



UNDERSTANDING THE WORLD

Electricity UKS2

- **sc114** associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit
- **sc115** 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
- **sc116** use recognised symbols when representing a simple circuit in a diagram.

Location knowledge UKS2

- **ge54** I can talk about the environmental regions and key human and physical characteristics of the countries I can identify

Place knowledge UKS2

- **ge62** I can describe the geographical similarities and differences of the physical features of contrasting locations in the UK, Europe and a region of North and South America

Human and physical geography UKS2

- **ge66** I understand human geography in relation to types of settlement and land-use
- **ge67** I can talk about goods and produce; where it is sold and how it is transported and how trading nations are interdependent.
- **ge68** I can talk about natural resources including energy, food, minerals and water and their importance nationally and globally

MATHEMATICS AND COMPUTING

Number - fractions (including decimals and percentages) UKS2

- **m223** use common factors to simplify fractions; use common multiples to express fractions in the same denomination
- **m224** compare and order fractions, including fractions > 1
- **m225** add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions
- **m226** multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, $1/4 \times 1/2 = 1/8$]
- **m228** associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, $3/8$]
- **m229** identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places
- **m230** multiply one-digit numbers with up to two decimal places by whole numbers
- **m231** use written division methods in cases where the answer has up to two decimal places

- **m232** solve problems which require answers to be rounded to specified degrees of accuracy
- **m233** recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.

Geometry - properties of shapes UKS2

- **m250** draw 2-D shapes using given dimensions and angles
- **m251** recognise, describe and build simple 3-D shapes, including making nets
- **m252** compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons
- **m253** illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius
- **m254** recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.



EXPRESSIVE ARTS AND DESIGN

UKS2

- **ad16** I can show in my sketch book how I have developed techniques and ideas
- **ad19** I can show examples of painting with different kinds of paint
- **ad20** I can show examples of my work in clay

Cooking and nutrition UKS2

- **dt83** I can talk about the way crops and animals are grown and produce is obtained from the sea

LITERACY

Reading - word reading UKS2

- **e200** 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.

Reading - comprehension UKS2

- **e201** maintain positive attitudes to reading and understanding of what they read by:
- **e202** continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- **e203** reading books that are structured in different ways and reading for a range of purposes
- **e204** 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
- **e205** recommending books that they have read to their peers, giving reasons for their choices
- **e206** identifying and discussing themes and conventions in and across a wide range of writing
- **e207** making comparisons within and across books
- **e208** learning a wider range of poetry by heart
- **e209** 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
- **e210** understand what they read by:
- **e211** checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- **e212** asking questions to improve their understanding
- **e213** drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- **e214** predicting what might happen from details stated and implied
- **e215** summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- **e216** identifying how language, structure and presentation contribute to meaning
- **e217** discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- **e218** distinguish between statements of fact and opinion
- **e219** retrieve, record and present information from non-fiction
- **e220** 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
- **e222** provide reasoned justifications for their views.

- **e236** in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
- **e237** draft and write by:
- **e238** selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- **e239** in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- **e240** précisising longer passages
- **e241** using a wide range of devices to build cohesion within and across paragraphs
- **e242** using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
- **e243** evaluate and edit by:
- **e244** assessing the effectiveness of their own and others' writing
- **e245** proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- **e246** ensuring the consistent and correct use of tense throughout a piece of writing
- **e247** ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- **e248** proof-read for spelling and punctuation errors
- **e249** perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

Writing - vocabulary, grammar and punctuation UKS2

- **e251** recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
- **e252** using passive verbs to affect the presentation of information in a sentence
- **e253** using the perfect form of verbs to mark relationships of time and cause
- **e254** using expanded noun phrases to convey complicated information concisely
- **e255** using modal verbs or adverbs to indicate degrees of possibility
- **e256** using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
- **e257** learning the grammar for years 5 and 6 in English Appendix 2
- **e258** indicate grammatical and other features by:
- **e259** using commas to clarify meaning or avoid ambiguity in writing
- **e260** using hyphens to avoid ambiguity
- **e261** using brackets, dashes or commas to indicate parenthesis
- **e262** using semi-colons, colons or dashes to mark boundaries between independent clauses
- **e263** using a colon to introduce a list
- **e264** punctuating bullet points consistently
- **e265** use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.

African Exploration (Y6 T2) - Stage Coverage

UNDERSTANDING THE WORLD

Electricity **UKS2**

- **sc114** associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit
- **sc115** 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
- **sc116** use recognised symbols when representing a simple circuit in a diagram.

Location knowledge **UKS2**

- **ge54** locate the world's countries, using maps to focus on their environmental regions, key physical and human characteristics

Place knowledge **UKS2**

- **ge62** 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

Human and physical geography **UKS2**

- **ge66** human geography, including: types of settlement and land use
- **ge67** human geography, including economic activity including trade links
- **ge68** human geography, including natural resources including energy, food, minerals and water

MATHEMATICS AND COMPUTING

Number - fractions (including decimals and percentages) **UKS2**

- **m223** use common factors to simplify fractions; use common multiples to express fractions in the same denomination
- **m224** compare and order fractions, including fractions > 1
- **m225** add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions
- **m226** multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, $1/4 \times 1/2 = 1/8$]
- **m228** associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, $3/8$]
- **m229** identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places
- **m230** multiply one-digit numbers with up to two decimal places by whole numbers
- **m231** use written division methods in cases where the answer has up to two decimal places
- **m232** solve problems which require answers to be rounded to specified degrees of accuracy
- **m233** recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.

Geometry - properties of shapes **UKS2**

- **m250** draw 2-D shapes using given dimensions and angles
- **m251** recognise, describe and build simple 3-D shapes, including making nets
- **m252** compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons
- **m253** illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius
- **m254** recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.

PHYSICAL EDUCATION

UKS2

- **pe11.1** use running, jumping, throwing and catching in combination
- **pe12** play competitive games, modified where appropriate
- **pe12.1** play competitive games and apply basic principles suitable for attacking and defending
- **pe14** perform dances using a range of movement patterns

EXPRESSIVE ARTS AND DESIGN

UKS2

- **ad16** to create sketch books to record their observations and use them to review and revisit ideas
- **ad19** to improve their mastery of art and design techniques, including painting with a range of materials
- **ad20** to improve their mastery of art and design techniques, including sculpture with a range of materials including clay.

Cooking and nutrition **UKS2**

- **dt83** know where and how a variety of ingredients are grown and/or caught

LITERACY

Reading - word reading **UKS2**

- **e200** 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.

Reading - comprehension **UKS2**

- **e201** maintain positive attitudes to reading and understanding of what they read by:
- **e202** continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- **e203** reading books that are structured in different ways and reading for a range of purposes
- **e204** 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
- **e205** recommending books that they have read to their peers, giving reasons for their choices
- **e206** identifying and discussing themes and conventions in and across a wide range of writing
- **e207** making comparisons within and across books
- **e208** learning a wider range of poetry by heart
- **e209** 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
- **e210** understand what they read by:
- **e211** checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- **e212** asking questions to improve their understanding
- **e213** drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- **e214** predicting what might happen from details stated and implied
- **e215** summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- **e216** identifying how language, structure and presentation contribute to meaning
- **e217** discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- **e218** distinguish between statements of fact and opinion
- **e219** retrieve, record and present information from non-fiction
- **e220** 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
- **e222** provide reasoned justifications for their views.

Writing - composition **UKS2**

- **e234** identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- **e235** noting and developing initial ideas, drawing on reading and research where necessary
- **e236** in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
- **e237** draft and write by:
- **e238** selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- **e239** in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- **e240** precisising longer passages
- **e241** using a wide range of devices to build cohesion within and across paragraphs
- **e242** using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
- **e243** evaluate and edit by:
- **e244** assessing the effectiveness of their own and others' writing
- **e245** proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- **e246** ensuring the consistent and correct use of

PSED & RELIGIOUS EDUCATION

PSED Preparing to play an active role as citizens **UKS2**

- **pa40** Adapt different roles, rights and responsibilities during discussions and debates about wider issues.

PSED Developing confidence and responsibility and making the most of their abilities **UKS2**

- **pc42** Talk, write and explain their views on issues that affect the global environment.
- **pc43** Continue to reflect and evaluate their own experiences and set personal goals.
- **pc44** Take action based on responsible choices.

