build simple 3D	Multiply 1- and 2-digit numbe
shapes, including making nets.	decimal places by whole numbers.	whole number remainders, fractions	shapes, including making nets.	decimal places by whole numl
1, 5 5	Use written division methods in cases where	(simplifying where possible or writing the		Use written division methods
Statistics	the answer has up to 2 decimal places.	fractional part of the answer as a decimal	Statistics	the answer has up to 2 decima
	Solve problems which require answers to be	where the equivalent is known) or by		Solve problems which require
Algebra	rounded to specified degrees of accuracy.	rounding as appropriate for the context.	Algebra	rounded to specified degrees
Use letters to represent missing numbers in	Solve problems involving simple ratios, i.e.	Know all multiplication and division facts up to	Use letters to represent missing numbers in	Solve problems involving simp
number sentences.	unequal sharing and grouping using	12 × 12; identify common factors, common	number sentences.	unequal sharing and grouping
Find pairs of numbers that satisfy an equation	knowledge of fractions and multiples.	multiples and prime numbers.	Find pairs of numbers that satisfy an equation	knowledge of fractions and m
with two unknowns.		Use a systematic approach to solve problems	with two unknowns.	
Enumerate possibilities of combinations of	Measures	involving multiplication and division.	Enumerate possibilities of combinations of	Measures
two variables.	Solve problems involving the calculation and	Divide numbers up to 4 digits by a 2-digit	two variables.	Solve problems involving the o
	conversion of units of measure.	number using the formal written method of		conversion of units of measur
	Convert between miles and kilometres.	short division where appropriate, estimating		Convert between miles and ki
	Coometry	answers and interpreting remainders according to the context, including money		Coomotor
	Geometry Draw 2D shapes using given dimensions and	problems that require answers to be rounded.		<u>Geometry</u> Draw 2D shapes using given d
	angles.	problems that require answers to be rounded.		angles.
	Illustrate and name parts of circles, including	Fractions, Decimals, Ratio and Percentages		Illustrate and name parts of ci
	radius, diameter and circumference and know	Identify the value of each digit in numbers		radius, diameter and circumfe
	that the diameter is twice the radius.	given to 3 decimal places and multiply and		that the diameter is twice the
	Compare and classify geometric shapes based	divide numbers by 10, 100 and 1000 giving		Compare and classify geomet
	on their properties and sizes and use	answers up to 3 decimal places; round		on their properties and sizes a
	mathematical reasoning to find unknown	decimal numbers to the nearest tenth and		mathematical reasoning to fin
	angles in any triangles, quadrilaterals, and	whole number.		angles in any triangles, quadri
	regular polygons.	Add several decimal numbers using mental or		regular polygons.
	Recognise angles where they meet at a point,	written addition.		Recognise angles where they
	are on a straight line, or are vertically	Subtract decimal numbers using mental or		are on a straight line, or are ve
	opposite, and find missing angles.	written counting up or other mental		opposite, and find missing ang
	Describe positions on the full coordinate grid	strategies.		Describe positions on the full
	(all four quadrants). Draw and translate simple shapes on the	Use common factors to simplify fractions; use common multiples to express fractions in the		(all four quadrants). Draw and translate simple sha
	coordinate plane, and reflect them in the	same denomination.		coordinate plane, and reflect
	axes.	Use knowledge of equivalence to compare		axes.
		and order fractions.		unes.
	Statistics	Add and subtract fractions, with different		Statistics
	Interpret and construct pie charts and use	denominators and mixed numbers, using the		Interpret and construct pie ch
	these to solve problems.	concept of equivalent fractions.		these to solve problems.
	Interpret and construct line graphs and use	Solve problems involving the calculation of		Interpret and construct line gr
	these to solve problems.	percentages and the use of percentages for		these to solve problems.
	Read and interpret a range of tables, graphs,	comparison.		Read and interpret a range of
	pictograms and bar charts and answer	Divide proper fractions by whole numbers.		pictograms and bar charts and
	questions relating to data displayed in these.	Multiply simple pairs of proper fractions		questions relating to data disp
	Calculate and interpret the mean as an	writing the answer in its simplest form;		Calculate and interpret the me
	average.	understand that if two numbers less than 1		average.
	Alesha	are multiplied, the answer is smaller than		Aleshus
	Algebra	either.		Algebra
	Use simple formulae. Continue, generate and describe linear	Solve problems involving the relative sizes of two quantities where missing values can be		Use simple formulae.
		found by using integer multiplication and		Continue, generate and descri
	number sequences.	division facts.		number sequences.
		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.		
		the scale factor is known or can be found.		

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on-unit fractions, nplest form. ultiply 2-digit place by 1-digit

bers with up to 2 umbers. ds in cases where imal places ire answers to be es of accuracy. mple ratios, i.e. ing using multiples.

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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

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Solve mathematical puzzles and justify their reasoning: spot patterns and make and test predictions. Solve mathematical puzzles and justify their reasoning: spot patterns and make and test predictions. Ver 5 English Year 5 Word Reading Apply growing knowledge of root words, prefixes and suffixes (etymology and morphology) to read aloud and understand new words Year 5 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 Reading Comprehension Continue to read/discuss a wide range of challenging stories, poems, plays, non-fiction and reference books, myths, legends and fairy stories Increase familiarity with wide range of myths, legends, traditional stories, modern fiction, fiction from literary heritage and books from other cultures Reading Comprehension Continue to read/discuss a wide range of challenging stories, poems, plays, non-fiction from literary heritage and books from other cultures Recommend books to peers and give reasons ldentify and discuss themes and conventions Make comparisons within and across books Recommend books to peers and give reasons ldentify and discuss themes and conventions Make comparisons within and across books Perform poems and playscripts for audience (using appropriate intonation, Discus and explore meanings of words in context Ask questions to improve understanding of text Infer characters' feelings, thoughts and motives a				algebraically and identify appropriate		
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Infer characters' feelings, thoughts and motives and justify using evidence Infer characters' feelings, thoughts and motives and justify using evidence						
Summarise main ideas identifying key details Summarise main ideas identifying key details		Infer characters' feelings, thoughts and motives			Infer characters' feelings, thoughts and motives	

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.
Statistics 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. Algebra 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.

gy and morphology) to read aloud and understand new words

ays, non-fiction and reference books, myths, legends and fairy stories

s, modern fiction, fiction from literary heritage and books from other

on, tone, volume to convey meaning)

Identify how language, structure and presentation	on contribute to meaning		Identify how language, structure and presentation	on contribute to meaning	
Evaluate authors' use of figurative language	0		Evaluate authors' use of figurative language	Ŭ	
Distinguish between fact and opinion			Distinguish between fact and opinion		
Retrieve, record and present information			Retrieve, record and present information		
Discuss books and courteously challenge others'	opinions		Discuss books and courteously challenge others'	oninions	
,			,		
Explain their understanding through discussions	, formal presentations and depates		Explain their understanding through discussions	, formal presentations and debates	
Writing Transcription			Writing Transcription		
Use a further range of suffixes and prefixes			Use a further range of suffixes and prefixes		
Spell some words with silent letters			Spell some words with silent letters		
Continue to distinguish between homophones a			Continue to distinguish between homophones a		
Use knowledge of morphology and etymology as	s a strategy for spelling		Use knowledge of morphology and etymology as	s a strategy for spelling	
Use dictionaries to check spelling and meaning o	of new words (using first 3 letters)		Use dictionaries to check spelling and meaning of	of new words (using first 3 letters)	
Use a thesaurus			Use a thesaurus		
Write legibly, fluently and with increasing speed			Write legibly, fluently and with increasing speed		
Choose the writing implement best suited to the	e task		Choose the writing implement best suited to the	e task	
<u>Year 6</u>			Year 6		
Word Reading			Word Reading		
	s and suffixes (etymology and morphology) to read	d aloud and understand new words		s and suffixes (etymology and morphology) to rea	ad aloud and understand new words
Apply Browing knowledge of root words, prenke	s and sumixes (erymology and morphology) to read		http://growing knowledge of root words, prenke		
Reading Comprehension			Reading Comprehension		
	aring starios, pooms, plays, pop fisting and inf	neo books, muther logands and friends		ging storios, pooms plays por fisting and f	upco books, muther logands and fright starting
_	nging stories, poems, plays, non-fiction and referen	nce books, myths, legends and fairy stories	_	nging stories, poems, plays, non-fiction and refere	ance books, myths, legends and fairy stories
Read books that are structured in different ways			Read books that are structured in different ways		
, , , , ,	gends, traditional stories, modern fiction, fiction fr	rom literary heritage and books from other		gends, traditional stories, modern fiction, fiction f	from literary heritage and books from other
cultures			cultures		
Recommend books to peers and give reasons			Recommend books to peers and give reasons		
Identify and discuss themes and conventions			Identify and discuss themes and conventions		
Make comparisons within and across books			Make comparisons within and across books		
Perform poems and playscripts for audience (usi	ing appropriate intonation, tone, volume to conve	y meaning)	Perform poems and playscripts for audience (usi	ing appropriate intonation, tone, volume to conve	ey meaning)
Discuss and explore meanings of words in conte	xt		Discuss and explore meanings of words in conte	xt	
Ask questions to improve understanding of text			Ask questions to improve understanding of text		
Infer characters' feelings, thoughts and motives	and justify using evidence		Infer characters' feelings, thoughts and motives and justify using evidence		
Summarise main ideas identifying key details			Summarise main ideas identifying key details		
	on contribute to meaning		Identify how language, structure and presentation contribute to meaning		
Identify how language, structure and presentation contribute to meaning			Evaluate authors' use of figurative language		
Evaluate authors' use of figurative language		Distinguish between fact and opinion			
Distinguish between fact and opinion		Retrieve, record and present information			
Retrieve, record and present information					
Discuss books and courteously challenge others			Discuss books and courteously challenge others'		
Explain their understanding through discussions	, formal presentations and debates		Explain their understanding through discussions	, formal presentations and debates	
Writing Transcription			Writing Transcription		
Use a further range of suffixes and prefixes			Use a further range of suffixes and prefixes		
Spell some words with silent letters			Spell some words with silent letters		
Continue to distinguish between homophones a	nd other words that are often confused		Continue to distinguish between homophones a	nd other words that are often confused	
Use knowledge of morphology and etymology as	s a strategy for spelling		Use knowledge of morphology and etymology as	s a strategy for spelling	
Use dictionaries to check spelling and meaning of	of new words (using first 3 letters)		Use dictionaries to check spelling and meaning of new words (using first 3 letters)		
Use a thesaurus			Use a thesaurus		
Write legibly, fluently and with increasing speed			Write legibly, fluently and with increasing speed		
Choose the writing implement best suited to the			Choose the writing implement best suited to the		
Queen Of The Falls by Chris Van Allsburg,	Kai And The Monkey King by Joe Todd-Stanton	The Brilliant Deep by Kate Messner,	Star Of Fear, Star Of Hope by Jo Hoestlandt,	Shackleton's Journey by William Grill	Manfish by Jennifer Berne,
Good Night Stories For Rebel Girls by Elena	Outcome Fiction: write a myth	Coral Reefs by Jason Chin	Erika's Story by Ruth Vander Zee	Outcome Recount: write a journal entry	Great Adventurers by Alastair Humphreys
Favilli & Francesca Cavallo	Animals On The Move by Pearson	Outcome Persuasion/ information: write an	Outcome Fiction: write a story with a	from the expedition	Outcome Fiction: write a biography
		information leaflet			S 1 7
Outcome Recount: diary entries	Outcome Information: non-chronological		flashback	Friend Or Foe by Michael Morpurgo	Holes by Louis Sachar
Anglo-Saxon Boy by Tony Bradman	report The Declarat Declara Chair Hadfield	Greek Myths by Geraldine McCaughrean	Cosmic by Frank Cottrell Boyce	Outcome Fiction: character focussed	Outcome Information and Recount:
Outcome Information: letters and	The Darkest Dark by Chris Hadfield	Outcome Fiction: myth writing	Outcome Information and Fiction: information	narratives	persuasive writing, information texts
persuasive writing	Outcome Recount: write a biography	Bold And Brave Women from Shakespeare	texts and character-based writing	Jemmy Button by Alix Barzelay,	Sky Chasers by Emma Carroll
Beowulf by Michael Morpurgo	Tell Me A Story	by Shakespeare Birthplace Trust,	Can We Save The Tiger? by Martin Jenkins	Island by Jason Chin	Outcome Fiction: write an adventure story
Outcome Fiction: write an adventure	Outcome: create an autobiographical poem	A Stage Full Of Shakespeare Stories by	Outcome Information/ explanation: hybrid	Outcome Recount: write a journalistic	Ultimate Rap!
Germans In The Woods (film)		Angela McAllister	text	report	Outcome: create and perform a rap
Outcome Recount: narrative recount	Vocabulary, Grammar and Punctuation	Outcome Recount: write and perform a	Powerful Language	Poetic Voice	
Poets' Voice	Prepositions	soliloquy	Outcome: create a season poem	Outcome: create a poem in letter form	Vocabulary, Grammar and Punctuation
Outcome: create and perform nonsense	More Prefixes	Compare And Perform			Direct and Reported Speech
and free-verse poems	Coordinating Conjunctions	Outcome: create and perform a narrative	Vocabulary, Grammar and Punctuation	Vocabulary, Grammar and Punctuation	Active and Passive
	Using Inverted Commas	poem	Noun Phrases	Synonyms and Antonyms	Semi-colons, Colons and Dashes to Mark
Vocabulary, Grammar and Punctuation	Parenthesis - Brackets		Modal Verbs and Subjunctive Mood	Adverbs to Show Possibility	Clauses
Proper Nouns Adverbs of Possibility	Commas for Meaning and Clarity	Vocabulary, Grammar and Punctuation	Suffixes - Nouns and Adjectives to Verbs	Root Words	Formal and Informal Speech and
Converting Nouns and Adjectives into Verbs -	c ,	Pronouns & Possessive Pronouns	Relative Clauses	Hyphens	Vocabulary
	Determiners More Suffixes				
Suffixes -ate, -ise, -ify	More Suffixes	Word Families	Commas	Coordinating Conjunctions	Layout Devices
Tenses: Past & Present Progressive and Present	Subordinating Conjunctions	Subordinate Clauses	Pronouns & Possessive Pronouns	Subject and Object	Verb Tenses Editing and Evaluating
0					

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 av 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

Punctuation

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

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

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

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

Enhance meaning through selecting

Ambiguity Hyphenated Compound W Bullet Points Perfect Form of Verbs to M 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 complicated information con Use modal verbs or adverbs t

degrees of possibility

Link ideas across paragraphs Integrate dialogue to convey advance the action Plan writing by identifying au purpose Identify audience/purpose of appropriate form Draft and write, selecting app and vocabulary, understandi choices can change and enha Assess effectiveness of own a Propose changes to improve Proof-read for spelling and pu

Punctuation Use brackets, dashes or com parenthesis

Year 6

Spelling Patterns Words ending ibly Words ending ably Words ending ful Words with unstressed vowe Words with /shul/ Words with /f/ as ph Words starting acc Words ending er, or & ar

Sentence

Text

Use passive verbs Use modal verbs or adverbs t degrees of possibility

Integrate dialogue to convey

advance the action Enhance meaning through se appropriate grammar and vo Identify audience/purpose of appropriate form Draft and write, selecting app and vocabulary, understandir choices can change and enha Assess effectiveness of own a Propose changes to improve Proof-read for spelling and pu

lords	Parenthesis - Brackets,
/ords	Commas and Dashes Formal and Informal Writing
Aark Relationships	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
	<u>Text</u>
s to convey ncisely	Use devices to build cohesion within a
to indicate	paragraph Enhance meaning through selecting
	appropriate grammar and vocabulary
	Describe characters, settings and atmosphere
	Identify audience/purpose of writing and select
using adverbials	appropriate form
character and	Note and develop initial ideas
idionco and	Selecting appropriate grammar and vocabulary,
udience and	understanding how such choices can change and enhance meaning
f writing and select	Assess effectiveness of own and others' writing
0	Propose changes to improve consistency
propriate grammar	
ing how such	Punctuation
ance meaning	Use brackets, dashes or commas to indicate
and others' writing	parenthesis
e consistency ounctuation errors	Use of the hyphen (to join a prefix to a root word)
	Use commas to clarify meaning or avoid
	ambiguity in writing
imas to indicate	annaight in thready
	Year 6
	Spelling Patterns
	Words used to describe
	Revision
	Sentence
	Sentence Recognise vocabulary and structures for formal
els	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
to indicate	Note and develop initial ideas
	Selecting appropriate grammar and vocabulary,
	understanding how such choices can change
	and enhance meaning
character and	Assess effectiveness of own and others' writing
-lasting	Propose changes to improve consistency
electing ocabulary	Puperuation
f writing and select	Punctuation Use a colon to introduce a list and use of
which g and select	semi-colons within lists
propriate grammar	Use hyphens to avoid ambiguity
ing how such	Use semi-colons, colons or dashes to mark
ance meaning	boundaries between independent clauses
and others' writing	
e consistency	
ounctuation errors	

Science Kapow Yer 5/6 Yer 5/6 Yer 5/6 Yer 5/6 Ver 5/6 Fores, Earth and space: Earth and space Define the term mixture and name some commersemples. Yer 5/6 Yer 5/6 Yer 5/6 Science Kapow Perform that and space: Earth	dashes or comr let points consi: , dashes or cor
KupowMaterias: Matures and separation common commonies.Defices, faith and space: Lafth	
New Yocabulary. control variable, crystallising, dissolve, evaporation, evaporation method, filtering, insoluble, solution, variableKey Yocabulary: 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, opeline the term sieving and explain how sieving separates mixtures.Draw ray diagrams.Draw ray diagrams.reptile, snail, sep stage, life cycle, line graph, line of best fit, lungs, mammal, mating, metamorphosis, 	rm 'organism' ocesses of all li work of Carl Li rm 'vertebrate roups. characteristics reptiles, birds a e characteristics roups. erm 'invertebra characteristics s and insects. characteristics groups. ant groups. characteristics mosses and co rm 'micro-orga les. ontifically: cation key to g nisms. le classification ary: ird, characteristics key, classify, c keleton, fern, f invertebrate, i cro-organism, s spider, verteb rm dits, batteries a function of ke and explain ho esson represent dict if an elect explaining why f complete loo presence of co relationship bo
name some common examples of solutions. negatively and suggest improvements to reflective, relationship, reliable, scale, Describe air resistance and its effects. brightness and	

mas to indicate	
istently	
ommas to indicate	
itats: Classifying	Year 5/6 Living things and their habitats: Evolution
itatis. classifying	and inheritance
' and name the living things.	Define and identify variation in organisms and recall that it is caused by inherited and
Linnaeus.	environmental factors.
e' and name the	Recall that living things produce offspring of the same kind but are not normally identical
s of fish,	to their parents.
and mammals.	Describe patterns of inheritance from parent to offspring in a given example or
cs of the	family tree.
ate'.	Describe what an adaptation is; it cannot be chosen and is usually inherited.
cs of worms,	Describe key characteristics that would help
cs of the	an organism to survive and explain how an adaptation helps the organism to survive.
	Explain how variation may affect survival
cs of flowering	within a population and recall what natural selection means.
conifers. ganism' and name	Recall what evolution is, identify differences
	between a living thing and its ancestor and describe key steps in the evolution of a
group and	species.
Broup and	Recall different types of evidence that can be used to explain evolution and describe
in key.	methods that make scientists' results or
istic,	conclusions more trustworthy. Working Scientifically:
cold-blooded, fish, flowering	Sort variation as environmental, inherited
life processes, moss, organism,	or a mixture of both. Evaluate a method by recalling variables
brate, warm-	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.
and switches ey electrical	Consider how evidence is used to form theories and the degree of trust the
ow the models	evidence offers. Key Vocabulary:
nt these. trical circuit will	adaptation, anomaly, characteristic,
iy using their	competition, control variable, environment, environmental, evaluate, evidence,
ops, power omponents.	evolution, extinct, fossil, gene, habitat,
between the	inherit, inheritance, mean average, model, natural selection, offspring, parent,
it, the bulb t of resistance.	population, reliable, reproduce, scientific

	Recall some factors that affect 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 how different exercises affect heart ate 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 Year 5/6 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 n components increases the re affecting the flow of current transferred. Identify that batteries are a they come in different voltage bulb brightness. Describe that voltage can be different numbers of cells in that more cells or a higher ve brighter bulbs. Use the relationship betwee bulbs to predict what will ha buzzers and motors. Build an electrical circuit wit control its function, explain I and the electrical circuit solv and recall different example that can be solved using an e Working Scientifically: Draw circuit diagrams with s and using standard circuit sy Design a results table with a number of columns and hea units. Identify the changed, measu variables in an enquiry to plat Key Vocabulary: anomaly, battery, bulb, buzz circuit diagram, control varia data, electricity, evaluate, ev test, hazard, mean average, power source, relationship, I safety, switch, units, variables
RE	<u>Year 5 & 6</u> Unit U2.1 Christianity (God)	Year 5 & 6 Unit U2.3 Christianity (Incarnation) Why do	Year 5 & 6 Unit U2.4 Christianity	Year 5 & 6 Unit U2.2 (UC) Christianity (Creation)	<u>Year 5 & 6</u> Unit 2.7 Hinduism
Discovery RE Cornwall Agreed Syllabus for RE 2020 - 2025	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	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	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	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	(Kharma/Dharma/samsara/r Why do Hindus want to be g I can identify and explain Hir dharma, karma, samsara, mo technical terms accurately I can give meanings for the s the well and explain how it r beliefs about samsara, moks I can make clear connections beliefs about dharma, karma moksha and ways in which H I can connect the four Hindu the four stages of life with b

number of	theory, selective breeding, survival of the
resistance,	fittest, variable, variation
it and energy	Year 5/6
voltage source;	Animals, including humans: Human timeline
ages, affecting	Order the stages in growth and
	development from birth to old age.
e changed using	Describe physical and developmental
n a circuit and	changes from a baby through to old age.
voltage causes	Describe changes that occur in males and females during puberty.
en voltage and	Suggest ways to manage the changes that
appen with	occur during puberty.
	Recall what is meant by a gestation period.
th a switch to	Describe how gestation varies across
how the switch lve the problem	animals and compare this to humans.
es of problems	Working Scientifically: Use data to describe growth from baby to
electrical circuit.	adult.
	Identify where on the graph the rate of
straight lines	growth changes.
symbols.	Use a line graph to make predictions about
an appropriate adings with	height.
	Choose a suitable title and axes labels for
ured and control	the scatter graph and plot data on the scatter graph.
lan a method.	Key Vocabulary:
	anomaly, evidence, foetus, gestation
zer, cell, circuit, iable, current,	period, hormones, life cycle, line graph, old
evidence, fair	age, period (menstruation), puberty, rate,
, model, motor,	relationship
, resistance,	
le, voltage, wire	
	Year 5 & 6
(moksha)	Unit U2.6 Christianity (Kingdom of God)
/moksha) good?	For Christians, what kind of king is Jesus? I can explain connections between biblical
indu beliefs, e.g.	texts and the concept of the kingdom of God
noksha, using	I can consider different possible meanings for
	the biblical texts studied, showing awareness
story of the man in	of different interpretations
relates to Hindu sha, etc.	I can make clear connections between belief in the kingdom of God and how Christians put
ns between Hindu	their beliefs into practice
na, samsara and	I can show how Christians put their beliefs
1.11 I. I.	I can show now Christians put their beliefs
Hindus live	into practice in different ways
Hindus live u aims of life and beliefs about	

	Lean woigh up how hibligal island and	the Bible	toochings (og about pages forstiveres	Christians find science and faith as to set	dharma karma maksha ata	issues problems and encortourities in th
	I can weigh up how biblical ideas and teachings about God as holy and loving might	I can weigh up how far the idea of Jesus as the	teachings (e.g. about peace, forgiveness, healing) and the issues, problems and	Christians find science and faith go together I can identify key ideas arising from my study	dharma, karma, moksha, etc. I can give evidence and examples to show	issues, problems and opportunities in the world today
	make a difference in the world today,	'Messiah' – a Saviour from God – is important	opportunities in the world today, including my	of Genesis 1 and comment on how far these	how Hindus put their beliefs into practice in	I can articulate my own responses to the idea
	developing insights of my own	in the world today and, if it is true, what	own life	are helpful or inspiring, justifying my	different ways	of the importance of love and service in the
	developing insights of my own	difference that might make in people's lives,	I can articulate my own responses to the	responses	I can make connections between Hindu beliefs	world today.
	Linit LID R John (Towhid (Iman (Ibadah)		, .	1 · ·		world today.
	Unit U2.8 Islam (Tawhid/Iman/Ibadah)	giving good reasons for my answers.	issues studied, recognising different points of	I can weigh up how far the Genesis 1 creation	studied (e.g. karma and dharma), and explain	
	What does it mean to be a Muslim in Britain		view	narrative is in conflict, or is complementary,	how and why they are important to Hindus	Local Unit 2.12
	today?	Unit 2.9 Judaism (God/Torah)		with a scientific account, giving good reasons	I can reflect on and articulate what impact	Does faith help people in Cornwall when life
	I can identify and explain Muslim beliefs about	Why is the Torah so important to Jewish	Unit U2.10 Christianity, Islam, Judaism, Non-	for my views.	belief in karma and dharma might have on	gets hard?
	God, the Prophet* and the Holy Qur'an (e.g.	people?	religious		individuals and the world, recognising	I can describe at least three examples of way
	Tawhid; Muhammad as the Messenger,	I can identify and explain Jewish beliefs about	What matters most to Humanists and	Unit U2.11 Christianity, Non-religious	different points of view.	in which world views in Cornwall guide people
	Qur'an as the message)	God	Christians?	Why do some people believe in God and some		in how to respond to good and hard times in
	I can describe ways in which Muslim sources	I can give examples of some texts that say	I can identify and explain beliefs about why	people not?	Unit U2.5 (UC) Christianity (Salvation)	life.
	of authority guide Muslim living (e.g. Qur'an	what God is like and explain how Jewish	people are good and bad (e.g. Christian and	I can define the terms 'theist', 'atheist' and	What do Christians believe Jesus did to 'save'	I can identify beliefs about life after death in
	guidance on Five Pillars; Hajj practices follow	people interpret them	Humanist)	'agnostic' and give examples of statements	people?	at least two religious traditions, comparing
	example of the Prophet)	I can make clear connections between Jewish	I can make links with sources of authority that	that reflect these beliefs	I can outline the 'big story' of the Bible,	and explaining similarities and differences.
	I can make clear connections between Muslim	beliefs about the Torah and how they use and	tell people how to be good (e.g. Christian	I can identify and explain what religious and	explaining how Incarnation and Salvation fit	I can make clear connections between what
	beliefs and ibadah (e.g. Five Pillars, festivals,	treat it	ideas of 'being made in the image of God' but	non-religious people believe about God,	within it	people in Cornwall believe about God and
	mosques, art)	I can make clear connections between Jewish	'fallen', and Humanists saying people can be	saying where they get their ideas from	I can explain what Christians mean when they	how they respond to challenges in life.
	I can give evidence and examples to show	commandments and how Jews live (e.g. in	'good without God')	I can give examples of reasons why people do	say that Jesus' death was a sacrifice	I can give examples of ways in which beliefs
	how Muslims put their beliefs into practice in	relation to kosher laws)	I can make clear connections between	or do not believe in God	I can make clear connections between the	about resurrection/judgment
	different ways	I can give evidence and examples to show	Christian and Humanist ideas about being	I can make clear connections between what	Christian belief in Jesus' death as a sacrifice	/heaven/reincarnation make a difference to
	I can make connections between Muslim	how Jewish people put their beliefs into	good and how people live	people believe about God and the impact of	and how Christians celebrate Holy	how someone lives.
	beliefs studied and Muslim ways of living in	practice in different ways (e.g. some	I can suggest reasons why it might be helpful	this belief on how they live	Communion/Lord's Supper	I can consider Cornwall as a place of refuge,
	Britain/ Plymouth today	differences between Orthodox and	to follow a moral code and why it might be	I can give evidence and examples to show	I can show how Christians put their beliefs	inspiration and challenge
	I can consider and weigh up the value of e.g.	Progressive Jewish practice)	difficult, offering different points of view	how Christians sometimes disagree about	into practice in different ways	I can offer a reasoned response to the unit
	submission, obedience, generosity, self-	I can make connections between Jewish	I can raise important questions and suggest	what God is like (e.g. some differences in	I can weigh up the value and impact of ideas	question, with evidence and examples,
	control and worship in the lives of Muslims	beliefs studied and explain how and why they	answers about how and why people should be	interpreting Genesis)	of sacrifice in my own life and the world	expressing insights of my own
	today and articulate responses on how far	are important to Jewish people today	good	I can reflect on and articulate some ways in	today	copressing insights of my own
	they are valuable to people who are not	I can consider and weigh up the value of e.g.	I can make connections between the values	which believing in God is valuable in the lives	I can articulate my own responses to the idea	
	Muslims			<u> </u>	· · ·	
		tradition, ritual, community, study and	studied and my own life, and my importance	of believers, and ways it can be challenging	of sacrifice, recognising different points of	
	I can reflect on and articulate what it is like to	worship in the lives of Jews today, and	in the world today, giving good reasons for my	I can consider and weigh up different views on	view	
	be a Muslim in Britain today, giving good	articulate responses on how far they are	views.	theism, agnosticism and atheism, expressing		
	reasons for their views.	valuable to people who are not Jewish		insights of their own about why people		
				believe in God or not		
				I can make connections between belief and		
				I can make connections between belief and behaviour in my own life, in the light of their		
				behaviour in my own life, in the light of their		
E Kev	Year 5			behaviour in my own life, in the light of their learning.		
RE Key	Acceptance, Atheist Agnostic, Fasting, Five Pilla	rs of Islam, - Shahadah (profession of faith), - Salah	ıj (prayer), - Zakat (alms, charity), - Sawm (fasting),	behaviour in my own life, in the light of their learning.	lar , Maundy Thursday, Mission, Palm Sunday, Puri	ty, Ritual, Temptation, Tolerance
E Key ocabulary	Acceptance, Atheist Agnostic, Fasting, Five Pilla Year 6			behaviour in my own life, in the light of their learning.	lar , Maundy Thursday, Mission, Palm Sunday, Puri	ty, Ritual, Temptation, Tolerance
-	Acceptance, Atheist Agnostic, Fasting, Five Pilla Year 6	rs of Islam, - Shahadah (profession of faith), - Salah ination, Humanist, Pentecostal Non-conformist Ser		behaviour in my own life, in the light of their learning.	lar , Maundy Thursday, Mission, Palm Sunday, Puri	ty, Ritual, Temptation, Tolerance
-	Acceptance, Atheist Agnostic, Fasting, Five Pilla Year 6 Moral Code, Anglican, Baptist. Catholic, Denom			behaviour in my own life, in the light of their learning. - Hajj (pilgrimage), Hijab, Halal, Lent, Lunar Calenc	lar , Maundy Thursday, Mission, Palm Sunday, Puri	ty, Ritual, Temptation, Tolerance
ocabulary	Acceptance, Atheist Agnostic, Fasting, Five Pilla Year 6 Moral Code, Anglican, Baptist. Catholic, Denom Social and Emotional Development	ination, Humanist, Pentecostal Non-conformist Ser		behaviour in my own life, in the light of their learning. - Hajj (pilgrimage), Hijab, Halal, Lent, Lunar Calenc Social and Emotional Development		ty, Ritual, Temptation, Tolerance
ocabulary	Acceptance, Atheist Agnostic, Fasting, Five Pilla Year 6 Moral Code, Anglican, Baptist. Catholic, Denom	ination, Humanist, Pentecostal Non-conformist Ser		behaviour in my own life, in the light of their learning. - Hajj (pilgrimage), Hijab, Halal, Lent, Lunar Calenc		ty, Ritual, Temptation, Tolerance
ocabulary	Acceptance, Atheist Agnostic, Fasting, Five Pilla Year 6 Moral Code, Anglican, Baptist. Catholic, Denom Social and Emotional Development	ination, Humanist, Pentecostal Non-conformist Ser		behaviour in my own life, in the light of their learning. - Hajj (pilgrimage), Hijab, Halal, Lent, Lunar Calenc Social and Emotional Development		ty, Ritual, Temptation, Tolerance
ocabulary	Acceptance, Atheist Agnostic, Fasting, Five Pilla Year 6 Moral Code, Anglican, Baptist. Catholic, Denom Social and Emotional Development By the end of Year 5, pupils should be able to:	ination, Humanist, Pentecostal Non-conformist Ser : nprove their performance		 behaviour in my own life, in the light of their learning. Hajj (pilgrimage), Hijab, Halal, Lent, Lunar Calence Social and Emotional Development By the end of Year 6, pupils should be able to: 	hen necessary	ty, Ritual, Temptation, Tolerance
cussing on Physical and	Acceptance, Atheist Agnostic, Fasting, Five Pilla Year 6 Moral Code, Anglican, Baptist. Catholic, Denom Social and Emotional Development By the end of Year 5, pupils should be able to Receive constructive feedback and use it to in Challenge feedback appropriately and express	ination, Humanist, Pentecostal Non-conformist Ser : nprove their performance	nsitivity Respect	 behaviour in my own life, in the light of their learning. Hajj (pilgrimage), Hijab, Halal, Lent, Lunar Calence Social and Emotional Development By the end of Year 6, pupils should be able to: Create their own learning plan and revise it with the statement of t	hen necessary her their own learning and that of others	ty, Ritual, Temptation, Tolerance
-	Acceptance, Atheist Agnostic, Fasting, Five Pilla Year 6 Moral Code, Anglican, Baptist. Catholic, Denom Social and Emotional Development By the end of Year 5, pupils should be able to Receive constructive feedback and use it to in Challenge feedback appropriately and express	ination, Humanist, Pentecostal Non-conformist Ser 	nsitivity Respect	 behaviour in my own life, in the light of their learning. Hajj (pilgrimage), Hijab, Halal, Lent, Lunar Calence Social and Emotional Development By the end of Year 6, pupils should be able to: Create their own learning plan and revise it will Make appropriate decisions about how to furt 	hen necessary her their own learning and that of others in a range of different activities	ty, Ritual, Temptation, Tolerance
ocabulary E cussing on Physical and ognitive skills.	Acceptance, Atheist Agnostic, Fasting, Five Pilla Year 6 Moral Code, Anglican, Baptist. Catholic, Denom Social and Emotional Development By the end of Year 5, pupils should be able to Receive constructive feedback and use it to in Challenge feedback appropriately and express Give feedback in a constructive and sensitive Negotiate and collaborate effectively with oth	ination, Humanist, Pentecostal Non-conformist Ser 	nsitivity Respect at of others	 behaviour in my own life, in the light of their learning. Hajj (pilgrimage), Hijab, Halal, Lent, Lunar Calence Social and Emotional Development By the end of Year 6, pupils should be able to: Create their own learning plan and revise it will Make appropriate decisions about how to furt Lead a group to achieve a successful outcome Involve and motivate others to perform better 	hen necessary her their own learning and that of others in a range of different activities	
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linked together	ball.	backstop and base fielders in cricket.	gymnastics movements that are creatively	ball.
I can perform a gymnastics sequence in a pair	I can use the correct technique to pass the	I can know the roles and responsibilities of the	linked together	I can use the correct technique
or group in time to music.	ball.	deep fielders in cricket.	I can perform a gymnastics sequence in a pair	ball.
	I can keep possession of the ball.	I can 'read' the game and apply tactics to	or group in time to music.	I can keep possession of the l
Hockey	I can use different tactics for attacking in	outwit opponents.		I can use different tactics for
I can use a range of skills to move with the	invasion games.	I can know and apply the rules of cricket	Netball/basketball	invasion games.
ball.	I can win back possession of the ball.	during a game.	I can dribble with a basketball.	I can win back possession of
I can use the correct technique to pass the	I can adapt my movements for attacking and	aam.ga baner	I can use a range of techniques to pass a ball	I can adapt my movements for
ball.	defending.	Tennis	successfully.	defending.
I can keep possession of the ball.	derending.	I can understand and practise some of the	I can know how to pivot.	derending.
	Circuit training	fundamental skills of tennis.		
I can use different tactics for attacking in	<u>Circuit training</u>		I can move effectively around the court.	
invasion games.	I can know the importance of helping the	I can hit a ball with accuracy using the	I can use strategies to keep possession of the	I can work as part of a team t
I can win back possession of the ball.	body to prepare for and recover from exercise	forehand technique.	ball.	range of challenges.
I can adapt my movements for attacking and	and how this should be done.	I can play a backhand stroke with control and	I can know how to mark a player effectively.	I can demonstrate agility and
defending.	I can set individual challenges and work	accuracy.	I can apply our basketball skills when playing	range of situations.
	towards achieving them.	I can perform an overhead tennis serve.	as part of a team in a game.	I can know what a compass i
<u>Multi-skills</u>	I can compete fairly against a classmate in a	I can develop a volley for use in a tennis mini	I can evaluate my performance.	it.
I can react quickly and catch balls thrown at	circuit training activity.	game.		I can read, follow and unders
different heights and angles.	I can improve your speed, agility and	I can apply learnt skills in a variety of tennis	<u>Multi-skills</u>	I can take part in an orientee
I can attack the ball using effective fielding	quickness within circuit training.	mini matches.	I can react quickly and catch balls thrown at	I can work collaboratively to
techniques.	I can develop teamwork skills in a group task		different heights and angles.	an orienteering course.
I can throw the ball accurately over a large	featuring different exercises.		I can attack the ball using effective fielding	I can work collaboratively to
distance.	I can use my knowledge of the effects of	Year 6	techniques.	orienteering course.
I can strike a bowled ball over a large distance	exercise to develop an effective fitness	Athletics	I can throw the ball accurately over a large	onenteering course.
into space.	routine.	I can practise and refine fundamental	distance.	Football
I can bowl a ball overarm at a target.	routine.	movement skills needed for athletics.	I can strike a bowled ball over a large distance	I can use a range of skills to n
	Dedminten		•	, end and a second s
I can apply striking and fielding skills to	Badminton	I can work as a team to competitively perform	into space.	ball.
complete a circuit of activities.	I can understand and practise some of the	a sprint relay.	I can bowl a ball overarm at a target.	I can use the correct technique
	fundamental skills of badminton.	I can control running pace over a range of	I can apply striking and fielding skills to	ball.
<u>Year 6</u>	I can hit a ball with accuracy using the	distances.	complete a circuit of activities.	I can keep possession of the l
Swimming	forehand technique.	I can refine my hurdling technique.		I can use different tactics for
I can swim competently, confidently and	I can play a backhand stroke with control and	I can practise and refine jumping techniques.		invasion games.
proficiently over a distance of at least 25	accuracy.	I can throw for distance using a heave throw		I can win back possession of
metres.	I can perform a badminton serve.	technique.	Year 6	I can adapt my movements for
I can use a range of strokes effectively [for	I can develop a volley for use in a badminton		Swimming	defending.
example, front crawl, backstroke and	mini game.	Cricket	I can swim competently, confidently and	
breaststroke]	I can apply learnt skills in a variety of	I can learn the correct techniques for batting	proficiently over a distance of at least 25	
I can perform safe self-rescue in different	badminton mini matches.	and bowling in cricket.	metres.	
		J. J		N C
water-based situations		I can use the correct techniques for throwing	I can use a range of strokes effectively Itor	l Year 6
water-based situations.	Year 6	I can use the correct techniques for throwing and catching when fielding in cricket	I can use a range of strokes effectively [for example_front_crawl_backstroke and	Year 6 Dance
	Year 6 Dance	and catching when fielding in cricket.	example, front crawl, backstroke and	Dance
<u>Gymnastics</u>	Dance	and catching when fielding in cricket. I can know the roles and responsibilities of the	example, front crawl, backstroke and breaststroke]	Dance I can combine complex seque
<u>Gymnastics</u> I can accurately perform a cat leap and a stag	Dance I can combine complex sequences of actions	and catching when fielding in cricket. I can know the roles and responsibilities of the backstop and base fielders in cricket.	example, front crawl, backstroke and breaststroke] I can perform safe self-rescue in different	Dance I can combine complex seque with quality and fluency.
Gymnastics I can accurately perform a cat leap and a stag leap.	Dance I can combine complex sequences of actions with quality and fluency.	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	example, front crawl, backstroke and breaststroke]	Dance I can combine complex seque with quality and fluency. I can show confidence in ada
<u>Gymnastics</u> I can accurately perform a cat leap and a stag leap. I can accurately perform a dive forward roll	Dance I can combine complex sequences of actions with quality and fluency. I can show confidence in adapting	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.	example, front crawl, backstroke and breaststroke] I can perform safe self-rescue in different water-based situations.	Dance I can combine complex seque with quality and fluency. I can show confidence in ada movements and skills to mee
<u>Gymnastics</u> I can accurately perform a cat leap and a stag leap. I can accurately perform a dive forward roll and a pike backward roll.	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	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	example, front crawl, backstroke and breaststroke] I can perform safe self-rescue in different water-based situations. <u>Gymnastics</u>	Dance I can combine complex seque with quality and fluency. I can show confidence in ada movements and skills to mee outcome.
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	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.	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.	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	Dance I can combine complex seque with quality and fluency. I can show confidence in ada movements and skills to mee outcome. I can identify key strengths a
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.	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	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	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.	Dance I can combine complex seque with quality and fluency. I can show confidence in ada movements and skills to mee outcome. I can identify key strengths a of their own and others' perf
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	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	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.	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	Dance I can combine complex seque with quality and fluency. I can show confidence in ada movements and skills to mee outcome. I can identify key strengths a
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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.
l
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.
<u>Rounders</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
participate in a rounders game.
Tennic
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. 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 develop a volley for use in a badminton mini game. I can apply learnt skills in a variety of badminton mini matches. 		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.	effectively during problem so and challenges. I can demonstrate effective le I can work effectively with otl complete a range of challenge I can compete in a timed orie relay event. Football I can apply skills and knowledg move with the ball. I can apply skills and knowledg pass and move with the ball. I can apply a variety of attacki techniques in a game. I can apply a variety of defend techniques in a game. I can invent a new game that attacking and defending skills I can apply the skills and techn learnt to play an invasion gam its success.
PE Key Vocabulary	Upsweep, Flight, Rhythm, Stride, Tactics, Contro Year 6 Endurance, Propel, Continuous, Streamline, Syn	nl, Foul, Pressure, Onside, Offside, Support, Obstru chronised, Retrieve, Obstruction, Consecutive, Co ht, Consecutive, Dictate, Contest, Formation, Con	ing Up, Outwit, Support, Tactics , Collaborate, Tact iction, Formation, Posture, Performance, Canon, Ro onsistently, Drive Hit, Defensive Hit , Location, Bour ceding, Turnover, Shut Down, Phrase, Structure, Co	elationship , Symmetrical, Rotation, Aesthetics, Ca Idaries, Critical Thinking, Symbol, Cooperatively, Si	non, Asymmetrical, Synchronisa trategy, Deep, Forecourt, Backco
PSHE	Year 5	Year 5	Year 5	Year 6	Year 6
	Being In My World I know what I value most about my school and	Healthy Me I can make an informed decision about	Relationships I know how to keep building my own self-	Being In My World I feel welcome and valued and know how to	Healthy Me I am motivated to care for my
Jigsaw PSHE PSHE Association	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	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	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	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	emotional health I am motivated to find ways to cope with life's situations with I can suggest ways that some exploited can help themselves I can suggest strategies some avoid being pressurised I know how to help myself fee healthy and can recognise who with this I can use different strategies to and pressure Changing Me (SRE) I know how to develop my ow I can express how I feel about that will happen to me during I can recognise how I feel about that will happen to me during I can recognise how I feel whe the development and birth of I understand that respect for essential in a boyfriend/girlfrid and that I should not feel press something I don't want to I can express how I feel about and know how to challenge ne talk' I know how to prepare myself the changes next year
PSHE Key Vocabulary	Fears, Hurts, Positive experiences, Plans, Cope, Denial, Guilt, Acceptance, Negotiate, Compromi Year 6 Challenge, Goal, Attitude, Citizen, Views, Opinio Determination, Motivation, Culture, Sponsorshi	Help, Self-belief, Motivation, Commitment, Enterp ise, Loyal, Empathy, Betrayal, Amicable, Love, Cha n, Collective, Culture, Conflict, Similarity, Belong, p, Communication, Support, Co-operation, Differe	on Rights of Child (UNCRC), Character, Judgement, prise, Leader, Follower, Agree, Disagree, Smoking, F racteristics, Making love, Sexual intercourse, Fertili Culture Wheel, Racism, Race, Discrimination, Rum nce, Emergency, Recovery position, Level-headed, ial, Peer pressure, Influences, Personal informatior	Pressure, Peers, Advice, Alcohol, Liver, Disease, An se, Conception, Menstruation, Periods our, Name-calling, Racist, Homophobic, Feeling, M Body image, Media, Social media, Celebrity, Altere	xiety, Fear, Believe, Assertive, Op Ioney, Grown Up, Adult, Lifestyle ed, Self-respect, Personal attribu

solving activities	
e leadership skills. others to	
nges. prienteering team	
Shericeening team	
ledge to be able to	
ledge to be able to	
ill. acking skills and	
ending skills and	
-	
nat requires kills.	
echniques I have	
game and evaluate	

atively, Footwork, Continuously, Set, Dig, Technique, Downsweep, iisation, Progression, Technique, Momentum, Rhythm, Agility, Drive

kcourt, Defensive, Attacking, Rotation, Force, Compete, Trajectory, nunter Balance, Fluently, Counter Tension, Stability , Generate Force,

	Year 6
	Relationships
my physical and	I understand that people can get problems
	with their mental health and that it is nothing
s to be happy and	to be ashamed of
vithout using drugs	I can help myself and others when worried
neone who is being	about a mental health problem
ves	I can recognise when I am feeling those
neone could use to	emotions and have strategies to manage them
	I can demonstrate ways I could stand up for
feel emotionally	myself and my friends in situations where
when I need help	others are trying to gain power or control
	I can resist pressure to do something online
es to manage stress	that might hurt myself or others
	I can take responsibility for my own safety and
	well-being
own self esteem	Dreams and Goals
own self esteem out the changes	Dreams and Goals
out the changes	I understand why it is important to stretch the
out the changes ing puberty	I understand why it is important to stretch the boundaries of my current learning
out the changes ing puberty vhen I reflect on	I understand why it is important to stretch the boundaries of my current learning I can set success criteria so that I will know
but the changes ing puberty vhen I reflect on of a baby	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
out the changes ing puberty vhen I reflect on of a baby or one another is	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
out the changes ing puberty vhen I reflect on of a baby or one another is Ifriend relationship,	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
out the changes ing puberty vhen I reflect on of a baby or one another is Ifriend relationship,	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
but the changes ing puberty when I reflect on of a baby or one another is lfriend relationship, ressured into doing	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
but the changes ing puberty when I reflect on of a baby or one another is lfriend relationship, ressured into doing but my self-image	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
but the changes ing puberty when I reflect on of a baby or one another is lfriend relationship, ressured into doing but my self-image	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
but the changes ing puberty when I reflect on of a baby or one another is lfriend relationship, ressured into doing but my self-image e negative 'body-	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

ope, Determination, Resilience, Positive attitude, Disappointment, Opinion, Relationship, Close, Jealousy, Emotions, Positive, Negative,

style, Job, Career, Profession, Money, Salary, Contribution, Society, ributes, Qualities, Characteristics, Self-esteem, Comparison, Tube, Cervix, Scrotum, Genitals, Semen, Erection, Ejaculation,

History	British history that extends pupils' chronological knowledge beyond 1066 –	Benin – a non-European civilisation commensurate with the Normans	Ancient Greece – links to ancient civilisations such as Romans, Egypt, Bronze and Iron Age	Cornwall history – links to industrial revolution and Richard Trevithick	Books through time – a chronolog studies an aspect of change occu
	Battle of Hastings	Year 5	(tin trade)	Year 5	1066
istory Association	Year 5	Beginning to examine artefacts and explain what	Year 5	Beginning to examine artefacts and explain what	Year 5
chemes of work	Beginning to examine artefacts and explain what	they show us about that time in history.	Beginning to examine artefacts and explain what	they show us about that time in history.	Beginning to examine artefacts and e
nquiry skills objectives are ngoing throughout the	they show us about that time in history. Beginning to analyse sources of information for	Beginning to analyse sources of information for his/her accuracy, usefulness and relevance and	they show us about that time in history. Beginning to analyse sources of information for	Beginning to analyse sources of information for his/her accuracy, usefulness and relevance and	they show us about that time in histo Beginning to analyse sources of infor
ear.	his/her accuracy, usefulness and relevance and	combines them to answer questions.	his/her accuracy, usefulness and relevance and	combines them to answer questions.	his/her accuracy, usefulness and rele
	combines them to answer questions.	Beginning to place events, people and changes into	combines them to answer questions.	Beginning to place events, people and changes into	combines them to answer questions
	Beginning to place events, people and changes into	correct periods of time and the periods of time in	Beginning to place events, people and changes into	correct periods of time and the periods of time in	Beginning to place events, people an
	correct periods of time and the periods of time in chronological order.	chronological order.	correct periods of time and the periods of time in	chronological order.	correct periods of time and the perio
	Beginning to discuss the impact and causes of	Beginning to create historically valid questions about cause and significance.	chronological order. Beginning to create historically valid questions	Beginning to discuss the impact of significant historical events, people and places in their own	chronological order. Beginning to create historically valid
	historical changes in Britain.	Beginning to identify and describe changes within	about cause and significance.	locality making links with changes in national life.	about cause and significance.
	Beginning to suggest reasons for conflicting	and between different periods in history.	Beginning to examine periods in world history;	Beginning to discuss the impact and causes of	Beginning to identify and describe ch
	historical accounts.	Beginning to make links between events and	identifying contrasts with and influences on British	historical changes in Britain.	and between different periods in his
	Beginning to create historically valid questions about cause and significance.	changes; giving reasons for them and explaining the result.	society at the time. Beginning to use and understands abstract terms	Can discuss the impact and causes of historical changes in Britain.	Beginning to make links between ever changes; giving reasons for them and
	Beginning to use and understands abstract terms	Year 6	such as empire, civilisation, parliament and	Beginning to create historically valid questions	the result.
	such as empire, civilisation, parliament and	Can examine artefacts and explain what they	peasantry.	about cause and significance.	Year 6
	peasantry.	show us about that time in history.	Beginning to identify and describe changes within	Beginning to use and understands abstract terms	Can examine artefacts and explain w
	Beginning to identify and describe changes within	Can analyse sources of information for his/her accuracy, usefulness and relevance and	and between different periods in history.	such as empire, civilisation, parliament and	show us about that time in history.
	and between different periods in history. Beginning to make links between events and	combines them to answer questions.	Beginning to make links between events and changes; giving reasons for them and explaining	peasantry. Beginning to identify and describe changes within	Can analyse sources of information f accuracy, usefulness and relevance a
	changes; giving reasons for them and explaining	Can place events, people and changes into	the result.	and between different periods in history.	combines them to answer questions
	the result.	correct periods of time and the periods of	Year 6	Beginning to make links between events and	Can place events, people and cha
	Year 6	time in chronological order.	Can examine artefacts and explain what they	changes; giving reasons for them and explaining	correct periods of time and the p
	Can examine artefacts and explain what they show us about that time in history.	Can create historically valid questions about cause and significance.	show us about that time in history. Can analyse sources of information for his/her	the result. Year 6	time in chronological order. Can create historically valid quest
	Can analyse sources of information for his/her	Cause and significance. Can identify and describe changes within and	accuracy, usefulness and relevance and	Can examine artefacts and explain what they	cause and significance.
	accuracy, usefulness and relevance and	between different periods in history.	combines them to answer questions.	show us about that time in history.	Can identify and describe change
	combines them to answer questions.	Can make links between events and changes;	Can place events, people and changes into	Can analyse sources of information for his/her	and between different periods in
	Can place events, people and changes into	giving reasons for them and explaining the	correct periods of time and the periods of	accuracy, usefulness and relevance and	Can make links between events a
	correct periods of time and the periods of time in chronological order.	result.	time in chronological order. Can create historically valid questions about	combines them to answer questions. Can place events, people and changes into	changes; giving reasons for them explaining the result.
	Can suggest reasons for conflicting		cause and significance.	correct periods of time and the periods of	explaining the result.
	historical accounts.		Can examine periods in world history;	time in chronological order.	
	Can create historically valid questions about		identifying contrasts with and influences on	Can discuss the impact of significant	
	cause and significance.		British society at the time.	historical events, people and places in their	
	Can use and understands abstract terms such as empire, civilisation, parliament and		Can use and understands abstract terms such as empire, civilisation, parliament and	own locality making links with changes in national life.	
	peasantry.		peasantry.	Can discuss the impact and causes of	
	Can identify and describe changes within		Can identify and describe changes within	historical changes in Britain.	
	and between different periods in history.		and between different periods in history.	Can create historically valid questions about	
	Can make links between events and		Can make links between events and	cause and significance.	
	changes; giving reasons for them and explaining the result.		changes; giving reasons for them and explaining the result.	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	Year 5				
Vocabulary	Cause, Change, Version, Court, Nation, Pagan, R Year 6				
	Stereotype, Treaty, Civilisation, Empire, Parliame	ent, Peasantry			
Geography	Fieldwork and Map skills (RGS)	Global Trade (RGS)	The Mediterranean (RGS)	Fieldwork and Map skills (RGS)	Shackleton (RGS)
	Year 5 I can create a 3D model using map contour	Year 5 I am beginning to use research and enquiry	Year 5 I am beginning to understand some of the	Year 5 I can create a 3D model using map contour	Year 5 I am beginning to understand Ant
	rear create a 50 moder using map contour	skills to discover more about trade through	common features of all maps (scale, key,	lines.	and composition.
eographical Society	lines.				
eographical Society	lines. I am beginning to use maps, atlases, globes	time.	purpose, orientation, title etc.)	I am beginning to use maps, atlases, globes	I am beginning to identify feature
Geographical Society	I am beginning to use maps, atlases, globes and digital/computer mapping to locate	time. I am beginning to use maps and atlases to	purpose, orientation, title etc.) I am beginning to describe and understand	and digital/computer mapping to locate	geomorphology.
Geographical Society	I am beginning to use maps, atlases, globes and digital/computer mapping to locate and describe features studied.	time. I am beginning to use maps and atlases to locate the source of a range of food	purpose, orientation, title etc.) I am beginning to describe and understand key aspects of physical geography, including	and digital/computer mapping to locate and describe features studied.	geomorphology. I am beginning to explore hot and
Geographical Society Fwinkl	I am beginning to use maps, atlases, globes and digital/computer mapping to locate	time. I am beginning to use maps and atlases to	purpose, orientation, title etc.) I am beginning to describe and understand	and digital/computer mapping to locate	I am beginning to identify feature geomorphology. I am beginning to explore hot and zones and the influence of the ea climate zones.

ronological unit that e occurring after	New Zealand (and Australia), Maori – a non- European society that provides contrast with British history
	Year 5
ts and explain what	Beginning to examine artefacts and explain what
in history.	they show us about that time in history.
of information for	Beginning to analyse sources of information for
ind relevance and	his/her accuracy, usefulness and relevance and
estions.	combines them to answer questions.
ople and changes into ne periods of time in	Beginning to place events, people and changes into correct periods of time and the periods of time in chronological order.
y valid questions	Beginning to suggest reasons for conflicting historical accounts.
cribe changes within	Beginning to create historically valid questions
s in history.	about cause and significance.
een events and	Beginning to use and understands abstract terms
em and explaining	such as empire, civilisation, parliament and peasantry.
	Beginning to identify and describe changes within
plain what they	and between different periods in history.
story.	Beginning to make links between events and
nation for his/her	changes; giving reasons for them and explaining
vance and	the result.
estions.	Year 6
nd changes into	Can examine artefacts and explain what they
I the periods of	show us about that time in history.
	Can analyse sources of information for his/her
questions about	accuracy, usefulness and relevance and
	combines them to answer questions.
hanges within	Can place events, people and changes into
ods in history.	correct periods of time and the periods of
ents and	time in chronological order.
them and	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.

	Australia (RGS)
	Year 5
nd Antarctica's size	I am beginning to locate Australia in relation
	to the UK and its surrounding oceans and
eatures of Antarctic	countries.
	I am beginning to explore the physical
not and cold climate	geography of different locations in Australia.
the earth's orbit on	I am beginning to identify and locate the
	climate zones of Australia.
ntarctica's	I am beginning to read maps that show

	their knowledge of the United Kingdom	location, natural resources, and climate.	I am beginning to locate features and making	their knowledge of the United Kingdom	mountainous terrain, oceans and their effects	population spread in Australia and create a
	and the wider world.	I am beginning to locate the countries that	comparisons to the UK.	and the wider world.	and influences upon the expedition.	map key.
	I am beginning to can use fieldwork to	the UK exports goods to.	I am beginning to name and locate a city in	I am beginning to can use fieldwork to	I am beginning to give advice to an explorer.	I am beginning to locate Australia's most
	observe, measure and record and present	I am beginning to discuss the conditions of	Italy and identify its location and physical	observe, measure and record and present		populated areas and cities on a map of
	human and physical features in the local area	places and populations practicing Fairtrade.	characteristics.	human and physical features in the local area	Year 6	Australia.
	using a range of methods including sketch	I am beginning to locate continents and	I am beginning to consider how the daily lives	using a range of methods including sketch	I can understand Antarctica's size and	I am beginning to explore the similarities and
	maps, plans and graphs and digital	countries using a digital world map to	of people is affected by the fact they live in a	maps, plans and graphs and digital	composition.	differences between a rural and urban area
	technology.	determine what each country's highest-value	Mediterranean country.	technology.	I can identify features of Antarctic	in Australia.
	Veer 6	export is.	Voor 6	Voor 6	geomorphology. I can explore hot and cold climate zones and	Voor 6
	Year 6 I can use map skills to locate a range of places	Year 6	Year 6 I can understand some of the common	Year 6 I can use map skills to locate a range of places	the influence of the earth's orbit on climate	Year 6 I can locate Australia in relation to the UK
	on an OS map.	I can use research and enquiry skills to	features of all maps (scale, key, purpose,	on an OS map.	zones.	and its surrounding oceans and countries.
	I can use maps, atlases, globes and	discover more about trade through time.	orientation, title etc.)	I can use maps, atlases, globes and	I can discuss Antarctica's mountainous terrain,	I can explore the physical geography of
	digital/computer mapping to locate and	I can use maps and atlases to locate the	I can describe and understand key aspects of	digital/computer mapping to locate and	oceans and their effects and influences upon	different locations in Australia.
	describe features studied.	source of a range of food products.	physical geography, including seas, coasts, and	describe features studied.	the expedition.	I can identify and locate the climate zones of
	I can use four and six-figure grid	I can describe and understand key aspects of	continental plates.	I can use four and six-figure grid	I can give advice to an explorer.	Australia.
	references, symbols and key (including the	physical geography including location,	I can locate the world's countries, using maps	references, symbols and key (including the		I can read maps that show population spread
	use of Ordnance Survey maps) to build	natural resources, and climate.	to focus on Europe.	use of Ordnance Survey maps) to build		in Australia and create a map key.
	their knowledge of the United Kingdom	I can locate the countries that the UK	I can locate features and making comparisons	their knowledge of the United Kingdom		I can locate Australia's most populated areas
	and the wider world.	exports goods to.	to the UK.	and the wider world.		and cities on a map of Australia.
	I can use fieldwork to observe, measure	I can discuss the conditions of places and	I can name and locate a city in Italy and	I can use fieldwork to observe, measure and		I can explore the similarities and differences
	and record and present human and	populations practicing Fairtrade.	identify its location and physical	record and present human and physical		between a rural and urban area in Australia.
	physical features in the local area using a	I can locate continents and countries using a	characteristics.	features in the local area using a range of		
	range of methods including sketch maps,	digital world map to determine what each	I can consider how the daily lives of people is	methods including sketch maps, plans and		
	plans and graphs and digital technology.	country's highest-value export is.	affected by the fact they live in a	graphs and digital technology.		
	Voar E		Mediterranean country.			
Geography Key	Year 5	- Driver - Constant Course Time 7-1-1				
Vocabulary		n, Primary source, Secondary Source, Time Zones,	Tropics of Cancer and Capricorn, Vegetation Beits			
vocabulary	Year 6 Contour Lines, Economic, Erocian, Export, Impo	rt Latituda Langituda Trada				
	Contour Lines, Economic, Erosion, Export, Impo	rt, Latitude, Longitude, Hade				
Art and DT	Year 5			Year 5		
	Develop a greater understanding of vocabulary	when discussing their own and others' work.		Develop a greater understanding of vocabulary	when discussing their own and others' work.	
	Regularly analyse and reflecting on their intenti	ons and choices.		Regularly analyse and reflecting on their intention	ons and choices.	
	Year 6			Year 6		
	Use the language of art with greater sophisticat			Use the language of art with greater sophisticat	ion when discussing own and others' art.	
	Give reasoned evaluations of their own and oth	ers' work which take account of context and inten		Give reasoned evaluations of their own and oth	ers' work which take account of context and inten	
	Give reasoned evaluations of their own and oth Bayeux Tapestry	ers' work which take account of context and inten Hannah Hock, Betriz Milhaze, Gordan William	Spyros Papaloubas, Panayiotis Tetsis,	Give reasoned evaluations of their own and oth Sean Briggs, Will Kemp, Tom Henderson-Smith	ers' work which take account of context and intent Van Gogh, Monet	Tiki, Whakairo carving
	Give reasoned evaluations of their own and oth Bayeux Tapestry Year 5	ers' work which take account of context and inten Hannah Hock, Betriz Milhaze, Gordan William Year 5	Spyros Papaloubas, Panayiotis Tetsis, Domenikos Theotokopoulou	Give reasoned evaluations of their own and oth Sean Briggs, Will Kemp, Tom Henderson-Smith Year 5	ers' work which take account of context and intent Van Gogh, Monet Year 5	Tiki, Whakairo carving <u>Year 5</u>
	Give reasoned evaluations of their own and oth Bayeux Tapestry Year 5 Composing original designs by adapting and	ers' work which take account of context and inten Hannah Hock, Betriz Milhaze, Gordan William Year 5 Create mixed media art using found and	Spyros Papaloubas, Panayiotis Tetsis, Domenikos Theotokopoulou <u>Year 5</u>	Give reasoned evaluations of their own and oth Sean Briggs, Will Kemp, Tom Henderson-Smith Year 5 Develop and increasing sophistication when	ers' work which take account of context and intent Van Gogh, Monet Year 5 Select and mix more complex colours to	Tiki, Whakairo carving Year 5 Develop understanding of texture through
	Give reasoned evaluations of their own and oth Bayeux Tapestry Year 5 Composing original designs by adapting and synthesising the work of others. Analyse and	ers' work which take account of context and inten Hannah Hock, Betriz Milhaze, Gordan William Year 5 Create mixed media art using found and reclaimed materials. Select materials for a	Spyros Papaloubas, Panayiotis Tetsis, Domenikos Theotokopoulou <u>Year 5</u> Further develop drawing from observation.	Give reasoned evaluations of their own and oth Sean Briggs, Will Kemp, Tom Henderson-Smith Year 5 Develop and increasing sophistication when using tone to describe objects when drawing.	ers' work which take account of context and intent Van Gogh, Monet Year 5 Select and mix more complex colours to depict thoughts and feelings.	Tiki, Whakairo carving Year 5 Develop understanding of texture through practical making activities.
	Give reasoned evaluations of their own and oth Bayeux Tapestry Year 5 Composing original designs by adapting and synthesising the work of others. Analyse and evaluate artists' use of shape.	ers' work which take account of context and inten Hannah Hock, Betriz Milhaze, Gordan William Year 5 Create mixed media art using found and reclaimed materials. Select materials for a purpose.	Spyros Papaloubas, Panayiotis Tetsis, Domenikos Theotokopoulou <u>Year 5</u> Further develop drawing from observation. Draw using perspective, mathematical	Give reasoned evaluations of their own and oth 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.	ers' work which take account of context and intent Van Gogh, Monet Year 5 Select and mix more complex colours to depict thoughts and feelings. Study the work of artists.	Tiki, Whakairo carving Year 5 Develop understanding of texture through practical making activities. Express thoughts and feelings about familiar
	Give reasoned evaluations of their own and oth 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	ers' work which take account of context and inten 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	Spyros Papaloubas, Panayiotis Tetsis, Domenikos Theotokopoulou Year 5 Further develop drawing from observation. Draw using perspective, mathematical processes, design, detail and line.	Give reasoned evaluations of their own and oth 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	ers' work which take account of context and intent 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	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
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	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		1	DT Year 5 Functionality, Design specification, Annotate, Technique Year 6 Synthesising, Abstract compositions, Cross-section, Intolerance, Substitute			
Computing	<u>Year 5</u> Online Safety	Year 5 Search Engines	Year 5 Mars Rover 1	Year 6 Bletchley Park	Year 6 Big Data 1	Year 6 Big Data 2	
Kapow Primary schemes of work	Understanding permissions required by apps to access personal information. Considering online judgements that people make and how they treat others online. Micro:bit Using block coding to program a device. To explore variables and different forms of input. Understand how external devices can be programmed by a separate computer.	Recognising that information on the internet might not be true or correct. Know how to use keywords to quickly find accurate information. Programming Music Selecting using and combining a variety of software to design and create a range of programs, systems and content that accomplish given goals. Using programming language to create music, including use of loops.	Understanding computer networks including the internet; how they can provide multiple services, such as the world- wide web; and the opportunities they offer for communication and collaboration. Using search technologies effectively, appreciating how results are selected and ranked, and be discerning in evaluating digital content. Recognising that computers transfer data in binary and understand simple binary addition. Stop Motion Animation Using technology purposefully to create, organise, store, manipulate and retrieve digital content. Understanding how to use tablets or computers to take photos. Consider sequence and selection of frames when editing work.	Understanding the importance of secure passwords and using searching and word processing skills to create a presentation. Using programming software to understand hacking, relating this to computer cracking codes in WWII. Editing sound recordings for specific purpose. Learning about the history of computers and how they evolved over time. 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.	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.	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, N Year 6 Big data, Binary, Codes, Scam, Phishing	etwork, Responsibility, Evaluate					
Music	Year 5 Looping and remixing	Year 5 South and West Africa	Year 5 Blues	*Christmas Carol Competition Year 6	<u>Year 6</u> Song of World War II	Year 6 Composing and performing a Leavers' song	
Kapow Primary schemes of work	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	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	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.	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'.	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. <u>Year 6</u> 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.	Identify and evaluate the musical features of 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.	

	Record their compositions in written form.	Contribute meaningfully to the group		music evokes different emotions.	pulse.	notation, with or without letter names.
	Work as a group to perform a piece of music.	performance and composition.		Identify pitch, tempo and dynamics, and use	Draw rhythms accurately.	Compose a ground bass melodic ostinato.
		Use hieroglyphic notation to show the		these to explain and justify their answers.	Show a difference between musical variations.	Notate a ground bass pattern using staff
		structure of their piece.		Give reasonable and thought-out suggestions	Show creativity in a finished musical	notation.
				for what different graphic scores represent.	product.	Name some well-known Baroque composers
				Use their body, voice and instruments to		and describe what musical features they were
				create sounds to represent a given theme.		known for.
				Create a musical score to represent a		Learn a fugue part by reading staff notation,
				composition.		with or without note names.
				Interpret their graphic score and performing		Perform a fugue.
				their composition appropriately with their		
				group.		
				Create sounds that relate to the scene of a		
				film.		
Music Key	Year 5					
Vocabulary	Chord, Dissonance, Flat, Lento, Semitone, Shar	p , Slur, Semitone , Staccato , Vibrato				
vocabulary	Year 6					
	Accent, Adagio, Allegro, Andante, Harmony , M	ezzo forte, Moderato, Octave, Off beat , Presto				
MFL	French Discord to Most You, Family and Friends	Spanish	French	Spanish	French	Spanish Satiss Out, Our Past
MFL	Pleased to Meet You, Family and Friends,	All About Me, The Way I Look	All About Ourselves, That's Tasty, Time	In the Classroom, My World	Let's Visit a French Town, Let's Go Shopping,	Eating Out, Our Past
	Pleased to Meet You, Family and Friends, School Life	All About Me, The Way I Look Year 5	All About Ourselves, That's Tasty, Time Travelling	In the Classroom, My World Year 5	Let's Visit a French Town, Let's Go Shopping, This is France	Eating Out, Our Past Ye Year 5
MFL Twinkl	Pleased to Meet You, Family and Friends, School Life <u>Year 5</u>	All About Me, The Way I Look Year 5 Identify and spell an increasing range of key	All About Ourselves, That's Tasty, Time Travelling Year 5	In the Classroom, My World Year 5 Listen to and respond with an increasing	Let's Visit a French Town, Let's Go Shopping, This is France Year 5	Eating Out, Our Past Ye Year 5 Engage in conversation, listening and then
	Pleased to Meet You, Family and Friends, School Life Year 5 Listen to and respond with an increasing	All About Me, The Way I Look Year 5 Identify and spell an increasing range of key words.	All About Ourselves, That's Tasty, Time Travelling Year 5 Engage in conversation, listening and then	In the Classroom, My World Year 5 Listen to and respond with an increasing range of phrases and sentences.	Let's Visit a French Town, Let's Go Shopping, This is France Year 5 Identify and spell an increasing range of key	Eating Out, Our Past Ye Year 5 Engage in conversation, listening and then responding appropriately.
	Pleased to Meet You, Family and Friends, School Life Year 5 Listen to and respond with an increasing range of phrases and sentences.	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	All About Ourselves, That's Tasty, Time Travelling Year 5 Engage in conversation, listening and then responding appropriately.	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	Let's Visit a French Town, Let's Go Shopping, This is France Year 5 Identify and spell an increasing range of key words.	Eating Out, Our Past Ye Year 5 Engage in conversation, listening and then responding appropriately. Describe events using an increasing range of
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