



ENGLISH Using a range of fiction (classic and modern fiction, myths, traditional stories, stories from different cultures and periods of time) poetry and non-fiction texts and other stimulus, pupils learn to be confident listeners, speakers, readers, and writers.			MUSIC - Use of voice & instruments with increasing accuracy, control and expression. - Improvise music and compose music for a range of purposes. - Listen with attention and detail. - Use and understand some simple musical notation. - Appreciate a wide range of live and recorded music.		Religious Education - Following the core learning syllabus. - Understanding Christianity: Gospel. - People of God. - Kingdom Of God. - Creation/Fall. - Core beliefs of Islam and Humanism.							
Reading - read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference 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 - recommending books that they have read to their peers, giving reasons for their choices - identifying and discussing themes and conventions in and across a wide range of writing - making comparisons within and across books - 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 - checking that a book makes sense to them, discussing their understanding and exploring the meaning of words in context and asking questions. - drawing inferences 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 - discuss and evaluate how authors use language, including figurative language, considering the impact on the reader - distinguish between statements of fact and opinion - retrieve, record and present information from non-fiction - participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously - explain and discuss their understanding of what they have read, including through formal presentations and debates,			Writing - 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 - in writing narratives, considering how authors have developed characters and settings - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning - in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action - 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 - 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 - proof-read for spelling and punctuation errors - perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.			Grammar Recognising vocabulary and structure that are appropriate for formal speech and writing, including subjunctive forms - using passive verbs to affect the presentation of information in a sentence - using the perfect form of verbs to mark relationships of time and cause - using expanded noun phrases to convey complicated information concisely - using modal verbs or adverbs to indicate degrees of possibility - using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun - learning the grammar for years 5 and 6 in English Appendix 2 - 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 Speaking & Listening Give structured descriptions Participate actively in a conversation. Consider & evaluate different viewpoints.			Geography - Locate countries in the world using maps, atlases and globes. - Investigate the similarities and differences of physical & human features between countries. - Study a region of the UK (not local area). - Describe & understand climate, rivers, mountains and settlements. - Locate & name countries and main cities of the UK using atlases and maps. - Regions of the UK. - Topographical features (rivers, mountains, etc). - UK land use and changes over time. - Locate and name world countries and capital cities using maps and atlases. - Look at geographical similarities/differences. - Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the tropics of Cancer & Capricorn and th effect this has on climate. - To use and understand the eight points of a compass and geographical tools such as grid reference. - Describe & understand the geographical similarities and differences of a region in South America (Brazil). - Use fieldwork to observe, measure and record human and physical features (maps, plans and graphs).		History - The Ancient Greeks and their place in History - The Victorians - Local study - To use evidence from a range of sources to ask questions and find answers to questions about the past. - To understand chronology by placing artefacts and events on a time line. - Communicate historical evidence about the past.	
PSHCE Our school curriculum and ethos prepares our young people positively for life in modern Britain.			Science Working Scientifically - planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary - taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate - recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs - using test results to make predictions to set up further comparative and fair tests - 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 - identifying scientific evidence that has been used to support or refute ideas or arguments. Biology - describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird - describe the life process of reproduction in some plants and animals. - describe the changes as humans develop to old age. Chemistry - 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 - know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution - use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating - give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic - demonstrate that dissolving, mixing and changes of state are reversible changes - explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda. Physics - describe the movement of the Earth, and other planets, relative to the Sun in the solar system - describe the movement of the Moon relative to the Earth - describe the Sun, Earth and Moon as approximately spherical bodies - use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. - explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object - identify the effects of air resistance, water resistance and friction, that act between moving surfaces - recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.			Computing - Design, write and debug simple programs using sequence and repetition. - Understand computer networks including the internet and the opportunities they offer for communication. - Use search technologies effectively. - To select software to complete a given task and use technology for a range of given purposes. - Use technology safely, respectfully and responsibly and recognise acceptable/unacceptable behaviour. - Identify a range of ways to report concerns about content and contact.						
MATHEMATICS			Art - Use sketchbooks to collect record and evaluate ideas. - Improve mastery of techniques such as drawing, painting and sculpture with varied materials. - Learn about great artists, architects & designers.									
Numbers and calculations - read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit - count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000 - interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero - round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000 - solve number problems and practical problems that involve all of the above - read Roman numerals to 1000 (M) and recognise years written in Roman numerals. - add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) - add and subtract numbers mentally with increasingly large numbers - use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy - solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why. - identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers - know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers - establish whether a number up to 100 is prime and recall prime numbers up to 19 - multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers - multiply and divide numbers mentally drawing upon known facts - 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 - multiply and divide whole numbers and those involving decimals by 10, 100 and 1000 - recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3) - solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes - solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign - solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.			Geometry and Measures - convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre) - understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints - measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres - calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm2) and square metres (m2) and estimate the area of irregular shapes - estimate volume [for example, using 1 cm3 blocks to build cuboids (including cubes)] and capacity [for example, using water] - solve problems involving converting between units of time - use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling. - identify 3-D shapes, including cubes and other cuboids, from 2-D representations - know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles - draw given angles, and measure them in degrees (o) - identify: - angles at a point and one whole turn (total 360o) - angles at a point on a straight line and a turn (total 180o) - other multiples of 90o - use the properties of rectangles to deduce related facts and find missing lengths and angles - distinguish between regular and irregular polygons based on reasoning about equal sides and angles. ☐ identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.			Data - solve comparison, sum and difference problems using information presented in a line graph - complete, read and interpret information in tables, including timetables., pictograms, tables and other graphs. Fractions, decimals & percentages - compare and order fractions whose denominators are all multiples of the same number - identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths - recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number - add and subtract fractions with the same denominator and denominators that are multiples of the same number - multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams - read and write decimal numbers as fractions [for - recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents - round decimals with two decimal places to the nearest whole number and to one decimal place - read, write, order and compare numbers with up to three decimal places - solve problems involving number up to three decimal places - recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal - solve problems which require knowing percentage and decimal equivalents of fractions			PE - Use running, jumping, catching and throwing with control and accuracy, in isolation and in a team/group. - Play competitive games and to follow the rules to play fairly. - Develop flexibility & control in gym, dance and athletics. - Compare to achieve personal bests. - Swimming proficiency of at least 25m coordinating leg and arm movements by end of KS2. - Understand how to lead an active healthy lifestyle.		Design & Technology - Use research & criteria to develop products which are fit for purpose. - Use annotated sketches and prototypes to explain ideas. - Evaluate existing products and improve own work. - To evaluate their own work against a given set of success criteria. - Select a material/component based on its suitability, properties and aesthetics. - Use mechanical systems in own work. - Understand seasonality; prepare & cook a range of dishes. - Understand how events and individuals have helped shape the world.	