



Learn Together incorporating PSHE, Citizenship, RSE and RE

**Equality & Justice**

Unit: Exploring Human Rights  
The child should be enabled to:

- Examine how rights (such as Children’s Rights, Human Rights) have developed.
- Explore the rights of people in different places around the world.
- Explore the different types of rights e.g. natural, moral rights, legal rights.
- Carry out an in-depth exploration of a human right in a global context e.g. the right to an education, the right to an adequate standard of living.
- Understand that there are some cultural practices which are against British law and universal human rights such as FGM.

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 and in other parts of the world that prohibits unfair discrimination e.g. the Equality Act 2010 and international conventions.
- Explore an issue in depth such as homelessness. Poverty etc. comparing issues at a community/local/national/global level.

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 Religions: Christianity & Buddhism*

Unit: Key Figures

- Explore the concept of authority as exercised by religious leaders and find out how these leaders are chosen in Buddhism and Christianity.
- Examine the belief systems studied within upper key stage 2 (Humanism, Sikhism, Christianity, Buddhism & Islam) to identify any common features which may exist between religious leaders, e.g. the emergence of differences within religious traditions, the problems that arose across traditions and to consider of leaders have affected moves towards closer integration or wider separation
- Become aware of the special books, objects and symbols important to Buddhists

Unit: Rites and ceremonies

- Learn about rites of passage in Buddhism, & Christianity.
- Discuss the similarities and differences between Christianity and Buddhism in respect of ritual, ceremony and rites of passage.

Unit: Celebrations

- Listen to and experience the sound of music used in Christianity & Buddhism, to celebrate their faith.
- Look at and respond to the differing art forms associated with festivals celebrated in Christianity and Buddhism.
- 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 Christianity and Buddhism and locate common/shared values across these belief systems.
- Describe and understand the links between stories and other aspects of Christian and Buddhist communities, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.
- Explore at class level how the values taught in Christianity, and Buddhism can affect and benefit society.
- Visit places of worship

**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.
- Discuss how to make informed choices (to support personal choices) and to understand what resources are available to help us make these choices and how to critically analyse the information we receive(H2)
- 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).

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).
- Understand that differences and similarities between people arise from a number of factors: family, culture, ethnicity, race, religions, age, sex, disability, gender identity and sexual orientation (R 13).
- Explore the difference between , and the terms associated with, sex, gender identity and sexual orientation (R 17).

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).
- Discuss school rules about health and safety and why these are in place, basic emergency aid procedures and where and how to get help in an emergency (H15)
- Learn about the effects bacteria and viruses can have upon our health and to learn how to they can 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 (beginning to explore the affects on body image) (H4).
- Continue to explore a range of positive and negative feelings and recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these. (H6/7).
- Reflect upon feelings associated with change due to change in Key Stage, divorce and bereavement; developing the ability to sympathise/empathise with others and the skills/strategies that can support themselves and others (H8).
- Recap on laws relating to drugs and alcohol and peer pressure (linking to transition to secondary school) and begin to discuss the basic health consequences of drug use and the stereotypes attached to drug users/dealers (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/managing requests of images of themselves and others (i.e. knowing who they can talk to if they feel uncomfortable or are concerned by such requests); 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:

- Understand that civil partnerships and marriage are examples of public demonstration of commitment between two people who love and care for each other, want to spend their life together, who are of legal age and who are freely entering into it (and to force marriage is a crime) (R 5/20).
- Discuss in a safe and appropriate environment how their body will change as they approach puberty (H 18).
- Learn about human reproduction; explaining how babies are made, some simple facts about pregnancy and conception, decisions that need to be made before having a baby (H 19).
- Explore and identify the skills and qualities needed to be a parent/carer.
- Understand how HIV can be transmitted.
- Understand that they have the right to protect their body from unwanted contact that makes them feel uncomfortable; understanding that actions such as FGM constitute abuse and are a crime and to develop the skills and

**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 affects of natural disasters on our environment.
- Develop an understanding of and become involved in conservation projects e.g. energy and water.
- Work with younger children in the school to support the development of their knowledge and awareness of environmental issues.

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:

- Continue to examine other currencies and exchange rates and know why it is important to understand other currencies when travelling.
- Understand the importance of of keeping basic financial information e.g. receipts, bills, bank statements to plan and manage a basic budget.
- Become critical consumers; recognising that our choices around money are influenced by advertising and other factors.
- Make comparisons between prices; understanding that some things are better value for money than others and that making informed decisions will support money management.
- Examine risks/benefits of online shopping and describe ways to keep money and personal information safe when completing online transactions.
- Examine the benefits and risks associated with saving and borrowing money and how both can impact upon our own and other’s feelings.
- Understand how wages are distributed and how and why some money is deducted (e.g. tax and N.I.) to provide things we all need e.g. NHS; ways in which the government uses money to provide for my needs and those of others; and why/how some of the money we earn supports the wider community.
- Explore how resources (such as money) are used around the world in sustainable development initiatives 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.

strategies required to get support if they have fears for themselves or their peers. (H20)

Maths	English	Science
<p><b>Place Value</b></p> <ul style="list-style-type: none"> <li>Read, write, order and compare numbers up to 10 000 000 and determine the value of each digit</li> <li>Round any whole number to a required degree of accuracy</li> <li>Use negative numbers in context, and calculate intervals across zero</li> <li>solve number and practical problems that involve all of the above</li> </ul> <p><b>Addition &amp; Subtraction</b></p> <ul style="list-style-type: none"> <li>perform mental calculations, including with mixed operations and large numbers</li> <li>use their knowledge of the order of operations to carry out calculations involving the four operations</li> <li>solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why</li> </ul> <p><b>Multiplication and Division</b></p> <ul style="list-style-type: none"> <li>identify common factors, common multiples and prime numbers</li> <li>use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy</li> <li>multiply multi-digit numbers up to 3 digits by a two-digit whole number using the formal written method of long multiplication</li> <li>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</li> <li>divide numbers up to 4 digits by a two-digit number using formal written method of short division where appropriate, interpreting remainders according to the context</li> <li>perform mental calculations, including with mixed operations and large numbers</li> <li>solve problems involving addition, subtraction, multiplication and division</li> <li>use their knowledge of the order of operations to carry out calculations involving the four operations</li> </ul> <p><b>Fractions, Decimals and Percentages</b></p> <ul style="list-style-type: none"> <li>use common factors to simplify fractions; use common multiples to express fractions in the same denomination</li> <li>compare and order fractions, including fractions <math>&gt; 1</math></li> <li>add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions</li> <li>multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, <math>\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}</math>]</li> <li>divide proper fractions by whole numbers [for example, <math>\frac{1}{3} \div 2 = \frac{1}{6}</math>]</li> <li>identify the value of each digit in numbers given to three decimal places</li> <li>multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places</li> <li>multiply one-digit numbers with up to two decimal places by whole numbers</li> <li>use written division methods on cases where the answer has up to two decimal places</li> <li>solve problems which require answers to be rounded to specified degrees of accuracy</li> <li>associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, <math>\frac{3}{8}</math>]</li> <li>recall and use equivalences between simple fractions, decimals and percentages, including in different contexts</li> </ul> <p><b>Ratio and Proportion</b></p> <ul style="list-style-type: none"> <li>solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts</li> <li>solve problems involving the calculation of percentages [for example, of measure, and such as 15% of 360] and the use of percentages for comparison</li> <li>solve problems involving similar shapes where the scale factor is known or can be found</li> <li>solve problems involving unequal sharing and grouping using knowledge of fractions and multiples</li> </ul> <p><b>Algebra</b></p> <ul style="list-style-type: none"> <li>use simple formulae</li> <li>generate and describe linear number sequences</li> <li>express missing number problems algebraically</li> <li>find pairs of numbers that satisfy an equation with two unknowns</li> <li>enumerate possibilities of combinations of two variables</li> </ul> <p><b>Measurement</b></p> <ul style="list-style-type: none"> <li>solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate</li> </ul>	<p><b>Reading</b></p> <p>Word reading</p> <ul style="list-style-type: none"> <li>To read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes/word endings* and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</li> <li>To read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.</li> </ul> <p>Comprehension</p> <ul style="list-style-type: none"> <li>To recognise more complex themes in what they read (such as loss or heroism).</li> <li>To explain and discuss 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 listen to guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements when participating in discussions using justifications.</li> <li>To recommend texts to peers based on personal choice.</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 distinguish independently between statements of fact and opinion, providing reasoned justifications for their views.</li> <li>To compare characters, settings and themes within a text and across more than one text.</li> <li>To analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect.</li> <li>To evaluate the use of authors' language and explain how it has created an impact on the reader.</li> <li>To consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters).</li> <li>To discuss how characters change and develop through texts by drawing inferences based on indirect clues.</li> <li>To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.</li> <li>To retrieve, record and present information from non-fiction texts.</li> <li>To use non-fiction materials for purposeful information retrieval (e.g. in reading history, geography and science textbooks) and in contexts where pupils are genuinely motivated to find out information (e.g. reading information leaflets before a gallery or museum visit or reading a theatre programme or review).</li> <li>* 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.</li> <li>To read books that are structured in different ways and reading for a range of purposes.</li> <li>To have learnt a wider range of poetry by heart.</li> <li>To consistently make predictions based on details stated and implied, justifying them in detail with evidence from the text.</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 ask questions to improve their understanding.</li> </ul> <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 spell all of the Y5 and Y6 statutory spelling words correctly.</li> <li>To spell words ending in -able and -ably (e.g. adorable/ adorably, applicable/ applicably, considerable/ considerably, tolerable/ tolerably).</li> <li>To spell words ending in -ible and -ibly (e.g. possible/possibly, horrible/horribly, terrible/ terribly, visible/visibly, incredible/incredibly, sensible/sensibly).</li> <li>To spell words with a long /e/ sound spelt 'ie' or 'ei' after 'c' (e.g. deceive, conceive, receive, perceive, ceiling) and exceptions (e.g. protein, caffeine, seize).</li> <li>To spell words with endings which sound like /shuhl/ after a vowel letter using 'cial' (e.g. official, special, artificial).</li> <li>To spell words with endings which sound like /shuhl/ after a vowel letter using 'tial' (e.g. partial, confidential, essential).</li> <li>To use their knowledge of adjectives ending in -ant to spell nouns ending in -ance/-ancy (e.g. observant, observance, expectant, hesitant, hesitancy, tolerant, tolerance, substance).</li> <li>To use their knowledge of adjectives ending in -ent to spell nouns ending in -ence/-ency</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 every day 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>Explore how living things are classified into common observable features, similarities and differences including micro-organisms, plants and animals</li> <li>Give reasons for classifying plants and animals based on specific characteristics</li> </ul> <p><b>Animals, including Humans (Biology)</b></p> <ul style="list-style-type: none"> <li>Identify the main parts of the human circulatory system and describe the functions of the heart, blood vessels and blood</li> <li>Recognise the impact of diet, exercise, drugs and lifestyle on how our bodies function</li> <li>Describe how nutrients and water are transported within animals including humans</li> </ul> <p><b>Evolution and Inheritance (Biology)</b></p> <ul style="list-style-type: none"> <li>Recognise that living things have changed over time and the information we can discover from them</li> <li>Recognise that living things produce offspring of the same kind but normally offspring vary and are not identical to their parents</li> <li>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</li> </ul> <p><b>Light (Physics)</b></p> <ul style="list-style-type: none"> <li>Recognise that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye</li> <li>Explain that we see things because light travels from light sources to our eyes of from light sources to objects and then to our eyes</li> <li>Investigate the relationship between light sources, objects and shadows to explain the shape of shadows</li> </ul> <p><b>Electricity (Physics)</b></p> <ul style="list-style-type: none"> <li>Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</li> <li>Compare and give reasons for variations in how components function in a circuit e.g. brightness of bulbs, loudness of buzzers</li> <li>Use recognised symbols when representing a simple circuit in a diagram</li> </ul> <p><b>Languages</b></p> <ul style="list-style-type: none"> <li>Listening</li> <li>Understand that some sounds and letter combinations need to be said and written differently from in English</li> <li>Listen to spoken foreign language for details and gist. Identify key points and some detail.</li> <li>Understand the main spoken points of a short text on a known topic that contains familiar and unfamiliar language.</li> <li>Follow a wide range of classroom instructions.</li> </ul>

- use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places
- convert between miles and kilometres
- use, read, write and convert between standard units, converting measurements of time from a smaller unit of measure to a larger unit, and vice versa
- recognise that shapes with the same areas can have different perimeters and vice versa
- recognise when it is possible to use formulae for area and volume of shapes
- calculate the area of parallelograms and triangles
- calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm<sup>3</sup>) and cubic metres (m<sup>3</sup>), and extending to other units [for example, mm<sup>3</sup> and km<sup>3</sup>]

#### Geometry

- draw 2-D shapes using given dimensions and angles
- compare and classify geometric shapes based on their properties and sizes
- illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius
- recognise, describe and build simple 3-D shapes, including making nets
- find unknown angles in any triangles, quadrilaterals, and regular polygons
- recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles
- describe positions on the full coordinate grid (all four quadrants)
- draw and translate simple shapes on the coordinate plane, and reflect them in the axes

#### Statistics

- interpret and construct pie charts and line graphs and use these to solve problems
- calculate and interpret the mean as an average

- (e.g. innocent, innocence, decent, decency, frequent, frequency, confident, confidence, obedient, obedience, independent).
- To spell words by adding suffixes beginning with vowel letters to words ending in -fer
- (e.g. referring, referred, referral, preferring, preferred, transferring, transferred, reference, referee, preference, transference).
- To spell homophones and near homophones that include nouns that end in -ce/-cy and verbs that end in -se/-sy (e.g. practice/ practise, licence/license, advice/advise).
- To spell words that contain hyphens (e.g. co-ordinate, re-enter, co-operate, co-own).
- To use a knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically.
- To use dictionaries and thesauruses to check the spelling and meaning of words and confidently find synonyms and antonyms.

#### Handwriting: see Handwriting progression document

- To write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters; choosing the writing implement that is best suited for a task.
- To recognise when to use an un-joined style (e.g. for labelling a diagram or data, writing an email address or for algebra) and capital letters (e.g. for filling in a form).

#### Composition-see Genre Guidance

- To plan write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (including literary language, characterisation, structure, etc.).
- To note down and develop initial ideas, drawing on reading and research where necessary.
- To proofread their work to assess the effectiveness of their own and others' writing and to make necessary corrections and improvements.
- To use a wide range of organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).
- To use a wide range of devices to build cohesion within and across paragraphs.
- To habitually proofread for spelling and punctuation errors.
- To proofread work to précis longer passages by removing unnecessary repetition or irrelevant details.
- To propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.
- To recognise how words are related by meaning as synonyms and antonyms and to use this knowledge to make improvements to their writing.
- To consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed.
- 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.
- To consistently describe settings, characters and atmosphere with carefully- chosen vocabulary to enhance mood, clarify meaning and create pace.
- To regularly use dialogue to convey a character and to advance the action.
- To perform their own compositions confidently using appropriate intonation, volume and movement so that meaning is clear.
- To distinguish between the language of speech and writing and to choose the appropriate level of formality.
- To select vocabulary and grammatical structures that reflect what the writing requires (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility).
- To use and spell correctly any complex homophones and near- homophones which are often confused, including who's/whose and stationary/stationery.
- To use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.
- To use a thesaurus.

#### Vocabulary, grammar and punctuation-see Genre Guidance

- To recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.
- To ensure the consistent and correct use of tense throughout all pieces of writing, including the correct subject and verb agreement when using singular and plural.
- 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.
- To use passive verbs to affect presentation of information in a sentence.
- To use the perfect form of verbs to mark relationships of time and cause.
- To continue to use expanded noun phrases to convey complicated information concisely
- To use a range of adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.
- To use relative clauses beginning with a relative pronoun with confidence (who, which, where, when, whose, that and omitted relative pronouns), e.g. Professor Scribble, who was a famous inventor, had made a new discovery.
- To use commas consistently to clarify meaning or to avoid ambiguity.
- To use hyphens to avoid ambiguity.
- To use brackets, dashes or commas to indicate parenthesis.
- To use semi-colons, colons or dashes to mark boundaries between independent clauses.
- To use a colon to introduce a list.
- To use bullet points consistently.
- To have learnt the grammar for Years 5 and 6\*
- To recognise and use the terms modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion and ambiguity.
- To use the passive voice.
- To use question tags in informal writing.
- To use the full range of punctuation taught at key stage 2 correctly, including consistent and accurate use of semi- colons, dashes, colons, hyphens, and, when necessary, to use such punctuation precisely to enhance meaning and avoid ambiguity.
- To recognise and use the terms subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon and bullet points.

- Be confident and open to understanding very familiar language spoken by someone other than their teacher i.e. their new teachers in Y7
- Speaking
- Take part in a simple conversation, ask and answer questions and express opinions.
- Retrieve numbers up to 50 with accuracy and numbers up to 100 with reasonable accuracy
- Use spoken language confidently to initiative and sustain a simple conversation.
- Present simple information on a familiar topic to the class.
- Use peer- and self-assessment strategies to support language learning
- Recite a short piece of narrative from memory with increasing confidence,
- accuracy and expression.
- Use a range of questions and statements spontaneously to seek
- clarification and help.
- Understand the term 'conjugation' and what it means when looking at
- familiar verbs in the present tense
- Reading
- Read aloud with increasing confidence, accuracy and expression and know that symbols such as accents, cedillas and umlauts exist in the foreign language, why they are used and what they do.
- Be willing to have a go at tackling the pronunciation of new and unfamiliar words, using phonic knowledge gained throughout KS2.
- Understand key points and some detail in short written texts in familiar contexts and be able to give simple answers in French and more complex answers in English.
- Understand key points in short written texts in unfamiliar contexts
- Find the meaning of new words by using a bilingual dictionary.
- Writing
- Write a short text on a familiar topic using a model and adapting language already learnt to suit their own purposes. Writing reflects understanding of gender of nouns, forming the plural, word order, agreement of high frequency adjectives. Writing may also show some understanding of past and future tense.
- Use peer and self-assessment strategies to support language learning.
- Grammar
- Understand the importance of gender in singular and plural nouns and check gender in a bilingual dictionary
- Show some understanding of past and future tense in spoken and written work
- Use high frequency adjectives with reasonable accuracy ie word order and endings
- Apply understanding of conjugation to two or three familiar verbs in the present tense

Humanities	Creative Arts	Computing
<p><u>History</u>            -Draw own timeline with 2 time periods - world and British history.            -Compare changes within and across different time periods.            -Studies of aspects or themes in British history that extends pupil's chronological knowledge beyond 1066            Focus upon a specific aspect of historical knowledge, linking it to themes such as: Empires, Slave Trade            -Make sure to draw links between as many previously taught areas of history e.g. Mayans, Egyptians, Romans etc.</p> <p><u>Extracting</u>            -To be able to gather information from a wide range of sources and select which sources are most relevant - with varying opinions.</p> <p><u>Interrogating &amp; Evaluating</u>            -To consider different ways to check and evaluate the reliability of different sources, which may be bias. -To develop questioning relating to the cause of historical events and the impact they have had. (<i>ethical focus</i>)            -To explain the significance of these events relating them to prior knowledge of the past and present day life.            Eg Which society of the past has had the biggest impact on modern British life?            Line of enquiry with use of sources and skills previously learned.</p> <p><u>Geography</u></p> <ul style="list-style-type: none"> <li>Children use their knowledge of countries/continents of the world to understand latitude/longitude/Northern/Southern Hemisphere/time zones and the Tropics</li> <li>Children use their developed skills to study geographical regions by describing and understanding climate zones, biomes and vegetation belts and the water cycle and differences through the study of a region-with a focus on physical aspects-volcanoes and earthquakes</li> </ul> <p>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>Music</u></p> <ul style="list-style-type: none"> <li>Singing in parts and rounds, performing from memory</li> <li>Rhythm games – keeping the beat</li> <li>Full orchestra – brass, clarinets, percussion, recorders, strings with a conductor playing more complicated pieces with dynamics and articulation</li> <li>Reading traditional notation</li> <li>Compose Blues, look at other styles of music rap, gospel, folk, world music and record performances</li> <li>Improvising music then discuss with class - appraising</li> <li>Listen to music from established composers and discuss their pieces</li> <li>Musical elements: pitch, dynamics, duration, structure, texture, tempo, articulation, tonality, timbre</li> <li>Performing in and out of school</li> </ul> <p><u>Art and Design</u></p> <ul style="list-style-type: none"> <li><i>Across Key Stage Two:</i></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> <li><i>Across Upper Key Stage Two:</i></li> <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> <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> <li><u>Design Technology (DT) – SEE PROGRAMME OF STUDY FOR OBJECTIVES ACROSS KS2</u></li> <li>how more complex electrical circuits and components can be used to create functional product</li> <li>how to program a computer to monitor changes in the environment and control their products</li> <li><i>Across Upper Key Stage Two</i></li> <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>	<p><u>Computing</u></p> <ul style="list-style-type: none"> <li>Pupils learn that the Internet is a great place to develop rewarding relationships. But they also learn not to reveal private information to a person they know only online.</li> <li>Pupils explore Spider-Man's motto, "with great power comes great responsibility" through the lens of digital citizenship. They create comic strips show a digital superhero who witnesses an act of poor digital citizenship, and then helps resolve it.</li> <li>Pupils learn that children's websites must protect their private information. They learn to identify these secure sites by looking for their privacy policies and privacy seals of approval.</li> <li>Pupils explore how it feels to be cyberbullied, how cyberbullying is similar to or different than in-person bullying, and learn strategies for handling cyberbullying when it arises.</li> <li>Pupils explore how the media can play a powerful role in shaping our ideas about girls and boys. They practice identifying messages about gender roles in two online activity zones for kids.</li> <li>Children will learn about how to protect themselves online including the sharing of images and requests to meet people.</li> <li>Children can design a program of their own and write this in a programming language other than Scratch, such as TouchDevelop or App Inventor.</li> <li>Children can test and debug their code, explain what bugs they found and how they fixed these.</li> <li>Children can design, write and debug their own computer control application. They can add computer control and/or sensors to a smartphone app or to products they design and make in D&amp;T, perhaps using Lego WeDo kits, MaKey MaKey or similar. They can show evidence of designing, writing and debugging their program, ensuring that this functions correctly on the available hardware form.</li> <li>Children can use sequence, selection, repetition and variables in programs.</li> <li>Children's programs should include sequences of commands or blocks, repetition selection and variables. Repetition might include exit conditions (e.g. repeat until) and perhaps a counter-variable for iteration. Selection would normally be of an if... then or if... Then... else.... Type. Children are able to combine repetition with selection and variables. Programs might include a simple smartphone app.</li> <li>Children can write a program that accepts inputs other than keyboard and mouse and produces outputs other than screen or speakers.</li> <li>Children can give clear and precise logical explanations of algorithms.</li> <li>Children can use logical reasoning to detect and correct errors in algorithms and programs, explaining why possible corrections would correct the bug identified.</li> <li>Children understand how mobile phone or other networks operate. They know that information is transmitted digitally, and have some understanding of the network topology involved. Children show some understanding of the interactions between a phone, cell transmitters/receivers and the network's control systems.</li> <li>Children understand how domain names are converted into IP addresses on the internet using the domain name system (DNS) using something similar to a set of phone books.</li> <li>Children show an awareness of the looked up addresses (DNS records) being copied (cached)) and that more local records are used in preference to more authoritative records in most circumstances.</li> <li>Children select, use and combine a range of programs on multiple devices.</li> <li>Children can choose from a range of programs to achieve particular goals.</li> <li>Children can plan, design and implement a system with multiple, interrelated components with a given goal in mind (E.G. Develop smartphone app, taking into account input, output and connectivity, the operating system, the algorithms, code and user interface of their own program.</li> <li>Children can analyse and evaluate data.</li> <li>Children evaluate the quality of numerical data, deciding the extent to which it is affected by systematic or random errors. They should analyse their data, perhaps producing summary statistics, looking for relationships, trends and exceptions. (E.G. Conduct market resource for an app)</li> <li>Children can use effectively a range of different search technologies, including alternatives to Google and site-specific search engines.</li> <li>Children demonstrate awareness of the Page Rank algorithm, explaining that the quality of a page is determined largely on the basis of the number and quality of links pointing to that page in the engine's cached copy of the web, and that quality is itself determined recursively through page rank.</li> </ul> <p style="text-align: center;"><b>PE</b></p> <ul style="list-style-type: none"> <li><a href="#">See PE Scheme of Work</a></li> </ul>