



Final Event: Children will visit the Auschwitz memorial centre.

MATHEMATICS AND COMPUTING

Measurement UKS2

- **m191** convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre)
- **m192** understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints
- **m193** measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres
- **m194** 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
- **m195** estimate volume [for example, using 1 cm³ blocks to build cuboids (including cubes)] and capacity [for example, using water]
- **m196** solve problems involving converting between units of time
- **m197** use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling.

Geometry - properties of shapes UKS2

- **m199** know angles are measured in degrees; estimate and compare acute, obtuse and reflex angles
- **m200** draw given angles, and measure them in degrees (a)
- **m202** angles at a point and one whole turn (total 360o)
- **m203** angles at a point on a straight line and $\frac{1}{2}$ a turn (total 180o)
- **m204** other multiples of 90o
- **m205** use the properties of rectangles to deduce related facts and find missing lengths and angles
- **m206** distinguish between regular and irregular polygons based on reasoning about equal sides and angles.

Geometry - position and direction UKS2

- **m207** 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.

LITERACY

Reading - comprehension UKS2

- **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
- **e206** identifying and discussing themes and conventions in and across a wide range of writing
- **e207** making comparisons within and across books
- **e212** asking questions to improve their understanding
- **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
- **e218** distinguish between statements of fact and opinion

Writing - transcription - Spelling UKS2

- **e223** use further prefixes and suffixes and understand the guidance for adding them
- **e224** spell some words with 'silent' letters [for example, knight, psalm, solemn]
- **e225** continue to distinguish between homophones and other words which are often confused
- **e228** use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary

Writing - handwriting and presentation UKS2

- **e230** write legibly, fluently and with increasing speed by:

Writing - composition UKS2

- **e233** plan their writing by:
- **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

Reading - draft and write by:

- **e237** 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 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

- **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
- **e261** using brackets, dashes or commas to indicate parenthesis
- **e262** using semi-colons, colons or dashes to mark boundaries between independent clauses
- **e265** use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.

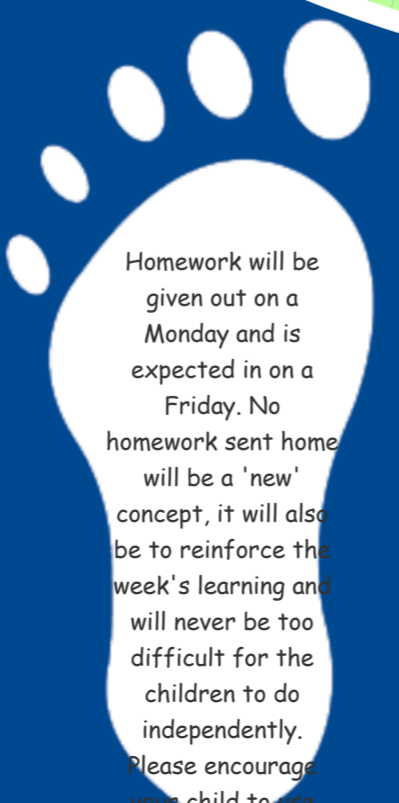
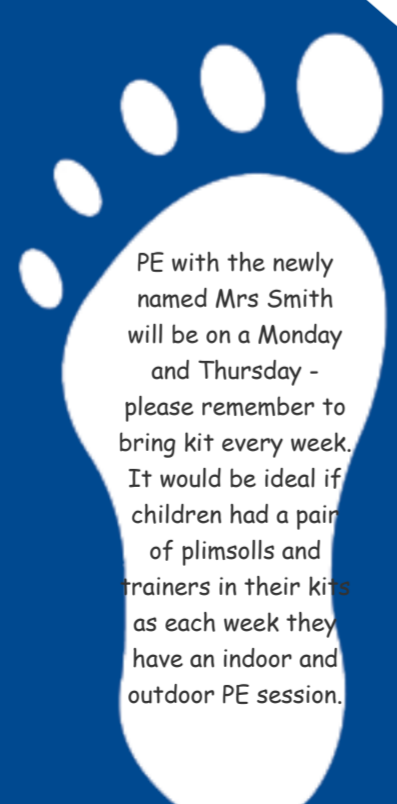
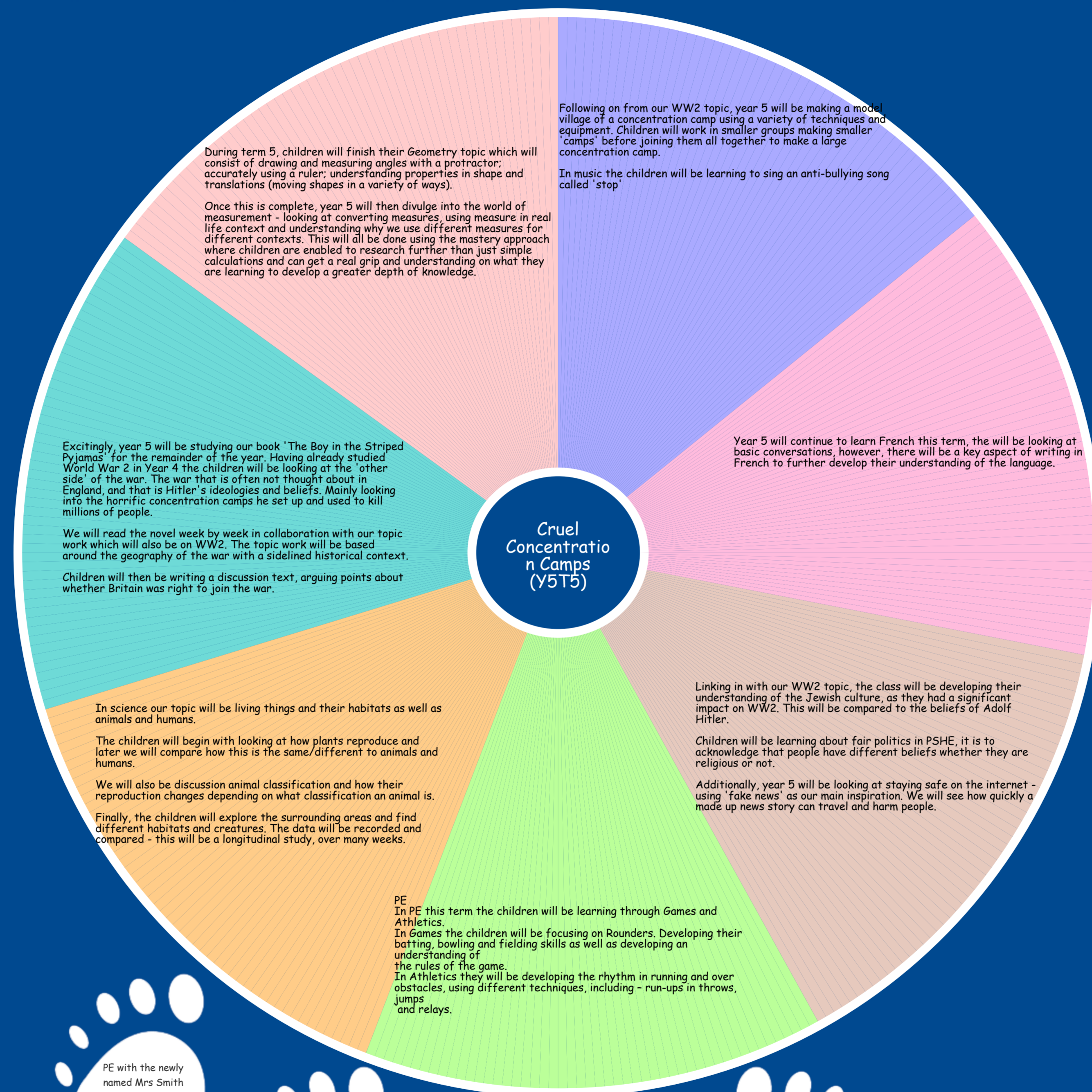
UNDERSTANDING THE WORLD

Working scientifically UKS2

- **sc80** planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- **sc81** taking measurements, using a range of scientific equipment, with increasing accuracy and

Living things and their habitats UKS2

- **sc86** describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- **sc87** describe the life process of reproduction in some plants and animals.



MATHEMATICS AND COMPUTING content box.

LITERACY content box.

UNDERSTANDING THE WORLD content box.

EXPRESSIVE ARTS AND DESIGN content box.

COMMUNICATION AND LANGUAGE content box.

PSED & RELIGIOUS EDUCATION content box.

PHYSICAL EDUCATION content box.

Cruel Concentration Camps (Y5T5) - Stage Coverage

UNDERSTANDING THE WORLD

Working scientifically UKS2

- **sc80** planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- **sc81** taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
- **sc82** recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
- **sc83** using test results to make predictions to set up further comparative and fair tests
- **sc84** 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

Living things and their habitats UKS2

- **sc86** describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- **sc87** describe the life process of reproduction in some plants and animals.

Animals, including humans UKS2

- **sc88** describe the changes as humans develop to old age.

MATHEMATICS AND COMPUTING

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PHYSICAL EDUCATION

UKS2

- **pe11** use running, jumping, throwing and catching in isolation
- **pe11.1** use running, jumping, throwing and catching in combination
- **pe12** play competitive games, modified where appropriate
- **pe13** develop flexibility, strength, technique, control and balance, for example through athletics
- **pe16** compare their performances with previous ones.
- **pe16.1** demonstrate improvement
- **pe16.2** demonstrate their personal best.

EXPRESSIVE ARTS AND DESIGN

Design UKS2

- **dt57** generate, develop, model and communicate their ideas through discussion and annotated sketches
- **dt59** generate, develop, model and communicate their ideas through prototypes

Make UKS2

- **dt62** select from and use a wider range of tools and equipment to perform practical tasks
- **dt63** use a wider range of tools and equipment to perform practical tasks accurately
- **dt64** use a wider range of tools and equipment to perform practical tasks, such as joining accurately
- **dt65** select from and use a wider range of tools and equipment to perform practical tasks, such as finishing, accurately

Evaluate UKS2

- **dt69** analyse a range of existing products

Technical knowledge UKS2

- **dt73** apply their understanding of how to strengthen, stiffen and reinforce more complex structures

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COMMUNICATION AND LANGUAGE

UKS2

- **fl1** listen attentively to spoken language and show understanding by joining in and responding
- **fl3** engage in conversations; ask and answer questions
- **fl6** present ideas and information orally to a range of audiences
- **fl9** broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- **sl25** listen and respond appropriately to adults and their peers
- **sl26** ask relevant questions to extend their understanding and knowledge
- **sl27** use relevant strategies to build their vocabulary

PSED & RELIGIOUS EDUCATION

PSED Preparing to play an active role as citizens UKS2

- **pa33** Be able to lead discussions and debates about wider issues (aware of different roles, rights and responsibilities).
- **pa36** Resolve differences by looking at alternatives, making decisions and explaining choices.
- **pa37** Participate in the school's decision making process.
- **pa38** Identify the bias in media reporting.

Learning About Religion UKS2

- **ra36** Identify and begin to describe the similarities in religions
- **ra37** Describe differences between religions.
- **ra38** Investigate the significance of religion in the local, national and global communities.

Cruel Concentration Camps (Y5T5)