

## Year 6 Curriculum – The Mead Academy Trust

Art and Design	
<b>Drawing and using sketchbooks</b>	<ul style="list-style-type: none"> <li>Work from a variety of sources including observation and digital images, using the work of artists in a sustained way to develop own ideas</li> <li>Independent use of a sketchbook, to collect and record visual information.</li> <li>Continue to build on drawing techniques to develop own style</li> </ul>
<b>Painting</b>	<ul style="list-style-type: none"> <li>Create own imaginative work after independently completing own preliminary studies including the work of artists as a reference point, working towards a final piece of art work individually or collaboratively</li> </ul>
<b>Sculpture</b>	<ul style="list-style-type: none"> <li>Use the 3D work from a variety of genres and cultures to develop own response through experimentation to create a piece of sculpture</li> </ul>
<b>Printing</b>	<ul style="list-style-type: none"> <li>Research and explore a variety of techniques to develop an idea for printing. Create after exploration, a printing block to express own ideas</li> </ul>
<b>Digital media</b>	<ul style="list-style-type: none"> <li>Use prior knowledge of digital media to create own piece of artwork to portray their life in primary school, working individually or collaboratively</li> </ul>
Computing	
<b>Programming</b>	<ul style="list-style-type: none"> <li>Develop, test and refine procedures for greater efficiency</li> </ul>
<b>Inputs and Outputs</b>	<ul style="list-style-type: none"> <li>Use models to explore relationships between inputs and outputs and explain how the models work</li> </ul>
<b>Sensors</b>	<ul style="list-style-type: none"> <li>Use feedback from sensors to control outcomes and increase efficiency</li> </ul>
<b>Debugging</b>	<ul style="list-style-type: none"> <li>Write and debug more complex programs</li> </ul>
<b>Networks</b>	<ul style="list-style-type: none"> <li>Use different services provided by the internet for communication and collaboration</li> </ul>
<b>Information Technology</b>	<ul style="list-style-type: none"> <li>Appreciate how results are selected and ranked, be discerning in evaluating digital content.</li> <li>Combine software (including internet services) using a range of digital devices to design and create content</li> </ul>
<b>Digital Literacy</b>	<ul style="list-style-type: none"> <li>Identify a range of ways to report concerns about content and contact. Respond appropriately in these situations</li> </ul>
<b>Communicating and collaborating online</b>	<ul style="list-style-type: none"> <li>Use appropriate tools to collaborate and communicate on the internet purposefully</li> </ul>
<b>Personal Information</b>	<ul style="list-style-type: none"> <li>Be responsible for the information that is being shared online and understand its permanency and the possible implications</li> </ul>
Dance	
<b>Skills and Techniques</b>	<ul style="list-style-type: none"> <li>Perform dances using a range of movement patterns (NC)</li> <li>Develop, consolidate and apply the basic actions of travelling, balancing, stillness, jumping and landing and rotation</li> </ul>
<b>Choreography</b>	<ul style="list-style-type: none"> <li>Be able to recognise the principles of simple composition and choreography (the elements of dance) in order to use them to plan sequences and a range of movement patterns</li> <li>Be able to respond to a range of stimuli and accompaniment</li> <li>Be able to compose and choreograph work that is artistic and aesthetic in nature</li> </ul>
<b>Evaluating and Appraising</b>	<ul style="list-style-type: none"> <li>Be able to determine success criteria relating to the development of their performance using key words related to their activity</li> <li>Evaluate their own and others' performance and ask relevant questions in order to improve and make progress</li> </ul>
<b>Dance History</b>	<ul style="list-style-type: none"> <li>Perform and develop an appreciation of movement from different traditions, times and places</li> </ul>
<b>Performance</b>	<ul style="list-style-type: none"> <li>Be able to communicate ideas and emotions using gestures or other non-verbal signals to convey and enhance meaning</li> <li>Be able to represent and respond to information in different forms including pictures, sounds and symbols showing some awareness of the audience and purpose</li> </ul>
Design Technology	
<b>Design</b>	<ul style="list-style-type: none"> <li>Using research to develop functional, innovative designs aimed at particular groups or individuals</li> <li>Generate, develop, model and communicate their ideas through discussion, annotated cross-section sketches also incorporating computing skills using CAD (computer Aided Design)</li> </ul>
<b>Make</b>	<ul style="list-style-type: none"> <li>Select from a wider range of tools and equipment to perform tasks such as cutting, shaping, joining and finishing with accuracy</li> <li>Select from a range of materials and components, including construction materials and textiles according to their functional and aesthetic qualities</li> </ul>
<b>Test and evaluate</b>	<ul style="list-style-type: none"> <li>Research, investigate and analyse existing products, communicating their opinions through discussion</li> <li>Test and evaluate their ideas and products against the design criteria and consider the opinions of others on how they could improve their work</li> <li>Reflect and carry out adaptations suggested by others</li> <li>Understand how key events and individuals in design and technology have helped shape the world</li> </ul>
<b>Technical knowledge</b>	<ul style="list-style-type: none"> <li>Explore ways to strengthen, stiffen and reinforce more complex structures.</li> <li>Understand and include mechanical systems in their products that include gears, pulleys, cams, levers and linkages</li> </ul>

	<ul style="list-style-type: none"> <li>• Incorporate a circuit into their product that includes multiple components such as bulbs, buzzers, switches and motors</li> <li>• Apply their understanding of computers to program, monitor and control their own products.</li> </ul>
<b>Cooking and nutrition</b>	<ul style="list-style-type: none"> <li>• Prepare and cook predominately savoury dishes using a range of cooking techniques</li> <li>• Select appropriate ingredients and equipment</li> </ul>
<b>Drama and Performance</b>	
<b>Perform</b>	<ul style="list-style-type: none"> <li>• Show insight into texts and issues through deliberate choices of intonation, tone, volume and action.</li> <li>• Begin to sustain and adapt different roles and scenarios.</li> <li>• Improvise using a range of drama strategies and conventions to explore themes such as hopes, fears, desires</li> <li>• Devise a performance considering how to adapt the performance for a specific audience</li> </ul>
<b>Reflect</b>	<ul style="list-style-type: none"> <li>• Consider the overall impact of a live or recorded performance, identifying dramatic ways of conveying characters' ideas and building tension</li> </ul>
<b>Education for Sustainable Development</b>	
<b>Energy, water and transport</b>	<ul style="list-style-type: none"> <li>• Investigate and evaluate energy sources and energy saving devices/building for the future.</li> <li>• Design an energy saving product.</li> </ul>
<b>Food and health</b>	<ul style="list-style-type: none"> <li>• Investigating and understanding issues around food and health in the 21<sup>st</sup> century (eating disorders, factors contributing to obesity, children's health).</li> <li>• Food: growing, cooking and eating summer vegetables (peas, beans, courgettes, peppers)</li> </ul>
<b>Waste</b>	<ul style="list-style-type: none"> <li>• Global waste issues. Where does our waste go?</li> <li>• Why is there an island of plastic in the Pacific?</li> </ul>
<b>School grounds and biodiversity</b>	<ul style="list-style-type: none"> <li>• Mapping the biodiversity in our school grounds and creating information and news boards for the playgrounds to celebrate and inform.</li> </ul>
<b>Global Citizenship</b>	<ul style="list-style-type: none"> <li>• Investigating global sustainable brands and ethical business practices.</li> <li>• How green are your jeans/trainers?</li> <li>• Use NIKE as an example of a company that has cleaned up its business and manufacturing practices.</li> <li>• Maintain link with school in North/South America (link with Geography)</li> </ul>
<b>English (Year 5 and 6)</b>	
<b>Spoken language</b>	<ul style="list-style-type: none"> <li>• Listen and respond appropriately to adults and their peers</li> <li>• Ask relevant questions to extend their understanding and knowledge</li> <li>• Use relevant strategies to build their vocabulary</li> <li>• Articulate and justify answers, arguments and opinions</li> <li>• Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li> <li>• Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> <li>• Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>• Speak audibly and fluently with an increasing command of Standard English</li> <li>• Participate in discussions, presentations, performances, role play, improvisations and debates</li> <li>• Gain, maintain and monitor the interest of the listener(s)</li> <li>• Consider and evaluate different viewpoints, attending to and building on the contributions of others</li> <li>• Select and use appropriate registers for effective communication</li> </ul>
<b>Word reading</b>	<ul style="list-style-type: none"> <li>• Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet</li> </ul>
<b>Reading Comprehension</b>	<ul style="list-style-type: none"> <li>• Maintain positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> <li>○ Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>○ Reading books that are structured in different ways and reading for a range of purposes</li> <li>○ Increasing their 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 that they have read to their peers, giving reasons for their choices</li> <li>○ Identifying and discussing themes and conventions in and across a wide range of writing</li> <li>○ Making comparisons within and across books</li> <li>○ Learning a wider range of poetry by heart</li> <li>○ 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</li> </ul> </li> <li>• Understand what they read by: <ul style="list-style-type: none"> <li>○ Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>○ Asking questions to improve their understanding</li> <li>○ Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>○ Predicting what might happen from details stated and implied</li> <li>○ Summarising the main ideas drawn from more than one paragraph, identifying key details that</li> </ul> </li> </ul>

	<p>support the main ideas</p> <ul style="list-style-type: none"> <li>○ Identifying how language, structure and presentation contribute to meaning</li> <li>○ Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>○ Distinguish between statements of fact and opinion</li> <li>○ Retrieve, record and present information from non-fiction</li> <li>○ Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously</li> <li>○ Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary provide reasoned justifications for their views</li> </ul>
<p><b>Writing transcription</b></p>	<ul style="list-style-type: none"> <li>● Use further prefixes and suffixes and understand the guidance for adding them</li> <li>● Spell some words with 'silent' letters [for example, knight, psalm, solemn]</li> <li>● Continue to distinguish between homophones and other words which are often confused</li> <li>● Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1</li> <li>● Use dictionaries to check the spelling and meaning of words</li> <li>● Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</li> <li>● Use a thesaurus</li> </ul>
<p><b>Handwriting</b></p>	<ul style="list-style-type: none"> <li>● Write legibly, fluently and with increasing speed by: <ul style="list-style-type: none"> <li>○ Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> <li>○ Choosing the writing implement that is best suited for a task</li> </ul> </li> </ul>
<p><b>Writing composition</b></p>	<ul style="list-style-type: none"> <li>● Plan their writing by: <ul style="list-style-type: none"> <li>○ Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>○ Noting and developing initial ideas, drawing on reading and research where necessary</li> <li>○ In writing narratives, considering how authors have developed characters and settings in what children have read, listened to or seen performed</li> </ul> </li> <li>● Draft and write by: <ul style="list-style-type: none"> <li>○ Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>○ In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>○ Précising longer passages</li> <li>○ Using a wide range of devices to build cohesion within and across paragraphs</li> <li>○ Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li> </ul> </li> <li>● Evaluate and edit by: <ul style="list-style-type: none"> <li>○ Assessing the effectiveness of their own and others' writing</li> <li>○ Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>○ Ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>○ Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> <li>○ Proof-read for spelling and punctuation errors perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</li> </ul> </li> </ul>
<p><b>Vocabulary, grammar and punctuation</b></p>	<ul style="list-style-type: none"> <li>● Develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> <li>○ Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li> <li>○ Using passive verbs to affect the presentation of information in a sentence</li> <li>○ Using the perfect form of verbs to mark relationships of time and cause</li> <li>○ Using expanded noun phrases to convey complicated information concisely</li> <li>○ Using modal verbs or adverbs to indicate degrees of possibility</li> <li>○ Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</li> <li>○ Learning the grammar for years 5 and 6 in English Appendix 2</li> </ul> </li> <li>● Indicate grammatical and other features by: <ul style="list-style-type: none"> <li>○ Using commas to clarify meaning or avoid ambiguity in writing</li> <li>○ Using hyphens to avoid ambiguity</li> <li>○ Using brackets, dashes or commas to indicate parenthesis</li> <li>○ Using semi-colons, colons or dashes to mark boundaries between independent clauses</li> <li>○ Using a colon to introduce a list</li> <li>○ Punctuating bullet points consistently</li> </ul> </li> <li>● Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading</li> </ul>
<p><b>Geography</b></p>	
<p><b>Location knowledge</b></p>	<ul style="list-style-type: none"> <li>● Name and identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the</li> </ul>

	Prime/Greenwich Meridian and time zones (including day and night)
<b>Place knowledge</b>	<ul style="list-style-type: none"> <li>Understand geographical similarities and differences through the study of human geography of a region of the United Kingdom and a region within North or South America</li> </ul>
<b>Human and Physical geography</b>	<ul style="list-style-type: none"> <li>Describe and understand key aspects of human geography, including the distribution of natural resources including energy, food, minerals and water</li> </ul>
<b>Geographical skills and Field Work</b>	<ul style="list-style-type: none"> <li>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> <li>To use the eight points of a compass (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</li> </ul>
<b>History</b>	
<b>British History</b>	<ul style="list-style-type: none"> <li>Study of aspect or theme in British history that extends children's chronological knowledge beyond 1066</li> </ul>
<b>World History</b>	<ul style="list-style-type: none"> <li>Ancient Greece</li> </ul>
<b>Chronological understanding and vocabulary</b>	<ul style="list-style-type: none"> <li>Say where a period of history fits on a timeline</li> <li>Place a specific event on a timeline by decade</li> <li>Place features of historical events and people from past societies and periods in a chronological framework</li> </ul>
<b>Historical Enquiry</b>	<ul style="list-style-type: none"> <li>Look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint</li> <li>Identify and explain their understanding of propaganda</li> <li>Describe a key event from Britain's past using a range of evidence from different sources</li> <li>Suggest why there may be different interpretations of events</li> <li>Suggest why certain events, people and changes might be seen as more significant than others</li> <li>Pose and answer their own historical questions</li> </ul>
<b>Historical perspective and contexts (knowledge and interpretation)</b>	<ul style="list-style-type: none"> <li>Refer back to timeline</li> <li>Compare and contrast features of previously learned period of history with period of time being studied and own life</li> <li>Move from personal level, to local level to regional level to national level to international level to global level</li> <li>summarise the main events from a specific period in history, explaining the order in which key events happened</li> <li>summarise how Britain has had a major influence on world history</li> <li>summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently</li> <li>Describe features of historical events and people from past societies and periods they have studied</li> <li>Recognise and describe differences and similarities/ changes and continuity between different periods of history</li> <li>Suggest relationships between causes in history</li> <li>Understand that Britain once had an Empire and how that has helped or hindered our relationship with a number of countries today</li> <li>Trace the main events that define Britain's journey from a mono to a multi-cultural society?</li> </ul>
<b>Maths</b>	
<b>Counting and The Number System</b>	<ul style="list-style-type: none"> <li>Refine knowledge of place value, working with numbers between 1 000 000 and 10 000 000</li> <li>Read and write numbers to 10 000 000 using number discs, numerals and words</li> <li>Round and compare numbers to 10 000 000</li> <li>Place numbers to 10 000 000 in order from smallest to greatest</li> </ul>
<b>Number Facts and Calculation</b>	<ul style="list-style-type: none"> <li>Create and solve expressions involving brackets, exponents, multiplication, division, addition and subtraction</li> <li>Multiply 3- and 4-digit numbers by 2-digit numbers using number bonds and column multiplication as the key methods</li> <li>Estimate the product of multiplication sentences</li> <li>Divide 3- and 4-digit numbers by 2-digit numbers using a variety of methods, including number bonds and long division</li> <li>Solve complex word problems involving multiple operations, including multiplication and division, using bar models</li> <li>Find common multiples and common factors</li> <li>Explore prime numbers</li> <li>Create and solve word problems</li> <li>Express a rule using a letter or a symbol</li> <li>Express the relationship between consecutive numbers in terms of a symbol or a letter</li> <li>Express unknown numbers in terms of a letter or a symbol, including using a number before a letter for multiplication</li> </ul>

	<ul style="list-style-type: none"> <li>• Write algebraic expressions using each of the four operations</li> <li>• Evaluate algebraic expressions including the use of inverse operations</li> <li>• Write and use formulae</li> <li>• Use equations to find unknown values</li> <li>• Recognise patterns that arise when adding and subtracting negative numbers on a number line</li> <li>• Develop number stories for equations involving a negative number</li> <li>• Compare quantities using ratio</li> <li>• Explore the mean: calculate mean in different situations and use the mean to find other information</li> </ul>
<b>Fractions, decimals and percentages</b>	<ul style="list-style-type: none"> <li>• Simplify fractions</li> <li>• Recognise equivalence in fractions</li> <li>• Compare fractions and place them in order from smallest to largest</li> <li>• Add and subtract fractions with different denominators</li> <li>• Develop fractions questions and word problems based on information provided</li> <li>• Add and subtract mixed numbers, including fractions with different denominators by subtracting from the whole and adding the remainder back on</li> <li>• Multiply fractions</li> <li>• Divide a fraction by a whole number</li> <li>• Write fractions as decimals using division and pictorial methods</li> <li>• Read and write decimals</li> <li>• Divide and multiply decimals by 1-digit numbers with no regrouping or renaming</li> <li>• Multiply and divide decimals by 2-digit numbers, regrouping and renaming</li> <li>• Find the percentage of a whole number</li> <li>• Find the percentage of a quantity, measured in amounts such as litres and millilitres</li> <li>• Look at difference and percentage change</li> <li>• Use percentage as a way to compare numbers and amounts</li> <li>• Convert units of measure using fractions and decimals</li> </ul>
<b>Measures</b>	<ul style="list-style-type: none"> <li>• Convert units of length and distance</li> <li>• Explore units of mass, volume and time</li> <li>• Calculate the area of a parallelogram using knowledge of rectangles</li> <li>• Find multiple methods for calculating the area of a triangle</li> <li>• Find the area for a parallelogram using the triangle method</li> <li>• Determine the formula for the volume of cubes and cuboids</li> <li>• Estimate volumes and calculating total volumes with a formula</li> <li>• Solve multi-step word problems related to volume, using division and multiplication</li> <li>• Explore vertically opposite angles</li> <li>• Look at angles in triangles and quadrilaterals</li> <li>• Solve worded problems about angles in a circle</li> <li>• Draw the nets of 3-D shapes</li> <li>• Use coordinates to explore position</li> <li>• Draw polygons on a coordinate grid</li> <li>• Describe translations</li> <li>• Describe reflections</li> <li>• Describe movement</li> <li>• Use algebra to describe position and movement</li> <li>• Show information on different types of graph</li> <li>• Revise bar graphs, pictograms and tables</li> <li>• Draw, read and interpret pie charts</li> <li>• Draw, read and interpret line graphs</li> </ul>
<b>Music</b>	
<b>Singing skills</b>	<ul style="list-style-type: none"> <li>• An ability to perform songs with greater expression and meaning</li> <li>• Having an awareness of the context of the song. An ability to sing a 4 part round with confidence. Enjoying singing music of many different styles</li> </ul>
<b>Performing skills and knowledge of musical instruments</b>	<ul style="list-style-type: none"> <li>• Opportunities to play music from different cultures and styles</li> <li>• Children exposed to a wide range of performance activities including an end of year performance exemplifying good singing technique and confidence as performers</li> <li>• Working as a team to celebrate each other's musical strengths</li> </ul>
<b>Improvising and composing skills</b>	<ul style="list-style-type: none"> <li>• Developing confidence in composing melodies using repetition, call and response and sequence</li> <li>• Following a specific brief using technology to compose and combine sounds</li> <li>• More composing choices to be directed by children</li> </ul>
<b>Listening to music and appraising performances</b>	<ul style="list-style-type: none"> <li>• Understanding how music has evolved over time and how music is written for specific occasions, times and places</li> <li>• Developing an understanding of what makes a successful performance or composition</li> </ul>

<b>Understanding musical notation</b>	<ul style="list-style-type: none"> <li>• Notation linked to performance and composition</li> <li>• On-going skills using graphic and traditional notation</li> </ul>
<b>Outdoor Learning</b>	
<b>Smarter</b>	<ul style="list-style-type: none"> <li>• Use the outdoor environment to support specific units of learning across the curriculum at least three times a year               <ul style="list-style-type: none"> <li>○ Science- Classification of living things</li> <li>○ Geography- Using maps and 8 point compasses</li> </ul> </li> </ul>
<b>Gardening</b>	<ul style="list-style-type: none"> <li>• Plant a selection of summer vegetables (peas, beans, courgettes, peppers) in the school grounds and poly-tunnels and be responsible for looking after them</li> </ul>
<b>Safer and stronger</b>	<ul style="list-style-type: none"> <li>• To take part in outdoor and adventurous activities challenging both individuals and within a team (with peers in Term 1 and with Year 3 in Term 4)</li> </ul>
<b>Greener</b>	<ul style="list-style-type: none"> <li>• Use the school grounds for orienteering using written clues, picture clues and compasses</li> </ul>
<b>Survival skills/Outdoor and Adventurous</b>	<ul style="list-style-type: none"> <li>• Make a survival kit for use when camping which includes items for first aid and fire making using natural materials in the school grounds</li> </ul>
<b>PE</b>	
<b>Physical Literacy</b>	<ul style="list-style-type: none"> <li>• Run, jump, throw and catch in isolation and in combination</li> <li>• Demonstrate flexibility, strength, technique, control and balance, for example through athletics and gymnastics</li> <li>• <b>Jump, catch, throw, run and use equipment:</b> Select appropriately, perform consistently and accurately in response to the sporting situation, contexts/opponents</li> </ul>
<b>Swimming</b>	<ul style="list-style-type: none"> <li>• Swim competently, confidently and proficiently over a distance of at least 50 metres</li> <li>• Use a range of strokes effectively such as front crawl, backstroke and breaststroke</li> <li>• Perform safe self-rescue in different water-based situations</li> </ul>
<b>Competing</b>	<ul style="list-style-type: none"> <li>• Communicate, collaborate compete with each other</li> <li>• Understand of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success</li> <li>• Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</li> <li>• Compare their performances with previous ones and demonstrate improvement to achieve their personal best</li> </ul>
<b>Healthy, safe and active lifestyles</b>	<ul style="list-style-type: none"> <li>• Explain why regular exercise is good for my long term health and fitness and plan my own healthy active lifestyles programme</li> <li>• Engage in a range of physical enrichment activities and some to a high standard</li> </ul>
<b>Improving performance</b>	<ul style="list-style-type: none"> <li>• Recognise and suggest patters of play that will increase chances of success</li> <li>• Review, analyse and evaluate my and others strengths and weaknesses</li> </ul>
<b>PSHEE</b>	
<b>Drug Education</b>	<ul style="list-style-type: none"> <li>• Names common recreational drugs and their effects on the body</li> </ul>
<b>Sex and relationships Education</b>	<ul style="list-style-type: none"> <li>• Describe how and why the body changes during puberty in preparation for reproduction</li> <li>• Know some basic facts about pregnancy and conception</li> <li>• Discuss different types of adult relationships with confidence</li> </ul>
<b>Wellbeing and safety</b>	<ul style="list-style-type: none"> <li>• Understands that there are different strategies they can use to stay safe when faced with risky situations</li> </ul>
<b>Financial Capability</b>	<ul style="list-style-type: none"> <li>• Helps organise an enterprise activity</li> <li>• Considers how money affects the way that people live</li> </ul>
<b>Citizenship</b>	<ul style="list-style-type: none"> <li>• Can support both parties in managing situations</li> <li>• Consistently models and positively influences others in applying the school rule</li> <li>• Initiates and facilitates change within the school</li> <li>• Elects and votes for a school councillor. Begins to understand democracy and its impact on the wider community</li> </ul>
<b>Religious Education</b>	
<b>Special People</b>	
<b>Special Places</b>	
<b>Special Times</b>	<p><u>What can we learn from visiting a special place?</u></p> <ul style="list-style-type: none"> <li>• Use an increasingly wide religious vocabulary to explain the impact of beliefs upon individuals and communities</li> <li>• formulate and suggest answers to questions raised by religion and belief</li> </ul>
<b>Being Special</b>	<p><u>In a community of differences how should we live?</u></p> <ul style="list-style-type: none"> <li>• make links between them and describe some similarities and differences both within and between religions</li> <li>• explain what inspires and influences them, expressing their own and others' views on the challenges of</li> </ul>

	<p>belonging to a religion</p> <p><u>Islamic relief and Christian aid can we change the world?</u></p> <ul style="list-style-type: none"> <li>• Know that similarities and differences illustrate distinctive beliefs within and between religions and suggest possible reasons for this</li> <li>• Explain what inspires and influences them, expressing their own and others' views on the challenges of belonging to a religion</li> </ul>
<b>Science</b>	
<b>Questioning and planning</b>	<ul style="list-style-type: none"> <li>• Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</li> <li>• Identify scientific evidence that has been used to support or refute ideas or arguments</li> </ul>
<b>Measuring and recording</b>	<ul style="list-style-type: none"> <li>• Take measurements, using a range of scientific equipment, with increasing accuracy and precision</li> <li>• Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, and bar and line graphs</li> </ul>
<b>Drawing conclusions</b>	<ul style="list-style-type: none"> <li>• Report and present findings from enquiries, including conclusions, causal relationships and explanations of results, in oral and written forms such as displays and other presentations</li> </ul>
<b>Evaluating</b>	<ul style="list-style-type: none"> <li>• Use test results to make predictions to set up further comparative and fair tests</li> <li>• Use simple models to describe scientific ideas</li> </ul>
<b>All Living Things</b>	<ul style="list-style-type: none"> <li>• Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals</li> <li>• Give reasons for classifying plants and animals based on specific characteristics</li> <li>• Children should build on their learning about grouping living things in year 4 by looking at the classification system in more detail. They should be introduced to the idea of broad groupings and how these subdivide. Through direct observations where possible, they should classify animals into vertebrates (reptiles, fish, amphibians, birds and mammals) and commonly found invertebrates (e.g. insects, spiders, snails, worms). They should discuss reasons why living things are placed in one group and not another</li> <li>• Children might find out about the significance of the work of scientists such as Carl Linnaeus, a pioneer of classification</li> <li>• Children might work scientifically by: devising classification systems and keys to identify some animals and plants in the immediate environment. They could research animals and plants in other habitats and decide where they belong in the classification system</li> </ul>
<b>Animals (including humans)</b>	<ul style="list-style-type: none"> <li>• Identify and name the main parts of the human circulatory system, and explain the functions of the heart, blood vessels and blood</li> <li>• Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</li> <li>• Describe the ways in which nutrients and water are transported within animals, including humans</li> <li>• Children should build on their learning from years 3 and 4 about the main body parts and internal organs (skeletal, muscular and digestive system) to explore and answer questions that help them to understand how the circulatory system enables the body to function</li> <li>• Children should learn how to keep their bodies healthy and how their bodies might be damaged – including how some drugs and other substances can be harmful to the human body</li> <li>• Children might work scientifically by: exploring the work of scientists and scientific research about the relationship between diet, exercise, drugs, lifestyle and health</li> </ul>
<b>Evolution</b>	<ul style="list-style-type: none"> <li>• Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</li> <li>• Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</li> <li>• Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</li> <li>• Building on what they learned about fossils in the topic on rocks in year 3, children should find out more about how living things on earth have changed over time. They should be introduced to the idea that characteristics are passed from parents to their offspring, for instance by considering different breeds of dogs, and what happens when, for example, Labradors are crossed with poodles. They should also appreciate that variation in offspring over time can make animals more or less able to survive in particular environments, for example by exploring how giraffes' necks got longer, or the development of insulating fur on the arctic fox. Children might find out about the work of palaeontologists such as Mary Anning and about how Alfred Wallace and Charles Darwin developed their ideas on evolution</li> </ul>
<b>Light</b>	<ul style="list-style-type: none"> <li>• Understand that light appears to travel in straight lines</li> <li>• 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</li> <li>• 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</li> <li>• Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them, and to predict the size of shadows when the position of the light source changes</li> <li>• Children should explore the way that light behaves, including light sources, reflection and refraction. They should talk about what happens and make predictions. They should experience a range of examples of interesting aspects of light such as rainbows, colours on soap bubbles, objects looking bent in water and white light being split by prisms</li> <li>• Children might work scientifically by: deciding where to place rear-view mirrors on cars; designing and making a periscope and using the idea that light appears to travel in straight lines to explain how it works.</li> </ul>

	They might investigate the relationship between light sources, objects and shadows by using shadow puppets
<b>Electricity</b>	<ul style="list-style-type: none"> <li>• Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</li> <li>• Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches</li> <li>• Use recognised symbols when representing a simple circuit in a diagram</li> <li>• Building on their work in year 4, children should construct simple series circuits, to help them to answer questions about what happens when they try different components, such as switches, bulbs, buzzers and motors. They should learn how to represent a simple circuit in a diagram using recognised symbols</li> <li>• Children might work scientifically by: systematically identifying the effect of changing one component at a time in a circuit; designing and making a set of traffic lights, a burglar alarm or some other useful circuit</li> </ul>
<b>The whole child</b>	
<b>Self-awareness</b>	<ul style="list-style-type: none"> <li>• Children can have confidence in their own choices</li> <li>• Children can identify the positives in difficult situations (e.g. transitions)</li> </ul>
<b>Learning with others</b>	<ul style="list-style-type: none"> <li>• Children can ensure that the whole group is involved and motivate them</li> <li>• Children can accept a challenging role within a group (out of their comfort zone)</li> </ul>
<b>Emotional Literacy</b>	<ul style="list-style-type: none"> <li>• Children can manage their own emotions appropriately</li> <li>• Children can assess when it is appropriate to intervene with difficult situations</li> </ul>
<b>Equality</b>	<ul style="list-style-type: none"> <li>• Recognises others unable to celebrate diversity and support</li> </ul>
<b>Respect</b>	<ul style="list-style-type: none"> <li>• Children can show respect at all times to everyone</li> </ul>
<b>Responsibility</b>	<ul style="list-style-type: none"> <li>• Children are responsible for ensuring that the wider school community is looked after</li> <li>• Children are self-motivated, committed to learning and show a clear desire to improve</li> </ul>
<b>Conflict management</b>	<ul style="list-style-type: none"> <li>• Children can negotiate and reach a compromise independently</li> </ul>
<b>Independence</b>	<ul style="list-style-type: none"> <li>•</li> </ul>
<b>Resilience</b>	<ul style="list-style-type: none"> <li>• When faced with a challenge, children can persevere with a task and improve with practice</li> </ul>