



Learn Together incorporating PSHE, Citizenship, RSE and RE

**Equality & Justice**  
Unit: Exploring Human Rights  
The child should be enabled to:

Understand that in addition to basic rights there are also: development rights such as education, play and leisure, cultural activities, and access to information; participation rights such as freedom to express opinion, freedom to join an association and to gather peacefully; protection rights to guard children against abuse, neglect, and exploitation.  
Understand how these rights are not mutually exclusive and might overlap.  
Be involved in in-depth exploration of human rights and responsibilities in a local context e.g., the right to a home, the right to asylum, the right to not be discriminated against.  
Examine and consider (at an age-appropriate level) the rights of people living in other places and countries; beginning to consider similarities.

Unit: Promoting Equality  
The child should be enabled to:

- Critically evaluate media coverage of equality and justice issues (current and/or historic).
- Begin to have knowledge and understanding of legislation in the UK that prohibit unfair discrimination e.g., the Equality Act 2010 and international conventions.
- Examine an equality issue in relation to minorities in the UK, e.g., refugees, ethnic minorities, religious minorities.

Unit: Exploring the Democratic Process  
The child should be enabled to:

- Understand how democracy works in school (through the Trust, PTA, School Council etc.), locally and nationally.
- Discuss topical issues relating to democracy where appropriate.
- Engage with local/national issues e.g., closure of community libraries.
- Participate in a democratic process e.g., School Council, Eco-Team etc.
- Participate in local, age-appropriate, democratic processes.
- Develop skills required to make submissions to the local authority, national parliament etc.

Unit: Activating Equality through Positive Action  
The child should be enabled to:

- Participate in a human right's climate in the classroom/school.

**Belief Systems**  
*In-depth Belief Systems: Humanism, Sikhism, and re-cap of Islam*  
Unit: Key Figures

- Explore the concept of authority as exercised by religious leaders and find out how these leaders are chosen in Islam, Humanism & Sikhism
- Explore the concept of authority for those with agnostic, atheist, and secular worldviews.
- Become aware of the special books, objects, and symbols important to Sikh people.

Unit: Rites and ceremonies

- Learn about rites of passage in Humanism and Sikhism.
- Consider rites of passage for those with agnostic, atheist, and secular worldviews
- Discuss the similarities and differences between Sikhism, Islam, and Humanism in respect of ritual, ceremony, and rites of passage.

Unit: Celebrations

- Listen to and experience the sound of music used in Humanism & Sikhism to celebrate their faith.
- Look at and respond to the differing art forms associated with festivals celebrated in Humanism and Sikhism.
- Present project work for this unit in the form of school assembly or exhibition.

Unit: Beliefs and Values

- Examine the common links in religious codes of conducts in Islam and Sikhism and locate common/shared values across these belief systems.
- Describe and understand the links between stories and other aspects of Sikh and Islamic communities, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.
- Examine how codes of conduct are shaped for people with agnostic, atheist, and secular worldviews.
- Explore at class level how the values taught in Sikhism can affect and benefit society.

**Moral and Spiritual**  
Unit: Exploring Moral Development  
The child should be enabled to:

- Explore the values and codes of behaviour at school, home and in their local community through discussion and learning together.
- To create individual and class charters which reflects the values of the school and children's rights.
- Deepen their awareness of the core values studied in previous year's cycles.
- Recognise that their increasing independence brings increased responsibility to keep themselves and others safe (linking to bullying discrimination, stereotyping, cyber bullying, 'trolling' prejudice-based language).
- Explore what is meant by 'informed choices' and to begin to understand how this relates supports life choices. (H2)
- Build resilience by being supported to recognise, predict, and assess risks in different situations (with links to road, cycle, rail, water, and fire safety safety) and learn how to manage these responsibly; knowing when/how to ask help (H10).
- Discuss how pressure to behave in unacceptable, unhealthy, or risky ways can come from a variety of sources e.g., people we know, the media and what they can do to support others as well as themselves in resisting these pressures (H13).

Unit: Cultivating Spiritual Growth  
The child should be enabled to:

- Reflect and celebrate their achievements, identify their strengths and areas for improvement, setting high aspirations and goals (H4).
- Continue to cultivate stillness through mindful-based activities
- Understand that differences and similarities between people arise from several factors: family, culture, ethnicity, race, religions, age, sex, disability (R 13).

Unit: Supporting Physical and Emotional Wellbeing  
The child should be enabled to:

- To recap what can positively and negatively affect their physical, mental, and emotional health and to Learn about the organisations and support systems available to them, which serve to support them (H1).
- Develop the skills to make their own choices about food and exercise and be given the opportunity to make healthy meals; understanding what might influence their choices and learning about the benefits of a balanced diet and lifestyle (H3).
- Learn about the effects bacteria/viruses have upon our health and to learn how to reduce their spread (H 12).
- Begin to critically analyse images in the media (and online); understanding that they do not always reflect the truth and can affect how people view and feel about themselves (H4).
- Continue to explore and discuss a range of positive and negative feelings and recognise that they may experience conflicting emotions (H6/7).
- Reflect upon feelings associated with change due loss, separation, and divorce; developing the ability to sympathise/empathise with others who may have also been through similar experiences (H8).
- Explore what is meant by the term habits and why habits can be hard to change (H16).
- Explore laws relating to drugs and alcohol – looking at both legal and illegal drugs – and peer pressures surrounding drugs (H 17).
- Develop a greater awareness about how to use technology in a responsible and safe way; inc. how to keep safe online in relation to sharing personal information and sharing of information of others; and responsible use of tablets/mobile phones (looking after them, time limits, use of pass codes, turning off at night).

Unit: Relationship and Sex Education  
The child should be enabled to:

- Explore the similarities and differences between friendships and intimate relationships and to appreciate of friendship in intimate relationships.
- Understand civil partnerships and marriage are examples of public demonstrations of commitment between two people who love and care for each other, want to spend their life together, who are of legal age (R5).
- Explore how attitudes and values about gender can be affected by age, religion, culture.
- Explore the emotional and physical changes that occur during puberty and understand how to stay clean during puberty and how to seek help and support during puberty.
- Understand that menstruation and wet dreams are a normal part of growing up.

**Ethics and Environment**  
Unit: Knowledge and Awareness of Environmental Issues  
The child should be enabled to:

- Become aware of the impact of air, water, waste, and litter pollution on natural and man-made environments locally, nationally, and globally.
- Be aware of the power and effects of natural disasters on our environment.
- Develop an understanding of and become involved in conservation projects e.g., energy and water
- Further explore the interdependent relationship between humans and nature and how this contributed to the delicate balance of life on earth.

Unit: Activation of Responsibility and Stewardship  
The child should be enabled to:

- Participate in an environmental project.
- Participate in drawing up a school environmental charter.
- Discover ways to move towards an environmentally friendly lifestyle e.g., turning off lights/electrical appliances after use, walking/scooting to school.
- Become involved in local community projects serving to enhance our environment.
- Help maintain a garden/flower patch in the school grounds.
- Become aware of the controversial nature of some environmental issues through role-play, debate, dialogue, and discussion.
- Debate on environmental issues.
- Explore what is meant by and begin to develop enterprise skills (L 16).
- Research and present work on the environment in a range of ways e.g., verbal/computer presentation, poems, displays, video/film etc.
- Explore what being part of a community means, their responsibility in this and the varied institutions, charities and voluntary groups that support communities locally, nationally, and globally (L 9/11).

Unit: Economic Wellbeing and Sustainability  
The child should be enabled to learn:

- Examine different forms of money in different countries and start to carry out simple calculations based on exchange rates.
- Understand the importance of keeping basic financial information e.g., receipts, bills, bank statements to plan and manage a basic budget.
- Examine the effects of advertising on people's spending habits.
- Make comparisons between prices; understanding that some things are better value for money than others.
- Begin to examine the potential risks of spending money online.
- Understand what interest is and that it may be added to money I borrow.
- Describe how having a job will allow me to achieve certain goals in life and that choices made relating to money will affect how we live.
- Explore how resources (such as money) are used around the world in sustainable development initiative and begin to critically evaluate whether such initiatives will provide long-term benefits for the communities involved.

- Express his/her views by writing letters/speaking to elected representatives on issues relating equality and justice.
- Learn about people who have made a positive change through campaigning and protest.
- Develop an anti-racist charter.
- Discuss, debate, and analyse age-appropriate, controversial issues both at local and global level, offer their own recommendations
- Begin to explore and critique how the media presents information to the public.
- Explore the concept of ethical shopping and actively support ethical shopping choices in their own and other people's lives e.g., Fair Trade.

- Become greater aware of how to take care of their body, understanding that they the right to protect their body from unwanted contact that makes them feel uncomfortable (H20).

Maths	English	Science
<p><b>Place Value</b></p> <ul style="list-style-type: none"> <li>• Count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000</li> <li>• Count forwards and backwards with positive and negative whole numbers, including through zero</li> <li>• read, write (order and compare) numbers to at least 1 000 000 and determine the value of each digit</li> <li>• Read Roman numerals to 1000 (M) and recognise years written in Roman numerals</li> <li>• (read, write) order and compare numbers to at least 1 000 000 and determine the value of each digit</li> <li>• Interpret negative numbers in context</li> <li>• Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000</li> <li>• Solve number problems and practical problems that involve all the above</li> </ul> <p><b>Addition &amp; Subtraction</b></p> <ul style="list-style-type: none"> <li>• Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy</li> <li>• Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)</li> <li>• Add and subtract numbers mentally with increasingly large numbers</li> <li>• Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why</li> <li>• Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign</li> </ul> <p><b>Multiplication and Division</b></p> <ul style="list-style-type: none"> <li>• Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers</li> <li>• Know and use the vocabulary of prime numbers, prime factors, and composite (non-prime) numbers</li> <li>• Establish whether a number up to 100 is prime and recall prime numbers up to 19</li> <li>• Recognise and use square numbers and cube numbers, and the notation for squared (²) and cubed (³)</li> <li>• Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers</li> <li>• Multiply and divide numbers mentally drawing upon known facts</li> <li>• Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context</li> <li>• Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000</li> <li>• Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares, and cubes</li> <li>• Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates</li> <li>• Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign</li> </ul> <p><b>Fractions, Decimals and Percentages</b></p> <ul style="list-style-type: none"> <li>• Identify, name, and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths</li> <li>• Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements &gt; 1 as a mixed number [for example <math>\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1 \frac{1}{5}</math>]</li> <li>• Compare and order fractions whose denominators are all multiples of the same number</li> <li>• Add and subtract fractions with the same denominator and denominators that are multiples of the same number</li> <li>• Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams</li> <li>• Read and write decimal numbers as fractions [for example, <math>0.71 = \frac{71}{100}</math>]</li> <li>• Recognise and use thousandths and relate them to tenths, hundredths, and decimal equivalents</li> <li>• Round decimals with two decimal places to the nearest whole number and to one decimal place</li> <li>• Read, write, order, and compare numbers with up to three decimal places</li> <li>• Solve problems involving number up to three decimal places</li> <li>• 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</li> <li>• Solve problems which require knowing percentage and decimal equivalents of <math>\frac{1}{2}, \frac{1}{4}, \frac{1}{5}, \frac{2}{5}, \frac{4}{5}</math> and those fractions with a denominator of a multiple of 10 or 25</li> </ul> <p><b>Measurement</b></p> <ul style="list-style-type: none"> <li>• Convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre)</li> </ul>	<p><b>Reading</b></p> <p><b>Word reading</b></p> <ul style="list-style-type: none"> <li>• To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</li> <li>• To apply their growing knowledge of root words, prefixes and suffixes/ word endings, including -sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/- ence/-ency, -able/-ably and -ible/ibly, to read aloud fluently.*</li> <li>• To begin to read most Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.</li> </ul> <p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>• To read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types.</li> <li>• To read books that are structured in different ways and reading for a range of purposes.</li> <li>• To increase their familiarity with a wider range of books, including myths, legends, and traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.</li> <li>• To participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.</li> <li>• To identify main ideas drawn from more than one paragraph and to summarise these and identifying key details that support the main ideas.</li> <li>• To begin to recommend texts to peers based on personal choice.</li> <li>• To begin to identify and discuss themes and conventions in and across a wide range of writing.</li> <li>• To begin to make comparisons within and across books.</li> <li>• To continue to learn a wider range of poetry by heart.</li> <li>• To begin to discuss vocabulary used by the author to create effect including figurative language.</li> <li>• To begin to evaluate the use of authors' language and explain how it has created an impact on the reader.</li> <li>• To draw inferences from characters' feelings, thoughts, and motives, justifying inferences with evidence.</li> <li>• To make predictions based on details stated and implied, justifying them in detail with evidence from the text.</li> <li>• To continually show an awareness of audience when reading out loud using intonation, tone, volume, and action especially when reading poetry.</li> <li>• To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts.</li> <li>• To check that the book makes sense to them discussing their understanding and exploring the meaning of words in context.</li> <li>• To begin to distinguish between fact and opinion.</li> <li>• To begin to explain their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic, and using notes where necessary.</li> <li>• To begin to provide reasoned justifications for their views.</li> <li>• To ask questions to improve their understanding.</li> </ul> <p><i>* These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to read as well as spell.</i></p> <p><b>Writing</b></p> <p>Transcription-see No Nonsense Spelling for further depth of progression</p> <ul style="list-style-type: none"> <li>• To begin to use their knowledge of morphology and etymology in spelling to understand that the spelling of some words needs to be learnt specifically.</li> <li>• To spell words with endings that sound like / shuhs/ spelt with -cious (e.g. vicious, precious, conscious, delicious, malicious, suspicious).</li> <li>• To spell words with endings that sound like / shuhs/ spelt with -tious or -ious (e.g., ambitious, cautious, fictitious, infectious, nutritious).</li> <li>• To spell words with 'silent' letters (e.g., doubt, island, lamb, solemn, thistle, knight).</li> <li>• To spell words containing the letter string 'ough' (e.g., ought, bought, thought, nought, brought, fought, rough, tough, enough, cough, though, although, dough, though, though, borough, plough, bough).</li> <li>• To spell many of the Y5 and Y6 statutory spelling words correctly.</li> <li>• To begin to use further prefixes and suffixes and understand the guidance for adding them.</li> <li>• To convert nouns or adjectives into verbs using the suffix -ate (e.g., activate, motivate communicate).</li> <li>• To convert nouns or adjectives into verbs using the suffix -ise (e.g., criticise, advertise, capitalise).</li> <li>• To convert nouns or adjectives into verbs using the suffix -ify (e.g., signify, falsify, glorify).</li> <li>• To convert nouns or adjectives into verbs using the suffix -en (e.g., blacken, brighten, flatten).</li> <li>• To spell complex homophones and near- homophones which are often confused, including who's/whose and stationary/stationery.</li> <li>• To use the first three or four letters of a word to check spelling, meaning or both in a dictionary.</li> </ul>	<p><b>Work scientifically</b></p> <ul style="list-style-type: none"> <li>• Children ask their own questions, sometimes abstract about what they observe and make decisions through predictions and hypotheses about which types of scientific enquiry are likely to be the best to answer their questions</li> <li>• Children must talk first using scientific language and write later</li> <li>• Children's scientific view of the world is deepened through a wider range of exploring, talking about, testing, and developing ideas about everyday phenomena</li> <li>• Children gather, record, classify and present data in a variety of ways</li> <li>• Children record and report findings in drawings, explanations, labelled diagrams, keys, bar charts and tables</li> <li>• Children observe changes over time, noticing patterns, grouping, and classifying things and carrying out comparative and fair tests</li> <li>• Children set up practical enquiries</li> <li>• Children should find things out using a wide range of secondary sources</li> <li>• Children should draw conclusions based on data and observations, use evidence to justify their ideas whilst using their deeper scientific knowledge and understanding to explain their findings</li> <li>• Children should read, spell, and pronounce scientific vocabulary accurately when working scientifically and around the curriculum</li> </ul> <p><b>Living Things and their Habitats (Biology)</b></p> <ul style="list-style-type: none"> <li>• Describe the differences in the life cycle of a mammal, amphibian, insect, and a bird</li> <li>• Describe the life process of reproduction in some plants and animals</li> </ul> <p><b>Animals, including Humans (Biology)</b></p> <ul style="list-style-type: none"> <li>• Describe the changes as humans develop into old age</li> </ul> <p><b>Properties and Changes of Materials (Chemistry)</b></p> <ul style="list-style-type: none"> <li>• Compare and group everyday materials on the basis of properties e.g., transparency, conductivity</li> <li>• Give reasons based on evidence from comparative and fair tests or the uses of everyday materials</li> <li>• Explore that some materials dissolve to form solution and describe how to recover a substance from a solution</li> <li>• Use knowledge of solids, liquids, and gases to decide how mixtures might be separated</li> <li>• Demonstrate that dissolving, mixing and changes of state are reversible changes</li> <li>• Explore that some changes result in the formation of new materials and that this kind of change is not usually reversible e.g., changes associated with burning</li> </ul> <p><b>Earth and Space (Physics)</b></p> <ul style="list-style-type: none"> <li>• Describe the movement of the Earth and other planets relative to the Sun in the Solar System</li> <li>• Describe the movement of the Moon relative to the Earth</li> <li>• Describe the Sun, Earth, and Moon as approximately spherical bodies</li> <li>• Explore the Earth's rotation to explain day and night and the apparent movement of the sun across the sky</li> </ul> <p><b>Forces (Physics)</b></p> <ul style="list-style-type: none"> <li>• Explore the force of gravity acting between the Earth and a falling object</li> <li>• Identify the effects of air resistance, water resistance and friction, that act between moving surfaces</li> <li>• Identify that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect</li> </ul>

<ul style="list-style-type: none"> <li>Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds, and pints</li> <li>Use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling</li> <li>Use all four operations to solve problems involving measure [for example, money]</li> <li>Solve problems involving converting between units of time</li> <li>Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres</li> <li>Calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm<sup>2</sup>) and square metres (m<sup>2</sup>) and estimate the area of irregular shapes</li> <li>Estimate volume [for example, using 1 cm<sup>3</sup> blocks to build cuboids (including cubes)] and capacity [for example, using water]</li> </ul> <p><b>Geometry</b></p> <ul style="list-style-type: none"> <li>Distinguish between regular and irregular polygons based on reasoning about equal sides and angles</li> <li>Use the properties of rectangles to deduce related facts and find missing lengths and angles</li> <li>Identify 3-D shapes, including cubes and other cuboids, from 2-D representations</li> <li>Know angles are measured in degrees: estimate and compare acute, obtuse, and reflex angles</li> <li>Draw given angles, and measure them in degrees</li> <li>Identify: angles at a point and one whole turn (total 360°); angles at a point on a straight line and <math>\frac{1}{2}</math> a turn (total 180°); other multiples of 90°</li> <li>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</li> </ul> <p><b>Statistics</b></p> <ul style="list-style-type: none"> <li>Complete, read and interpret information in tables, including timetables</li> <li>Solve comparison, sum and difference problems using information presented in a line graph</li> </ul>	<ul style="list-style-type: none"> <li>To use a thesaurus</li> <li>To increase the speed of their handwriting so that problems with forming letters do not get in the way of writing down what they want to say.</li> </ul> <p>Handwriting-see Handwriting progression document</p> <ul style="list-style-type: none"> <li>To be clear about what standard of handwriting is appropriate for a particular task, e.g., quick notes or a final handwritten version.</li> <li>To choose which shape of a letter to use when given choices and deciding whether to join specific letters.</li> <li>To choose the writing implement that is best suited for a task</li> <li>To confidently use diagonal and horizontal joining strokes throughout their independent writing in a legible, fluent, and speedy way.</li> </ul> <p>Composition-see Genre Guidance</p> <ul style="list-style-type: none"> <li>To begin to plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</li> <li>To begin to note and develop initial ideas, drawing on reading and research where necessary.</li> <li>To begin to consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to, or seen performed.</li> <li>To begin to proofread work to précis longer passages by removing unnecessary repetition or irrelevant details.</li> <li>To continue to select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</li> <li>To proofread for spelling and punctuation errors.</li> <li>To use a wide range of linking words/phrases between sentences and paragraphs to build cohesion, including time adverbials (e.g., later), place adverbials (e.g., nearby) and number (e.g., secondly).</li> <li>To proofread their work to assess the effectiveness of their own and others' writing and to make necessary corrections and improvements.</li> <li>To consistently produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation, and layout devices for a range of audiences and purposes.</li> <li>To begin to describe settings, characters, and atmosphere with carefully- chosen vocabulary to enhance mood, clarify meaning and create pace.</li> <li>To begin to regularly use dialogue to convey a character and to advance the action.</li> <li>To begin to use a wider range of organisational and presentational devices to structure text and to guide the reader (headings, bullet points, underlining).</li> <li>To ensure the consistent and correct use of tense throughout all pieces of writing.</li> <li>To begin to use correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.</li> <li>To perform their own compositions confidently using appropriate intonation, volume, and movement so that meaning is clear.</li> </ul> <p>Vocabulary, grammar, and punctuation-see Genre Guidance</p> <ul style="list-style-type: none"> <li>To begin to recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.</li> <li>To begin to use passive verbs to affect presentation of information in a sentence.</li> <li>To begin to use the perfect form of verbs to mark relationships of time and cause.</li> <li>To continue to use expanded noun phrases to convey complicated information concisely</li> <li>To begin to use a range of adverbs and modal verbs to indicate degrees of possibility, e.g., surely, perhaps, should, might, etc.</li> <li>To begin to use relative clauses beginning with a relative pronoun with confidence (who, which, where, when, whose, that and omitted relative pronouns), e.g., Professor Scriffle, who was a famous inventor, had made a new discovery.</li> <li>To continue to use commas consistently to clarify meaning or to avoid ambiguity.</li> <li>To begin to use hyphens to avoid ambiguity.</li> <li>To begin to use brackets, dashes, or commas to indicate parenthesis.</li> <li>To begin to use semi-colons, colons, or dashes to mark boundaries between independent clauses.</li> <li>To begin to use a colon to introduce a list.</li> <li>To continue to use bullet points consistently.</li> <li>To begin to learn the grammar for Years 5 and 6*</li> <li>To recognise and use the terms modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, and ambiguity.</li> </ul> <p><i>*Appendix to the national curriculum (English Appendix 2)</i></p>	
<p style="text-align: center;"><b>Humanities</b></p> <p><b>History</b></p> <p>Britain's settlement by Anglo-Saxons and the Scots</p> <ul style="list-style-type: none"> <li>Children to understand that the Fall of Rome coincides with Anglo- Saxons settlements before Viking invasions.</li> </ul> <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>A study of the Mayan &amp; Aztecs civilization Circa CE 900</p> <ul style="list-style-type: none"> <li>A link between Egyptian work back in Y3, drawing similarities and differences between the Mayans and Aztecs.</li> </ul> <p><i>Chronological understanding:</i></p> <ul style="list-style-type: none"> <li>To understand that events in History can overlap in terms of time.</li> <li>-Begin to create parallel timelines for time periods taught.</li> </ul> <p><i>Interpretations of history:</i></p> <ul style="list-style-type: none"> <li>Investigate and understand two different versions of a similar event and compare and contrast these.</li> <li>Beginning to understand source bias. To comment on the reliability and bias of sources and how it may impact the validity.</li> </ul> <p><i>Historical enquiry:</i></p> <ul style="list-style-type: none"> <li>To develop questioning relating to the cause of historical events and the effects they had. E.g., How did the Spanish effect the Mayan Empire? (Disease, Slavery etc.)</li> </ul> <p><b>Geography</b></p>	<p style="text-align: center;"><b>Creative Arts</b></p> <p><b>Music</b></p> <ul style="list-style-type: none"> <li>Singing in 2 parts, performing from memory</li> <li>Rhythm games – keeping the beat</li> <li>Full orchestra – brass, clarinets, percussion, recorders, strings with a conductor</li> <li>Reading traditional notation</li> <li>Create music using unusual instruments, use pentatonic scale and ostinatos. Perform music to classmates and record performance. Appraising – make changes where necessary</li> <li>Listen to music from established composers before playing their pieces</li> <li>Look at European music – instruments, singing and writing own music on topic</li> <li>Musical elements: pitch dynamics, duration, structure, texture, tempo, articulation, tonality, timbre</li> </ul> <p><b>Art and Design</b></p> <ul style="list-style-type: none"> <li>Across Key Stage Two:</li> <li>Pupils will explore a range of historical and present-day artists, architects and designers, exploring and analysing the cultural and creative contributions they make to the world.</li> <li>Pupils will develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. (See Appendix)</li> <li>Pupils will use sketch books to record their observations and use them to review and revisit ideas.</li> <li>Pupils will improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.</li> </ul> <p><i>Across Upper Key Stage Two:</i></p> <ul style="list-style-type: none"> <li>work on sustained, independent, detailed drawings.</li> <li>develop close observational skills</li> <li>use a sketchbook to collect and develop ideas.</li> <li>experiment with wet or dry media to make different marks, lines, patterns, textures and shapes within a drawing.</li> <li>use different techniques for different purposes i.e., shading, hatching, blending.</li> </ul>	<p style="text-align: center;"><b>Computing</b></p> <ul style="list-style-type: none"> <li>Pupils learn how to create secure passwords to protect their private information and accounts online.</li> <li>Pupils work together to outline common expectations to build a strong digital citizenship community. Each member of the class signs a We the Digital Citizens Pledge.</li> <li>Pupils learn what spam is, the forms it takes, and then identify strategies for dealing with it.</li> <li>Pupils reflect on the importance of citing all sources when they do research. They then learn how to write bibliographical citations for online sources.</li> <li>Pupils learn how photos can be altered digitally. They will consider the creative upsides of photo alteration, as well as its power to distort our perceptions of beauty and health.</li> <li>Children will further develop their understanding of how to SMART online.</li> <li>Children will be taught how to be responsible and respectful online including passwords, not sharing photos etc.</li> <li>Children design, write, test and debug a program using a block language based on their ideas.</li> <li>Children can explain what bugs they found and how they fixed them with a degree of independent working.</li> <li>Children can experiment with computer control applications.</li> <li>Children can use simple computer control and/or sensors with products they make in design and technology.</li> <li>Children can take a complex problem, identify component parts, use decomposition to break this problem down and then plan how they can solve the problem by working through the elements they have identified.</li> <li>Children can use sequence, selection and repetition in programs. Programs should include sequences of commands or blocks, some repetition and selection. Repetition might include exit conditions (e.g., repeat... until...) Selection would normally be of an if... then or if... then... else type.</li> <li>Children can write a program and a game that accepts keyboard and mouse input and produces output on screen and through speakers.</li> <li>Children can explain a rule-based algorithm in their own words, explaining what it does and how it works.</li> <li>When given an algorithm for a particular purpose (e.g., a rule-based algorithm for a computer game or a sequence of steps to draw a geometric pattern) children use logical reasoning to identify possible errors in the algorithm, explaining why they believe the algorithm is incorrect.</li> <li>Children can understand how data routing works on the internet.</li> </ul>

<ul style="list-style-type: none"> <li>Children locate the world's countries, using maps with a focus on North and South America major cities within, geographical regions, human and physical characteristics including hills/mountains/coasts and rivers</li> <li>Children use their developed skills to study geographical regions, key topographical features, land use patterns and explore how they have changed over time</li> <li>Children understand similarities and differences through the study of a region-with a focus on physical aspects-volcanoes and earthquakes</li> </ul> <p>Across Key Stage Two Children extend and enhance their knowledge and understanding beyond the local area to include the UK, Europe, North and South America.</p> <p>This will include the location and characteristics of a <b>range</b> of the world's most significant human and physical features.</p> <p>Embedded with this geographical study is the continuous use of maps, atlases, globes and fieldwork.</p> <ul style="list-style-type: none"> <li>Children use their advanced mapping skills to use digital mapping to locate countries and their features</li> <li>Children develop their knowledge of compasses to use the eight points of a compass</li> <li>When developing their mapping skills children build their knowledge of the UK by using 4-6 grid references, symbols and keys</li> </ul> <p>Children continue to use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies</p> <p><u>Languages</u></p> <p><b>Key stage 2: Foreign language</b></p> <p>Teaching may be of any modern or ancient foreign language and should focus on enabling pupils to make substantial progress in one language. The teaching should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at key stage 3. It should enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary.</p> <p>The focus of study in modern languages will be on practical communication. If an ancient language is chosen, the focus will be to provide a linguistic foundation for reading comprehension and an appreciation of classical civilisation. Pupils studying ancient languages may take part in simple oral exchanges, while discussion of what they read will be conducted in English. A linguistic foundation in ancient languages may support the study of modern languages at key stage 3.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>listen attentively to spoken language and show understanding by joining in and responding</li> <li>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</li> <li>speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>develop accurate pronunciation and intonation so that others understand when they are</li> </ul> <p>reading aloud or using familiar words and phrases*</p> <ul style="list-style-type: none"> <li>present ideas and information orally to a range of audiences*</li> <li>read carefully and show understanding of words, phrases and simple writing</li> <li>appreciate stories, songs, poems and rhymes in the language</li> <li>broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> <li>write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> <li>describe people, places, things and actions orally* and in writing</li> <li>understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</li> </ul> <p>The starred (*) content above will not be applicable to ancient languages.</p>	<ul style="list-style-type: none"> <li>develop drawing using tonal contrast and mixed media.</li> <li>begin to use simple perspective in their work i.e., by using single focal point on horizon</li> <li>begin to develop an awareness of composition, scale and proportion i.e., foreground, middle ground, background.</li> <li>explore ideas using digital sources i.e., internet, ipads</li> <li>record, collect and store visual information digitally</li> <li>present recorded visual images using software e.g., Photostory, Powerpoint</li> <li>use a graphics package to import or create/manipulate images.</li> <li>create digital layered images from original ideas in sketchbooks</li> <li>shape, form, model and construct from observation and imagination</li> <li>use recycled, natural and manmade materials to create sculptures</li> <li>plan a sculpture through drawing and other preparatory work</li> <li>develop skills in using clay including slabs, coils, slips etc.</li> <li>produce patterns and textures in malleable materials.</li> <li>develop a painting from a drawing.</li> <li>experiment with different media and materials for painting.</li> <li>create imaginative work from a variety of sources e.g., observational drawing, music, poetry.</li> <li>mix and match colours to create atmosphere and light effects</li> <li>identify, mix and use primary, secondary, complimentary and contrasting colours.</li> <li>create printing blocks using sketchbook ideas</li> <li>develop techniques i.e., mono-printing, block printing, relief/impressed method</li> <li>experiment with overprinting motifs and colour</li> <li>use fabrics to create 3D structures</li> <li>experiment with a range of media to overlap and layer creating textures, effects and colours.</li> <li>add collage to a printed or painted background</li> <li>use a range of media to create collages</li> <li>use different techniques, colours and textures when designing and making pieces of work</li> <li>use collage as a means of extending work from initial ideas.</li> </ul> <ul style="list-style-type: none"> <li><u>Design Technology (DT) – SEE PROGRAMME OF STUDY FOR OBJECTIVES ACROSS KS2</u></li> <li>how mechanical systems such as cams or pulleys or gears create movement</li> <li>how to reinforce and strengthen a 3D framework</li> <li>that a 3D textiles product can be made from a combination of fabric shapes</li> </ul> <p><i>Across Upper Key Stage Two</i></p> <ul style="list-style-type: none"> <li>carry out research, using surveys, interviews, questionnaires and web-based resources</li> <li>identify the needs, wants, preferences and values of particular individuals and groups</li> <li>develop a simple design specification to guide their thinking</li> <li>generate innovative ideas, drawing on research</li> <li>make design decisions, taking account of constraints such as time, resources and cost</li> <li>produce appropriate lists of tools, equipment and materials that they need</li> <li>formulate step-by-step plans as a guide to making</li> <li>accurately measure, mark out, cut and shape materials and components</li> <li>accurately assemble, join and combine materials and components</li> <li>accurately apply a range of finishing techniques, including those from art and design</li> <li>use techniques that involve a number of steps</li> <li>demonstrate resourcefulness when tackling practical problems</li> <li>critically evaluate the quality of the design, manufacture and fitness for purpose of their products as they design and make</li> <li>evaluate their ideas and products against their original design specification, how much products cost to make, how innovative products are, how sustainable the materials in products are, what impact products have beyond their intended purpose</li> <li>that seasons may affect the food available</li> <li>how food is processed into ingredients that can be eaten or used in cooking</li> <li>that recipes can be adapted to change the appearance, taste, texture and aroma</li> <li>that different food and drink contain different substances – nutrients, water and fibre – that are needed for health</li> </ul>	<ul style="list-style-type: none"> <li>Children can give a coherent explanation of how data packets are routed from one computer to another on a separate network, which is also connected to the internet.</li> <li>Children understand how web pages are created and transmitted.</li> <li>Children explain how HTML is used to create a webpage and how it is transmitted as packets of digital data over the internet. Children have an awareness of simple HTML tags (such as &lt;h1&gt; and &lt;p&gt;) for marking up a webpage.</li> <li>Children can use multiple devices to achieve goals. The devices might include web servers, allowing them to use cloud-based applications. E.G. They might use local media in conjunction with Scratch.</li> <li>Children can design and create programs on a computer in response to a given goal.</li> <li>Children can analyse and evaluate information.</li> <li>Working with text, audio, images or video, the child can analyse information, perhaps summarising this. They should evaluate the quality of the information, looking for bias or questioning assumptions that have been made.</li> <li>Children use filters to make an effect use of a standard search engine.</li> <li>Children can use a search engine effectively, to search for information on the web using built-in search tools to filter their results, such as by time, location or reading level.</li> <li>Children understand that search engines use a cached copy of the crawled web to select and rank results</li> <li>Children explain how a search engine creates an index from a cached copy of the web and uses this to select and rank results. Children might also show awareness of the page Rank algorithm in which results are ranked according to the number and quality of in-bound links.</li> </ul> <p style="text-align: center;"><b>PE</b></p> <ul style="list-style-type: none"> <li><u>See PE Scheme of Work</u></li> <li></li> </ul> <ul style="list-style-type: none"> <li><b>Languages</b></li> <li>Listening</li> <li>Have the confidence to listen to longer texts that contain familiar and unfamiliar language and pick out some key points</li> <li>Identify specific sounds in familiar and unfamiliar words.</li> <li>Identify numbers confidently to 50 and beginning to become familiar with numbers to 100</li> <li>Enjoy the challenge of meeting unfamiliar language</li> <li>Speaking</li> <li>Use spontaneously, a limited range of phrases and sentences to seek clarification and help.</li> <li>Pronounce and use the alphabet with increasing accuracy.</li> <li>Use simple conjunctions so that they can create more complex sentences.</li> <li>Have the vocabulary to give the opinions they want to express.</li> <li>Begin to understand and use future tense in spoken language.</li> <li>Perform a role-play, recite a short poem with confidence and with accurate pronunciation, using appropriate tone and intonation. • Give constructive feedback to classmates.</li> <li>Reading</li> <li>Work well with a partner to work out a short text containing familiar and unfamiliar language.</li> <li>Enjoy the challenge of working out the meaning of unfamiliar language.</li> <li>Read familiar words, phrases and short sentences aloud confidently and with accurate pronunciation and good intonation.</li> <li>Apply phonic knowledge when meeting new words.</li> <li>Writing</li> <li>Write three or four sentences using word/phrase bank.</li> <li>Write more interesting sentences by adding one or two simple conjunctions</li> <li>Personalise a text by changing one or two elements</li> <li>Use a bilingual dictionary and word banks to check spelling</li> <li>Attempt to write two or three sentences from memory using familiar language.</li> <li>Grammar</li> <li>Explain confidently the word order for familiar adjectives</li> <li>Adapt endings to familiar adjectives with increasing accuracy</li> <li>Start to apply correct endings to a few possessive articles</li> <li>Create simple sentences about the future.</li> <li>Have some understanding of the term 'conjugation' and what it means</li> <li>when looking at familiar verbs in the present tense</li> <li>Explain with confidence how to form the negative in simple sentences</li> </ul>
--	---	--