	Years 5 and 6						
	Autumn A	Spring A	Summer A	Autumn B	Spring B	Summer B	
Торіс	1066, Battle of Hastings	Indus Valley & Our Planet	Ancient Greece	Cornwall	Space	New Zealand / Australia	
Cultural Capital	Harvest festival, Christmas at the	Easter celebration, Theatre trip, class	Oak Apple Day, Residential, Fowey	Harvest festival, Christmas at the	Easter celebration, Theatre trip, class	Oak Apple Day, Residential, Fowey	
	Church, Community Christmas cards,	trip, guest speaker, village walk,	Class play, Sports Day, Cyclewise,	Church, Community Christmas cards,	trip, guest speaker, village walk,	Class play, Sports Day, Cyclewise,	
	sing at Institute, Remembrance Day,	Fowey Class ball, World Book Day,	Independence Day, guest speaker	sing at Institute, Remembrance Day,	World Book Day, Life skills Liskeard	Independence Day, guest speaker	
	guest speaker, Children in Need	Life skills Liskeard		guest speaker, Children in Need			
Maths	Year 5 Read, write, order and compare numbers to at	Year 5 Read, write, order and compare numbers to at	Year 5 Interpret negative numbers in context, count	Year 5 Read, write, order and compare numbers to at	Year 5 Read, write, order and compare numbers to at	Year 5 Interpret negative numbers in context, count	
	least 1 000 000 and determine the value of	least 1 000 000 and determine the value of	forwards and backwards with positive and	least 1 000 000 and determine the value of	least 1 000 000 and determine the value of	forwards and backwards with positive and	
National Curriculum	each digit.	each digit.	negative whole numbers, including through	each digit.	each digit.	negative whole numbers, including through	
Progression	Count forwards or backwards in steps of powers of 10 for any given number up to 1	Add and subtract numbers mentally with increasingly large numbers.	zero. Round any number up to 1 000 000 to the	Count forwards or backwards in steps of powers of 10 for any given number up to 1	Add and subtract numbers mentally with increasingly large numbers.	zero. Round any number up to 1 000 000 to the	
supported by Abacus Framework	000 000.	Use rounding to check answers to calculations	nearest 10, 100, 1000, 10 000 and 100 000.	000 000.	Use rounding to check answers to calculations	nearest 10, 100, 1000, 10 000 and 100 000.	
FIGHTEWOIK	Solve number problems and practical problems that involve all of the above.	and determine, in the context of a problem, levels of accuracy.	Solve number problems and practical problems that involve all of the above.	Solve number problems and practical problems that involve all of the above.	and determine, in the context of a problem, levels of accuracy.	Solve number problems and practical problems that involve all of the above.	
	Add and subtract whole numbers with more	Solve addition and subtraction multi-step	Read Roman numerals to 1000 (M) and	Add and subtract whole numbers with more	Solve addition and subtraction multi-step	Read Roman numerals to 1000 (M) and	
	than 4 digits, including using formal written	problems in contexts, deciding which	recognise years written in Roman numerals.	than 4 digits, including using formal written	problems in contexts, deciding which	recognise years written in Roman numerals.	
	methods. Add and subtract numbers mentally with	operations and methods to use and why. Know and use the vocabulary of prime	Add and subtract whole numbers with more than 4 digits, including using formal written	methods. Add and subtract numbers mentally with	operations and methods to use and why. Know and use the vocabulary of prime	Add and subtract whole numbers with more than 4 digits, including using formal written	
	increasingly large numbers.	numbers, prime factors and composite	methods.	increasingly large numbers.	numbers, prime factors and composite	methods.	
	Use rounding to check answers to calculations	numbers.	Add and subtract numbers mentally with	Use rounding to check answers to calculations	numbers.	Add and subtract numbers mentally with	
	and determine, in the context of a problem, levels of accuracy.	Establish whether a number up to 100 is prime and recall prime numbers up to 19.	increasingly large numbers. Use rounding to check answers to calculations	and determine, in the context of a problem, levels of accuracy.	Establish whether a number up to 100 is prime and recall prime numbers up to 19.	increasingly large numbers. Use rounding to check answers to calculations	
	Solve addition and subtraction multi-step	Multiply numbers up to 4 digits by a one- or	and determine, in the context of a problem,	Solve addition and subtraction multi-step	Multiply numbers up to 4 digits by a one- or	and determine, in the context of a problem,	
	problems in contexts, deciding which	two-digit number using a formal written	levels of accuracy.	problems in contexts, deciding which	two-digit number using a formal written	levels of accuracy.	
	operations and methods to use and why. Identify multiples and factors, including	method, including long multiplication for two- digit numbers.	Solve addition and subtraction multi-step problems in contexts, deciding which	operations and methods to use and why. Identify multiples and factors, including	method, including long multiplication for two- digit numbers.	Solve addition and subtraction multi-step problems in contexts, deciding which	
	finding all factor pairs of a number, and	Multiply and divide numbers mentally drawing	operations and methods to use and why.	finding all factor pairs of a number, and	Multiply and divide numbers mentally drawing	operations and methods to use and why.	
	common factors of two numbers. Multiply numbers up to 4 digits by a one- or	upon known facts. Divide numbers up to 4 digits by a one-digit	Identify multiples and factors, including	common factors of two numbers. Multiply numbers up to 4 digits by a one- or	upon known facts. Divide numbers up to 4 digits by a one-digit	Identify multiples and factors, including	
	two-digit number using a formal written	number using the formal written method of	finding all factor pairs of a number, and common factors of two numbers	two-digit number using a formal written	number using the formal written method of	finding all factor pairs of a number, and common factors of two numbers	
	method, including long multiplication for two-	short division and interpret remainders	Multiply numbers up to 4 digits by a one- or	method, including long multiplication for two-	short division and interpret remainders	Multiply numbers up to 4 digits by a one- or	
	digit numbers. Multiply and divide numbers mentally drawing	appropriately for the context. Multiply and divide whole numbers and those	two-digit number using a formal written	digit numbers. Multiply and divide numbers mentally drawing	appropriately for the context. Multiply and divide whole numbers and those	two-digit number using a formal written	
	upon known facts.	involving decimals by 10, 100 and 1000.	method, including long multiplication for two- digit numbers.	upon known facts.	involving decimals by 10, 100 and 1000.	method, including long multiplication for two- digit numbers.	
	Divide numbers up to 4 digits by a one-digit	Recognise and use square numbers and cube	Divide numbers up to 4 digits by a one-digit	Divide numbers up to 4 digits by a one-digit	Recognise and use square numbers and cube	Divide numbers up to 4 digits by a one-digit	
	number using the formal written method of short division and interpret remainders	numbers, and the notation for squared and cubed.	number using the formal written method of	number using the formal written method of short division and interpret remainders	numbers, and the notation for squared and cubed.	number using the formal written method of	
	appropriately for the context.	Solve problems involving multiplication and	short division and interpret remainders appropriately for the context.	appropriately for the context.	Solve problems involving multiplication and	short division and interpret remainders appropriately for the context.	
	Multiply and divide whole numbers and those	division including using their knowledge of factors and multiples, squares and cubes.	Multiply and divide whole numbers and those	Multiply and divide whole numbers and those	division including using their knowledge of	Multiply and divide whole numbers and those	
	involving decimals by 10, 100 and 1000. Solve problems involving multiplication and	Recognise mixed numbers and improper	involving decimals by 10, 100 and 1000. Recognise and use square numbers and cube	involving decimals by 10, 100 and 1000. Solve problems involving multiplication and	factors and multiples, squares and cubes. Recognise mixed numbers and improper	involving decimals by 10, 100 and 1000. Recognise and use square numbers and cube	
	division including using their knowledge of	fractions and convert from one form to the	numbers, and the notation for squared and	division including using their knowledge of	fractions and convert from one form to the	numbers, and the notation for squared and	
	factors and multiples, squares and cubes. Solve problems involving addition,	other and write mathematical statements >1 as a mixed number.	cubed.	factors and multiples, squares and cubes. Solve problems involving addition,	other and write mathematical statements >1 as a mixed number.	cubed.	
	subtraction, multiplication and division and a	Multiply proper fractions and mixed numbers	Solve problems involving addition, subtraction, multiplication and division and a	subtraction, multiplication and division and a	Multiply proper fractions and mixed numbers	Solve problems involving addition, subtraction, multiplication and division and a	
	combination of these, including understanding	by whole numbers, supported by materials	combination of these, including understanding	combination of these, including understanding	by whole numbers, supported by materials	combination of these, including understanding	
	the meaning of the equals sign. Compare and order fractions whose	and diagrams. Read and write decimal numbers as fractions.	the meaning of the equals sign. Solve problems involving multiplication and	the meaning of the equals sign. Compare and order fractions whose	and diagrams. Read and write decimal numbers as fractions.	the meaning of the equals sign. Solve problems involving multiplication and	
	denominators are all multiples of the same	Round decimals with two decimal places to	division, including scaling by simple fractions	denominators are all multiples of the same	Round decimals with two decimal places to	division, including scaling by simple fractions	
	number.	the nearest whole number and to one decimal	and problems involving simple rates.	number.	the nearest whole number and to one decimal	and problems involving simple rates.	
	Identify, name and write equivalent fractions of a given fraction, represented visually,	place. Read, write, order and compare numbers with	Identify, name and write equivalent fractions of a given fraction, represented visually,	Identify, name and write equivalent fractions of a given fraction, represented visually,	place. Read, write, order and compare numbers with	Identify, name and write equivalent fractions of a given fraction, represented visually,	
	including tenths and hundredths.	up to three decimal places.	including tenths and hundredths.	including tenths and hundredths.	up to three decimal places.	including tenths and hundredths.	
	Read and write decimal numbers as fractions. Round decimals with two decimal places to	Solve problems involving number up to three decimal places.	Recognise mixed numbers and improper	Read and write decimal numbers as fractions. Round decimals with two decimal places to	Solve problems involving number up to three decimal places.	Recognise mixed numbers and improper	
	the nearest whole number and to one decimal	Convert between different units of metric	fractions and convert from one form to the other and write mathematical statements >1	the nearest whole number and to one decimal	Convert between different units of metric	fractions and convert from one form to the other and write mathematical statements >1	
	place.	measure.	as a mixed number.	place.	measure.	as a mixed number.	
	Read, write, order and compare numbers with up to three decimal places.	Understand and use approximate equivalences between metric units and	Add and subtract fractions with the same	Read, write, order and compare numbers with up to three decimal places.	Understand and use approximate equivalences between metric units and	Add and subtract fractions with the same	
	Convert between different units of metric	common imperial units.	denominator and denominators that are multiples of the same number.	Convert between different units of metric	common imperial units.	denominator and denominators that are multiples of the same number.	
	measure.	Use all four operations to solve problems	Multiply proper fractions and mixed numbers	measure.	Use all four operations to solve problems	Multiply proper fractions and mixed numbers	
	Measure and calculate the perimeter of composite rectilinear shapes in centimetres	involving measure using decimal notation, including scaling.	by whole numbers, supported by materials	Measure and calculate the perimeter of composite rectilinear shapes in centimetres	involving measure using decimal notation, including scaling.	by whole numbers, supported by materials	
	and metres.	Draw given angles, and measure them in	and diagrams. Read and write decimal numbers as fractions.	and metres.	Draw given angles, and measure them in	and diagrams. Read and write decimal numbers as fractions.	
	Solve problems involving converting between	degrees.	Recognise and use thousandths and relate	Solve problems involving converting between	degrees.	Recognise and use thousandths and relate	
	units of time.	Use the properties of rectangles to deduce	them to tenths, hundredths and decimal	units of time.	Use the properties of rectangles to deduce	them to tenths, hundredths and decimal	

Know angles are measured in degrees: related facts and find missing lengths and equivalents Know angles are measured in degrees: related facts and find missi estimate and compare acute, obtuse and Round decimals with two decimal places to estimate and compare acute, obtuse and angles angles reflex angles. Distinguish between regular and irregular the nearest whole number and to one decimal reflex angles Distinguish between regular and irregular Draw given angles, and measure them in polygons based on reasoning about equal place Draw given angles, and measure them in polygons based on reasoning about equal degrees. sides and angles Read, write, order and compare numbers with degrees. sides and angles. Identify: angles at a point and one whole turn; Solve comparison, sum and difference up to three decimal places. Identify: angles at a point and one whole turn; Solve comparison, sum and difference angles at a point on a straight line and ½ a problems using information presented in a Solve problems involving number up to three angles at a point on a straight line and ½ a problems using information presented in a turn: and other multiples of 90o. line graph. decimal places. turn: and other multiples of 90o. line graph. Year 6 Distinguish between regular and irregular Recognise the per cent symbol and Distinguish between regular and irregular Year 6 polygons based on reasoning about equal Read, write, order and compare numbers up understand that per cent relates to 'number polygons based on reasoning about equal Read, write, order and compare numbers up to 10,000,000 and determine the value of of parts per hundred' and write percentages. to 10 000 000 and determine the value of sides and angles. sides and angles Year 6 each digit. as a fraction with denominator 100, and as a Year 6 each digit. Round any whole number to a required Round any whole number to a required Use negative numbers in context and decimal Use negative numbers in context and Solve problems which require knowing calculate intervals across zero. calculate intervals across zero. degree of accuracy. degree of accuracy. Solve number and practical problems that Multiply multi-digit numbers up to 4 digits by percentage and decimal equivalents of ½. ¼. Solve number and practical problems that Multiply multi-digit numbers up to 4 digits by involve all of the above. a two-digit whole number using the formal 1/5. 3/5. 4/5 and those fractions with a involve all of the above. a two-digit whole number using the formal Multiply multi-digit numbers up to 4 digits by written method of long multiplication. denominator of a multiple of 10 or 25. Multiply multi-digit numbers up to 4 digits by written method of long multiplication. a two-digit whole number using the formal Divide numbers up to 4 digits by a two-digit Measure and calculate the perimeter of a two-digit whole number using the formal Divide numbers up to 4 digits by a two-digit whole number using the formal written written method of long multiplication. whole number using the formal written written method of long multiplication. composite rectilinear shapes in centimetres Perform mental calculations, including with method of long division, and interpret Perform mental calculations, including with method of long division, and interpret and metres mixed operations and large numbers. remainders as whole number remainders. Calculate and compare the area of rectangles. mixed operations and large numbers. remainders as whole number remainders. Use their knowledge of the order of fractions, or by rounding, as appropriate for and including using standard units, square Use their knowledge of the order of fractions, or by rounding, as appropriate for the context. operations to carry out calculations involving centimetres and square metres and estimate operations to carry out calculations involving the context. the four operations. Perform mental calculations, including with the area of irregular shapes. the four operations. Perform mental calculations, including with Solve addition and subtraction multi-step mixed operations and large numbers. Estimate volume [for example, using 1 cm3 Solve addition and subtraction multi-step mixed operations and large numbers. problems in contexts, deciding which Identify common factors, common multiples blocks to build cuboids and capacity. problems in contexts, deciding which Identify common factors, common multiples operations and methods to use and why. and prime numbers. Solve problems involving converting between operations and methods to use and why. and prime numbers. Solve problems involving addition, Solve addition and subtraction multi-step units of time Solve problems involving addition, Solve addition and subtraction multi-step subtraction, multiplication and division. problems in contexts, deciding which Use all four operations to solve problems subtraction, multiplication and division. problems in contexts, deciding which operations and methods to use and why. Use estimation to check answers to involving measure using decimal notation, Use estimation to check answers to operations and methods to use and why. calculations and determine, in the context of a Solve problems involving addition, including scaling. calculations and determine, in the context of a Solve problems involving addition. subtraction, multiplication and division subtraction, multiplication and division. problem, an appropriate degree of accuracy. Identify 3-D shapes, including cubes and other problem, an appropriate degree of accuracy. Use common factors to simplify fractions; use Add and subtract fractions with different cuboids, from 2-D representations. Use common factors to simplify fractions; use Add and subtract fractions with different common multiples to express fractions in the denominators and mixed numbers, using the Use the properties of rectangles to deduce common multiples to express fractions in the denominators and mixed numbers, using the concept of equivalent fractions. related facts and find missing lengths and same denomination. same denomination. concept of equivalent fractions. Compare and order fractions, including Multiply simple pairs of proper fractions. Compare and order fractions, including Multiply simple pairs of proper fractions. angles. fractions >1. writing the answer in its simplest form. Identify, describe and represent the position fractions >1. writing the answer in its simplest form. Add and subtract fractions with different Divide proper fractions by whole numbers. of a shape following a reflection or Add and subtract fractions with different Divide proper fractions by whole numbers denominators and mixed numbers, using the Associate a fraction with division and calculate translation, using the appropriate language. denominators and mixed numbers, using the Associate a fraction with division and calculate concept of equivalent fractions decimal fraction equivalents for a simple and know that the shape has not changed concept of equivalent fractions decimal fraction equivalents for a simple Identify the value of each digit in numbers fraction Solve comparison, sum and difference Identify the value of each digit in numbers fraction given to three decimal places and multiply and Identify the value of each digit in numbers problems using information presented in a given to three decimal places and multiply and Identify the value of each digit in numbers divide numbers by 10, 100 and 1000 giving given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving given to three decimal places and multiply and line graph. divide numbers by 10, 100 and 1000 giving divide numbers by 10, 100 and 1000 giving answers up to three decimal places. Complete, read and interpret information in answers up to three decimal places. Multiply one-digit numbers with up to two answers up to three decimal places. tables, including timetables. Multiply one-digit numbers with up to two answers up to three decimal places. Multiply one-digit numbers with up to two Multiply one-digit numbers with up to two decimal places by whole numbers. decimal places by whole numbers. Year 6 Solve problems which require answers to be decimal places by whole numbers. Solve problems which require answers to be decimal places by whole numbers. Read, write, order and compare numbers up rounded to specified degrees of accuracy. Solve problems which require answers to be rounded to specified degrees of accuracy. Solve problems which require answers to be to 10 000 000 and determine the value of Recall and use equivalences between simple rounded to specified degrees of accuracy. Recall and use equivalences between simple rounded to specified degrees of accuracy. each digit. fractions, decimals and percentages, including Solve problems involving the calculation and fractions, decimals and percentages, including Solve problems involving the calculation and Use negative numbers in context, and in different contexts. conversion of units of measure, using decimal in different contexts. conversion of units of measure, using decima calculate intervals across zero. notation up to three decimal places where Solve problems involving the calculation of notation up to three decimal places where Solve problems involving the calculation of Multiply multi-digit numbers up to 4 digits by appropriate. percentages and the use of percentages for appropriate. percentages and the use of percentages for a two-digit whole number using the formal comparison. Draw 2-D shapes using given dimensions and comparison. Draw 2-D shapes using given dimensions and written method of long multiplication. Express missing number problems angles. Express missing number problems angles. Divide numbers up to 4 digits by a two-digit Compare and classify geometric shapes based algebraically. Compare and classify geometric shapes based algebraically. whole number using the formal written Find pairs of numbers that satisfy an equation on their properties and sizes and find Find pairs of numbers that satisfy an equation on their properties and sizes and find method of long division, and interpret with two unknowns. unknown angles in any triangles, with two unknowns. unknown angles in any triangles, remainders as whole number remainders, Enumerate possibilities of combinations of Enumerate possibilities of combinations of quadrilaterals, and regular polygons. quadrilaterals, and regular polygons. fractions, or by rounding, as appropriate for two variables. Illustrate and name parts of circles, including two variables. Illustrate and name parts of circles, including the context. Use, read, write and convert between radius, diameter and circumference and know Use, read, write and convert between radius, diameter and circumference and know Divide numbers up to 4 digits by a two-digit that the diameter is twice the radius. standard units, converting measurements of standard units, converting measurements of that the diameter is twice the radius. number using the formal written method of length, mass, volume and time from a smaller Recognise angles where they meet at a point, length, mass, volume and time from a smaller Recognise angles where they meet at a point, short division where appropriate, interpreting unit of measure to a larger unit, and vice are on a straight line, or are vertically unit of measure to a larger unit, and vice are on a straight line, or are vertically remainders according to the context. opposite, and find missing angles. opposite, and find missing angles. versa, using decimal notation to up to three versa, using decimal notation to up to three Perform mental calculations, including with Describe positions on the full coordinate grid. Describe positions on the full coordinate grid. decimal places. decimal places. mixed operations and large numbers. Convert between miles and kilometres. Draw and translate simple shapes on the Convert between miles and kilometres. Draw and translate simple shapes on the Identify common factors, common multiples Recognise that shapes with the same areas coordinate plane, and reflect them in the Recognise that shapes with the same areas coordinate plane, and reflect them in the and prime numbers. can have different perimeters and vice versa. can have different perimeters and vice versa. axes. axes. Use their knowledge of the order of Recognise when it is possible to use formulae Interpret and construct pie charts and line Recognise when it is possible to use formulae Interpret and construct pie charts and line operations to carry out calculations involving for area and volume of shapes. for area and volume of shapes. graphs and use these to solve problems. graphs and use these to solve problems. the four operations.

ing lengths an	ıd
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the four operations.

equivalents. Round decimals with two decimal places to the nearest whole number and to one decimal place Read, write, order and compare numbers with up to three decimal places. Solve problems involving number up to three decimal places. Recognise the per cent symbol and understand that per cent relates to 'number of parts per hundred' and write percentages as a fraction with denominator 100, and as a decimal Solve problems which require knowing percentage and decimal equivalents of  $\frac{1}{2}$ .  $\frac{1}{4}$ . ⅓. ⅔. ⅔ and those fractions with a denominator of a multiple of 10 or 25. Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres Calculate and compare the area of rectangles. and including using standard units, square centimetres and square metres and estimate the area of irregular shapes. Estimate volume [for example, using 1 cm3 blocks to build cuboids and capacity. Solve problems involving converting between units of time Use all four operations to solve problems involving measure using decimal notation, including scaling. Identify 3-D shapes, including cubes and other cuboids, from 2-D representations. Use the properties of rectangles to deduce related facts and find missing lengths and angles. Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed Solve comparison, sum and difference problems using information presented in a line graph. Complete, read and interpret information in tables, including timetables. Year 6 Read, write, order and compare numbers up to 10 000 000 and determine the value of each digit Use negative numbers in context, and calculate intervals across zero. Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication. Divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context. Divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context. Perform mental calculations, including with mixed operations and large numbers. Identify common factors, common multiples and prime numbers. Use their knowledge of the order of operations to carry out calculations involving

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

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

	Build cohesion within a paragraph.	different effects.	use of vocabulary, grammar and punctuation	Build cohesion within a paragraph.	Link ideas across paragraphs using a wider	to create greater impact. Utilise a wide	
	Make notes and develop initial ideas in	Link ideas across paragraphs using a wider	to create greater impact. Utilise a wide	Make notes and develop initial ideas in	range of cohesive device, repetition of a	range of strategies when proof-reading.	
	detail.	range of cohesive device, repetition of a	range of strategies when proof-reading.	detail.	word or phrase grammatical connections	Manipulate the setting and pace to reflect	
	Draw on reading / research to support plans.	word or phrase grammatical connections	Manipulate the setting and pace to reflect	Draw on reading / research to support plans.	and ellipsis.	the mood of the piece.	
	Precise longer passages effectively.	and ellipsis.	the mood of the piece.	Precise longer passages effectively.	Use a wide range of devices to build	Use a wide range of literacy features	
	Check for correct subject and verb	Use a wide range of devices to build	Use a wide range of literacy features	Check for correct subject and verb	cohesion within and across paragraphs.	effectively, personification, rhetorical	
	agreement when using singular and plural.	cohesion within and across paragraphs.	effectively, personification, rhetorical	agreement when using singular and plural.	Use a wide range of organisational and	questions, metaphor etc.	
	Write dialogue, action and descriptions that	Use a wide range of organisational and	questions, metaphor etc.	Write dialogue, action and descriptions that	presentational devices to structure text.	Ensure that characters are well developed	
	are detailed, varied and clear. Ensure that events re developed in the	presentational devices to structure text. Proof-read the work of others providing	Ensure that characters are well developed and direct and reported speech is used to	are detailed, varied and clear. Ensure that events re developed in the	Proof-read the work of others providing suggestions for improvement.	and direct and reported speech is used to move the story forward.	
	paragraphs around a main introductory	suggestions for improvement.	move the story forward.	paragraphs around a main introductory	Make increasing use of sub-plots, detours,	Provide factual information and statistical	
	sentence.	Make increasing use of sub-plots, detours,	Provide factual information and statistical	sentence.	dilemmas and resolutions.	information to support predictions and	
	Include reflective comments in conclusion	dilemmas and resolutions.	information to support predictions and	Include reflective comments in conclusion	Begin to interweave dialogue; action and	hypothesis.	
	and summaries.	Begin to interweave dialogue; action and	hypothesis.	and summaries.	description effectively.	Ensure that writing is well- structured and	
	Report on an issue from a range of different	description effectively.	Ensure that writing is well- structured and	Report on an issue from a range of different	Use a range of elements of dialogue, action	convincing, with a range of information	
	views, supported by factual information and	Use a range of elements of dialogue, action	convincing, with a range of information	views, supported by factual information and	and description to good effect.	covered in detail, in a range of different	
	detail.	and description to good effect.	covered in detail, in a range of different	detail.	Ensure that information is well-structured	ways.	
	Adapt the phrases used to portray a range of	Ensure that information is well-structured	ways.	Adapt the phrases used to portray a range of	and convincing with good coverage of the	Use personification to create strong	
	emotions.	and convincing with good coverage of the	Use personification to create strong	emotions.	main points or issues.	emotional responses.	
	Use similes, metaphor and personification	main points or issues.	emotional responses.	Use similes, metaphor and personification	Order the sections writing to ensure they	Use effectively a wide range of language	
	to create strong images.	Order the sections writing to ensure they	Use effectively a wide range of language	to create strong images.	are well- linked and that the coverage of	features to create impact, tension, and	
		are well- linked and that the coverage of	features to create impact, tension, and		information is balanced.	mood, and evoke emotion.	
		information is balanced.	mood, and evoke emotion.		Use an increasing range of language features		
		Use an increasing range of language features			to vary the pace, create impact, tension, and		
		to vary the pace, create impact, tension, and			mood and to evoke emotion.		
		mood and to evoke emotion. Use imaginative language to create surreal,			Use imaginative language to create surreal,		
		surprising, amusing and inventive poetry.			surprising, amusing and inventive poetry.		
		surprising, amasing and inventive poetry.					
Science	Working Scientifically		4	Working Scientifically			
Science	Planning different types of scientific enquiries t	o answer questions, including recognising and con-	trolling variables where necessary	Planning different types of scientific enquiries to	o answer questions, including recognising and con-	trolling variables where necessary	
	Taking measurements, using a range of scientifi	ic equipment, with increasing accuracy and precision	on, taking repeat readings when appropriate	Taking measurements, using a range of scientifi	c equipment, with increasing accuracy and precision	on, taking repeat readings when appropriate	
Working scientifically		exity using scientific diagrams and labels, classificat	ion keys, tables, scatter graphs, bar and line	Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line			
objectives are ongoin				graphs,			
throughout the year.				Using test results to make predictions to set up			
		es, including conclusions, causal relationships and	explanations results, explanations of and degree		es, including conclusions, causal relationships and	explanations results, explanations of and degree	
				I at truct in results in and written terms such	has displays and other presentations		
	of trust in results, in oral and written forms such			of trust in results, in oral and written forms such Identifying scientific evidence that has been use			
	Identifying scientific evidence that has been use Materials		Human body	Identifying scientific evidence that has been use	ed to support or refute ideas or arguments.	Animals including humans	
	Identifying scientific evidence that has been use	ed to support or refute ideas or arguments.	Human body Year 5			Animals including humans Year 5	
	Identifying scientific evidence that has been use Materials	ed to support or refute ideas or arguments. Plants, Electricity		Identifying scientific evidence that has been use Habitats, Forces	ed to support or refute ideas or arguments. Space, Light, Sound	-	
	Identifying scientific evidence that has been use Materials Year 5 Identify and give reasons why materials are used for a specific task or purpose.	ed to support or refute ideas or arguments.           Plants, Electricity           Year 5	Year 5	Identifying scientific evidence that has been use Habitats, Forces Year 5	ed to support or refute ideas or arguments. Space, Light, Sound Year 5	Year 5	
	Identifying scientific evidence that has been use Materials Year 5 Identify and give reasons why materials are	ed to support or refute ideas or arguments.           Plants, Electricity           Year 5           Describe using scientific vocabulary the key	Year 5 Describe scientifically the function of the	Identifying scientific evidence that has been use Habitats, Forces Year 5 Represent and describe feeding relationships as a food chain beginning with a green plant (consumer and producer)	ed to support or refute ideas or arguments.  Space, Light, Sound  Year 5  Describe the movement of the Earth, and	Year 5 Describe the life process of reproduction in	
	Identifying scientific evidence that has been use Materials Year 5 Identify and give reasons why materials are used for a specific task or purpose. Compare and group everyday materials based on evidence from comparative and	ed to support or refute ideas or arguments. Plants, Electricity Year 5 Describe using scientific vocabulary the key functions of a plant, including reproduction. Explain scientifically what happens if you change the number of bulbs.	Year 5 Describe scientifically the function of the main organs in the body, including muscles, the skeleton and their main functions. Describe the changes that take place as	Identifying scientific evidence that has been use         Habitats, Forces         Year 5       Represent and describe feeding relationships         as a food chain beginning with a green plant (consumer and producer)       Draw a detailed food chain from a range of	ed to support or refute ideas or arguments. Space, Light, Sound Year 5 Describe the movement of the Earth, and other planets, relative to the Sun in the solar system. Describe the movement of the Earth, and	Year 5 Describe the life process of reproduction in some plants and animals. Use scientific vocabulary to describe life processes.	
	Identifying scientific evidence that has been use Materials Year 5 Identify and give reasons why materials are used for a specific task or purpose. Compare and group everyday materials based on evidence from comparative and fair tests, based on hardness, solubility,	ed to support or refute ideas or arguments. Plants, Electricity Year 5 Describe using scientific vocabulary the key functions of a plant, including reproduction. Explain scientifically what happens if you change the number of bulbs. Record and construct a series electrical	Year 5 Describe scientifically the function of the main organs in the body, including muscles, the skeleton and their main functions. Describe the changes that take place as humans develop from birth to old age. Learn	Identifying scientific evidence that has been use Habitats, Forces Year 5 Represent and describe feeding relationships as a food chain beginning with a green plant (consumer and producer) Draw a detailed food chain from a range of habitats	ed to support or refute ideas or arguments. Space, Light, Sound Year 5 Describe the movement of the Earth, and other planets, relative to the Sun in the solar system. Describe the movement of the Earth, and other planets, relative to the Sun in the solar	Year 5 Describe the life process of reproduction in some plants and animals. Use scientific vocabulary to describe life processes. Identfiy the key features of living and non-	
	Identifying scientific evidence that has been use Materials Year 5 Identify and give reasons why materials are used for a specific task or purpose. Compare and group everyday materials based on evidence from comparative and fair tests, based on hardness, solubility, transparency, conductivity (electrical and	ed to support or refute ideas or arguments. Plants, Electricity Year 5 Describe using scientific vocabulary the key functions of a plant, including reproduction. Explain scientifically what happens if you change the number of bulbs. Record and construct a series electrical circuit, identifying and naming its basic parts.	Year 5 Describe scientifically the function of the main organs in the body, including muscles, the skeleton and their main functions. Describe the changes that take place as humans develop from birth to old age. Learn about the changes that take place during	Identifying scientific evidence that has been use Habitats, Forces Year 5 Represent and describe feeding relationships as a food chain beginning with a green plant (consumer and producer) Draw a detailed food chain from a range of habitats Generate a key to identify the animals and	ed to support or refute ideas or arguments. Space, Light, Sound Year 5 Describe the movement of the Earth, and other planets, relative to the Sun in the solar system. Describe the movement of the Earth, and other planets, relative to the Sun in the solar system.	Year 5 Describe the life process of reproduction in some plants and animals. Use scientific vocabulary to describe life processes. Identfiy the key features of living and non- living things in detail.	
	Identifying scientific evidence that has been use Materials Year 5 Identify and give reasons why materials are used for a specific task or purpose. Compare and group everyday materials based on evidence from comparative and fair tests, based on hardness, solubility, transparency, conductivity (electrical and thermal) and response to magnets.	ed to support or refute ideas or arguments. Plants, Electricity Year 5 Describe using scientific vocabulary the key functions of a plant, including reproduction. Explain scientifically what happens if you change the number of bulbs. Record and construct a series electrical circuit, identifying and naming its basic parts. Identify whether or not a bulb will light in a	Year 5 Describe scientifically the function of the main organs in the body, including muscles, the skeleton and their main functions. Describe the changes that take place as humans develop from birth to old age. Learn about the changes that take place during puberty.	Identifying scientific evidence that has been use Habitats, Forces Year 5 Represent and describe feeding relationships as a food chain beginning with a green plant (consumer and producer) Draw a detailed food chain from a range of habitats Generate a key to identify the animals and plants in a range of habitats.	ed to support or refute ideas or arguments. Space, Light, Sound Year 5 Describe the movement of the Earth, and other planets, relative to the Sun in the solar system. Describe the movement of the Earth, and other planets, relative to the Sun in the solar system. Describe the Sun, Earth and Moon as	Year 5 Describe the life process of reproduction in some plants and animals. Use scientific vocabulary to describe life processes. Identfiy the key features of living and non- living things in detail. Describe the differences in the life cycles of	
	Identifying scientific evidence that has been use Materials Year 5 Identify and give reasons why materials are used for a specific task or purpose. Compare and group everyday materials based on evidence from comparative and fair tests, based on hardness, solubility, transparency, conductivity (electrical and thermal) and response to magnets. Demonstrate that dissolving, mixing and	ed to support or refute ideas or arguments. Plants, Electricity Year 5 Describe using scientific vocabulary the key functions of a plant, including reproduction. Explain scientifically what happens if you change the number of bulbs. Record and construct a series electrical circuit, identifying and naming its basic parts. Identify whether or not a bulb will light in a simple series circuit based on whether or	Year 5 Describe scientifically the function of the main organs in the body, including muscles, the skeleton and their main functions. Describe the changes that take place as humans develop from birth to old age. Learn about the changes that take place during puberty. Use scientific terms to describe the key	Identifying scientific evidence that has been use Habitats, Forces Year 5 Represent and describe feeding relationships as a food chain beginning with a green plant (consumer and producer) Draw a detailed food chain from a range of habitats Generate a key to identify the animals and plants in a range of habitats. Identify the effects of air resistance, water	ed to support or refute ideas or arguments. Space, Light, Sound Year 5 Describe the movement of the Earth, and other planets, relative to the Sun in the solar system. Describe the movement of the Earth, and other planets, relative to the Sun in the solar system. Describe the Sun, Earth and Moon as approximately spherical bodies.	Year 5 Describe the life process of reproduction in some plants and animals. Use scientific vocabulary to describe life processes. Identfiy the key features of living and non- living things in detail. Describe the differences in the life cycles of a mammal, an amphibian, an insect and a	
	Identifying scientific evidence that has been use Materials Year 5 Identify and give reasons why materials are used for a specific task or purpose. Compare and group everyday materials based on evidence from comparative and fair tests, based on hardness, solubility, transparency, conductivity (electrical and thermal) and response to magnets. Demonstrate that dissolving, mixing and changes of state are reversible changes.	ed to support or refute ideas or arguments. Plants, Electricity Year 5 Describe using scientific vocabulary the key functions of a plant, including reproduction. Explain scientifically what happens if you change the number of bulbs. Record and construct a series electrical circuit, identifying and naming its basic parts. Identify whether or not a bulb will light in a simple series circuit based on whether or not the bulb is part of a complete loop with	Year 5 Describe scientifically the function of the main organs in the body, including muscles, the skeleton and their main functions. Describe the changes that take place as humans develop from birth to old age. Learn about the changes that take place during puberty. Use scientific terms to describe the key features of a healthy diet, including main	Identifying scientific evidence that has been use Habitats, Forces Year 5 Represent and describe feeding relationships as a food chain beginning with a green plant (consumer and producer) Draw a detailed food chain from a range of habitats Generate a key to identify the animals and plants in a range of habitats. Identify the effects of air resistance, water resistance and friction that act between	ed to support or refute ideas or arguments. Space, Light, Sound Year 5 Describe the movement of the Earth, and other planets, relative to the Sun in the solar system. Describe the movement of the Earth, and other planets, relative to the Sun in the solar system. Describe the Sun, Earth and Moon as approximately spherical bodies. Use the idea of the Earth's rotation to explain	Year 5 Describe the life process of reproduction in some plants and animals. Use scientific vocabulary to describe life processes. Identfiy the key features of living and non- living things in detail. Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.	
	Identifying scientific evidence that has been use Materials Year 5 Identify and give reasons why materials are used for a specific task or purpose. Compare and group everyday materials based on evidence from comparative and fair tests, based on hardness, solubility, transparency, conductivity (electrical and thermal) and response to magnets. Demonstrate that dissolving, mixing and changes of state are reversible changes. Know that some materials will dissolve in	ed to support or refute ideas or arguments. Plants, Electricity Year 5 Describe using scientific vocabulary the key functions of a plant, including reproduction. Explain scientifically what happens if you change the number of bulbs. Record and construct a series electrical circuit, identifying and naming its basic parts. Identify whether or not a bulb will light in a simple series circuit based on whether or not the bulb is part of a complete loop with a battery.	Year 5 Describe scientifically the function of the main organs in the body, including muscles, the skeleton and their main functions. Describe the changes that take place as humans develop from birth to old age. Learn about the changes that take place during puberty. Use scientific terms to describe the key features of a healthy diet, including main food groups.	Identifying scientific evidence that has been use Habitats, Forces Year 5 Represent and describe feeding relationships as a food chain beginning with a green plant (consumer and producer) Draw a detailed food chain from a range of habitats Generate a key to identify the animals and plants in a range of habitats. Identify the effects of air resistance, water resistance and friction that act between moving surfaces.	ed to support or refute ideas or arguments. Space, Light, Sound Year 5 Describe the movement of the Earth, and other planets, relative to the Sun in the solar system. Describe the movement of the Earth, and other planets, relative to the Sun in the solar system. Describe the Sun, Earth and Moon as approximately spherical bodies. Use the idea of the Earth's rotation to explain day and night and the apparent movement of	Year 5 Describe the life process of reproduction in some plants and animals. Use scientific vocabulary to describe life processes. Identfiy the key features of living and non- living things in detail. Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. Use keys based on external features to help	
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Year 5Describe the life process of reproduction in some plants and animals.Use scientific vocabulary to describe life processes.Identfiy the key features of living and non- living things in detail.Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.Use keys based on external features to help identify and group living things systematically.Describe relationships using food chains, for example, predator and prey.Explain the differences in the life cycles of a mammal, an amphibian, an insect and a bird.Year 6 Recognise that micro-organisms feed, grow and reproduce like other organisms.Identfiy an increasing range of features of living and non-living things in detail.Describe how living things are classified into broad groups according to common	
	Identifying scientific evidence that has been use Materials Year 5 Identify and give reasons why materials are used for a specific task or purpose. Compare and group everyday materials based on evidence from comparative and fair tests, based on hardness, solubility, transparency, conductivity (electrical and thermal) and response to magnets. Demonstrate that dissolving, mixing and changes of state are reversible changes. Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution. Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. Demonstrate that dissolving, mixing and changes of state are reversible changes. Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of vinegar (acid) on bicarbonate of soda. Describe in detail the properties of liquids, solids and gases. Year 6	ed to support or refute ideas or arguments. Plants, Electricity Year 5 Describe using scientific vocabulary the key functions of a plant, including reproduction. Explain scientifically what happens if you change the number of bulbs. Record and construct a series electrical circuit, identifying and naming its basic parts. Identify whether or not a bulb will light in a simple series circuit based on whether or not the bulb is part of a complete loop with a battery. Explain how to/what happens when you connect more than 1 battery. Describe the use of conductors & insulators in wires. Year 6 Describe the features and function of the stigma, root and leaf. Describe the process of photosynthesis. Record and construct a parallel and series electrical circuit, identifying and naming its basic parts. Explain the link between the brightness of a bulb or volume of a buzzer with the number and voltage of cells used in the circuit. Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches.	Year 5 Describe scientifically the function of the main organs in the body, including muscles, the skeleton and their main functions. Describe the changes that take place as humans develop from birth to old age. Learn about the changes that take place during puberty. Use scientific terms to describe the key features of a healthy diet, including main food groups. Draw a timeline to indicate stages in the growth and development of humans. Year 6 Identify and name the main parts of the human circulatory system, and explain the functions of the heart, blood vessels and blood. Recognise that normally the offspring of a living thing will not be identical to its parents. Recognise the impact of diet, exercise, drugs and lifestyle on the functions of the body Describe the ways in which nutrients and water are transported within animals,	Identifying scientific evidence that has been use Habitats, Forces Year 5 Represent and describe feeding relationships as a food chain beginning with a green plant (consumer and producer) Draw a detailed food chain from a range of habitats Generate a key to identify the animals and plants in a range of habitats. Identify the effects of air resistance, water resistance and friction that act between moving surfaces. Recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect. Recognise that weight is a force and is measured in Newtons. Use a Force meter accurately. Recognise that unsupported objects fall to Earth because of the force of gravity acting between the Earth and the falling object. 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ns using a wider	to create greater impact. Utilise a wide
epetition of a	range of strategies when proof-reading.
al connections	Manipulate the setting and pace to reflect
	the mood of the piece.
s to build	Use a wide range of literacy features
s paragraphs.	effectively, personification, rhetorical
sational and	questions, metaphor etc.
tructure text.	Ensure that characters are well developed
ers providing	and direct and reported speech is used to
ent.	move the story forward.
-plots, detours,	Provide factual information and statistical
	information to support predictions and
ue; action and	hypothesis.
	Ensure that writing is well- structured and
dialogue, action	convincing, with a range of information
fect.	covered in detail, in a range of different
well-structured	ways.
coverage of the	Use personification to create strong
	emotional responses.
to ensure they	Use effectively a wide range of language
e coverage of	features to create impact, tension, and
Ŭ,	mood, and evoke emotion.
language features	
pact, tension, and	
n.	
o create surreal,	
ventive poetry.	

	over time and that fossils provide	whether or not the bulb is part of a		Recognise that force and motion can be	Use the idea that light travels in straight lines	Describe the feeding relationships between
	information about living things that	complete loop with a battery.		transferred through mechanical devices	to explain that objects can be seen because	plants and animals in a range of habitats.
	inhabited the earth millions of years ago.	Recognise that a switch opens and closes		such as gears, pulleys, levers and springs.	they give out or reflect light into the eye.	Recognise that living things produce
	Describe evaporation and condensation in	a circuit and the impact on a bulb within a		Explain how motion is affected by forces	Explain that things are seen because light	offspring of the same kind, but normally
	the water cycle making the link between the	series circuit.		such as gravitational attraction, magnetic	travels from light sources to the eye or from	offspring vary and are not be identical to
	rates of evaporation with temperature.	Use by knowledge of conductors &		attraction and friction.	light sources to objects and then to the eye.	their parents.
	Use developing knowledge of solids, liquids	insulators to construct wires.		Describe motion in detail, in terms of		Recognise that living things have changed
	and gases to describe how mixtures might			balanced and unbalanced forces.		over time and that fossils provide
	be separated, including through filtering,			Describe how gravity acts between the		information about living things that
	sieving and evaporating.			Earth and a falling object.		inhabited the earth millions of years ago.
	Voor 6	Year 6	Voor 6	Year 5	Year 5	Voor F
RE	Year 6 Islam and Humanism	Christianity and Humanism	Year 6 Islam	Hinduism and Humanism	Hinduism	Year 5 Hinduism and Humanism
	What is the best way for a Muslim to show	Is anything ever eternal?	Does belief in Akhirah (life after death) help	What is the best way for a Hindu to show	How can Brahman be everywhere and in	Do beliefs in karma, samsara and moksha help
Discovery RE	commitment to God?	Belief and meaning, Concept: Salvation	Muslims lead good lives?	commitment to God?	everything?	Hindus lead good lives?
Cornwall Agreed Syllab		I can express the feelings I have when I think	Beliefs and moral values	Prayer and Worship	Hindu beliefs	Beliefs and moral values
for RE 2020 - 2025	I can show an understanding of why people	about situations or things I would like to last	I can give examples of times my choices have	I can show an understanding of why people	I can describe some of the characteristics that	I can start to express my own views about life
	show commitment in different ways.	forever.	been influenced and may have changed when	show commitment in different ways.	make me even when I am playing different	after death.
	I can describe how different practices enable	I can make links between different Christian	I considered the consequences that might	I can describe how different practices enable	roles.	I can compare Hindu and Christian beliefs
	Muslims to show their commitment to God	beliefs and their views on whether anything is	follow.	Hindus to show their commitment to God and	I can make links between Hindu beliefs	relating to life after death and tell you how
	and understand that some of these will be	ever eternal.	I can explain how believing in Akhirah	understand that some of these will be more	regarding Brahman and gods with how they	these make a difference to believers' lives.
	more significant to some Muslims than others.	I can reflect on my own beliefs about whether	influences Muslims to do their best to lead	significant to some Hindus than others.	choose to live their lives.	I can express my own views about Hindu
	I can think of some ways of showing	anything is eternal.	good lives.	I can express why I think Hindus might choose	I can express my understanding of how	beliefs and whether they make sense to me or
	commitment to God that would be better		I can recognise what motivates or influences	different ways to show commitment to God.	Brahman can/cannot be in everything.	not.
	than others for Muslims.	Christianity	me to lead a good life and compare it with			
		Is Christianity still a strong religion 2000 years	what motivates and influences Muslims.	Christianity	Christianity	Christianity and Humanism
	Christianity	after Jesus was on Earth?	I can give examples of times when I	Is the Christmas story true?	How significant is it for Christians to believe	What is the best way for a Christian to show
	Do Christmas celebrations and traditions help	Easter. Concepts: Salvation. Gospel	misinterpreted something.	Christmas, Concept: Incarnation	God intended Jesus to die?	commitment to God?
	Christians understand who Jesus was and why	I can explain how the influence people have had on me has affected what I see as	I can explain two different Muslim	I can start to explain how 'true' could mean	Easter, Concept: Salvation	Beliefs and practices, Concept: Gospel
	he was born? Christman Concents Incornation		interpretations of Jihad. I can recognise what motivates me or	different things to different people, and how	I can give an example of someone with a	I can show an understanding of why people
	Christmas, Concept: Incarnation	important. I can explain how one of the reasons people	influences me to lead a good life and compare	stories can be 'true' in different ways. I can start to explain the Christian belief that	strong sense of purpose for their life and give my opinions on this.	show commitment in different ways. I can describe how different practices enable
	choose to celebrate are directly linked to the	use to suggest that Christianity is a strong	it with what motivates and influences	Jesus was the Incarnation of God.	I can start to explain whether God intended	Christians to show their commitment to God
	event I am celebrating, and how other ways	religion today can be counteracted.	Muslims.	I can start to express an opinion on whether	Jesus to be crucified or whether Jesus'	and understand that some of these will be
	are not.	I can give my opinion as to whether	Widdining.	the Christmas story is true and what this	crucifixion was the consequence of events	more significant to some Christians than
	I can describe some of the ways that	Christianity is a strong religion now and say		might mean to Christians.	during Holy Week.	others.
	Christians would celebrate Christmas and start	why I think this.			I can start to express my opinion about Jesus'	I can explain why I think some ways of
	to understand which of these would help				crucifixion being his destiny/purpose.	showing commitment to God would be better
	them understand who Jesus was and why he					than others for Christians.
	was born.					
	I can explain that people may celebrate					
	Christmas in different ways and say whether					
	or not I feel this relates to Jesus.					
	of not rect this relates to sesus.					
				Control and Exceptional Development		
PE	Social and Emotional Development			Social and Emotional Development		
PE	Social and Emotional Development By th end of Year 5, pupils should be able to:			By the end of Year 6, pupils should be able to:		
	Social and Emotional Development By th end of Year 5, pupils should be able to: Receive constructive feedback and use it to in	mprove their performance		By the end of Year 6, pupils should be able to: Create their own learning plan and revise it wh	nen necessary	
PE Focussing on Physical ar Cognitive skills.	Social and Emotional Development By th end of Year 5, pupils should be able to: Receive constructive feedback and use it to in Challenge feedback appropriately and express	mprove their performance is a different perspective	at of others	By the end of Year 6, pupils should be able to:	nen necessary her their own learning and that of others	
Focussing on Physical ar	Social and Emotional Development           By th 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	mprove their performance is a different perspective manner to improve their own performance and tha hers, in a range of contexts		By the end of Year 6, pupils should be able to: Create their own learning plan and revise it wh Make appropriate decisions about how to furt	nen necessary her their own learning and that of others in a range of different activities	
Focussing on Physical ar Cognitive skills.	Social and Emotional Development           By th 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           Plan simple activities for themselves and other	mprove their performance is a different perspective manner to improve their own performance and tha hers, in a range of contexts ers that will enable them to improve their fitness or		By the end of Year 6, pupils should be able to: Create their own learning plan and revise it wh Make appropriate decisions about how to furt Lead a group to achieve a successful outcome Involve and motivate others to perform better	nen necessary her their own learning and that of others in a range of different activities	n their activity / role / event
Focussing on Physical ar Cognitive skills.	Social and Emotional Development           By th 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           Plan simple activities for themselves and other           Identify the possible dangers when planning a	mprove their performance is a different perspective manner to improve their own performance and tha hers, in a range of contexts ers that will enable them to improve their fitness or an activity	specific aspects of their performance	By the end of Year 6, pupils should be able to: Create their own learning plan and revise it wh Make appropriate decisions about how to furt Lead a group to achieve a successful outcome Involve and motivate others to perform better Explain how different individuals need different	nen necessary her their own learning and that of others in a range of different activities nt types and levels of fitness to be more effective in	
Focussing on Physical ar Cognitive skills.	Social and Emotional Development           By th 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           Plan simple activities for themselves and other           Identify the possible dangers when planning a           Swimming, Gymnastics, Hockey, Multi-skills	mprove their performance is a different perspective manner to improve their own performance and tha hers, in a range of contexts ers that will enable them to improve their fitness or an activity Dance, Football, Circuit training, Badminton	specific aspects of their performance Athletics, Cricket, Tennis	By the end of Year 6, pupils should be able to: Create their own learning plan and revise it wh Make appropriate decisions about how to furt Lead a group to achieve a successful outcome Involve and motivate others to perform better Explain how different individuals need differer Swimming, Gymnastics, Netball/Basketball,	nen necessary her their own learning and that of others in a range of different activities nt types and levels of fitness to be more effective in Dance, Rugby, OAA, Football	Athletics, Rounders. Tennis
Focussing on Physical ar Cognitive skills.	Social and Emotional Development           By th 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           Plan simple activities for themselves and other           Identify the possible dangers when planning a           Swimming, Gymnastics, Hockey, Multi-skills           Year 5	mprove their performance is a different perspective manner to improve their own performance and tha hers, in a range of contexts ers that will enable them to improve their fitness or an activity Dance, Football, Circuit training, Badminton Year 5	specific aspects of their performance Athletics, Cricket, Tennis Year 5	By the end of Year 6, pupils should be able to:Create their own learning plan and revise it whMake appropriate decisions about how to furtLead a group to achieve a successful outcomeInvolve and motivate others to perform betterExplain how different individuals need differerSwimming, Gymnastics, Netball/Basketball,Multi-skills	nen necessary her their own learning and that of others in a range of different activities nt types and levels of fitness to be more effective in Dance, Rugby, OAA, Football Year 5	Athletics, Rounders. Tennis Year 5
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Focussing on Physical ar Cognitive skills.	Social and Emotional Development           By th 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           Plan simple activities for themselves and othe           Identify the possible dangers when planning a           Swimming, Gymnastics, Hockey, Multi-skills           Year 5           Swimming           I can swim competently, confidently and           proficiently over a distance of at least 25           metres.	mprove their performance is a different perspective manner to improve their own performance and that hers, in a range of contexts ers that will enable them to improve their fitness or an activity Dance, Football, Circuit training, Badminton Year 5 Dance I can use a wide range of different movements in combination, maintaining good control, in a range of small sided game situations.	specific aspects of their performance Athletics, Cricket, Tennis Year 5 Athletics I can practise and refine existing running, jumping and throwing skills.	By the end of Year 6, pupils should be able to:         Create their own learning plan and revise it wh         Make appropriate decisions about how to furt         Lead a group to achieve a successful outcome         Involve and motivate others to perform better         Explain how different individuals need differer         Swimming, Gymnastics, Netball/Basketball,         Multi-skills         Year 5         Swimming	nen necessary her their own learning and that of others in a range of different activities nt types and levels of fitness to be more effective in Dance, Rugby, OAA, Football Year 5 Dance I can use a wide range of different movements	Athletics, Rounders. Tennis Year 5 Athletics I can practise and refine existing running,
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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.	6 1	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 adapt my movements for
I can use the correct technique to pass the	I can adapt my movements for attacking and	Terrete	I can use a range of techniques to pass a ball	· · · · ·
ball.	defending.	Tennis	successfully.	defending.
I can keep possession of the ball.		I can understand and practise some of the	I can know how to pivot.	
I can use different tactics for attacking in	Circuit training	fundamental skills of tennis.	I can move effectively around the court.	<u>OAA</u>
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
Multi-skills	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	Multi-skills	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
		mini matches.		
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 o
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	
into space.	routine.	I can practise and refine fundamental	distance.	Football
I can bowl a ball overarm at a target.		movement skills needed for athletics.	I can strike a bowled ball over a large distance	I can use a range of skills to n
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 techniqu
	fundamental skills of badminton.	I can control running pace over a range of	I can apply striking and fielding skills to	ball.
Year 6	I can hit a ball with accuracy using the	distances.	complete a circuit of activities.	I can keep possession of the I
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		I can throw for distance using a heave throw		I can win back possession of
	accuracy.	_	Nora C	
metres.	I can perform a badminton serve.	technique.	Year 6	I can adapt my movements fo
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.	<u>Cricket</u>	I can swim competently, confidently and	
example, front crawl, backstroke and breaststroke]	mini game. I can apply learnt skills in a variety of	Cricket I can learn the correct techniques for batting	I can swim competently, confidently and proficiently over a distance of at least 25	
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	<u>Year 6</u>
breaststroke] I can perform safe self-rescue in different	I can apply learnt skills in a variety of	I can learn the correct techniques for batting and bowling in cricket.	proficiently over a distance of at least 25 metres.	<u>Year 6</u> Dance
breaststroke] I can perform safe self-rescue in different water-based situations.	I can apply learnt skills in a variety of badminton mini matches.	I can learn the correct techniques for batting and bowling in cricket. I can use the correct techniques for throwing and catching when fielding in cricket.	proficiently over a distance of at least 25 metres. I can use a range of strokes effectively [for	Dance
breaststroke] I can perform safe self-rescue in different water-based situations. <u>Gymnastics</u>	l can apply learnt skills in a variety of badminton mini matches. <u>Year 6</u> <u>Dance</u>	I can learn the correct techniques for batting and bowling in cricket. I can use the correct techniques for throwing and catching when fielding in cricket. I can know the roles and responsibilities of the	proficiently over a distance of at least 25 metres. I can use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]	Dance I can combine complex seque
breaststroke] I can perform safe self-rescue in different water-based situations. Gymnastics I can accurately perform a cat leap and a stag	I can apply learnt skills in a variety of badminton mini matches. <u>Year 6</u> <u>Dance</u> I can combine complex sequences of actions	I can learn the correct techniques for batting and bowling in cricket. I can use the correct techniques for throwing and catching when fielding in cricket. I can know the roles and responsibilities of the backstop and base fielders in cricket.	proficiently over a distance of at least 25 metres. I can use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] I can perform safe self-rescue in different	Dance I can combine complex seque with quality and fluency.
breaststroke] I can perform safe self-rescue in different water-based situations. <u>Gymnastics</u> I can accurately perform a cat leap and a stag leap.	I can apply learnt skills in a variety of badminton mini matches. Year 6 Dance I can combine complex sequences of actions with quality and fluency.	I can learn the correct techniques for batting and bowling in cricket. I can use the correct techniques for throwing and catching when fielding in cricket. I can know the roles and responsibilities of the backstop and base fielders in cricket. I can know the roles and responsibilities of the	proficiently over a distance of at least 25 metres. I can use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]	Dance I can combine complex seque with quality and fluency. I can show confidence in ada
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nique to pass the	backstop and base fielders in rounders. I can know the roles and responsibilities of the deep fielders in rounders.
he ball. for attacking in	I can 'read' the game and apply tactics to outwit opponents. I can know and apply the rules of rounders
of the ball. is for attacking and	during a game. <u>Tennis</u>
m to complete a	I can understand and practise some of the fundamental skills of tennis. I can hit a ball with accuracy using the
and endurance in a	forehand technique. I can play a backhand stroke with control and
ss is and how to use	accuracy. I can perform an overhead tennis serve. I can develop a volley for use in a tennis mini
erstand maps. <b>teering exercise.</b> to plan and prepare	game. I can apply learnt skills in a variety of tennis mini matches.
to complete a timed	<u>Year 6</u> Athletics
o move with the	I can practise and refine fundamental movement skills needed for athletics. I can work as a team to competitively perform
nique to pass the	a sprint relay.
he ball. for attacking in	I can control running pace over a range of distances. I can refine my hurdling technique.
of the ball. is for attacking and	I can <b>practise and refine jumping techniques.</b> I can throw for distance using a heave throw technique.
quences of actions adapting neet a specific us and weaknesses performances and	Rounders I can react quickly and catch balls thrown at different heights and angles. I can attack the ball using effective fielding techniques. I can throw the ball accurately over a large distance. I can strike a bowled ball over a large distance into space. I can bowl a ball overarm at a target. I can apply striking and fielding skills to participate in a rounders game.
/ledge to be able to	Tennis I can understand and practise some of the fundamental skills of tennis.
redge to be able to	I can hit a ball with accuracy using the forehand technique.
all. acking skills and	I can play a backhand stroke with control and accuracy.
fending skills and	I can perform an overhead tennis serve. I can develop a volley for use in a tennis mini
hat requires kills. echniques I have game and evaluate	game. I can apply learnt skills in a variety of tennis mini matches.
and as part of a problems. ity, perseverance when completing a	
nunication methods	

	historical accounts.	Beginning to make links between events and		historical changes in Britain.	Beginning to make links between events and	about cause and significance.
	historical changes in Britain. Beginning to suggest reasons for conflicting	Beginning to identify and describe changes within and between different periods in history.	about cause and significance. Beginning to examine periods in world history;	locality making links with changes in national life. Beginning to discuss the impact and causes of	Beginning to identify and describe changes within and between different periods in history.	historical accounts. Beginning to create historically valid questions
	Beginning to discuss the impact and causes of	about cause and significance.	Beginning to create historically valid questions	historical events, people and places in their own	about cause and significance.	Beginning to suggest reasons for conflicting
	chronological order.	Beginning to create historically valid questions	chronological order.	Beginning to discuss the impact of significant	Beginning to create historically valid questions	chronological order.
	Beginning to place events, people and changes into correct periods of time and the periods of time in	correct periods of time and the periods of time in chronological order.	Beginning to place events, people and changes into correct periods of time and the periods of time in	correct periods of time and the periods of time in chronological order.	correct periods of time and the periods of time in chronological order.	Beginning to place events, people and changes into correct periods of time and the periods of time in
	combines them to answer questions.		combines them to answer questions.		Beginning to place events, people and changes into	combines them to answer questions.
year.	his/her accuracy, usefulness and relevance and	combines them to answer questions.	his/her accuracy, usefulness and relevance and	combines them to answer questions.	combines them to answer questions.	his/her accuracy, usefulness and relevance and
ongoing throughout the	Beginning to analyse sources of information for	his/her accuracy, usefulness and relevance and	Beginning to analyse sources of information for	his/her accuracy, usefulness and relevance and	his/her accuracy, usefulness and relevance and	Beginning to analyse sources of information for
schemes of work Enquiry skills objectives are	Beginning to examine artefacts and explain what they show us about that time in history.	they show us about that time in history. Beginning to analyse sources of information for	Beginning to examine artefacts and explain what they show us about that time in history.	they show us about that time in history. Beginning to analyse sources of information for	they show us about that time in history. Beginning to analyse sources of information for	Beginning to examine artefacts and explain what they show us about that time in history.
History Association	Year 5 Decision to complete actofacts and contain what	Beginning to examine artefacts and explain what	Year 5	Beginning to examine artefacts and explain what	Beginning to examine artefacts and explain what	Year 5 Decimping to exempling orthofacts and explain what
	Battle of Hastings	Year 5	(tin trade)	Year 5	Year 5	British history
History	British history that extends pupils' chronological knowledge beyond 1066 –	Indus Valley – links to Baghdad / Sumer agricultural society	Ancient Greece – links to ancient civilisations such as Romans, Egypt, Bronze and Iron Age	Cornwall history – links to industrial revolution and Richard Trevithick	Space history – links to significant individuals such as Tim Peake	New Zealand (and Australia), Maori – a non- European society that provides contrast with
						New Zealand (and the second black
	I respect my own and other people's cultures		positive contribution to supporting others		I know how to prepare myself emotionally for the changes next year	people when I recognise their contributions and achievements
	regardless of material wealth		I understand why I am motivated to make a	situation	talk'	I can give praise and compliments to other
	I can appreciate the value of happiness	next year and know how to go about this	in a different culture	I can show empathy with people in either	and know how to challenge negative 'body-	I can identify why I am motivated to do this
	being bullied	I can start to think about changes I will make	aspirations between myself and young people	I appreciate people for who they are	I can express how I feel about my self-image	or who are living in difficult situations
	use bullying behaviours to make other choices and know how to support children who are	I am confident that I can cope with the changes that growing up will bring6	I can reflect on how these relate to my own I appreciate the similarities and differences in	for managing my feelings in bullying situations and for problem-solving when I'm part of one	and that I should not feel pressured into doing something I don't want to	suffering or living in difficult situations I can empathise with people who are suffering
	I know some ways to encourage children who	bodies can reproduce in these ways	how this will help me to build my future	I can tell you a range of strategies	essential in a boyfriend/girlfriend relationship,	consider people in the world who are
	and for problem-solving when I'm part of one	I appreciate how amazing it is that human	and education are giving me and understand	treated badly by being different in some way	I understand that respect for one another is	I recognise the emotions I experience when I
	for managing my feelings in bullying situations	that will happen to me during puberty	I appreciate the opportunities that learning	I know how it can feel to be excluded or	the development and birth of a baby	whether I have reached my goal
	from different races I can tell you a range of strategies	ok for me I can express how I feel about the changes	I appreciate the contributions made by people in different jobs	I am aware of my attitude towards people who are different	that will happen to me during puberty I can recognise how I feel when I reflect on	boundaries of my current learning I can set success criteria so that I will know
	I am aware of my attitude towards people	that happens to everybody and that it will be	like when I am grown up	I can empathise with people who are different	I can express how I feel about the changes	I understand why it is important to stretch the
	I am aware of my own culture	I understand that puberty is a natural process	I can identify what I would like my life to be	Celebrating Difference	I know how to develop my own self esteem	Dreams and Goals
	Celebrating Difference	I know how to develop my own self esteem	Dreams and Goals		Changing Me (SRE)	J J J J J J J J J J J J J J J J J J J
		Changing Me (SRE)	cause name to mysell of others	myself	and pressure	i can take responsibility for my own safety and well-being
	benefits from a Learning Charter and can help others to follow it	һарру	technology in ways that may be risky or may cause harm to myself or others	benefits from a Learning Charter and how I can help others to follow it by modelling it	I can use different strategies to manage stress and pressure	that might hurt myself or others I can take responsibility for my own safety and
	I understand why our school community	I am motivated to keep myself healthy and	I can recognise and resist pressures to use	I understand why our school community	with this	I can resist pressure to do something online
	how we can function best as a whole	I respect and value my body	time, so my health isn't affected	how we can function best as a whole	healthy and can recognise when I need help	others are trying to gain power or control
	I can contribute to the group and understand	who I am	I can identify things I can do to reduce screen	I can contribute to the group and understand	I know how to help myself feel emotionally	myself and my friends in situations where
	others	positive and I accept and respect myself for	becoming unhelpful or unsafe	and try to empathise with them	avoid being pressurised	I can demonstrate ways I could stand up for
	whose lives are different to my own I understand that my actions affect me and	I can reflect on my own body image and know how important it is that this is	helpful or unhelpful to me I can recognise when an online game is	I understand that my actions affect myself and others; I care about other people's feelings	exploited can help themselves I can suggest strategies someone could use to	I can recognise when I am feeling those emotions and have strategies to manage them
	I can empathise with people in this country	emergencies	I can recognise when an online community is	communities	I can suggest ways that someone who is being	about a mental health problem
	whose lives are different to my own	I know how to keep myself calm in	feels unsafe or uncomfortable	can compare these with children in different	cope with life's situations without using drugs	I can help myself and others when worried
Jigsaw PSHE PSHE Association	can identify my hopes for this school year I can empathise with people in this country	whether or not I choose to smoke and know how to resist pressure	esteem I can recognise when an online community	I understand my own wants and needs and	emotional health I am motivated to find ways to be happy and	with their mental health and that it is nothing to be ashamed of
ligeow DSHE	I know what I value most about my school and	I can make an informed decision about whether or not I choose to smoke and know	I know how to keep building my own self-	I feel welcome and valued and know how to make others feel the same	I am motivated to care for my physical and emotional health	I understand that people can get problems with their mental health and that it is nothing
	Being In My World	Healthy Me	Relationships	Being In My World	Healthy Me	Relationships
PSHE	Year 5	Year 5	Year 5	Year 6	Year 6	Year 6
					1.5 5000255.	
					learnt to play an invasion game and evaluate its success.	
		badminton mini matches.			I can apply the skills and techniques I have	
		I can apply learnt skills in a variety of			attacking and defending skills.	
		mini game.			I can invent a new game that requires	
		I can develop a volley for use in a badminton			techniques in a game.	
		accuracy. I can perform a badminton serve.			techniques in a game. I can apply a variety of defending skills and	
		I can play a backhand stroke with control and			I can apply a variety of attacking skills and	
		forehand technique.			pass and move with the ball.	
		I can hit a ball with accuracy using the		complete a circuit of activities.	I can apply skills and knowledge to be able to	
	complete a circuit of activities.	fundamental skills of badminton.		I can apply striking and fielding skills to	move with the ball.	
	I can apply striking and fielding skills to complete a circuit of activities.	Badminton I can understand and practise some of the		into space. I can bowl a ball overarm at a target.	Football I can apply skills and knowledge to be able to	
	I can bowl a ball overarm at a target.	Dedminton		I can strike a bowled ball over a large distance	Faathall	
	into space.	session.		distance.	relay event.	
	I can strike a bowled ball over a large distance	I can work as a group to lead a training		I can throw the ball accurately over a large	I can compete in a timed orienteering team	
	I can throw the ball accurately over a large distance.	I can lead another individual in a circuit of exercises.		I can attack the ball using effective fielding techniques.	I can work effectively with others to complete a range of challenges.	
	techniques.	physical strength.		different heights and angles.	I can demonstrate effective leadership skills.	
	I can attack the ball using effective fielding	I can understand how exercise can improve		I can react quickly and catch balls thrown at	and challenges.	
	different heights and angles.	mental wellbeing.		<u>Multi-skills</u>	effectively during problem solving activities	

	Beginning to create historically valid questions	changes; giving reasons for them and explaining	society at the time.	Can discuss the impact and causes of historical	changes; giving reasons for them and explaining	Beginning to use and understands abstract terms
	about cause and significance.	the result.	Beginning to use and understands abstract terms	changes in Britain.	the result.	such as empire, civilisation, parliament and
	Beginning to use and understands abstract terms	Year 6	such as empire, civilisation, parliament and	Beginning to create historically valid questions	Year 6	peasantry.
	such as empire, civilisation, parliament and	Can examine artefacts and explain what they show us about that time in history.	peasantry. Beginning to identify and describe changes within	about cause and significance.	Can examine artefacts and explain what they	Beginning to identify and describe changes within
	peasantry. Beginning to identify and describe changes within	Can analyse sources of information for his/her	and between different periods in history.	Beginning to use and understands abstract terms such as empire, civilisation, parliament and	show us about that time in history. Can analyse sources of information for his/her	and between different periods in history. Beginning to make links between events and
	and between different periods in history.	accuracy, usefulness and relevance and	Beginning to make links between events and	peasantry.	accuracy, usefulness and relevance and	changes; giving reasons for them and explaining
	Beginning to make links between events and	combines them to answer questions.	changes; giving reasons for them and explaining	Beginning to identify and describe changes within	combines them to answer questions.	the result.
	changes; giving reasons for them and explaining	Can place events, people and changes into	the result.	and between different periods in history.	Can place events, people and changes into	Year 6
	the result.	correct periods of time and the periods of	Year 6	Beginning to make links between events and	correct periods of time and the periods of	Can examine artefacts and explain what they
	<u>Year 6</u>	time in chronological order.	Can examine artefacts and explain what they	changes; giving reasons for them and explaining	time in chronological order.	show us about that time in history.
	Can examine artefacts and explain what they	Can create historically valid questions about	show us about that time in history.	the result.	Can create historically valid questions about	Can analyse sources of information for his/her
	show us about that time in history.	cause and significance.	Can analyse sources of information for his/her	Year 6	cause and significance.	accuracy, usefulness and relevance and
	Can analyse sources of information for his/her	Can identify and describe changes within and	accuracy, usefulness and relevance and	Can examine artefacts and explain what they	Can identify and describe changes within	combines them to answer questions.
	accuracy, usefulness and relevance and	between different periods in history.	combines them to answer questions.	show us about that time in history.	and between different periods in history.	Can place events, people and changes into
	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	Can make links between events and	correct periods of time and the periods of
	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	changes; giving reasons for them and	time in chronological order.
	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	explaining the result.	Can suggest reasons for conflicting historical
	Can suggest reasons for conflicting		cause and significance.	correct periods of time and the periods of		accounts. Can create historically valid questions about
	historical accounts.		Can examine periods in world history;	time in chronological order.		cause and significance.
	Can create historically valid questions about		identifying contrasts with and influences on	Can discuss the impact of significant		Can use and understands abstract terms
	cause and significance.		British society at the time.	historical events, people and places in their		such as empire, civilisation, parliament and
	Can use and understands abstract terms		Can use and understands abstract terms	own locality making links with changes in		peasantry.
	such as empire, civilisation, parliament and		such as empire, civilisation, parliament and	national life.		Can identify and describe changes within
	peasantry.		peasantry.	Can discuss the impact and causes of		and between different periods in history.
	Can identify and describe changes within		Can identify and describe changes within	historical changes in Britain.		Can make links between events and
	and between different periods in history.		and between different periods in history.	Can create historically valid questions about		changes; giving reasons for them and
	Can make links between events and		Can make links between events and	cause and significance.		explaining the result.
	changes; giving reasons for them and		changes; giving reasons for them and	Can use and understands abstract terms		
	explaining the result.		explaining the result.	such as empire, civilisation, parliament and		
				peasantry. Can identify and describe changes within		
				and between different periods in history.		
				Can make links between events and		
				changes; giving reasons for them and		
				explaining the result.		
eography	Year 5	Year 5	Year 5	Year 5	Year 5 Degin to analyze the relevance of information from	Year 5 Degin to analyze the relevance of information from
	Begin to analyse the relevance of information from a range of sources and make conclusions about	Begin to analyse the relevance of information from a range of sources and make conclusions about	Begin to analyse the relevance of information from a range of sources and make conclusions about	Begin to analyse the relevance of information from a range of sources and make conclusions about	Begin to analyse the relevance of information from a range of sources and make conclusions about	Begin to analyse the relevance of information fro a range of sources and make conclusions about
operaphical Society	places studied at KS2.	places studied at KS2.	places studied at KS2.	places studied at KS2.	places studied at KS2.	places studied at KS2.
eographical Society	Begin to understand how human and physical	Begin to explore and explain topical geographical	Locate the position of the Tropics of Cancer and	Begin to understand how human and physical	Begin to explore and explain topical geographical	Begin to explore and explain topical geographical
	features in places in the UK have changed over	issues in his/her places of study and understand	Capricorn, the Greenwich Meridian and times	features in places in the UK have changed over	issues in his/her places of study and understand	issues in his/her places of study and understand
	time.	how these issues have changed over time.	zones.	time.	how these issues have changed over time.	how these issues have changed over time.
	Can understand similarities and differences in the	Can describe and understand climate zones,	Locate the world's continents/countries including	Can understand similarities and differences in the	Locate the position of the Tropics of Cancer and	Can describe and understand economic activity
	human and physical differences with a region of	biomes, vegetation belts and the water cycle.	North and South America identifying key human	human and physical differences with a region of	Capricorn, the Greenwich Meridian and times	and the distribution of natural resources including
	the UK, the region of a European country and a	Year 6	and physical characteristics, countries and major	the UK, the region of a European country and a	zones.	energy, food, minerals and water.
	region within North or South America.	Analyse the relevance of information from a	cities.	region within North or South America	Locate the world's continents/countries including	Year 6
	Year 6	range of sources and make conclusions	Year 6	Year 6	North and South America identifying key human	Analyse the relevance of information from a
	Analyse the relevance of information from	about places studied at KS2.	Analyse the relevance of information from a	Analyse the relevance of information from a	and physical characteristics, countries and major	range of sources and make conclusions
	a range of sources and make conclusions	Explore and explain topical geographical	range of sources and make conclusions about	range of sources and make conclusions about	cities.	about places studied at KS2.
	about places studied at KS2.	issues in his/her places of study and understand how these issues have changed	places studied at KS2. Can use digital/computer mapping to locate	places studied at KS2. Understand how human and physical features	Year 6 Analyse the relevance of information from a	Explore and explain topical geographical issues in his/her places of study and
	Capuse photographs and standard and				range of sources and make conclusions about	understand how these issues have changed
	Can use photographs and standard and			I in places in the LIK have changed over time		understand now these issues have changed
	non-standard measurements to create an	over time.	places in the KS2 PoS.	in places in the UK have changed over time. Can use photographs and standard and non-	-	-
	non-standard measurements to create an accurate map of an area.	over time. Can use the 8 points on a compass.	places in the KS2 PoS. Can read the scale on contour lines on an OS	Can use photographs and standard and non-	places studied at KS2.	over time.
	non-standard measurements to create an accurate map of an area. Can make his/her own simple thematic	over time. Can use the 8 points on a compass. Can locate places on an OS map using a 6-	places in the KS2 PoS. Can read the scale on contour lines on an OS map.		places studied at KS2. Explore and explain topical geographical	over time. Can make a scale drawing using scales based
	non-standard measurements to create an accurate map of an area.	over time. Can use the 8 points on a compass.	places in the KS2 PoS. Can read the scale on contour lines on an OS	Can use photographs and standard and non- standard measurements to create an accurate map of an area.	places studied at KS2.	over time.
	non-standard measurements to create an accurate map of an area. Can make his/her own simple thematic	over time. Can use the 8 points on a compass. Can locate places on an OS map using a 6-	places in the KS2 PoS. Can read the scale on contour lines on an OS map. Can use longitude and latitude as a guide to a	Can use photographs and standard and non- standard measurements to create an accurate	places studied at KS2. Explore and explain topical geographical issues in his/her places of study and	over time. Can make a scale drawing using scales based
	non-standard measurements to create an accurate map of an area. Can make his/her own simple thematic	over time. Can use the 8 points on a compass. Can locate places on an OS map using a 6-	places in the KS2 PoS. Can read the scale on contour lines on an OS map. Can use longitude and latitude as a guide to a	Can use photographs and standard and non- standard measurements to create an accurate map of an area. Can make his/her own simple thematic map	places studied at KS2. Explore and explain topical geographical issues in his/her places of study and understand how these issues have changed	over time. Can make a scale drawing using scales based
	non-standard measurements to create an accurate map of an area. Can make his/her own simple thematic	over time. Can use the 8 points on a compass. Can locate places on an OS map using a 6-	places in the KS2 PoS. Can read the scale on contour lines on an OS map. Can use longitude and latitude as a guide to a	Can use photographs and standard and non- standard measurements to create an accurate map of an area. Can make his/her own simple thematic map	places studied at KS2. Explore and explain topical geographical issues in his/her places of study and understand how these issues have changed over time.	over time. Can make a scale drawing using scales based
	non-standard measurements to create an accurate map of an area. Can make his/her own simple thematic	over time. Can use the 8 points on a compass. Can locate places on an OS map using a 6-	places in the KS2 PoS. Can read the scale on contour lines on an OS map. Can use longitude and latitude as a guide to a	Can use photographs and standard and non- standard measurements to create an accurate map of an area. Can make his/her own simple thematic map	places studied at KS2. Explore and explain topical geographical issues in his/her places of study and understand how these issues have changed over time. Understand how human and physical features	over time. Can make a scale drawing using scales based
	non-standard measurements to create an accurate map of an area. Can make his/her own simple thematic	over time. Can use the 8 points on a compass. Can locate places on an OS map using a 6-	places in the KS2 PoS. Can read the scale on contour lines on an OS map. Can use longitude and latitude as a guide to a	Can use photographs and standard and non- standard measurements to create an accurate map of an area. Can make his/her own simple thematic map	places studied at KS2. Explore and explain topical geographical issues in his/her places of study and understand how these issues have changed over time. Understand how human and physical features in places in the UK have changed over time. Can use digital/computer mapping to locate places in the KS2 PoS.	over time. Can make a scale drawing using scales based
	non-standard measurements to create an accurate map of an area. Can make his/her own simple thematic	over time. Can use the 8 points on a compass. Can locate places on an OS map using a 6-	places in the KS2 PoS. Can read the scale on contour lines on an OS map. Can use longitude and latitude as a guide to a	Can use photographs and standard and non- standard measurements to create an accurate map of an area. Can make his/her own simple thematic map	places studied at KS2. Explore and explain topical geographical issues in his/her places of study and understand how these issues have changed over time. Understand how human and physical features in places in the UK have changed over time. Can use digital/computer mapping to locate places in the KS2 PoS. Can use a range of maps to plan the quickest	over time. Can make a scale drawing using scales based
	non-standard measurements to create an accurate map of an area. Can make his/her own simple thematic	over time. Can use the 8 points on a compass. Can locate places on an OS map using a 6-	places in the KS2 PoS. Can read the scale on contour lines on an OS map. Can use longitude and latitude as a guide to a	Can use photographs and standard and non- standard measurements to create an accurate map of an area. Can make his/her own simple thematic map	places studied at KS2. Explore and explain topical geographical issues in his/her places of study and understand how these issues have changed over time. Understand how human and physical features in places in the UK have changed over time. Can use digital/computer mapping to locate places in the KS2 PoS. Can use a range of maps to plan the quickest route and find alternative routes.	over time. Can make a scale drawing using scales based
	non-standard measurements to create an accurate map of an area. Can make his/her own simple thematic	over time. Can use the 8 points on a compass. Can locate places on an OS map using a 6-	places in the KS2 PoS. Can read the scale on contour lines on an OS map. Can use longitude and latitude as a guide to a	Can use photographs and standard and non- standard measurements to create an accurate map of an area. Can make his/her own simple thematic map	places studied at KS2. Explore and explain topical geographical issues in his/her places of study and understand how these issues have changed over time. Understand how human and physical features in places in the UK have changed over time. Can use digital/computer mapping to locate places in the KS2 PoS. Can use a range of maps to plan the quickest	over time. Can make a scale drawing using scales based
rt and DT	non-standard measurements to create an accurate map of an area. Can make his/her own simple thematic	over time. Can use the 8 points on a compass. Can locate places on an OS map using a 6-	places in the KS2 PoS. Can read the scale on contour lines on an OS map. Can use longitude and latitude as a guide to a	Can use photographs and standard and non- standard measurements to create an accurate map of an area. Can make his/her own simple thematic map	places studied at KS2. Explore and explain topical geographical issues in his/her places of study and understand how these issues have changed over time. Understand how human and physical features in places in the UK have changed over time. Can use digital/computer mapping to locate places in the KS2 PoS. Can use a range of maps to plan the quickest route and find alternative routes.	over time. Can make a scale drawing using scales based
rt and DT	non-standard measurements to create an accurate map of an area. Can make his/her own simple thematic map based on his/her own data.	over time. Can use the 8 points on a compass. Can locate places on an OS map using a 6- figure grid reference when discussing their own and others' work.	places in the KS2 PoS. Can read the scale on contour lines on an OS map. Can use longitude and latitude as a guide to a	Can use photographs and standard and non- standard measurements to create an accurate map of an area. Can make his/her own simple thematic map based on his/her own data.	places studied at KS2. Explore and explain topical geographical issues in his/her places of study and understand how these issues have changed over time. Understand how human and physical features in places in the UK have changed over time. Can use digital/computer mapping to locate places in the KS2 PoS. Can use a range of maps to plan the quickest route and find alternative routes. Can follow a route on a small-scale map.	over time. Can make a scale drawing using scales based

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

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