



# WHOLE SCHOOL CURRICULUM PLAN

### WORD READING

To apply phonic knowledge and skills as the route to decode words. To respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.

To read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.

To read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.

To read words containing taught grapheme/phoneme correspondences and –s, –es, –ing, –ed, –er and –est endings.

To read other words of more than one syllable that contain taught GPCs To read words with contractions (for example, I'm, I'll, we'll), and understand that the apostrophe represents the omitted letter(s).

To read aloud accurately books that are consistent with own developing phonic knowledge and that do not require other strategies to work out words.

To re-read these books to build up fluency and confidence in word reading.

### COMPREHENSION

- To develop pleasure in reading, motivation to read, vocabulary and understanding by:
- listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that which can be read independently.
- linking what is read independently or heard, to own experiences.  
becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics recognising and joining in with predictable phrases.  
learning to appreciate rhymes and poems, and reciting some by heart.  
discussing word meanings, linking new meanings to those already known.  
To understand both the books read independently and fluently and those listened to by:  
drawing on what is already known or on background information and vocabulary provided by the teacher.  
checking that the text makes sense while reading and correcting inaccurate reading.  
discussing the significance of the title and events.  
making inferences on the basis of what is being said and done.  
predicting what might happen on the basis of what has been read so far.  
participate in discussion about what is read to me, taking turns and listening to what others say.  
To explain clearly understanding of what is read aloud to me.

### VOCABULARY, GRAMMAR, PUNCTUATION

To learn how to do the following:

- ❑ leave spaces between words.
- ❑ join words and join clauses using and.
- ❑ begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. ❑ use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.
- ❑ learn the grammar for year 1 (English Appendix 2).
- ❑ use Year 1 grammatical terminology (English Appendix 2 ) when discussing my writing.



### HANDWRITING

To sit correctly at a table, holding a pencil comfortably and correctly.

To begin to form lower-case letters in the correct direction, starting and finishing in the right place.

To form capital letters.

To form digits 0-9.

To understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and practise these.

### ENGLISH IN YEAR 1

During year 1, teachers should build on work from the Early Years Foundation Stage, making sure that pupils can sound and blend unfamiliar printed words quickly and accurately using the phonic knowledge and skills that they have already learnt. Teachers should also ensure that pupils continue to learn new grapheme-phoneme correspondences (GPCs) and revise and consolidate those learnt earlier. The understanding that the letter(s) on the page represent the sounds in spoken words should underpin pupils' reading and spelling of all words. This includes common words containing unusual GPCs. The term 'common exception words' is used throughout the programmes of study for such words.

Alongside this knowledge of GPCs, pupils need to develop the skill of blending the sounds into words for reading and establish the habit of applying this skill whenever they encounter new words.

This will be supported by practice in reading books consistent with their developing phonic knowledge and skill and their knowledge of common exception words. At the same time they will need to hear, share and discuss a wide range of high-quality books to develop a love of reading and broaden their vocabulary.

Pupils should be helped to read words without overt sounding and blending after a few encounters. Those who are slow to develop this skill should have extra practice.

Pupils' writing during year 1 will generally develop at a slower pace than their reading. This is because they need to encode the sounds they hear in words (spelling skills), develop the physical skill needed for handwriting, and learn how to organise their ideas in writing.

Pupils entering year 1 who have not yet met the early learning goals for literacy should continue to follow their school's curriculum for the Early Years Foundation Stage to develop their word reading, spelling and language skills. However, these pupils should follow the year 1 programme of study in terms of the books they listen to and discuss, so that they develop their vocabulary and understanding of grammar, as well as their knowledge more generally across the curriculum. If they are still struggling to decode and spell, they need

to be taught to do this urgently through a rigorous and systematic phonics programme so that they catch up rapidly.

Teachers should ensure that their teaching develops pupils' oral vocabulary as well as their ability to understand and use a variety of grammatical structures, giving particular support to pupils whose oral language skills are insufficiently developed.

### WRITING COMPOSITION

To compose a sentence orally before writing it.

To sequence sentences to form short narratives.

To re-read what is written to check that it makes sense.

To discuss what is written with the teacher or other pupils.

To read aloud writing clearly enough to be heard by peers and the teacher.

### SPELLING

To spell

words containing each of the 40+ phonemes already taught.

Year 1 common exception words.

the days of the week.

To name the letters of the alphabet.

To name the letters of the alphabet in order.

To use letter names to distinguish between alternative spellings of the same sound.

To add prefixes and suffixes:

using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs.

using the prefix un–.

using –ing, –ed, –er and –est where no change is needed in the spelling of root words (for example, helping, helped, helper, eating, quicker, quickest).

To apply simple spelling rules and guidance.

To write from memory simple sentences dictated by the teacher that include words using the grapheme/phoneme correspondences and common exception words taught so far.

### PHONICS

To consolidate all, and continue to respond speedily with the correct sound to graphemes already learned (see F2 Intent) in cvc, cvcc, ccvc, ccvc ccvc and ccvcc words Phase 4 (Letters and Sounds).

To recognise, say and blend to read/segment to spell using the following graphemes ay, ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe, au, a-e, e-e, i-e, o-e, u-e and the following alternative pronunciation graphemes l, o, c, g, u, ow, ie, ea, er Phase 5 (Letters and Sounds).

To read Phase 4 and Phase 5 tricky words on sight.

To use an apply all taught phonics skills across the curriculum, reading simple words and sentences, applying skills in spelling and writing.

## Number and Place Value

To count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.

To count, read and write numbers to 100 in numerals, count in multiples of twos, fives and tens.

To identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.

To read and write numbers from 1 to 20 in numerals and words. When given a number, to identify one more and one less.

## Number—Fractions

To recognise, find and name a half as one of two equal parts of an object, shape or quantity.

To recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.

## Number—Addition, Subtraction, Multiplication and Division

To add and subtract one-digit and two-digit numbers to 20, including zero.

To read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs.

To represent and use number bonds and related subtraction facts within 20.

To add and subtract one-digit and two-digit numbers to 20 ( $9 + 9$ ,  $18 - 9$ ), including zero.

To represent and use number bonds and related subtraction facts within 20.

To solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as  $7 = ? - 9$ .

To solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems

To solve one-step problems involving multiplication and division, calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.



## YEAR 1 MATHS

### Geometry—properties of shape/ position and Direction

To recognise and name common 2D and 3D shapes, including:

2D shapes (rectangles (including squares), circles and triangles).

3D shapes (cuboids (including cubes), pyramids and spheres).

To describe position, directions and movements, including half, quarter and three- quarter turns. To order and arrange combinations of objects and shapes in patterns.

## Measuring and Time

To compare, describe and solve practical problems for:

lengths and heights (long/short, longer/shorter, tall/short, double/ half) mass or weight (heavy/light, heavier than, lighter than).

capacity/volume (full/empty, more than, less than, quarter).

time (quicker, slower, earlier, later).

To measure and begin to record the following: • lengths and heights.

- mass/weight.
- capacity and volume.
- time.

To recognise and know the value of different denominations of coins and notes.

To measure and begin to record the following in standard units: • lengths and heights.

- mass/weight.
- capacity and volume.

time (hours, minutes, seconds).

To recognise and use language relating to dates, including days of the week, weeks, months and years.

To tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.

To sequence events in chronological order using language such as: before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening.

## GEOGRAPHY

### Knowledge

#### The UK

- To be able to name the seven continents of the world and locate the UK on a world map.
- To be able to identify the countries and capital cities of the UK.
- To be able to identify features and characteristics of the countries of the UK.
- To explore the town we live in.
- To be able to describe where you live.

#### Topic 2 Penguins in Antarctica

- To know the names of the continents & oceans
- To Use an atlas
- To Find & name different parts of the Earth
- To know What is it like in Antarctica?
- To Ask questions about a location
- To describe a place using geographical language
- To know What is life like in Antarctica?
- To Ask questions and research
- To Describe life in Antarctica
- To describe What is the landscape like in Antarctica?
- To Be able to describe the land & sea
- To know What animals are there in Antarctica?
- To Explain how they can survive the extreme weather conditions

#### Topic 3 A seaside location

- To use basic geographical vocabulary, in the context of coastal/seaside locations and locations relevant to the children themselves.
- To use key words to describe different places and environments.
- To use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage, in the context of coastal/seaside locations.
- To use a map to find seaside locations.
- To use basic geographical vocabulary to refer to human and physical features in the context of coastal/seaside locations.
- To use key words to describe seaside locations.
- To use aerial photographs and to recognise landmarks and basic human and physical features in the context of coastal/seaside locations.
- To observe aerial photographs of seaside locations.
- To name, locate and identify characteristics of the four countries and capital cities of the UK in the context of the seaside resorts in the four countries of the UK.
- To locate seaside resorts in the four countries of the UK.
- To use basic geographical vocabulary to refer to key human and physical features in the context of coastal/seaside locations in the past and present day.
- To understand what seaside holidays and resorts were like in the past and how they are today
- To use basic geographical vocabulary to refer to human and physical features, in the context of seaside localities and the seaside town of St. Ives, Cornwall.
- To describe a seaside town in the UK.
- To use simple compass directions and locational and directional language to describe the location of features and routes on a map, in the context of the seaside town of St. Ives, Cornwall.
- To describe places and routes on a map.
- To use world maps, atlases and globes to identify the United Kingdom and its countries in the context of coastal/island locations.
- To use a map to identify the main British islands.
- To identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world

### Geographical Enquiry

#### Skills

To answer teacher led enquiry/simple questions: 'What is it like to live in this place?' To use NF books/pictures and sources of information. To investigate surroundings. To communicate in different ways e.g. pictures/pictograms simple maps/sketches/ labelled diagrams

#### Fieldwork

To make sketches (draw simple features observed in environment). To take a photo. To make standard/non standard measurements.

#### Map work

To follow directions (up down, left right). To draw/make imaginary map (from stories). To create symbols for an imaginary map. Look at atlas/globe and with support to locate countries and capital cities.



## SCIENCE

TPlants  
Science Knowledge

### Plants

To identify and name some common wild and garden plants, including deciduous and evergreen trees.

To identify and describe the structure of a variety of flowering plants, including trees.

Animals and Pets

To identify and name some common animals including fish, amphibians, reptiles, birds and mammals.

To identify and name a variety of common animals that are carnivores, herbivores and omnivores.

To describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).

### My body and senses

To identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

### Materials

To distinguish between an object and the material from which it is made.

To identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.

To describe the simple physical properties of a variety of everyday materials. To compare and group together a variety of everyday materials on the basis of their simple physical properties.

### The seasons

To observe changes across the four seasons.

To observe and describe weather associated with the seasons and how day length varies.

### Working Scientifically

Asking simple questions and recognising they can be answered in different ways

Talk about what they can see and do. Does a tree always look the same? What material should we build a model house with? What is the weather like? Observing closely and using simple equipment

Magnifying glasses,

Performing simple tests

Test ideas suggested to them. Grow cress, tests related to the 5 senses— feely bag, smelly socks, tasting different flavours, testing materials—strength, waterproof, absorbency.

Identifying and Classifying

Plants, Animals, Materials.

Begin to compare some living things.

Make simple comparisons and groupings.

Using observations and ideas to suggest answers to questions

What is the weather like? Which animals make good pets? Why?

Which material would be best? How could we find out?

Gathering and recording data to help answer questions

Use simple charts/ICT/simple writing/labelling to communicate findings. Weather chart.

Writing 'What I did...'

Drawing ideas and simple pictures.

Writing 'What happened?'

Recording classification of animals for display/in a chart

## HISTORY

### Knowledge

#### Toys Past and Present

To be able to describe the characteristics of toys

To find out what toys our parents and grandparents played with.

To find out what toys were like at different times in the pas

To be able to identify toys that are old and toys that are new.

To be able to describe how toys are different and how they are the same.

To be able to create a toy museum.

#### ISAAC NEWTON

To find out who Isaac Newton was and when he lived

To find out about Isaac Newton's scientific discoveries

To find out how Isaac Newton interacted with other people, and why this is important.

To find out about how Isaac Newton let other people know about his work.

To identify similarities and differences between science in the seventeenth century and science now

To find out about Isaac Newton's later life and re-cap what we have learnt about him.

#### SEASIDES THEN AND NOW

To identify features of a seaside holiday

To use photographs to find clues as to what seaside holidays were like in the past

To find out when and how seaside holidays became popular.

To find out what seaside holidays were like 100 years ago.

To be able to order seaside holidays in chronological order.

To be able to identify similarities and differences between seaside holidays now and in the pas

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time.

They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.

They should use a wide vocabulary of everyday historical terms.

They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.

They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

## ART

to use a range of materials creatively to design and make products

to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination

To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

### Drawing

Begin to control marks made with a range of media.

Explore different textures.

Observe and draw nature (plants/ trees).

Use a variety of techniques: scribbling, hatching, stippling and blending.

Observe anatomy (faces).

### Painting & Colour

Name all the colours.

Mix & experiment with colours. Find collections of colour.

Apply colour with a range of tools.

### Texture and Form

Overlaying to create effects. Weaving (link to outdoor).

Identify types & textures of fabric for collage.

Sort according to specific qualities Explore range of malleable materials, eg clay, papier mache.

Manipulate malleable materials (rolling, pinching, kneading, impressing).

Use sculpting tools safely.

Make simple joins.

### Printing and pattern

Explore printing with a range of hard & soft materials (cork etc).

Explore printing in relief.

Develop impressed images. Awareness and discussion of pattern. Repeating patterns.

### TOPICS COVERED

LOWRY

MIRO

LANDSCAPES AND CITYSCAPES

NATURE SCULPTURES

COLOUR CHAOS

PORTRAITS

## DT

To design (talk about, draw and list my ideas) with a purpose/ audience in mind.

To make (fix with different glues, split pins, tags/cut accurately with scissors and food knives/ tape) with increasing independence.

To say what I like about my product and make suggestions for improvement.

To build structures and make a moving picture (Lift the flap, sliding and rotating pictures).

To select from and use a wide range of materials and components, including ingredients, according to their characteristics (Funny face salad).

Skills Developing, planning and communicating ideas.

Draw on own experience to help generate ideas. Suggest ideas/ explain what they are going to do. Identify a target group for design. Model ideas in card and paper. Research to develop design ideas.

Working with tools, equipment, materials and components.

With help, measure, mark out, cut and shape a range of materials. Use tools eg scissors and a hole punch safely. Assemble, join and combine materials/components together using a variety of temporary methods. Use basic food handling, hygienic practices and personal hygiene. Use simple finishing techniques to improve the appearance of product.

Evaluating procedures and products.

Evaluate product by discussing how well it works. Evaluate products as they are developed, identifying strengths and possible changes.

Evaluate product by asking questions about what they have made and how they have gone about it.

Topics include: Fruit and Veg. Kites, Puppets, Windmills, Moving toys

## MUSIC.

To sing a range of songs with some control of breathing, tuning and clarity of words.  
To sing songs and chants with others keeping a steady pulse (beat).  
To copy back a rhythm pattern. To explore/create sounds using body, voice and untuned percussion instruments.  
To create loud and soft sounds (dynamics) and long and short sounds (duration).  
To explore high and low sounds (pitch).  
To follow the beat (pulse) and identify fast and slow beats (tempo).  
To listen to a piece of music and move or clap to the pulse.  
To follow hand signals to start and stop. / To listen for signals to start and stop.

## IT

understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions  
create and debug simple programs  
use logical reasoning to predict the behaviour of simple programs  
use technology purposefully to create, organise, store, manipulate and retrieve digital content  
recognise common uses of information technology beyond school  
use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

## RE

### CARING FOR OTHERS

suggest ways in which they can look after other people;  
suggest ways in which they can be kind to other people;  
listen to faith stories;  
understand that different religions have different ways of showing they care for other people.

### GIFTS AND GIVING

Understand that many Christians give gifts at Christmas;  
Understand that many Muslims give gifts at Eid al-Fitr;  
Understand that Eid al-Fitr follows Ramadan

### FRIENDSHIP

understand and explain what friendship is;  
name some of their friends;  
understand ways in which they can be a good friend.  
understand why it is important to have good friendships;  
retell some religious stories of friendship;  
explain how some of the characters from the stories were good friends.

### EASTER AND SURPRISES

understand that Easter is an important time for Christians;  
understand that Easter is when Christians think about Jesus's death;  
understand what a surprise is;  
share a surprise they have had.

### RELIGION AND RITUALS

identify how a ritual is different from a routine;  
know that many Muslims pray five times a day and that they move in a special way when praying;  
design a prayer mat, understanding that their design should not include drawings of people or animals;  
know that puja is a worship ritual for Hindus;  
give some examples of how the senses are used during the ritual of puja;  
talk about what the bread and wine represent during Holy Communion;  
choose key vocabulary to write about Holy Communion;  
compare rituals from more than one religion;  
work with the support of others to design a ritual

### PLACES OF WORSHIP

talk about a place that is special to them;  
understand what worship is;  
name some places of worship;  
know that a place of worship is a special place for religious believers;  
know at least one important thing that Jews believe;  
name some important parts of, and objects in, a Jewish synagogue;  
know at least one important thing Hindus believe;  
name some important parts of a Hindu mandir;  
talk about examples of Hindu art;  
create their own artwork inspired by Hindu art;  
know at least one important thing that Christians believe;  
name some important parts of a Christian church;  
place objects within a church plan and know that the shape of a church is like a cross;  
begin to think about what happens in a church;  
name some events that happen in places of worship;  
talk about at least one way a place of worship might make a religious believer feel;  
think about why a place of worship might be important to different people;

## PSHE

### TEAM

use pictures to express their thoughts, feelings and worries.  
plan and create a role play about a team scenario.  
with support, read clues and work as a team to solve a crime.  
with support, identify a feeling and how it is being expressed.  
show the resolution to a dispute through pictures and with the key words given.  
use a word mat to create a list of good deeds they can contribute

### DIVERSE BRITAIN

identify groups and communities that they belong to;  
explain how to be a good neighbour;  
pick out things that harm and things that help a neighbourhood;  
describe what it is like to live in Britain;  
identify similarities and differences between British people;  
talk about what makes them feel proud of being British.

### BE YOURSELF

identify their own special traits and qualities;  
identify and name common feelings;  
select times and situations that make them feel happy;  
talk about what makes them feel unhappy or cross;  
explain how change and loss make them feel;  
understand the importance of sharing their thoughts and feelings.

## PE

### Games

#### Movement

To develop basic movements such as running, jumping, throwing and catching.

#### Agility, Balance and Coordination

To develop balance, agility and coordination in a broad range of activities.

#### Cooperation

To work individually and with others. To engage in cooperative physical activities.

#### Games

To participate in team games. To develop simple tactics for attacking and defending. To begin to apply basic movements in a range of activities.

#### Tennis and Cricket

To apply and develop a broad range of skills. To begin to evaluate and recognise own success. To use running, jumping, throwing and catching in isolation and in combination. To apply basic principles suitable for attacking and defending. To play basic competitive games.

#### Athletics

To learn how to use skills in different ways and to link them make actions and sequences of movement. To use running, jumping, throwing and catching in isolation and in combination. To develop flexibility, strength, technique, control and balance.

## MONEY MATTERS

discuss things they can buy in the shops;

- talk about different sources that money can come from;
- identify things they want;
- identify things they need;
- talk about ways we can keep track of what we spend;
- discuss ways they can keep money safe;
- talk about ways they keep their belongings safe.

### AIMING HIGH

discuss their star qualities;

- identify what a positive learning attitude is;
- talk about jobs they can do when they grow up;
- discuss what skills and interests are needed for different jobs;
- talk about hopes they have for the future;
- discuss what they are looking forward to about next year.

### WORD READING

To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.

To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.

To read accurately words of two or more syllables that contain the same graphemes as above.

To read words containing common suffixes.

To read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.

To read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.

To read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.

To re-read these books to build up fluency and confidence in word reading.

### COMPREHENSION

- To develop pleasure in reading, motivation to read, vocabulary and understanding by:
- listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which can be read independently. discussing the sequence of events in books and how items of information are related. becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales. introducing non-fiction books that are structured in different ways. recognising simple recurring literary language in stories and poetry. discussing and clarifying the meanings of words, linking new meanings to known vocabulary. discussing favourite words and phrases. continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear. To understand both the books that are read independently/accurately and fluently and those that are listened to by: drawing on what is already known or on background information and vocabulary provided by the teacher. checking that the text makes sense to me while reading and correcting inaccurate reading. making inferences on the basis of what is being said and done. answering and asking questions. predicting what might happen on the basis of what has been read so far. participating in discussion about books, poems and other works that are read aloud and those that can be read independently, taking turns and listening to others.

### VOCABULARY, GRAMMAR

To use subordination (when, if, that, because, or and but). To use verbs in the future and past tense.

To use expanded noun phrases.

To discuss favourite words and phrases.

To use spoken language to imagine and explore ideas. To include new vocabulary in writing.

To participate in discussions and debates.

To use verbs in the future and past tense.

To use apostrophes for omission.

To use expanded noun phrases.



### HANDWRITING

To start to use basic joins in own writing.

To form lower case letters which are the same size as each other. To join writing more consistently.

To know which letters are best left un-joined and

### ENGLISH IN YEAR 1

By the beginning of year 2, pupils should be able to read all common graphemes. They should be able to read unfamiliar words containing these graphemes, accurately and without undue hesitation, by sounding them out in books that are matched closely to each pupil's level of word-reading knowledge. They should also be able to read many common words containing GPCs taught so far (for example, shout, hand, stop, or dream), without needing to blend the sounds out loud first. Pupils' reading of common exception words (for example, you, could, many, or people), should be secure. Pupils will increase their fluency by being able to read these words easily and automatically. Finally, pupils should be able to retell some familiar stories that have been read to and discussed with them or that they have acted out during year 1.

During year 2, teachers should continue to focus on establishing pupils' accurate and speedy word-reading skills. They should also make sure that pupils listen to and discuss a wide range of stories, poems, plays and information books; this should include whole books. The sooner that pupils can read well and do so frequently, the sooner they will be able to increase their vocabulary, comprehension and their knowledge across the wider curriculum.

In writing, pupils at the beginning of year 2 should be able to compose individual sentences orally and then write them down. They should be able to spell many of the words covered in year 1 correctly - see English appendix 1. They should also be able to make phonically plausible attempts to spell words they have not yet learnt. Finally, they should be able to form individual letters correctly, establishing good handwriting habits from the beginning.

It is important to recognise that pupils begin to meet extra challenges in terms of spelling during year 2. Increasingly, they should learn that there is not always an obvious connection between the way a word is said and the way it is spelt.

Variations include different ways of spelling the same sound, the use of so-called silent letters and groups of letters in some words and, sometimes, spelling that has become separated from the way that words are now pronounced, such as the 'le' ending in table. Pupils' motor skills also need to be sufficiently advanced for them to write down ideas that they may be able to compose orally. In addition, writing is intrinsically harder than reading; pupils are likely to be able to read and understand more complex writing (in terms of its vocabulary and structure) than they are capable of producing themselves.

For pupils who do not have the phonic knowledge and skills they need for year 2, teachers should use the year 1 programmes of study for word reading and spelling so that pupils' word-reading skills catch up. However, teachers should use the year 2 programme of study for comprehension so that these pupils hear and talk about new books, poems, other writing, and vocabulary with the rest of the class.

### PUNCTUATION

To punctuate correctly including full stops, capital letters, commas in lists, exclamation and question marks.

To begin to use commas in lists.

To punctuate correctly including full stops, capital letters, commas in lists, exclamation and question marks.

### WRITING COMPOSITION

To write for at least twenty minutes.

To write a story about a character in a book.

To re-read to check that writing makes sense.

To read out loud what is written with intonation.

To write poetry.

To re-tell a story.

To express thoughts about stories and poems.

To recognise simple recurring language in stories and poems.

To talk about and discuss different viewpoints

To write about real events.

To know that non-fiction texts are structured in different ways.

To use spoken language to imagine and explore ideas.

To take part in discussions and debates. To plan own writing.

To say out loud writing plans.

To discuss the order that things happen in within books.

To write instructions in the present tense. To write commands.

To write statements and questions.

To write about real events.

To include new vocabulary in writing.

To evaluate writing with the teacher.

To read own writing to an audience in an interesting way.

To write exclamations.

To evaluate writing with the teacher and a peer.

To listen to, discuss and express own views about a range of poetry, fiction and non-fiction.

To take part in discussions.

To participate in performances.

To give opinions and explain them.

To write stories in the past tense.

### SPELLING

To proof read to check writing for spelling errors.

To use the suffix 'ly' to form an adverb; To use the suffix 'ness'; 'ment', 'ful' and 'less'.

### PHONICS

To consolidate all, and continue to respond speedily with the correct sound to graphemes already learned (see N, F2 and Y1 Intent)

To know alternative spellings for each phoneme—c, ch, f, j, m, n, r, s, sh, v, w, e, i, o, ai, ee, igh, oa, oo and oo, ei, ey, ar, or, ur, ow, oi, ear, air, er and zh (end of Phase 5 and Phase 6—Letters and Sounds).

To read hundreds of words either reading automatically, decoding quickly and silently or decoding them aloud.

To make good phonetic choices when spelling (although it may be unconventional at times).

To use phonic skills to become fluent readers and increasingly accurate spellers.

## Number and Place Value

To count in steps of 2, 3, and 5 from 0, and count in tens from any number, forward or backward.

To identify, represent and estimate numbers using different representations, including the number line.

To read and write numbers to at least 100 in numerals and in words. To recognise the place value of each digit in a two-digit number (tens, ones).

To compare and order numbers from 0 up to 100; use  $<$ ,  $>$  and  $=$  signs.

To use place value and number facts to solve problems.

## Number—Fractions

To recognise, find, name and write fractions  $\frac{1}{3}$ ,  $\frac{1}{4}$ ,  $\frac{2}{4}$  and  $\frac{3}{4}$ .

To write simple fractions for example,  $\frac{1}{2}$  of 6 = 3 and recognise the equivalence of two quarters and one half.

## Number—Addition, Subtraction, Multiplication and Division

To solve problems with addition:

using concrete objects and pictorial representations, including those involving numbers, quantities and measures.

applying increasing knowledge of mental and written methods.

To recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.

To show that addition can be done in any order (commutative) and subtraction cannot.

To solve problems with subtraction:

using concrete objects and pictorial representations, including those involving numbers, quantities and measures.

applying increasing knowledge of mental and written methods.

To recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems.

To add and subtract using concrete objects, pictorial representations and mentally, including: a two-digit number and ones; a 2-digit number and tens; two 2-digit numbers; adding three one-digit numbers.

To recall and use multiplication and division facts for the 2,5 and 10 multiplication tables, including recognising odd and even numbers. To calculate mathematical statements for multiplication and division within the multiplication tables and write them using multiplication, division and equals signs.

To solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems in contexts.

To know that multiplication of two numbers can be done in any order (commutative) and division for one number by another cannot.

To recognise and use the inverse relationship between multiplication and division in calculations.



## YEAR 2 MATHS

### Geometry—properties of shape/position and Direction

To identify and describe the properties of 2D shapes, including the number of sides and symmetry in a vertical line. To identify and describe the properties of 3D shapes including the number of edges, vertices and faces.

To identify 2D shapes on the surface of 3D shapes, for example circle on a cylinder and a triangle on a pyramid.

To compare and sort common 2D and 3D shapes and everyday objects.

To order and arrange combinations of mathematical objects in patterns.

To use mathematical vocabulary to describe position, direction and movement, including distinguishing between rotation as a turn and in terms of right angles for quarter, half and three quarter turns (clockwise and anti-clockwise) and movement in a straight line.

## Measuring and Time

Measures: length, mass (weight) and capacity

To choose and use appropriate standard units to estimate and measure length/ height in any direction; mass; temperature; volume and capacity to the nearest appropriate unit using rulers, scales, thermometers and measuring vessels.

To compare and order lengths, mass, volume/capacity and record the results using  $>$ ,  $<$  and  $=$ .

### Money

To recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value.

To find different combinations of coins to equal the same amounts of money.

To solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.

### Measures: time

To compare and sequence intervals of time.

To tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times.

To know the number of minutes in an hour and the number of hours in a day.

## Statistics

To interpret and construct simple pictograms, tally charts, block diagrams and simple tables.

To ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.

To ask and answer questions about totalling and compare categorical data.

## GEOGRAPHY

Knowledge

### **Around the World**

To be able to locate Europe on a world map and identify some of its countries and features.

To be able to locate Asia on a world map and explore the features and characteristics of China.

To be able to locate Australia on a world map and identify some of its features and characteristics.

To be able to locate Africa on a world map and explore the features and characteristics of Kenya.

To be able to identify North America on a world map and explore the characteristics and features of the USA.

To be able to locate South America on a world map and explore the features and characteristics of Brazil.

To be able to locate Antarctica on a world map and identify some of its features and characteristic

### **On Safari**

To locate Africa on a world map and identify the country of Kenya.

To explore the climate and weather of Kenya.

To explore the animals of Kenya.

To be able to use compass points to navigate around a map.

To explore the landscapes of Kenya.

To find out about the people and culture of Kenya.

To identify similarities and differences between Kenya and the UK.

### **MAP MAKERS**

To be able to use compass points to navigate around a map

To use aerial photographs and plan perspectives to recognise and create landmarks

Use simple fieldwork and observational skills to study the geography of their school and surroundings

To devise a simple map and use and construct basic symbols in a key.

To design a map, referring to key human features

To create a 3D map using their town designs.

### **Geographical Enquiry**

#### **Skills**

To answer teacher led enquiry/simple questions: 'What is it like to live in this place?' To use NF books/pictures and sources of information. To investigate surroundings. To communicate in different ways e.g. pictures/pictograms simple maps/sketches/ labelled diagrams

#### **Fieldwork**

To make sketches (draw simple features observed in environment). To take a photo. To make standard/non standard measurements.

#### **Map work**

To follow directions (up down, left right). To draw/make imaginary map (from stories). To create symbols for an imaginary map. Look at atlas/globe and with support to locate countries and capital cities.



## SCIENCE

### **Plants**

To observe and describe how seeds and bulbs grow into mature plants. To experiment and describe how plants need water, light and a suitable temperature to grow and stay healthy.

### **Animals**

To know that animals, including humans, have offspring which grow into adults. To describe the basic needs of animals, including humans, for survival (water, food and air).

### **The body**

To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

### **Living things and their habitats**

To explore and compare the differences between things that are living, dead, and things that have never been alive.

To identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.

To identify and name a variety of plants and animals in their habitats, including micro-habitats.

To describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.

### **Materials**

To identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.

To find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

### **Working Scientifically**

Asking simple questions and recognising that they can be answered in different ways

Describe observations using some scientific vocabulary. What does a plant need to grow?

How could we make a test to find out? I wonder where a frog lives? Why is that a good place for a frog to live? What do animals need to survive?

Observing closely and using simple equipment

Thermometer, timer, ruler (cms).

To perform simple tests

Grow a bean/Testing materials— changes including twist, bend, stretch. Begin to recognise when a test is fair.

Identifying and Classifying

Plants (grown from bulbs and seed). Animals (matched to their habitats). Materials (matched to particular uses).

Using observations and ideas to suggest answers to questions

What happens to these seeds if we leave them in the dark?

What happens to my body when I exercise? Why is that important?

What is a food chain? Can we describe one?

Gathering and recording data to help answer questions

Writing 'What I did...' in more detail.

Suggesting 'What might happen...?' Writing 'What happened?' Experiments which require measurement/observations over time including growing experiment.

## HISTORY

### Knowledge

#### Florence Nightingale

To find out who Florence Nightingale was and when she lived

To find out why Florence Nightingale went to Scutari and what hospital conditions were like when she got there

To find out how Florence Nightingale improved the conditions at the Scutari hospital.

To find out about Florence Nightingale's later life.

To identify similarities and differences between medical care now and in Victorian times.

To be able to order and summarise events in the life of Florence Nightingale.

#### Fire of London

To understand where and when the Great Fire of London started

To understand the events of the Great Fire of London.

To find out why the fire spread so quickly and stayed alight for so long

To find out about Samuel Pepys and his diary.

To recap what we have found out about the Great Fire of London.

#### Homes of the Past

To investigate and identify a variety of homes today

To investigate similarities and differences between homes.

To explore homes built a long time ago and identify their features.

To find out what Victorian homes were like inside.

To identify and explore objects in a Victorian home and their uses

To summarise and consolidate what we have found out about Victorian homes.

Pupils should be taught about:

changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life

events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]

the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods

significant historical events, people and places in their own locality.

### ART

to use a range of materials creatively to design and make products

to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination

To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

#### Drawing

Begin to control marks made with a range of media.

Explore different textures.

Observe and draw nature (plants/ trees).

Use a variety of techniques: scribbling, hatching, stippling and blending.

Observe anatomy (faces).

#### Painting & Colour

Name all the colours.

Mix & experiment with colours. Find collections of colour.

Apply colour with a range of tools.

#### Texture and Form

Overlaying to create effects. Weaving (link to outdoor).

Identify types & textures of fabric for collage.

Sort according to specific qualities Explore range of malleable materials, eg clay, papier mache.

Manipulate malleable materials (rolling, pinching, kneading, impressing).

Use sculpting tools safely.

Make simple joins.

#### Printing and pattern

Explore printing with a range of hard & soft materials (cork etc).

Explore printing in relief.

Develop impressed images. Awareness and discussion of pattern. Repeating patterns.

#### TOPICS COVERED

LOWRY

MIRO

LANDSCAPES AND CITYSCAPES

NATURE SCULPTURES

COLOUR CHAOS

PORTRAITS

### DT

To design (talk about, draw and list my ideas) with a purpose/ audience in mind.

To make (fix with different glues, split pins, tags/cut accurately with scissors and food knives/ tape) with increasing independence.

To say what I like about my product and make suggestions for improvement.

To build structures and make a moving picture (Lift the flap, sliding and rotating pictures).

To select from and use a wide range of materials and components, including ingredients, according to their characteristics (Funny face salad).

Skills Developing, planning and communicating ideas.

Draw on own experience to help generate ideas. Suggest ideas/ explain what they are going to do. Identify a target group for design. Model ideas in card and paper. Research to develop design ideas.

Working with tools, equipment, materials and components.

With help, measure, mark out, cut and shape a range of materials. Use tools eg scissors and a hole punch safely. Assemble, join and combine materials/components together using a variety of temporary methods. Use basic food handling, hygienic practices and personal hygiene. Use simple finishing techniques to improve the appearance of product.

Evaluating procedures and products.

Evaluate product by discussing how well it works. Evaluate products as they are developed, identifying strengths and possible changes.

Evaluate product by asking questions about what they have made and how they have gone about it.

Topics include: Fruit and Veg. Kites, Puppets, Windmills, Moving toys

## MUSIC.

To sing a range of songs with some control of breathing, tuning and clarity of words.

To sing songs and chants with others keeping a steady pulse (beat).

To copy back a rhythm pattern. To explore/create sounds using body, voice and untuned percussion instruments.

To create loud and soft sounds (dynamics) and long and short sounds (duration).

To explore high and low sounds (pitch).

To follow the beat (pulse) and identify fast and slow beats (tempo).

To listen to a piece of music and move or clap to the pulse.

To follow hand signals to start and stop. / To listen for signals to start and stop.

## IT

understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions

create and debug simple programs

use logical reasoning to predict the behaviour of simple programs

use technology purposefully to create, organise, store, manipulate and retrieve digital content

recognise common uses of information technology beyond school

use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

## RE

### RULES AND ROUTINES

understand why it is important to have rules;

understand that different religions have different rules and routines;

understand that it is important to respect everyone's ideas and beliefs.

### LIGHT AND DARK

understand that Advent is a countdown to Christmas;

understand that Christians celebrate Christmas;

understand that Hindus celebrate Diwali;

understand that Jews celebrate Hanukkah;

understand that light is an important part of all

### NATURE AND GOD

understand that Christians believe God created the world and everything in it;

understand that Jews celebrate Sukkot;

understand that the story of 'Prince Siddhartha and the Swan' teaches people to care for animals;

understand that the story 'The Boy who Threw Stones at Trees' teaches people to care for trees.

### BEGINNING AND ENDING

recognise key words associated with beginnings and endings;

talk about why and how people celebrate a beginning or an ending;

talk about a beginning or ending they have celebrated;

begin to think about how endings can also be beginnings, and vice versa;

understand and recall some key facts about Sikhism;

talk about at least one way Sikhs celebrate Vaisakhi;

name and briefly describe at least one of the Panj Pyare;

talk about their own experiences of welcoming or naming a new baby;

describe what happens at a Naam Karan ceremony;

talk about the meanings of different names;

identify the main events in the Bible story of Jesus' baptism;

explain what happens at a baptism;

identify and briefly explain the main events in the Christian story of Easter;

choose colour and shape to create art that represents

### PLACES OF WORSHIP

give an example of a place that is special to them;

explain what a place of worship is and name some places of worship;

name something that happens in places of worship;

know that a mosque is a place of worship for Muslims and name some things a visitor might see there;

know that visitors to a mosque should remove their shoes;

know that a gurdwara is a place of worship for Sikhs and name some things a visitor might see there;

know that visitors to a gurdwara should take off their shoes, cover their heads and wash their hands when visiting a gurdwara;

know that some Buddhist temple designs are based on the five elements;

know that a Buddhist temple is a place of worship for Buddhists and name some things a visitor might see there;

find some similarities between the places of worship they have studied;

design and label their ideas for a special place for a community;

work with the support of others to present their ideas for a special place to an audience.

### CEREMONIES

explain what a ceremony is and name some religious and non-religious ceremonies;

talk about their experiences of attending ceremonies;

know that an Aqiqah is an important ceremony held for Muslim babies;

explain what a Bar Mitzvah or Bat Mitzvah is;

give an opinion on when a child should become responsible for their own actions;

know what happens at a Dastar Bandi ceremony;

share their own experiences of attending a wedding and relate this to what they have learnt about

Hindu weddings;

understand most of the vocabulary used to describe objects or rituals used at the ceremonies they

have learnt about;

work with support from others to plan and act out their own ceremony.

## PSHE

### THINK POSITIVE

identify and discuss feelings and emotions, using simple terms;

- describe things that make them feel happy and unhappy;

- understand that they have a choice about how to react to things that happen;

- talk about personal achievements and goals;

- describe difficult feelings and what might cause these feelings;

- discuss things for which they are thankful;

- focus on an activity, remaining calm and still.

Most children

### RESPECTING RIGHTS

- know that all people have rights;

- understand that there are people who protect their rights;

- know what to do if they don't feel safe;

- talk about what respect means and how to show it;

- identify ways in which people can be different;

- explain what being fair means;

- recognise that making a positive difference in school is important.

Most children

### VIPS

explain who the special people in their lives are;

- talk about the importance of families;

- describe what makes someone a good friend;

- know how to resolve an argument in a positive way;

- know the skills involved in successful cooperation;

- identify a way to show others they care.

## PE

### Games

#### Movement

To develop basic movements such as running, jumping, throwing and catching.

#### Agility, Balance and Coordination

To develop balance, agility and coordination in a broad range of activities.

#### Cooperation

To work individually and with others. To engage in cooperative physical activities.

#### Games

To participate in team games. To develop simple tactics for attacking and defending. To begin to apply basic movements in a range of activities.

#### Tennis and Cricket

To apply and develop a broad range of skills. To begin to evaluate and recognise own success. To use running, jumping, throwing and catching in isolation and in combination. To apply basic principles suitable for attacking and defending. To play basic competitive games.

#### Athletics

To learn how to use skills in different ways and to link them make actions and sequences of movement. To use running, jumping, throwing and catching in isolation and in combination. To develop flexibility, strength, technique, control and balance.

### SAFETY FIRST

identify some every day dangers;

- understand some basic rules that help keep people safe;

- know what to do if they feel in danger;

- identify some dangers in the home;

- identify some dangers outside;

- identify which information they should never share on the Internet;

- know that their private body parts are private;

- recall the number to call in an emergency;

- list some people who can help them stay safe.

### ONE WORLD

talk about special people in their life and say why they are special;

- talk about different homes around the world and identify how they are the same as and different from their own;

- describe what their school is like;

- explain what an environment is;

- explain what natural resources are and identify how people use them;

- say what they love about the world in which they live and describe how they would feel if these things disappeared.

### WORD READING

To apply phonic knowledge and skills as the route to decode words. To respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.

To read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.

To read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.

To read words containing taught grapheme/phoneme correspondences and –s, –es, –ing, –ed, –er and –est endings.

To read other words of more than one syllable that contain taught GPCs To read words with contractions (for example, I'm, I'll, we'll), and understand that the apostrophe represents the omitted letter(s).

To read aloud accurately books that are consistent with own developing phonic knowledge and that do not require other strategies to work out words.

To re-read these books to build up fluency and confidence in word reading.

### COMPREHENSION

- To develop pleasure in reading, motivation to read, vocabulary and understanding by:
- listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that which can be read independently.
- linking what is read independently or heard, to own experiences.  
becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics recognising and joining in with predictable phrases.  
learning to appreciate rhymes and poems, and reciting some by heart.  
discussing word meanings, linking new meanings to those already known.  
To understand both the books read independently and fluently and those listened to by:  
drawing on what is already known or on background information and vocabulary provided by the teacher.  
checking that the text makes sense while reading and correcting inaccurate reading.  
discussing the significance of the title and events.  
making inferences on the basis of what is being said and done.  
predicting what might happen on the basis of what has been read so far.  
participate in discussion about what is read to me, taking turns and listening to what others say.  
To explain clearly understanding of what is read aloud to me.

### VOCABULARY, GRAMMAR, PUNCTUATION

To learn how to do the following:

☐ leave spaces between words.

☐ join words and join clauses using and.

☐ begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. ☐ use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.

☐ learn the grammar for year 1 (English Appendix 2).

☐ use Year 1 grammatical terminology (English Appendix 2 ) when discussing my writing.



### HANDWRITING

To sit correctly at a table, holding a pencil comfortably and correctly.

To begin to form lower-case letters in the correct direction, starting and finishing in the right place.

To form capital letters.

To form digits 0-9.

To understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and practise these.

### ENGLISH IN YEAR 1

During year 1, teachers should build on work from the Early Years Foundation Stage, making sure that pupils can sound and blend unfamiliar printed words quickly and accurately using the phonic knowledge and skills that they have already learnt. Teachers should also ensure that pupils continue to learn new grapheme-phoneme correspondences (GPCs) and revise and consolidate those learnt earlier. The understanding that the letter(s) on the page represent the sounds in spoken words should underpin pupils' reading and spelling of all words. This includes common words containing unusual GPCs. The term 'common exception words' is used throughout the programmes of study for such words.

Alongside this knowledge of GPCs, pupils need to develop the skill of blending the sounds into words for reading and establish the habit of applying this skill whenever they encounter new words.

This will be supported by practice in reading books consistent with their developing phonic knowledge and skill and their knowledge of common exception words. At the same time they will need to hear, share and discuss a wide range of high-quality books to develop a love of reading and broaden their vocabulary.

Pupils should be helped to read words without overt sounding and blending after a few encounters. Those who are slow to develop this skill should have extra practice.

Pupils' writing during year 1 will generally develop at a slower pace than their reading. This is because they need to encode the sounds they hear in words (spelling skills), develop the physical skill needed for handwriting, and learn how to organise their ideas in writing.

Pupils entering year 1 who have not yet met the early learning goals for literacy should continue to follow their school's curriculum for the Early Years Foundation Stage to develop their word reading, spelling and language skills. However, these pupils should follow the year 1 programme of study in terms of the books they listen to and discuss, so that they develop their vocabulary and understanding of grammar, as well as their knowledge more generally across the curriculum. If they are still struggling to decode and spell, they need

to be taught to do this urgently through a rigorous and systematic phonics programme so that they catch up rapidly.

Teachers should ensure that their teaching develops pupils' oral vocabulary as well as their ability to understand and use a variety of grammatical structures, giving particular support to pupils whose oral language skills are insufficiently developed.

### WRITING COMPOSITION

To compose a sentence orally before writing it.

To sequence sentences to form short narratives.

To re-read what is written to check that it makes sense .

To discuss what is written with the teacher or other pupils.

To read aloud writing clearly enough to be heard by peers and the teacher.

### SPELLING

To spell

words containing each of the 40+ phonemes already taught.

Year 1 common exception words.

the days of the week.

To name the letters of the alphabet.

To name the letters of the alphabet in order.

To use letter names to distinguish between alternative spellings of the same sound.

To add prefixes and suffixes:

using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs.

using the prefix un–.

using –ing, –ed, –er and –est where no change is needed in the spelling of root words (for example, helping, helped, helper, eating, quicker, quickest).

To apply simple spelling rules and guidance.

To write from memory simple sentences dictated by the teacher that include words using the grapheme/phoneme correspondences and common exception words taught so far.

### PHONICS

To consolidate all, and continue to respond speedily with the correct sound to graphemes already learned (see F2 Intent) in cvc, cvcc, ccvc, ccvc ccvc and ccvcc words Phase 4 (Letters and Sounds).

To recognise, say and blend to read/segment to spell using the following graphemes ay, ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe, au, a-e, e-e, i-e, o-e, u-e and the following alternative pronunciation graphemes l, o, c, g, u, ow, ie, ea, er Phase 5 (Letters and Sounds).

To read Phase 4 and Phase 5 tricky words on sight.

To use an apply all taught phonics skills across the curriculum, reading simple words and sentences, applying skills in spelling and writing.

## Number and Place Value

To identify, represent and estimate numbers using different representations.

To find 10 or 100 more or less than a given number.

To recognise the place value of each digit in a three-digit number (hundreds, tens, ones).

To compare and order numbers up to 1000.

To read and write numbers up to 1000 in numerals and in words.

To solve number problems and practical problems involving these ideas. To count from 0 in multiples of 4, 8, 50 and 100.



## Statistics

To interpret and present data using bar charts, pictograms and tables.

To solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables

## Measuring and Time

To add and subtract amounts of money to give change, using both £ and p in practical contexts.

To measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml).

To measure the perimeter of simple 2D shapes.

To tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks. To estimate and read time with increasing accuracy to the nearest minute.

To record and compare time in terms of seconds, minutes and hours.

To use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight.

To know the number of seconds in a minute and the number of days in each month, year and leap year.

To compare durations of events (for example to calculate the time taken by particular events or tasks).

## YEAR 3 MATHS

### Number—Addition, Subtraction, Multiplication and Division

To add and subtract numbers mentally, including: a three-digit number and ones; a three-digit number and tens; a three digit number and hundreds.

To add and subtract numbers with up to three digits, using formal written methods of column addition and subtraction. To estimate the answer to a calculation and use inverse operations to check answers. To solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.

To count from 0 in multiples of 4, 8, 50 and 100.

To recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.

To write and calculate mathematical statements for multiplication and division using the multiplication tables they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods.

To solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objectives

### Number—Fractions

To count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10 (introduce decimals and percentages – model using Singapore bar).

To recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators.

To recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators.

To solve problems that involve all of the above.

To recognise and show, using diagrams, equivalent fractions with small denominators.

To compare and order unit fractions, and fractions with the same denominators.

To add and subtract fractions with the same denominator within one whole.

### Geometry—properties of shape/position and Direction

To recognise angles as a property of shape or a description of a turn.

To identify right angles.

To recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn.

To identify whether angles are greater than or less than a right angle.

To identify horizontal and vertical lines and pairs of perpendicular and parallel lines.

To draw 2-D shapes and make 3-D shapes using modelling materials.

## GEOGRAPHY

Knowledge

### **Weather around the World**

- To investigate places around the world and identify weather patterns.
- To identify climate zones and choose a suitable destination based on given criteria.
- To be able to research a holiday destination.
- To learn about the effects of weather on human activity.
- To use and interpret maps and atlases.
- To identify ways in which we learn about the weather, then make predictions about the weather which are helpful.
- To begin to find out about ways in which the weather during each season in equatorial and polar regions differs from the weather in the United Kingdom.
- To learn more about the way seasonal weather in an equatorial region is different to the weather in the UK

### **Village Settlers**

- To find out about the needs of early settlers and the origins of place names.
- To be able to identify settlements and reasons for their original siting.
- To be able to identify a range of mapping symbols and know their meanings
- To understand and describe how settlements are connected
- To be able to design a village settlement influenced by physical features and personal choice.

### **Where does our Food come from?**

- To understand that the food we eat comes from many different places around the world.
- To know how land in temperate climate zones is used to produce food.
- To know how land in tropical climate zones is used to produce food.
- To describe the way in which land in tropical biomes is being changed to enable more food to be produced.
- To explore how food is produced in mediterranean climate zones.
- To explain how land is used to produce food in the United Kingdom.
- To understand and describe the trade links that enable food from around the world to be sold in the United Kingdom.

### **Skills**

- To begin to initiate geographical questions e.g. Where is this location? What do you think about it? What do you think it might be like of...? To use NF books/pictures/internet /atlases as sources of information. To recognise that different people hold different views about an issue and begin to understand some of the reasons why e.g. tourism at the coast. To investigate places and themes on different scales. To further investigate surroundings. To analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/ pictures, temperatures in different locations.

### **Fieldwork**

- To make labelled field sketches (Add colour, texture and detail to own field sketches/Add title and descriptive labels with help). To take a photo. To make a sound recording. To make standard/non standard measurements.

### **Map work**

- To use 4 compass points to follow/give directions. To use letter/no. co-ordinates to find features on a map. To make a map of a short route experienced, with features in correct order. To begin to identify places on maps. To use maps, globes and digital mapping to identify and name cities and countries of places studied



## SCIENCE

TPlants  
Science Knowledge

### **Plants**

To know about the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. To explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant . To investigate the way in which water is transported within plants. To know the part that flowers play in the life cycle of flowering plants—pollination, seed formation and dispersal. Animals, including humans

To know that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. To know that humans and some other animals have skeletons and muscles for support, protection and movement.

### **Rocks**

To compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. To describe in simple terms how fossils are formed when things that have lived are trapped within rock. To know that soils are made from rocks and organic matter.

### **Light**

To know light is needed in order to see things and that dark is the absence of light. To know that light is reflected from surfaces. To know that light from the sun can be dangerous. To know that shadows are formed when the light from a light source is blocked by an opaque object. To find patterns in the way that the size of shadows change.

### **Forces and Magnets**

To compare how things move on different surfaces. To know that some forces need contact between two objects, but magnetic forces can act at a distance. To observe how magnets attract or repel each other and attract some materials and not others. To compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials. To describe magnets as having two poles. To predict whether two magnets will attract or repel each other, depending on which ways the poles are facing.

### **Working Scientifically**

- Asking relevant questions/use different types of science enquiries to answer them.
- What do you know about magnets? How do things move on different surfaces?
- Setting up simple practical enquiries, comparative and fair tests.
- Carry out a fair test with support. Friction investigation (same ramp height etc).
- Making systematic and careful observations/accurate measurements using standard units/equipment.
- Measure shadows (metre rulers/cms). How does friction affect distance of travel? Gathering, recording, classifying and presenting data in a variety of ways to help answer questions
- Body measurements and ability investigation. Permeability and strength of rocks.
- Recording findings using simple language, drawings, labelled diagrams, keys, bar charts and tables.
- Keys to classify leaves/create a bar chart from findings. Conditions for seed growth.
- Reporting on findings—oral and written, displays or presentations of results and conclusions.
- Oral and written presentation on rock findings. Record investigations in charts and graphs.
- Using results to draw simple conclusions, making predictions for new values, suggesting improvements and raising further questions
- Bigger/smaller magnet investigation. Shadow investigation.
- Identifying differences/similarities/changes related to simple scientific ideas and processes
- Animals including humans—compare teeth of carnivores, herbivores and omnivores.
- Using straightforward scientific evidence to answer questions or to support findings
- Shadow investigation/Light investigation

## HISTORY

### Knowledge

#### The Stone Age

To know about changes in Britain from the Stone Age to the Iron Age.  
To study in depth the late Neolithic hunter-gatherers and early farmers—  
Skara Brae. To know about Bronze Age religion, technology and travel  
—Stonehenge.

To know about Iron Age hill forts: tribal kingdoms, farming, art and  
culture.

#### Romans

To know about Julius Caesar's attempted invasion in 55-54 BC.  
To know about the Roman Empire by AD 42 and the power of its army.  
To know about the successful invasion by Claudius and conquest,  
including Hadrian's Wall. To know about British resistance (Boudicca).  
To know about the 'Romanisation' of Britain and the impact of  
technology, culture and beliefs, including early Christianity.

#### Tudors

To be able to place the Tudors on a timeline and identify features of the  
period.  
To distinguish between wealth and poverty in Tudor times.  
To identify the features of Tudor buildings and consider how  
comfortable they would have been  
To use inventories to find out about the lives of people in the Tudor  
period.  
To find out what life was like for poor people in Tudor times.  
To find out about the lives of rich people in Tudor times  
To be able to compare the lives of rich and poor Tudors

### Chronological Understanding

#### • Skills

- To describe events from the past using dates.  
To use a timeline within a specific time in history. To order events.  
To use mathematical knowledge to work out how long ago events in  
recent and local history would have happened.

#### Knowledge and Interpretation

To appreciate that the early Brits would not have communicated as  
we do or have eaten as we do.

To begin to picture what life would have been like for the early  
settlers.

To suggest why certain events happened as they did in History.  
To explain how events from the past have helped shape our lives.

#### Historical Enquiry

To recognise the part that archaeologists have had in helping us  
understand more about what happened in the past.  
To use various sources of evidence to answer questions.  
To research a specific event from the past to then write about it.

## ART

To begin to develop a sketch book to record observations and use them to review and revisit ideas (eg. stone age 'sketches' and techniques).

To continue to improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (line and proportion, clay tablets, coil pots, exploring charcoals and pastels, colour.

To continue to learn about great artists, architects and designers in history

#### Skills Drawing

Experiment with potential of different grades of pencils.

Develop intricate patterns/marks with a variety of media.

Use a sketch book to record experimentations.

Begin to show an awareness of objects having a 3rd dimension and perspective Initial sketches in preparation for painting. Accurate drawing of people.

#### Painting & Colour

Colour mixing inc. shades and tones with increasing confidence.

Increasing control with types of brushes using colour, dotting, scratching, splashing, blocking and washes creating textural effects.

#### Texture and Form

Smaller eyed needles, finer threads. Weaving, tie dying,

Explore textural effects eg beads, feathers, and knotting, fraying, twisting threads. Shape, form, model and construct malleable and rigid materials for a purpose Understanding of different adhesives/ methods of construction.

#### Printing and pattern

Relief and impressed printing. Recording patterns and textures. Mono printing.

Demonstrate experience in combining prints taken from different objects to produce an end piece.

#### Use ICT

Make patterns

### TOPICS COVERED

AUTUMN

FRUIT AND VEGETABLES

BRITISH ART

## DT

To design (talk about, draw and list my ideas) with a design criteria and a purpose/audience in mind.

To use research, investigate and analyse a range of existing products

To make (fix with different glues, split pins, tags/cut accurately with scissors and food knives/tape) with increasing independence and accuracy.

To evaluate ideas and products against own design criteria and make suggestions for improvement.

To begin to understand and use mechanical systems

To select from and use a wide range of materials and components, including ingredients, according to their characteristics

#### Skills Developing, planning and communicating ideas.

Consider purpose and the user/s. Identify a purpose and establish criteria for a successful product. Plan the order of their work before starting. Explore, develop and communicate design proposals by modelling ideas. Make drawings with labels when designing.

#### Working with tools, equipment, materials and components.

Select tools and techniques. Measure, mark out, cut, score and assemble components with some accuracy. Work safely and accurately. Be willing to change things if this helps improve work. Measure, tape or pin, cut and join fabric with some accuracy. Demonstrate hygienic food preparation and storage. Use finishing techniques to strengthen and improve the appearance of their product using a range of equipment including ICT.

#### Evaluating procedures and products.

Evaluate product against original design criteria e.g. how well it meets its intended purpose. Disassemble and evaluate familiar products.

Topics include: Moving Monsters, Making sandwiches, Photograph Frames

## MUSIC.

- To play a wind instrument (whole class ensemble) basic technique/playing a range of notes accurately.
- To play music in a range of styles from different cultures, following a conductor and performing with confidence.
- To develop aural memory by copying back short melodies and rhythms.
- To play/sing notes that rise or fall in pitch as shown on a one line stave.
- To improvise simple ideas using their stringed instrument.
- To sing songs from different times and places, controlling pitch accurately.
- To sing a round in two parts.
- To make musical choices including varying pitch, duration, dynamics, tempo and timbre to accompany a chosen story.
- To create a song or chant over a repeated rhythm.

## IT

- To continue to develop skills and understanding about staying safe on the internet.
- To begin to type using the correct fingers.
- To explore features of and begin to use Microsoft Word.
- To import graphics from digital cameras To use features of Word Art.
- To cut, copy and paste between applications.
- To develop drafting and editing skills.
- To design and create animation using 2animate.
- To know what an algorithm is and create a set of instructions.
- To develop programming skill using Scratch.

## RE

### HINDUISM

- Name the main Hindu deities and symbols.
- Identify where Hindus worship.
- Retell one of the stories celebrated during a special Hindu festival.

### NATIVITY

- show where Nazareth is on a map;
- explain who Mary and Joseph were;
- use a route planner to answer simple questions based on Mary and Joseph's route from Nazareth to Bethlehem;
- use a storyboard to make an animation
- explain who King Herod wanted to find.

### JUDAISM

- Know that Abraham founded Judaism.
- Understand that Jews believe there is only one god.
- Understand that Jews live by ten key rules.
- Know the key objects of a synagogue
- Name the key Jewish festivals.

Name and explain the meanings of Jewish symbols

### GOOD FRIDAY

- Sequence the Easter story.
- Reflect on positive things they could do for a friend.
- Write a prayer which says sorry.
- Know about Maximilian Kolbe.
- Design an Easter egg which shows new life.

### SIKHISM

- name the founder of Sikhism and identify where Sikh's worship;
- retell one of the stories celebrated during a Sikh Festival and explain why the Guru Granth Sahib is considered to be the last Guru.

### ISLAM

- Create a map to show where Islam was founded.
- Explain who the key prophet was.
- List the main Muslim beliefs.
- Know that Muslims worship in a mosque.
- Know about Muslim festivals.
- Know about the symbols of Islam

## PSHE

### TEAM

use pictures to express their thoughts, feelings and worries.

plan and create a role play about a team scenario.

with support, read clues and work as a team to solve a crime.

with support, identify a feeling and how it is being expressed.

show the resolution to a dispute through pictures and with the key words given.

use a word mat to create a list of good deeds they can contribute.

### DIVERSE BRITAIN

describe what it is like to live in Britain;

talk about what democracy is;

talk about what rules and laws are;

talk about what liberty means;

describe a diverse society;

describe what being British means to them

### BE YOURSELF

- list some of their achievements and say why they are proud of them;
- identify facial expressions associated with different feelings;
- describe some strategies that they could use to help them cope with uncomfortable feelings;
- suggest assertive solutions to scenarios;
- explain that the messages they receive from the media about how they should look, think and behave are not always realistic;
- suggest ways to make things right after a mistake has been made;
- explain that mistakes help them to learn and grow.

## PE

### Games

To evaluate and recognise own success.

### Netball

To use running, jumping, throwing and catching in isolation and in combination. To apply basic principles suitable for attacking and defending. To play competitive games (modified where appropriate).

### Football (invasion)

To continue to apply and develop a broader range of skills. To enjoy communicating, collaborating with each other and within a team. To apply basic principles suitable for attacking and defending. To play competitive games (modified where appropriate).

### Tennis (net and wall) Rugby (Invasion) Hockey (Striking)

To continue to apply and develop a broader range of skills. To use running, jumping, throwing and catching in isolation and in combination. To apply basic principles suitable for attacking and defending. To play competitive games (modified where appropriate).

### Athletics

To learn how to use and link skills in different ways. To use running, jumping, throwing and catching in isolation and in combination. To increase flexibility, strength, technique, control and balance

### OAA

To take part in OAA challenges both individually and within a team.

### MONEY MATTERS

- discuss where money comes from;
- talk about reasons people go to work;
- discuss payment resources we can use to spend money;
- consider why and how people might get into debt;
- Discuss the choices we have about how to spend our money;
- explain ways we can keep track of what we spend.

### AIMING HIGH

- discuss their personal achievements and skills;
- identify what a positive learning attitude is;
- talk about a range of jobs that people do;
- discuss what skills and interests are needed for different jobs;
- talk about jobs they might like to do in the future;
- discuss what skills they might need to do certain jobs

### FRENCH

- To know more colours.
- To know days of the week.
- To continue simple greetings.
- To listen to a fairy tale.
- To learn the names of 10 instruments (spell 5). To learn and spell the names of 10 animals. To name and spell 3 parts of the body.
- To recognise common verbs and activities.

### WORD READING

To apply growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words met.

To read further words which are an exception to the rule, noting the unusual correspondences between spelling and sound, and where these occur in the word.

### COMPREHENSION

- To develop positive attitudes to reading and understanding of what is read by:
- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
  - reading books that are structured in different ways and reading for a range of purposes.
  - using dictionaries to check the meaning of words read.
  - increasing familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.
  - identifying themes and conventions in a wide range of books.
  - identifying how language, structure, and presentation contribute to meaning.
  - retrieving and recording information from non-fiction.
  - participating in discussion about both books that are read by teacher and those read by self, taking turns and listening to what others say.

### VOCABULARY, GRAMMAR, PUNCTUATION

To develop an understanding of the concepts set out in English Appendix 2 by:  
extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.

using the present perfect form of verbs in contrast to the past tense.

choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.

using conjunctions, adverbs and prepositions to express time and cause using fronted adverbials.

learning the grammar for years 3 and 4 in English Appendix 2

To indicate grammatical and other features by:

using commas after fronted adverbials.

indicating possession by using the possessive apostrophe with plural nouns. using and punctuating direct speech.

using and understanding the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading



### HANDWRITING

To use the diagonal and horizontal strokes that are needed to join letters.

To understand which letters, when adjacent to one another, are best left un joined.

To improve the legibility, consistency and quality of handwriting (or example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch).

### ENGLISH IN YEAR 1

In Year 4 the children are reading with increasing independence and accuracy, at a speed that allows an understanding of the whole text. Children further develop their vocabulary and the breath and depth of their reading. They continue to enjoy a variety of genres and develop a love of reading. Children develop confidence in reading silently and aloud.

They will discuss what they have learned and become more proficient in justifying their views about what they have read.

Children write their ideas with increasing accuracy and varied sentence punctuation. They continue to consolidate their vocabulary, their grasp of sentence structure and knowledge of grammar. Children develop their breadth of writing styles in different genres using more varied grammar, vocabulary and narrative structures to express their ideas. Fluent, joined handwriting is further developed. Spelling of common words (including common exception words) and topic vocabulary is increasingly correct.

Children further develop skills in their spoken language as they move through the Key Stage.

### WRITING COMPOSITION

To discuss writing similar to own planned writing in order to understand and learn from its structure, vocabulary and grammar, discussing and recording ideas.

To draft and write by:

composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.

organising paragraphs around a theme.

in narratives, create settings, characters and plot.

in non-narrative material, use simple organisational devices (or example, headings and sub-headings).

To evaluate and edit by:

assessing the effectiveness of own and others' writing and suggesting improvements.

proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.

proof-reading for spelling and punctuation errors.

reading aloud own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

### SPELLING

To build on knowledge of prefixes and suffixes and understand how to add them (English Appendix 1). To build on knowledge and improving my spelling of homophones

To continue to build strategies for spelling words that are often misspelt (English Appendix 1).

To place the possessive apostrophe accurately in words with regular plurals (or example, girls', boys') and in words with irregular plurals (for example, children's).

To use the first two or three letters of a word to check its spelling in a dictionary efficiently.

write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

## Number and Place Value

- To find 1000 more or less than a given number.
- To recognise the place value of each digit in a four digit number (thousands, hundreds, tens and ones).
- To order and compare numbers beyond 1000.
- To identify, represent and estimate numbers using different representations.
- To round any number to the nearest 10, 100 or 1000.
- To solve number and practical problems that involve all of the above and with increasingly large positive numbers.
- To count backwards through zero to include negative numbers.

## YEAR 4 MATHS

### Number—Addition, Subtraction, Multiplication and Division

- To add and subtract numbers with up to 4 digits using the formal written methods of column addition and subtraction where appropriate.
- To estimate and use inverse operations to check answers to a calculation.
- To solve addition and subtraction two step problems in contexts, deciding which operations and methods to use and why.
- To recall and use multiplication and division facts for multiplication tables up to  $12 \times 12$ .
- To count in multiples of 6, 7, 9, 25 and 1000.
- To use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers.
- To solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.
- To recognise and use factor pairs and commutativity in mental calculations.
- To multiply two digit and three digit numbers by a one digit number using formal written layout



### Statistics

- To interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.
- To solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.

### Number—Fractions, Decimals, Percentages

- To recognise and write decimal equivalents of any number of tenths or hundredths.
- To find the effect of dividing a one or two digit number by 10 or 100, identifying the value of the digits in the answer as ones, tenths and hundredths.
- To solve simple measure and money problems involving fractions and decimals to two decimal places.
- To convert between different units of measure (for example, kilometre to metre).
- To compare numbers with the same number of decimal places up to two decimal places.
- To round decimals with one decimal place to the nearest whole number.
- To recognise and write decimal equivalents  $\frac{1}{4}$ ,  $\frac{1}{2}$  and  $\frac{3}{4}$ .
- To understand the effect of dividing a one or two digit number by 10 or 100, identifying the value of the digits in the answer as ones, tenths and hundredths.

### Measuring and Time

- To convert between different units of measure (for example, kilometre to metre; hour to minute).
- To read, write and convert time between analogue and digital 12- and 24-hour clocks.
- To solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.
- To measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres.
- To find the area of rectilinear shapes by counting squares. To estimate, compare and calculate different measures, including money in pounds and pence.
- To solve simple measure and money problems involving fractions and decimals to two decimal places.

### Geometry—properties of shape/position and Direction

- To identify acute and obtuse angles and compare and order angles up to two right angles by size.
- To compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes.
- To identify lines of symmetry in 2-D shapes presented in different orientations.
- To complete a simple symmetric figure with respect to a specific line of symmetry.
- To describe positions on a 2-D grid as coordinates in the first quadrant.
- To plot specified points and draw sides to complete a given polygon.
- To describe movements between positions as translations of a given unit to the left/ right and up/ down.

## GEOGRAPHY

### Knowledge

#### **Weather around the World**

- To investigate places around the world and identify weather patterns.
- To identify climate zones and choose a suitable destination based on given criteria.
- To be able to research a holiday destination.
- To learn about the effects of weather on human activity.
- To use and interpret maps and atlases.
- To identify ways in which we learn about the weather, then make predictions about the weather which are helpful.
- To begin to find out about ways in which the weather during each season in equatorial and polar regions differs from the weather in the United Kingdom.
- To learn more about the way seasonal weather in an equatorial region is different to the weather in the UK

#### **Village Settlers**

- To find out about the needs of early settlers and the origins of place names.
- To be able to identify settlements and reasons for their original siting.
- To be able to identify a range of mapping symbols and know their meanings
- To understand and describe how settlements are connected
- To be able to design a village settlement influenced by physical features and personal choice.

#### **Where does our Food come from?**

- To understand that the food we eat comes from many different places around the world.
- To know how land in temperate climate zones is used to produce food.
- To know how land in tropical climate zones is used to produce food.
- To describe the way in which land in tropical biomes is being changed to enable more food to be produced.
- To explore how food is produced in mediterranean climate zones.
- To explain how land is used to produce food in the United Kingdom.
- To understand and describe the trade links that enable food from around the world to be sold in the United Kingdom.

### Skills

- To begin to initiate geographical questions e.g. Where is this location? What do you think about it? What do you think it might be like of...? To use NF books/pictures/internet /atlases as sources of information. To recognise that different people hold different views about an issue and begin to understand some of the reasons why e.g. tourism at the coast. To investigate places and themes on different scales. To further investigate surroundings. To analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/ pictures, temperatures in different locations.

### Fieldwork

- To make labelled field sketches (Add colour, texture and detail to own field sketches/Add title and descriptive labels with help). To take a photo. To make a sound recording. To make standard/non standard measurements.

### Map work

- To use 4 compass points to follow/give directions. To use letter/no. co-ordinates to find features on a map. To make a map of a short route experienced, with features in correct order. To begin to identify places on maps. To use maps, globes and digital mapping to identify and name cities and countries of places studied



## SCIENCE

### Science Knowledge

#### **Living Things and their Habitats**

- Recognise that living things can be grouped in a variety of ways
- Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment
- Recognise that environments can change and that this can sometimes pose dangers to living things

#### **Animals, Including Humans**

- Describe the simple functions of the basic parts of the digestive system in humans
- Identify the different types of teeth in humans and their simple functions
- Construct and interpret a variety of food chains, identifying producers, predators and prey.

#### **States of Matter**

- Compare and group materials together, according to whether they are solids, liquids or gases
- Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius
- Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature

#### **Sound**

- Identify how sounds are made, associating some of them with something vibrating
- Recognise that vibrations from sounds travel through a medium to the ear
- Find patterns between the pitch of a sound and features of the object that produced it
- Find patterns between the volume of a sound and the strength of the vibrations that produced it
- Recognise that sounds get fainter as the distance from the sound source increases

#### **Electricity**

- Identify common appliances that run on electricity
- Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers
- Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery
- Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit
- Recognise some common conductors and insulators, and associate metals with being good conductors

#### **Working Scientifically**

- Asking relevant questions/using different types of science enquiries to answer them
- Why and how does the volume and pitch change when playing different lengths of tube?
- Setting up simple practical enquiries, comparative and fair tests
- Plan and carry out fair tests e.g. Which insulator works best for ear protection?
- Making systematic and careful observations/accurate measurements using standard units/equipment
- How does volume decrease as you move further from the source. Data loggers. Gathering, recording, classifying and presenting data in a variety of ways to help answer questions
- How quickly does a material melt, and at what temperature. Charts, graphs.
- Recording findings using simple language, drawings, labelled diagrams, keys, bar charts and tables
- Which organs make up the human digestive system? Labelled and annotated diagrams. Reporting on findings—oral and written, displays or presentations of results and conclusions
- Demonstrate how the water cycle works by creating a 'water cycle bag'.
- Using results to draw simple conclusions, making predictions for new values, suggest improvements and raise further questions
- How can we make wet clothes dry faster? How can we improve our findings? Identifying differences/similarities/changes related to simple scientific ideas and processes
- When have you seen this in real life? Condensation. Make it rain investigation.
- Using straightforward scientific evidence to answer questions or to support findings.
- Solids, liquids, gases investigations.

## HISTORY

### Knowledge

#### Vikings

- To explore what Britain was like before the first Viking invasions
- To find out about the Viking invasions of Britain.
- To find out about the Viking settlement of Britain and how this affected the Anglo- Saxons
- To find out why King Alfred was dubbed 'Alfred the Great
- To explore what life was like for Vikings living in Britain.
- To find out how and when England became a unified country.
- To find out about the end of the Anglo-Saxon and Viking era in Britain.

#### Mayans

- Investigate how and when Europeans encountered the Mayan civilisation.
- Explore how we know about the Mayan civilisation and their way of life.
- Explore how Mayan society was organised and how this compares to modern society.
- Find out about what the Maya believed in, including their religious rites and rituals.
- Use a variety of sources to piece together what life was like for the Maya.
- Exploring the achievements of the Maya including their number systems and calendar.
- Investigate the reasons behind the decline of the Mayan civilisation.

#### Britain in the 50s and 60s

- To identify some of the main changes in Britain since 1948 and to identify key characteristics of different decades
- To identify similarities and differences between types of sources of information available in different periods in the past.
- To find out some of the main events of the 1950s and to investigate what life was like during this period.
- To find out about some of the main events of the 1960s and to investigate what life was like in Britain during this period
- To find out about some of the main events of the 1970s and to investigate what life was like in Britain during this period
- To find out about some of the main events of the 1980s and to investigate what life was like in Britain during this period
- To investigate what life was like in Britain in the 1990s and to identify connections between different aspects of life since 1948

#### Chronological Understanding

- To place periods of history on a timeline. To use mathematical skills to work exact time scales and differences and use dates and historical language. To build up a picture the main events that happened in Britain/the world during different centuries. To begin to recognise and quantify the different time periods that exist between different groups that invaded Britain.
- Knowledge and Interpretation
- To appreciate that wars are associated with invasion, conquering or religious differences. To explain how people who lived in the past cooked and travelled differently and used different weapons. To recognise that the lives of wealthy people were very different from those of poor people. To appreciate how artefacts help us to build up an accurate picture of how people lived in the past. To begin to appreciate how we make decisions through a Parliament. To begin to appreciate why Britain would have been an important country to have invaded and conquered.
- Historical Enquiry
- To research more than one version of an event and say how they are different. To research what it was like for a child in a given period from the past and use photographs and illustrations to present my findings. To give more than one reason to support an historical argument. To communicate knowledge and understanding orally and in writing and offer points of view based upon what is found out.

## ART

- To develop control and use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design (cool/warm colours, tone, block printing, effect of mixed media, link to DT).
- To continue to improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials To continue to learn about great artists, architects and designers in history

### Skills Drawing

- Identify/draw effect of light.
- Develop scale/proportion, 3D and perspective.
- Draw for a sustained period of time. Further develop techniques to create intricate patterns using different grades of pencil.
- Accurate drawings of whole people. Work on a variety of scales.
- Continue to use a sketch book. Computer generated drawings.

### Painting & Colour

- Confidently control types of marks made & continue to experiment with different effects & textures.
- Colour mixing/matching—tint, tone, shade.
- Colour to reflect mood.

### Texture and Form

- Wider variety of stitches & decoration using needle and thread.
- Compare different fabrics. Experience surface patterns / textures.
- Discuss own work and work of other sculptors.
- Analyse and interpret natural and manmade forms of construction.

### Printing and pattern

- Use sketchbook for recording textures/ patterns.
- Demonstrate experience of fabric printing.
- Experience 3 colour printing.
- Interpret environmental and manmade patterns, modify and adapt print.

- Insects.
- Bodies.
- British Art

## DT

- To understand how key events in design and technology have helped shape the world.
  - To apply understanding of how to strengthen, stiffen and reinforce more complex structures.
  - To understand and use mechanical systems in products (levers).
  - To evaluate ideas and products against design criteria
  - To investigate and analyse a range of existing products.
  - To understand and use electrical systems in products (series circuits incorporating switches, bulbs and buzzers) - Steady Hand Game
  - To prepare and cook a savoury dish using a range of cooking techniques –Layered salad
  - Skills Developing, planning and communicating ideas.
  - Consider purposes for which they are designing. Make labelled drawings from different views showing specific features.
  - Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making. Evaluate products and criteria that can be used for their own designs.
  - Working with tools, equipment, materials and components.
  - Select appropriate tools and techniques. Measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques. Join and combine materials and components accurately in temporary and permanent ways. Sew using a range of different stitches, weave and knit.
  - Measure, tape or pin, cut and join fabric with some accuracy. Use simple graphical communication techniques.
  - Evaluating procedures and products.
  - Evaluate work both during and at the end of the assignment. Evaluate products carrying out appropriate tests.
- TOPICS: PURSES, PIZZA, LIGHTHOUSES

## MUSIC.

- To play a wind instrument (whole class ensemble) basic technique/playing a range of notes accurately.
- To play music in a range of styles from different cultures, following a conductor and performing with confidence.
- To develop aural memory by copying back short melodies and rhythms.
- To play/sing notes that rise or fall in pitch as shown on a one line stave.
- To improvise simple ideas using their stringed instrument.
- To sing songs from different times and places, controlling pitch accurately.
- To sing a round in two parts.
- To make musical choices including varying pitch, duration, dynamics, tempo and timbre to accompany a chosen story.
- To create a song or chant over a repeated rhythm.

## IT

- To develop an educational computer game using selection and repetition
- To understand and use variables start to debug computer programs
- To recognise the importance of user interface design, including consideration of input and output.
- Design and make an on-screen prototype of a computer-controlled toy.
  - Understand different forms of input and output (such as sensors, switches, motors, lights and speakers).
- Design, write and debug the control and monitoring program for their toy.
- Use one or more programs to edit music.
- Create and develop a musical composition, refining their ideas through reflection and discussion.
- Develop collaboration skills.
- Develop an awareness of how their composition can enhance work in other media.
- Understand some technical aspects of how the internet makes the web possible.
- Use HTML tags for elementary mark up.
- Use hyperlinks to connect ideas and sources.
- Code up a simple web page with useful content.
  - Understand some of the risks in using the web.
- To understand the conventions for collaborative online work, particularly in wikis
- To be aware of their responsibilities when editing other people's work
- To become familiar with Wikipedia, including potential problems associated with its use
- To practise research skills
- To write for a target audience using a wiki tool
- To develop collaboration skills
- develop proofreading skills.
- Understand different measurement techniques for weather, both analogue and digital.
- Use computer-based data logging to automate the recording of some weather data.
- Use spreadsheets to create charts
- Analyse data, explore inconsistencies in data and make predictions
- Practise using presentation software and, optionally, video.

## RE

### PEOPLE OF FAITH

- identify what beliefs are and name some of their own;
- link their own beliefs to their and other people's actions;
- identify challenges that others have faced.

### THE BIBLE

- define what 'sacred' means;
- ask questions about whether an item is sacred or not;
- know that the Bible is sacred to Christians;
- know that the Old Testament is different to the New Testament and begin to explain why;
- name at least one Bible author and share some facts about them;
- discuss the different text types in the Bible;
- know what a Psalm and Proverb is in the Bible;
- eXplain what a parable is and why Jesus told them;
- retell a Bible story using drama or pictures;
- consider how Christians study the Bible and why;
- think about something that is sacred to them and how to be respectful of things that are sacred to others.

### BUDDHISM

- Identify where India is on a map.
- Know that Siddhartha Gautama was the Buddha.
- Know that Buddhists believe life is a journey to Nirvana and is affected by our actions and behaviours.
- Identify and paint how a Buddhist temple looks from the outside.
- Make a Wesak lantern.
- Use images and descriptions to explain the Tipitaka.
- Recognise key Buddhist symbols from a fact sheet.

### CHRISTIANITY

- represent Jesus in an image;
- create a freeze frame of one of the ten commandments;
- match a picture of a Christian special place to its name;
- explain what happened when Jesus was in the desert and how this is marked by Christians today by filling in 5 missing words in a cloze procedure;
- locate Bible verses after being given the book name and chapter to find them in;
- design a Christian symbol, paint this symbol on a stone and then complete basic information about the symbol and its meaning

### PILGRIMAGES

- explain what a pilgrimage is;
- name places of pilgrimage and describe, with support, the significance of these pilgrimages.

## PE

### Games

- To evaluate and recognise own success.

### Netball

- To use running, jumping, throwing and catching in isolation and in combination. To apply basic principles suitable for attacking and defending. To play competitive games (modified where appropriate).

### Football (invasion)

- To continue to apply and develop a broader range of skills. To enjoy communicating, collaborating with each other and within a team. To apply basic principles suitable for attacking and defending. To play competitive games (modified where appropriate).

### Tennis (net and wall) Rugby (Invasion) Hockey (Striking)

- To continue to apply and develop a broader range of skills. To use running, jumping, throwing and catching in isolation and in combination. To apply basic principles suitable for attacking and defending. To play competitive games (modified where appropriate).

### Athletics

- To learn how to use and link skills in different ways. To use running, jumping, throwing and catching in isolation and in combination. To increase flexibility, strength, technique, control and balance

### OAA

- To take part in OAA challenges both individually and within a team.

### ONE WORLD

- All children should be able to...

- describe similarities and differences between people's lives;
- identify opinions that are different from their own;
- express their own opinions;
- recognise that their actions impact on people in different countries;
- know what climate change is;
- know there are organisations working to help people in challenging situations in other communities.

### SAFETY FIRST

- discuss things they can do independently that they used to need help with;
  - describe what a dare is and identify situations involving peer pressure;
  - know when to seek help in risky or dangerous situations;
  - identify and discuss some school rules for staying safe and healthy;
  - list some of the dangers we face when we use the road;
  - describe drugs, cigarettes and alcohol in basic terms;
  - identify which information they should never share online;
  - identify who they should tell if they see something online that worries, upsets or confuses them;
  - explain what it means to be kind and respectful online.
- discuss what skills they might need to do certain jobs

### FRENCH

- To count to 20/100.

- To say their name and age in conversation.

- To say where they live.

- To say if they are English or French.

- To know nouns for members of the family. To order a selection of food and drink from a menu.

- To learn names of classroom objects.

- To respond to classroom instructions.

### PSHE

#### THINK POSITIVE

- understand that it is important to look after our mental health;
- recognise and describe a range of positive and negative emotions;
- discuss changes people may experience in their lives and how they might make them feel;
- talk about things that make them happy and help them to stay calm;
- identify uncomfortable emotions and what can cause them;
- discuss the characteristics of a good learner.

#### RESPECTING RIGHTS

- dAll children should be able to...

- know what human rights are;
- understand that all people share the same rights;
- know about The Universal Declaration of Human Rights and the Declaration of the Rights of the Child;
- know why we have rules and how they help us;
- understand that no one should take away our human rights;
- explain what respect means and understand how they can respect the rights of others;
- describe what a stereotype is and VIPS

#### VIPS

- with support, discuss how the impact of our attitudes affects us when trying to make new friendships;
- with support, plan out how they will be an anonymous friend over the week;
- use a support sheet to discuss the dares with in a story;
- use a support sheet to create a role play about positive resolution techniques;
- create a poster with ideas to help someone who is being bullied, with a support sheet of ideas.

## WORD READING

To apply growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words.

## COMPREHENSION

- To maintain positive attitudes to reading and understanding of what is read by:
- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- reading books that are structured in different ways and reading for a range of purposes.
- Increasing familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.
- recommending books read to peers, giving reasons for choices.
- identifying and discussing themes and conventions in and across a wide range of writing.
- making comparisons within and across books. learning a wide range of poetry by heart.
- preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.
- understand what is read by:
- checking that the book makes sense, discussing understanding and exploring the meaning of words in context.
- asking questions to improve understanding.
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
- predicting what might happen from details stated and implied.
- summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.
- identifying how language, structure and presentation contribute to meaning.
- discussing and evaluating how authors use language, including figurative language, considering the impact on the reader.
- distinguishing between statements of fact and opinion.
- Retrieving, recording and presenting information from non-fiction.
- Participating in discussions about books that are read to them and those they can read for themselves, building on own and others' ideas and challenging views courteously.
- explaining and discussing understanding of what is read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.
- Providing reasoned justifications for views

## VOCABULARY, GRAMMAR, PUNCTUATION

To develop understanding of the concepts learned so far.

To recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.

To use passive verbs to affect the presentation of information in a sentence.

To use the perfect form of verbs to mark relationships of time and cause.

To use expanded noun phrases to convey complicated information concisely.

To use modal verbs or adverbs to indicate degrees of possibility.

To use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.

To learn the grammar for years 5 and 6.

To indicate grammatical and other features by:

using commas to clarify meaning or avoid ambiguity in writing.

using hyphens to avoid ambiguity.

using brackets, dashes or commas to indicate parenthesis.

using semi-colons, colons or dashes to mark boundaries between independent clauses. using a colon to introduce a list .

punctuating bullet points consistently.

To use and understand grammatical terminology accurately and appropriately when discussing writing and reading.



## HANDWRITING

To write legibly, fluently and with increasing speed.

To choose which shape of a letter to use when given choices, and deciding whether or not to join specific letters.

To choose the writing implement best suited for a task

## ENGLISH IN YEAR 5

In Year 5 the children are able to read a wider range of poetry and books with accuracy and at a reasonable speaking pace. They can read most words (including unfamiliar words) effortlessly. Children are taught to summarise and present a familiar story in their own words. They read widely and frequently for pleasure in and out of school. Children read silently with good understanding, infer the meaning of unfamiliar words and discuss what they have read. Children can write down their ideas quickly with broadly accurate grammar and punctuation. Spelling of known words is accurate. Children use their knowledge of how spelling works to spell unfamiliar words. Children develop a love of language (especially vocabulary) which supports their fluency as readers, their facility as writers and their comprehension. Children draw on their reading experience to influence their writing. They are taught to become writers who are competent, creative, persuasive and passionate. They are taught techniques and how to make good language and stylistic choices to be effective in their writing. Children continue to develop their cognitive, linguistic, physical, social and emotional skills in oracy. They learn to present, clarify, summarise, justify, challenge and question.

## WRITING COMPOSITION

To plan 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.

noting and developing initial ideas, drawing on reading and research where necessary.

writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.

To draft and write (by):

selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.

in narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action.

precising longer passages.

using a wide range of devices to build cohesion within and across paragraphs.

using further organisational and presentational devices to structure text and to guide the reader (for example, headings, bullet points, underlining).

To evaluate and edit by:

assessing the effectiveness of their own and others' writing.

proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.

ensuring the consistent and correct use of tense throughout a piece of writing.

ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register

## SPELLING

To use further prefixes and suffixes and understand the guidance for adding them.

To spell some words with 'silent' letters (for example, knight, psalm, solemn).

To continue to distinguish between homophones and other words which are often confused. To use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically.

To use dictionaries to check the spelling and meaning of words.

To use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.

## Number and Place Value

To read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit.

To count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000.

To interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers including through zero.

To round any number up to 1 000 000 to the nearest 10, 100, 1000, 10000 and 100000. To read Roman numerals to 1000 (M) and recognise years.

Solve number problems and practical problems that involve all of the above.

## YEAR 5 MATHS

### Number—Addition, Subtraction, Multiplication and Division

To add and subtract numbers mentally with increasingly large numbers. To add and subtract whole numbers with more than 4 digits, including using formal written methods (column addition and subtraction).

To use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy.

To solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and explain why.

To multiply and divide numbers mentally drawing upon known facts. To multiply and divide whole numbers by 10, 100 and 1000.

To identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.

To recognise and use square numbers and cube numbers and the notation for squared (2) and cubed (3) .

To solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes.

To know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers.

To establish whether a number up to 100 is prime and recall prime numbers up to 19.

To multiply and divide numbers mentally drawing upon known facts.

To multiply numbers up to 4 digits by a one or two digit number using a formal written method, including long multiplication for 2 digit numbers. To 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.

To solve problems involving addition and subtraction, multiplication and division and a combination of these, including understanding the use of the equals sign.



## Statistics

To solve comparison, sum and difference problems using information presented in a line graph.

Complete, read and interpret information in tables including timetables.

### Number—Fractions, Decimals, Percentages

To compare and order fractions whose denominators are multiples of the same number.

To identify, name and write equivalent fractions of a given fraction, represented visually including tenths and hundredths. To recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements  $>1$  as a mixed number.

To add and subtract fractions with the same denominator and denominators that are multiples of the same number

To read, write, order and compare numbers with up to three decimal places.

To recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents.

To round decimals with two decimal places to the nearest whole number and to one decimal place.

To solve problems involving number up to three decimal places. To 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.

To solve problems which require knowing percentage and decimal equivalents of  $\frac{1}{2}$ ,  $\frac{1}{4}$ ,  $\frac{1}{5}$ ,  $\frac{2}{5}$ ,  $\frac{4}{5}$  and those fractions with a denominator of a multiple of 10 or 25.

To multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.

To use all four operations to solve problems involving measure (for example, length, mass, volume, money) using decimal notation, including scaling.

### Measuring and Time

To measure and calculate the perimeter of composite rectilinear shapes in cm and m.

To calculate and compare the area of rectangles (including squares), and including using standard units,  $\text{cm}^2$ ,  $\text{m}^2$  estimate the area of irregular shapes.

To 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.

To estimate, compare and calculate different measures, including money in pounds and pence.

To solve simple measure and money problems involving fractions and decimals to two decimal places.

To read, write and convert time between analogue and digital 12- and 24-hour clocks.

To solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.

To estimate volume (for example using  $1\text{cm}^3$  blocks to build cuboids (including cubes) and capacity (or example, using water).

To use all four operations to solve problems involving measure.

To convert between different units of metric measure (or example, km and m; cm and m; cm and mm; g and kg; l and ml)

To understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints.

To solve problems involving converting between units of time.

### Geometry—properties of shape/position and Direction

To identify 3D shapes, including cubes and other cuboids, from 2D representations.

To use the properties of rectangles to deduce related facts and find missing lengths and angles.

To distinguish between regular and irregular polygons based on reasoning about equal sides and angles.

To know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles.

To draw given angles, and measure them in degrees.

To identify angles at a point and one whole turn (total  $360^\circ$ ), angles at a point on a straight line and  $\frac{1}{2}$  a turn (total  $180^\circ$ ) other multiples of  $90^\circ$ .

## GEOGRAPHY

### Knowledge

#### Marvellous Maps

To locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America by using an atlas.

To name and locate cities of the UK and their identifying human and physical characteristics by using an atlas.

To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied by using the in

To use symbols and a key (including the use of Ordnance Survey maps) to build knowledge of the United Kingdom and the wider world by identifying landmarks shown on an Ordnance Survey map.

To use the eight points of a compass to build knowledge of the United Kingdom and the wider world by describing routes on a map.

To use four and six-figure grid references to build their knowledge of the United Kingdom and the wider world by finding features on a map.

To use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world by planning a journey.

To name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics and land-use patterns; and understand how some of these aspects have changed over time by comparing maps and photographs of places.

#### Extreme Earth.

To find out about the Earth's climate and areas of extreme temperatures.

To find out about the water cycle and the distribution of water across the world.

To find out about extreme weather conditions across the world

To find out about earthquakes and what causes them.

To find out about tsunamis and how they are caused.

To find out what volcanoes are and how they are formed.

To explore how people around the world respond to natural disasters.

To explore how famine, drought and poverty affect people around the world

#### Enough for Everyone

To describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water in the context of what settlers need.

To describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water in the context of electricity generation and distribution.

To name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time in the context of UK power stations.

To describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water in the context of renewable and non-renewable energy sources.

To describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water in the context of food miles.

To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied in the context of food miles.

To describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water in the context of conserving food, water and energy supplies. To describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water in the context of comparing resource supplies in the UK and abroad

#### Geographical Enquiry

##### Skills

To ask questions, e.g. How has the landscape changed? What made it change? To begin to use primary and secondary sources of evidence in their investigations. To investigate places with more emphasis on the larger scale; contrasting and distant places. To collect and record evidence unaided. To analyse evidence and draw conclusions e.g. compare historical maps of varying scales e.g. temperature of various locations - influence on people/everyday life.

##### Fieldwork

To evaluate own sketch against criteria and improve it. To use sketches as evidence in an investigation. To select and use a range of measuring instruments in investigations. To design own census, pilot, with help, and evaluate it.

##### Map work

To use 8 compass points to follow/give directions. To use four-figure co-ordinates to locate features on a map. To draw a sketch map using symbols and a key. To use/recognise OS map symbols. To confidently identify places and environments identified in KS2 so far. To have a confident knowledge of many countries in the world. To locate regions linked to knowledge learned in Year 5.



## SCIENCE

### Knowledge

#### Living things and their habitats

To describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. To describe the life process of reproduction in some plants and animals.

#### Animals including humans

To describe the changes as humans develop to old age.

#### Properties and changes of materials

To compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets. To know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution. To use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. To give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic. To demonstrate that dissolving, mixing and changes of state are reversible changes

To explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.

#### Earth and Space

To describe the movement of the Earth and other planets relative to the sun in the solar system. To describe the movement of the moon relative to the Earth. To describe the sun, Earth and moon as approximately spherical bodies. To use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.

#### Forces

To explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. To identify the effects of air resistance, water resistance and friction, that act between moving surfaces. To recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect.

#### Working Scientifically

Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.

Materials investigation/dissolving in a liquid to create a solution/recover a substance.

Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.

Materials investigation (mms) indentation into plasticine, timers linked to air resistance, measuring with a Newton Metre (linked to work on forces) . Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.

Testing strength of materials (bar graph). Analysis of babies' growth (comparing pie/bar/line graph).

Using test results to make predictions to set up further comparative and fair tests.

Predicting which materials dissolve/separate, air resistance/water resistance.

Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.

Writing up experiments, feedback to class, diagrams/models.

Investigating scientific evidence that has been used to support or refute ideas or arguments.

Discussions/presentation eg. geocentric and heliocentric solar systems.

## HISTORY

### Knowledge

#### Ancient Greeks

Find out who the ancient Greeks were and locate their civilisation on a timeline.

Explore and discuss the three main types of government in ancient Greece: monarchy, oligarchy and democracy.

Compare and contrast the two city states of Athens and Sparta.

Use primary and secondary sources to find out about daily life in ancient Greece.

Find out about gods, goddesses and religious beliefs in ancient Greece.

Investigate the lives and teachings of the ancient Greek scholars and philosophers.

Explore how modern life has been influenced by the ancient Greeks.

#### Medicine through the Ages

To learn about the medical practices of prehistoric civilisations and Ancient Egyptians.

To discover the Roman attitude towards health and medicine and how this was influenced by the Greeks

To investigate Medieval medicine and the events during the Black Plague

To explore the medical practices of the Tudor period

To research the medical advancements and significant people during the Victorian period.

To explore medicine in the 20th and 21st century.

To recall information about the history of disease and medicine.

#### Victorians

Find out who Queen Victoria was and investigate her life and family tree.

Explore the impact that the Industrial Revolution had on the people of Britain.

Discover what was invented during the Victorian era.

Investigate what public health and medical care were like during the Victorian era.

Examine and compare different leisure activities of rich and poor Victorian people.

Investigate the countries that were part of the British Empire during the Victorian era

Find out who the Quakers are and what they believe.

Explore how the Quaker beliefs affected other people in the Victorian era.

Investigate how Quaker beliefs influenced how workers in factories were treated, focusing on the Cadbury family.

#### Chronological Understanding

##### Skills

To draw a timeline with different time periods outlined which show different information, such as periods of history and dates when famous people lived. To use dates and historical language in my work. To place features of historical events and people from past societies and periods in a chronological framework. To create timelines which outline the development of specific features, such as medicine, weaponry and transport.

Knowledge and Interpretation

To describe historical events from the different period/s studied. To make comparisons between historical periods; explaining things that have changed and things which have stayed the same. To explain the role that Britain has had in spreading Christian values across the world. To begin to appreciate that how we make decisions has been through a Parliament for some time. To appreciate that significant events in history have helped shape the country we have today. To know about how crime and punishment has changed over the years.

#### Historical Enquiry

To test out a hypothesis in order to answer a question.

To appreciate how historical artefacts have helped us understand more about British lives in the present and past.

To give more than one reason to support an historical argument.

To identify and explain own understanding of propaganda.

## ART

To develop control and use of materials with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. (Vikings—broach, mixed media Viking ships—clay, lino, oils and watercolours)

To continue to improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (Environmental work—textures, patterns, shades, hues, light).

To continue to learn about great artists, architects and designers in history—Peter Thorpe—copy, recreate, apply.

### Skills

#### Drawing

Develop line, tone, pattern, texture. Use different techniques for different purposes i.e. shading, hatching within their own work.

Continue sketch books to plan & record information & ideas. Represent the effect of light on objects and people from different directions.

Interpret the texture of a surface Produce increasingly accurate drawings of people.

#### Painting & Colour

Develop hue, tint, tone, shades. Explore the use of texture in colour. Colour for purposes.

#### Texture and Form

Use stories, music, poems as stimuli Select and use materials.

Finish work (glaze/polish/paint). Fabric making/colouring—more than one colour.

Printing, dyeing, weaving & stitching to create textural effects.

Shape, form, model and join . Discuss and evaluate own work and that of other sculptors.

#### Printing and pattern

Combining prints/over lay prints with other media.

Design own prints to reflect personal experiences and expression. Develop experience with mono prints.

Gain experience in overlaying colours.

### CITYSCAPES

### JAPANESE ART

### FLOWERS

## DT

To research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose. To generate, develop, model and communicate their ideas through discussion, annotated sketches (Bird boxes).

To understand and use mechanical systems in products (cams-toys). To investigate and analyse a range of existing products.

To evaluate ideas and products against design criteria and consider the views of others to improve own work

### Skills

Developing, planning and communicating ideas. Brainstorm and identify a purpose for the product.

Draw up a specification for design. Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making if the first attempts fail. Use results of investigations, information sources, including ICT when developing design ideas.

Working with tools, equipment, materials and components.

Select appropriate materials, tools and techniques. Measure and mark out accurately. Use skills in using different tools and equipment safely and accurately. Weigh and measure accurately (time, dry ingredients, liquids). Apply the rules for basic food hygiene and other safe practices e.g. hazards relating to the use of ovens. Cut and join with accuracy to ensure a good quality finish.

Evaluating procedures and products.

Evaluate product against the original

design specification. Evaluate personally and seek evaluation from others.

### BRIDGES

### BISCUITS

### STORY BOOKS

## MUSIC.

To sing songs from different genres, countries and traditions (including opera).

To use voices expressively and with increasing accuracy.

To play tuned and untuned instruments musically.

To listen with concentration and understanding to a range of high quality live and recorded music and to discuss its features.

To understand a five-line stave as a way of representing pitch.

To understand how rhythm notation is used to create 1, 2 and 4 beats.

To recognise and use chords.

To recognise/use the features of samba music. To use an initial stimulus to compose their own piece.

To create a visual plan of their composition using elements of musical notation.

## IT

• Create original artwork and sound for a game

• Design and create a computer program for a computer game, which uses sequence, selection, repetition and variables

• Detect and correct errors in their computer game

• Use iterative development techniques (making and testing a series of small changes) to improve their game.

• Be familiar with semaphore and Morse code understand the need for private information to be encrypted

• Encrypt and decrypt messages in simple ciphers

• Appreciate the need to use complex passwords and to keep them secure

• Have some understanding of how encryption works on the web.

• Develop an appreciation of the links between geometry and art

• Become familiar with the tools and techniques of a vector graphics package

• Develop an understanding of turtle graphics experiment with the tools available, refining and developing their work as they apply their own criteria to evaluate it and receive feedback from their peers

• Develop some awareness of computer-generated art, in particular fractal-based landscapes.

• Develop their research skills to decide what information is appropriate

• Understand some elements of how search engines select and rank results

• Question the plausibility and quality of information develop and refine their ideas and text collaboratively develop their understanding of e-safety and responsible use of technology.

• Become familiar with blogs as a medium and a genre of writing

• Create a sequence of blog posts on a theme incorporate additional media

• Comment on the posts of others

• Develop a critical, reflective view of a range of media, including text.

• Understand the work of architects, designers and engineers working in 3D

• Develop familiarity with a simple CAD (computer aided design) tool

• Develop spatial awareness by exploring and experimenting with a 3D virtual environment

• Develop greater aesthetic awareness.

## RE

### PEACE

I can explain the meaning of the word 'peace'.

I can explain how different religions view

• I can state the similarities and differences between each religion's view on peace.

• I can explain how some religions use inner peace to find peace and can reflect on this technique.

I can explain how religions focus on community cohesion to bring about peace. peace.

• can recognise key peace symbols

### THE MEANING OF CHRISTMAS

I can list what Christmas means to me and to Christians.

I can explain the importance of love at Christmas

I can explain how God took human form and explain the importance of this vulnerability in modern situations.

I can compare Christian and secular Christmas cards.

I can analyse the meaning of a popular Christmas carol.

I can participate in a class debate about whether true meaning of Christmas is lost.

### MIRACLES

I can explain the concept of a miracle.

I can retell a healing miracle.

I can consider different viewpoints.

I can express reactions and emotions involved in healing.

I can use music to explain scripture.

I can summarise who 'Jesus the Healer' is.

### FORGIVENESS

To explore the concept of forgiveness.

To explore and discuss what Jews believe about forgiveness.

To explore the significance of Yom Kippur for Jews

To explore what Buddhists believe about forgiveness.

To compare forgiveness in Buddhism and Judaism.

To create and explain a symbol for forgiveness.

### WORSHIP

To consider how worth is determined and what has worth to me

To reflect upon how music makes us feel and why it is used for religious worship.

To discuss why and how religious believers pray.

To compare expressions of worship in art.

To investigate how artefacts are used as objects of worship within different religions

To explore what religious freedom is and how people use it

## PSHE

### TEAM

• understand that it is important to

look after our mental health;

• recognise and describe a range

of positive and negative emotions;

• discuss changes people may

experience in their lives and how

they might make them feel;

• talk about things that make them

happy and help them to stay

calm;

• identify uncomfortable emotions

and what can cause them;

• discuss the characteristics of a

good learner.

## BRITAIN

• explain how and why laws are

made;

• explain what a community is;

• discuss some roles of local

government;

• describe the basic structure of

national government;

• talk about the role of charities

and voluntary groups in the

community.

## BE YOURSELF

• discuss scenarios where children

are torn between 'fitting in' and

being true to themselves;

• explain how to communicate

their feelings in different

situations;

• create a role play to show

different ways to manage

uncomfortable feelings;

• discuss which situations would

make people fight or flee and why;

• create resolutions to different

tricky situations;

• identify the feelings involved in

making a mistake and understand

how to make amends.

## PE

### Games

In all games activities— Evaluate and recognise own success

#### Football and Hockey (invasion)

To continue to apply and develop a broader range of skills. To

communicate and collaborate with each other and within a team. To

apply basic principles suitable for attacking and defending.

To play competitive games (modified where appropriate).

#### Tennis (net and wall) Netball (Invasion)

To continue to apply and develop a broader range of skills. To use

running, jumping, throwing and catching in isolation and in combination.

To apply basic principles suitable for attacking and defending. To play

competitive games (modified where appropriate).

#### Athletics

To use and link skills in different ways. To use running, jumping,

throwing and catching in isolation and in combination. To increase

flexibility, strength, technique, control and balance.

nd others and demonstrate improvement to achieve personal best.

#### Swimming

To swim competently, confidently and proficiently over a distance of at

least 25 metres.

To use a range of strokes effectively e.g. front crawl, backstroke,

breaststroke. To perform safe self rescue in different water-based

situations.

## MONEY MATTERS

• discuss ways advertisers try to influence us;

• identify what it means to be a 'critical consumer';

• describe what 'value for money' means;

• explain what 'interest' is;

• talk about what 'tax' is.

## AIMING HIGH

• discuss their personal achievements and skills;

• discuss different learning styles;

• identify what a positive learning attitude is;

• talk about the range of jobs that people do;

• understand what a gender stereotype is;

• talk about skills employers look for in employees;

• work with others in a team;

• discuss the skills everyone needs to succeed.

## FRENCH

To repeat and recognise 8 pets.

To have a conversation about a pet.

To repeat and recognise months of the year.

To have a conversation about your birthday.

To know the date.

To name the planets and say interesting facts ABOUT them. To have a conversation about

the weather/create a map.

To describe the weather in different regions in French.

To begin to understand simple French texts.

## WORD READING

To apply growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words.

## COMPREHENSION

- To maintain positive attitudes to reading and understanding of what is read by:
- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- reading books that are structured in different ways and reading for a range of purposes.
- Increasing familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.
- recommending books read to peers, giving reasons for choices.
- identifying and discussing themes and conventions in and across a wide range of writing.
- making comparisons within and across books. learning a wide range of poetry by heart.
- preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.
- understand what is read by:
- checking that the book makes sense, discussing understanding and exploring the meaning of words in context.
- asking questions to improve understanding.
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
- predicting what might happen from details stated and implied.
- summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.
- identifying how language, structure and presentation contribute to meaning.
- discussing and evaluating how authors use language, including figurative language, considering the impact on the reader.
- distinguishing between statements of fact and opinion.
- Retrieving, recording and presenting information from non-fiction.
- Participating in discussions about books that are read to them and those they can read for themselves, building on own and others' ideas and challenging views courteously.
- explaining and discussing understanding of what is read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.
- Providing reasoned justifications for views

## VOCABULARY, GRAMMAR, PUNCTUATION

To develop understanding of the concepts learned so far.

To recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.

To use passive verbs to affect the presentation of information in a sentence.

To use the perfect form of verbs to mark relationships of time and cause.

To use expanded noun phrases to convey complicated information concisely.

To use modal verbs or adverbs to indicate degrees of possibility.

To use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.

To learn the grammar for years 5 and 6.

To indicate grammatical and other features by:

using commas to clarify meaning or avoid ambiguity in writing.

using hyphens to avoid ambiguity.

using brackets, dashes or commas to indicate parenthesis.

using semi-colons, colons or dashes to mark boundaries between independent clauses. using a colon to introduce a list .

punctuating bullet points consistently.

To use and understand grammatical terminology accurately and appropriately when discussing writing and reading.



## HANDWRITING

To write legibly, fluently and with increasing speed.

To choose which shape of a letter to use when given choices, and deciding whether or not to join specific letters.

To choose the writing implement best suited for a task

## ENGLISH IN YEAR 6

In Year 6 the children read an increasingly sophisticated range of poetry and books with accuracy at speaking pace. They read words fluently and effortlessly. Children can present a precis of a story/ information they have read. They have developed a love of reading. Children read silently, for sustained periods, showing excellent understanding, intuition and perception, locating and recalling information to answer own and others' questions.

Children can write down their ideas quickly and for sustained periods using accurate grammar and punctuation. Spelling of known words is accurate. Children use their knowledge of how spelling works to spell unfamiliar words. Children continue to develop a love of language which supports their fluency as readers, their facility as writers and their comprehension. Children draw on their expanding reading experience to influence their writing. Children's reading and writing is sufficiently fluent and effortless for them to manage the demands of KS3 across all subjects. They consciously control sentence structure in their writing and understand why sentences are constructed as they are. They understand shades of meaning in vocabulary choice. Children are developing an idiosyncratic writing style which they can employ for a variety of audiences and genres. Children are more proficient in their cognitive, linguistic, physical, social and emotional skills in oracy. They continue to develop skills in presenting, clarifying, summarising, justifying, challenging and questioning.

## WRITING COMPOSITION

To plan 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.

noting and developing initial ideas, drawing on reading and research where necessary.

writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.

To draft and write (by):

selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.

in narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action.

precising longer passages.

using a wide range of devices to build cohesion within and across paragraphs.

using further organisational and presentational devices to structure text and to guide the reader (for example, headings, bullet points, underlining).

To evaluate and edit by:

assessing the effectiveness of their own and others' writing.

proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.

ensuring the consistent and correct use of tense throughout a piece of writing.

ensuring correct subject and verb agreement when using singular and plural, distinguishing between the

language of speech and writing and choosing the appropriate register

## SPELLING

To use further prefixes and suffixes and understand the guidance for adding them.

To spell some words with 'silent' letters (for example, knight, psalm, solemn).

To continue to distinguish between homophones and other words which are often confused. To use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically.

To use dictionaries to check the spelling and meaning of words.

To use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.

## Number and Place Value

To read, write, order and compare numbers up to 10,000,000 and determine the value of each digit. To round any whole number to a required degree of accuracy.

To use negative numbers in context, and calculate intervals across zero.  
To solve number and practical problems that involve all of the above.

To read Roman numerals to 1000 (M) and recognise years.

## YEAR 6 MATHS

### Number—Addition, Subtraction, Multiplication and Division

To solve addition and subtraction multi step problems in contexts, deciding which operations and methods to use and explain why.

To multiply multi-digit numbers up to 4 digits by a 2-digit number using the formal written method of long multiplication.

To divide numbers up to 4 digits by a 2-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.

To divide numbers up to 4 digits by a 2-digit number using the formal written method of short division, interpreting remainders according to the context. To perform mental calculations, including with mixed operations and large numbers.

To identify common factors, common multiples and prime numbers.

To use knowledge of the order of operations to carry out calculations involving the 4 operations.

To solve addition and subtraction multistep problems in contexts, deciding which operations and methods to use and why.

To solve problems involving addition, subtraction, multiplication and division. To use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.

### Ratio and Proportion

To solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts.

To solve problems involving similar shapes where the scale factor is known or can be found.

### Number—Algebra

To use simple formulae.

To generate and describe linear number sequences.

To express missing number problems algebraically.

To find pairs of numbers that satisfy an equation with two unknowns. To enumerate possibilities of combinations of two variables



### Statistics

To illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius.

To interpret and construct pie charts and line graphs and use these to solve problems.

To calculate the mean as an average.

### Number—Fractions, Decimals, Percentages

To use common factors to simplify fractions; use common multiples to express fractions in the same denomination.

To compare and order fractions, including fractions  $> 1$ .

To generate and describe linear number sequences (with fractions). To add and subtract fractions with different denominations and mixed numbers, using the concept of equivalent fractions.

To identify the value of each digit in numbers given to 3 decimal places and multiply numbers by 10, 100 and 1,000 giving answers up to 3 decimal places.

To multiply one-digit numbers with up to 2 decimal places by whole numbers.

To use written division methods in cases where the answer has up to 2 decimal places.

To solve problems which require answers to be rounded to specified degrees of accuracy.

To solve problems involving the calculation of percentages [for example, of measures and such as 15% of 360] and the use of percentages for comparison.

To recall and use equivalences between simple fractions, decimals and percentages including in different contexts.

### Measuring and Time

To read, write and convert time between analogue and digital 12- and 24-hour clocks.

To solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.

To solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate.

To 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 3dp.

To convert between miles and kilometres.

### Geometry—properties of shape/position and Direction

To describe positions on the full coordinate grid (all four quadrants).

To draw and translate simple shapes on the coordinate plane, and reflect them in the axes.

To draw 2-D shapes using given dimensions and angles.

To compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals and regular polygons. To recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.

To recognise that shapes with the same areas can have different perimeters and vice versa.

To recognise when it is possible to use formulae for area and volume of shapes.

To calculate the area of parallelograms and triangles.

To calculate, estimate and compare volume of cubes and cuboids using standard units, including  $\text{cm}^3$ ,  $\text{m}^3$  and extending to other units ( $\text{mm}^3$ ,  $\text{km}^3$ ).

To draw 2-D shapes using given dimensions and angles.

To compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals and regular polygons. To recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.

## GEOGRAPHY

### Knowledge

#### TRADE AND ECONOMICS

To describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water in the context of UK imports and exports

To locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities in the context of UK imports and exports.

To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied in the context of UK trade links  
To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America in the context of exports from El Salvador.

To describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water in the context of fair trade

To describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water in the context of the global supply chain.

To describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water in the context of changing trade links

#### RIVERS

To understand and explain the water cycle.

To find out about rivers and how they erode, transport and deposit materials.

To find out why rivers are important.

To find out about the causes of river pollution and the effect it has on the environment.

To investigate a river in detail including the effects on the environment and landscape

To be able to conduct a geographical enquiry.

#### COASTS

To find out what coasts are and how they are formed.

To find out about the physical features of coasts and the processes of erosion that affect them.

To explore different strategies of coastal management.

To be able to identify different types of beaches

To be able to use maps and secondary sources to research and describe coastal areas.

To learn how changes in land use will affect people and the environment in different ways.

#### Geographical Enquiry

#### Skills

To suggest questions for investigating. To use primary and secondary sources of evidence in investigations. To build on practices for recording geographical investigations. To identify & explain different viewpoints eg. Do the people of North Wales always welcome tourists? To analyse evidence and draw conclusions e.g. from field work data on land use comparing land use/temperature, look at patterns/explain reasons behind it.

#### Fieldwork

To select field sketching from a range of techniques for an investigation and evaluate quality of the evidence it gives. To annotate sketches to describe and explain geographical processes and patterns. To select and use a range of measuring instruments in investigations. To design own census, pilot and evaluate it.

#### Map work

To begin to use 16 compass points to follow/give directions. To use four-figure co-ordinates confidently to locate features on a map. To use six-figure grid refs. To use latitude and longitude on atlas maps. To begin to draw a variety of thematic maps based on own data. To confidently identify places and environments identified in KS2 so far. To locate regions linked to knowledge learned in Year 6. To have confident OS knowledge of Conwy and surrounding geographical features.



## SCIENCE

### Knowledge

To describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals.

To give reasons for classifying plants and animals based on specific characteristics.

#### Animals Including Humans

To identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.

To recognise the impact of diet, exercise, drugs and lifestyle on the way bodies function.

To describe the ways in which nutrients and water are transported within animals, including humans.

#### Evolution and Inheritance

To recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.

To recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.

To identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.

#### Light

To recognise that light appears to travel in straight lines.

To use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye.

To explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.

To use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.

#### Electricity

To associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.

To compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches.

To use recognised symbols when representing a simple circuit in a diagram.

#### Working Scientifically

Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.

How shadows behave (angles and distance of light sources).

Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.

Rulers, protractors—shadows, investigating body measurements, Stopwatches to measure heart rate.

Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. Heart rate, circuits (tables) bar chart (shadow) Classification key (evolution).

Using test results to make predictions to set up further comparative and fair tests.

Child led investigation linked to body knowledge.

Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.

Conclusions when writing experiments (bulb brightness) 'Light' oral presentation, presenting own conclusions following inherited characteristics, evolution theories. Identifying scientific evidence that has been used to support or refute ideas or arguments.

Discussion and presentations on different evolutionary theories.

## HISTORY

### Knowledge

#### Ancient Egypt

Find Egypt on a map and identify the continent Egypt is part of, as well as the seas which are next to it.

Discover the geographical features of Egypt including its climate and population.

Investigate what Egypt would be like as a holiday destination.

Investigate geographical features of the River Nile including statistics and uses of the river.

Children will explore the difference between AD and BC, and place key dates relating to ancient Egypt on a timeline.

Introducing the ancient Egyptians, placing key events on a timeline, and learning the difference between AD and BC.

Investigate the social structure of ancient Egyptian societies.

Investigate the role, rights and responsibilities of the pharaohs and explore the lives of some of the most famous pharaohs.

Find out about the ancient Egyptian deities and explore their appearances and roles.

Discover what the pyramids were built for and explore what tomb paintings can tell us about life in ancient Egypt.

Investigate the greatest inventions and achievements of the ancient Egyptians.

#### Crime and Punishment

To introduce the broad trends of crime and punishment from the Romans to the 21st century.

To explore crime and punishment in the Roman period.

To explore crime and punishment in the Anglo-Saxon and Viking period.

To explore crime and punishment in the medieval and Tudor periods.

To explore crime and punishment in the early modern period.

To explore crime and punishment in the Victorian period.

To recap the history of crime and punishment and compare it to today.

#### WW2

ntroduce World War 2 by investigating how it began and ended and which countries and world leaders were involved.

Discover what the Blitz was and explore photographs of the aftermath.

Investigate safety measures during the Blitz and the benefits of evacuation.

Reflect upon what it was like for those who were evacuated and explore how the system worked.

Discuss the reasons for rationing and investigate the 'Dig for Victory' campaign.

Look at the experiences of different groups during the war by learning about Anne Frank and why she is remembered.

Explore the effects of the war on the lives of everyday people and reflect on the different experiences they would have had

#### Chronological Understanding

##### Skills

To place features of historical events and people from past societies and periods in a chronological framework.

To say where a period of history fits on a timeline in decades.

To appreciate that some ancient civilizations showed greater advancements than people who lived centuries after them.

To understand the chronology of British monarchs.

Knowledge and Interpretation

To summarise the main events from a specific period in history, explaining the order in which key events happened.

To summarise how Britain has had a major influence on world history.

To summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently.

To describe historical events and people from past societies and periods of History studied.

To recognise and describe differences and similarities/changes and continuity between different periods of History.

Historical Enquiry

To look at more than one version of events and say how the author may be attempting to persuade or give a specific viewpoint.

To identify and explain my understanding of propaganda.

To describe a key event from Britain's past using a range of evidence from different sources.

To communicate knowledge and understanding orally and in writing and offer points of view based upon what is found out.

## ART

To control and use different materials and medias, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

To develop a comprehensive sketch book which records observations and uses them to review and revisit ideas. To use different art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay) pencil/charcoal linked to WW2 work, clay sculpture—poppies, Pop Art, line/colour for texture—link to Barbara Brody)

To know about great artists, architects and designers in history.

(Norman Wilkinson, Paul Cummins, Andy Warhol, Roy Lichtenstein, Barbara Brody).

Skills

Drawing

Draw for sustained period of time on one

piece (a number of sessions).

Continue to explore effect of light on objects and people from different directions.

Beginning to develop own style through a variety of techniques: line, tone, pattern. Produce increasingly accurate drawings of people.

Further develop simple perspective

using single focal point & horizon. Annotate work in sketch books.

Painting & Colour

Develop own style through hue, tint, tone, shades and mood.

Explore the use of texture and colour building on previous knowledge, understanding what works well & why.

Texture and Form

Develop experience in embellishing.

Use a number of stitch types creatively to produce different patterns & textures. Work collaboratively on a larger scale. Plan and develop ideas in sketch books. Shape, form, model and join.

Discuss and evaluate own work and that of other sculptors.

Print and Pattern

Build up drawings and images of whole or parts of items using various techniques.

Explore printing techniques (including screen printing) used by various artists. Create own abstract pattern to reflect personal experiences and expression.

People in Action. and Focus on use of sketch books.

The Art of Africa.

Andy Warhol and Pop Artists.

## DT

To research and develop design criteria to inform the design of an innovative, functional, appealing product

To develop, model and communicate ideas through discussion, annotated sketches, cross-sectional and exploded diagrams and prototypes.

To select the correct tools (use accurately) and materials (according to functional properties and aesthetic qualities) from a wide range of choice

To understand how key events and individuals in D&T have helped shape the world.

To evaluate ideas and products against own design criteria and consider the views of others to improve work.

To apply their understanding of computing to program, monitor and control their products.

**Skills Developing, planning and communicating ideas.**

Communicate ideas through detailed labelled drawings. Develop a design specification. Explore, develop and communicate aspects of design proposals by modelling ideas in a variety of ways. Plan the order of own work, choosing appropriate materials, tools and techniques.

**Working with tools, equipment, materials and components.**

Select appropriate tools, materials, components and techniques. Assemble components make working models. Use tools safely and accurately. Construct products using permanent joining techniques. Make modifications. Pin, sew and stitch materials together. Achieve a quality product.

**Evaluating procedures and products.**

Evaluate products identifying strengths and areas for development, and carrying out appropriate tests.

Record evaluations using drawings with labels.

Evaluate against original criteria and suggest ways that product could be improved.

BAGS

BREAD

ELECTRIC CARS

## MUSIC.

To sing confidently and with expression in a wide range of styles for an audience. To sing harmony parts.

To perform pieces from musical notation and from memory.

To know relevant note names for pitch on a five-line stave.

To understand how rhythm notation is used to create 1, 2, 4, 1/2 and rest beats. To understand some dynamic and expression markings.

To show an understanding of the history of western music.

To compose a piece of music using voices and instruments and record using musical notation.

## IT

To develop an awareness of the capabilities of smartphones and tablets

•To understand geolocation, including GPS identify interesting, solvable problems

To evaluate competing products

•To pitch a proposal for a smartphone or tablet app.

•To scope a project to identify different components that must be successfully combined

•To identify their existing talents and plan how they can develop further knowledge and skills

•To identify the component tasks of a project and

•To develop a timeline to track progress

•To identify the resources they'll need to accomplish a project

•To use web-based research skills to source tools, content and other resources

•To consider strategies to ensure the quality of a collaborative project.

• To develop critical awareness of the techniques used in television adverts

• To construct simple storyboards

• To develop video-shooting techniques

• To experience sourcing and using third party material

• To develop skills in video editing software

• To develop skills in working as part of a multirole team

• To research a location for a school visit

• To take or source digital photographs (and perhaps video)

• To consider the characteristics of effective or evocative photographs and use these to select images from the collection

• To discuss and agree on images to be included with their peers

• To edit images to enhance their quality

• To create a slideshow of selected images

• To add narration or appropriate backing music

•To work collaboratively to design the app's interface

•To use wire framing tools to create a design prototype of their app

•To develop or source the individual interface components (media assets) they will use address accessibility and inclusion issues document their design decisions and the process they've followed.

•To develop skills in writing for an audience using a word processor

• To develop skills in taking, selecting and manipulating photographs

• To develop page design skills, including typography and page layout

• To develop document production skills, including editing, sub-editing, reviewing and document design

• To develop their understanding of project management

• To develop their capacity to work collaboratively in an extended team

## RE

### CREATION STORIES

1Judaism and Christianity

I can retell the Judeo-Christian story of creation.

I can compare the creation stories of the religions.

I can retell the Hindu creation story.

I can explain Sikh beliefs about creation.

I can classify creation stories.

I can compare creation stories.

### CHRISTMAS

• I can recall the key events in The Christmas Story.

• I can explain what interpretation means.

• I can investigate similarities and differences between Matthew and Luke's version of the nativity.

• I can explain the key truth within both versions of The Christmas Story in the Gospels.

• I can explain the meaning of advent and how Christians prepare.

• I can explain how Christians in different countries celebrate Christmas differently.

I

### XRUCIFIXION

I can remember key events in Holy Week and begin to question them.

I understand the terms 'free will' and 'determinism' and can relate these terms to the crucifixion.

I can question if Jesus' life was part of a plan and I can relate these thoughts to my own life.

I can analyse events in Holy Week to justify a line of argument.

I can understand the term 'atonement' and relate it to commitments in my life.

I can relate the experience of Jesus and the idea of a life plan to my own life and choices I make

### JUSTICE AND FREEDOM

• I can examine the concept of freedom.

• I can examine the concept of justice.

• I can compare concepts of justice.

• I can describe the influence of religious and non-religious world views on the human rights movement.

• I can describe the influence of religious views on non-violent protest movements.

• I can examine the concepts of freedom and justice and how they might conflict.

## PSHE

### THINK POSITIVE

talk about their thoughts, feelings and behaviours;

identify unhelpful and helpful thoughts;

suggest outcomes linked to certain thoughts, feelings and actions;

discuss ways in which positive thinking can be beneficial;

identify and discuss uncomfortable emotions; identify common choices we have to make in life;

use basic mindfulness techniques, when guided;

describe what makes a good learner.

### RESPECTING RIGHTS

explain that there are basic human rights that all people share;

understand that children have their own rights;

understand that human rights are universal and cannot be taken away;

recognise that there are people across the world whose rights are not met;

understand the importance of being rights-respecting citizens;

identify that ideas about human rights change;

explain what a human rights activist is and does.

### VIPS

• discuss scenarios where children share ideas for ways we can care for our VIPs;

create a poster to show a calming technique with support;

discuss how a disagreement could be handled with support;

explain ways to resist pressure with support;

identify which secrets are OK to keep and which need to be shared with support;

identify some aspects of healthy and unhealthy relationships

• identify the feelings involved in making a mistake and understand how to make amends.

## PE

In all games activities—Evaluate and recognise own success.

### Football (invasion), Hockey, Tennis (net and wall)

To continue to apply and develop a broader range of skills. To communicate and collaborate with each other and within a team. To apply

basic principles suitable for attacking and defending. To play competitive games (modified where appropriate).

### NETBALL RUGBY

To continue to apply and develop a broader range of skills. To use running, jumping, throwing and catching in isolation and in combination.

To apply basic principles suitable for attacking and defending. To play competitive games (modified where appropriate).

### Athletics

To use and link skills in different ways. To use running, jumping, throwing and catching in isolation and in combination. To increase flexibility, strength, technique, control and balance.

### SWIMMING

To swim competently, confidently and proficiently over a distance of at least 25 metres.

To use a range of strokes effectively e.g. front crawl, backstroke, breaststroke. To perform safe self rescue in different water-based situations.

### ONE WORLD

explain what a global citizen is;

say what global warming is;

understand that human energy use can harm the environment;

understand the importance of not wasting water;

understand what biodiversity is;

understand that their choices can have far reaching consequences.

### AIMING HIGH

•discuss their personal achievements and skills;

• discuss different learning styles;

• identify what a positive learning attitude is;

• talk about the range of jobs that people do;

• understand what a gender stereotype is;

• talk about skills employers look for in employees;

• work with others in a team;

• discuss the skills everyone needs to succeed.

## FRENCH

To understand pronouns

To conjugate verbs.

To repeat and recognise vocab for school subjects. To say what I like and dislike.

To say the time. To say what time I go to school. To say what I like to do at the weekend.

To know some French conjunctions.

To talk about animal habitats

To talk about leading a healthy lifestyle - food and exercise.