

MATHEMATICS AND COMPUTING

Ratio and proportion UKS2

m234 solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts m235 solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for

m236 solve problems involving similar shapes where the scale factor is known or can be found · m237 solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.

Measurement UKS2

· m243 solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate

· m244 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 three decimal places

m245 convert between miles and kilometres · m246 recognise that shapes with the same areas can have different perimeters and vice versa · m247 recognise when it is possible to use formulae

for area and volume of shapes · m248 calculate the area of parallelograms and

· m249 calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm3) and cubic metres (m3), and extending to other units [for example, mm3 and

Geometry - position and direction UKS2 • m255 describe positions on the full coordinate grid (all four quadrants)

· m256 draw and translate simple shapes on the coordinate plane, and reflect them in the axes.

UNDERSTANDING THE WORLD

Working scientifically UKS2

· 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

 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

· sc85 identifying scientific evidence that has been used to support or refute ideas or arguments.

Geographical skills and fieldwork UKS2 ge71 I can read and understand eight points of a

ge72 I can use four and six figure grid references

• ge73 I understand keys and the symbols on an

Core Skills across the Key Stage UKS2

• hi64 I can place events, people and changes into correct periods of time (British, local and world history)

· hi66 I can recognise similarities and differences between periods of time

· hi68 I can ask and answer questions about change and cause and effect

· hi69 can ask and answer questions about similarities and differences and their significance · hi70 I can draw informed conclusions by using a

range of research skills

 hi101 I have studied an historical theme beyond 1066 and show some understanding of the causes of change over time and the impact it had on the lives of people in Britain

The children will be completing geometry by looking at co-ordinates and translations. They will then be studying ratio and proportion and measurement problems (involving multi-step and ks2 SAT style

problems.)
The children will then be recapping everything they've covered this

ensure there are no gaps in their learning as well as looking at the

The children will be studying forensics work including finger prints

Geography
The children will be studying mapping skills. The children will be

use compass points and grid references to explore the local area around the

The children will be looking at crime and punishment through from times to Victorian times and the current justice system. Eventually reviewing their knowledge and sharing their own thoughts.

The children will be completing an art study on Banksy and linking this to their knowledge of Oliver Twist. As part of the art

pieces of work which will go on display in the hall later on in the

the children will be creating their own graffiti art works as well as researching about the history of this art movement. The children's

crime and punishment (y6 t4)

The children will be looking at crime and punishment in modern times understanding the stages of the law. This will then lead to some

The children will study the text Oliver Twist for guided reading and will be their focus text for the lessons. In addition to using the

for reading, the children will consider the different points of view

characters and will apply this to their writing. The Children will be completing a balanced argument, newspaper

and balanced narratives on themes around the text.

The children will be doing a Christian Easter study across the school focused on the symbolism of the cross. The children will be learning

the significance of the cross during Easter and will be creating

cross to go on display in school.

and debates around the topic.

The children will be studying PE twice weekly. This will include

matching/mirroring and the use of motif. In OAA the children will be developing problem solving skills,

an orienteering course and using compass points and map symbols.

sessions and outdoor and adventurous activities. In Dance they will be developing the use of cannon,

EXPRESSIVE ARTS AND DESIGN

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

· ad21 I can talk about some famous artists. architects and designers from the past

The children will be studying separate French sessions this half focusing on having a basic conversation with a friend. The children

learning key phrases linked around the house and will try to apply

knowledge into a piece of writing.

LITERACY

Reading - comprehension UKS2

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 • 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

· e201 maintain positive attitudes to reading and

· 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

• 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 • 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 · e221 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 • e222 provide reasoned justifications for their

Writing - handwriting and presentation UKS2 • e230 write legibly, fluently and with increasing

• e231 choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters

· e232 choosing the writing implement that is best suited for a task.

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

• 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 • 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]

• e244 assessing the effectiveness of their own and others' writing • e245 proposing changes to vocabulary, grammar

and punctuation to enhance effects and clarify • 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

Writing - vocabulary, grammar and punctuation

• 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

• 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

• e262 using semi-colons, colons or dashes to mark boundaries between independent clauses • e263 using a colon to introduce a list

PSED & RELIGIOUS EDUCATION

PSED Preparing to play an active role as citizens

• pa40 Adapt different roles, rights and responsibilities during discussions and debates about wider issues. · pa41 Realise the consequence of anti-social and

aggressive behaviour.

PSED Developing confidence and responsibility and making the most of their abilities UKS2 • pc43 Continue to reflect and evaluate their own experiences and set personal goals.

 rf34 Evaluate what it means to belong to a faith community and develop ways of communicating others' responses.

· rf37 Discuss and express their own and others' views of religious truth and beliefs including

Learning About Religion UKS2

· ra49 Consider the meaning of a range of forms of religious expression, understand why they are important in religion and note links between them.

RE - Learning From Religion UKS2

PHYSICAL EDUCATION

• pe14 I can respond to music to create and perform dances, on my own or with a group, that incorporate a range of more complex, controlled and precise movements

• pe15 I can tell you about outdoor and adventurous activities I have achieved on my own

• pe15.1 I can tell you about outdoor and adventurous activities I have achieved in a team • pe16.1 I can show you how I have improved in different activities over time

crime and punishment (y6 t4) - Stage Coverage **COMMUNICATION AND LANGUAGE** MATHEMATICS AND COMPUTING **EXPRESSIVE ARTS AND DESIGN UNDERSTANDING THE WORLD** PHYSICAL EDUCATION LITERACY UKS2 UKS2 Working scientifically UKS2 Ratio and proportion UKS2 Reading - comprehension UKS2 PSED Preparing to play an active role as citizens • m234 solve problems involving the relative sizes of • e201 maintain positive attitudes to reading and • sc81 taking measurements, using a range of pe14 perform dances using a range of movement ad16 to create sketch books to record their • fl1 listen attentively to spoken language and show scientific equipment, with increasing accuracy and two quantities where missing values can be found by observations and use them to review and revisit understanding of what they read by: understanding by joining in and responding pa40 Adapt different roles, rights and • fl2 explore the patterns and sounds of language precision, taking repeat readings when appropriate using integer multiplication and division facts • pe15 take part in outdoor and adventurous activity responsibilities during discussions and debates about e202 continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and challenges individually ad19 to improve their mastery of art and design wider issues. sc82 recording data and results of increasing m235 solve problems involving the calculation of through songs and rhymes reference books or textbooks complexity using scientific diagrams and labels, percentages [for example, of measures, and such as pe15.1 take part in outdoor and adventurous activity techniques, including painting with a range of fl2.1 link the spelling, sound and meaning of words • pa41 Realise the consequence of anti-social and 15% of 360] and the use of percentages for • fl3 engage in conversations; ask and answer classification keys, tables, scatter graphs, bar and challenges within a team materials e204 increasing their familiarity with a wide range of aggressive behaviour. · ad21 about great artists, architects and designers in • pe16.1 demonstrate improvement books, including myths, legends and traditional line graphs history. PSED Developing confidence and responsibility sc84 reporting and presenting findings from m236 solve problems involving similar shapes stories, modern fiction, fiction from our literary fl3.1 engage in conversations and express opinion heritage, and books from other cultures and traditions and making the most of their abilities UKS2 enquiries, including conclusions, causal relationships where the scale factor is known or can be found and respond to those of others fl3.2 engage in conversations and seek clarification and explanations of and degree of trust in results, in m237 solve problems involving unequal sharing and e211 checking that the book makes sense to them, • pc43 Continue to reflect and evaluate their own grouping using knowledge of fractions and multiples. discussing their understanding and exploring the and help oral and written forms such as displays and other experiences and set personal goals. fl7 read carefully and show understanding of words. presentations meaning of words in context sc85 identifying scientific evidence that has been Measurement UKS2 e212 asking questions to improve their **RE - Learning From Religion UKS2** phrases and simple writing used to support or refute ideas or arguments. • m243 solve problems involving the calculation and understanding fl10 write phrases from memory, and adapt these t rf34 Evaluate what it means to belong to a faith conversion of units of measure, using decimal e213 drawing inferences such as inferring create new sentences, to express ideas clearly community and develop ways of communicating characters' feelings, thoughts and motives from their Geographical skills and fieldwork UKS2 notation up to three decimal places where fl11 describe people, places, things and actions others' responses. • **ge71** use the eight points of a compass appropriate actions, and justifying inferences with evidence orallyand in writing rf37 Discuss and express their own and others' m244 use, read, write and convert between • fl12 understand basic grammar appropriate to the ge72 use four and six-figure grid references e214 predicting what might happen from details views of religious truth and beliefs including concern. ge73 symbols and key (including the use of standard units, converting measurements of length, stated and implied language being studied, including (where relevant): Ordnance Survey maps) e215 summarising the main ideas drawn from more feminine, masculine and neuter forms Learning About Religion UKS2 mass, volume and time from a smaller unit of than one paragraph, identifying key details that • ra49 Consider the meaning of a range of forms of fl12.1 understand basic grammar appropriate to the measure to a larger unit, and vice versa, using language being studied, including how to conjugation decimal notation to up to three decimal places support the main ideas religious expression, understand why they are • hi64 Pupils should continue to develop a • m245 convert between miles and kilometres • e216 identifying how language, structure and of high-frequency verbs. important in religion and note links between them. chronologically secure knowledge and understanding presentation contribute to meaning fl12.2 understand basic grammar key features and • m246 recognise that shapes with the same areas of British, local and world history can have different perimeters and vice versa • e217 discuss and evaluate how authors use patterns of the language and how to apply these, for instance, to build sentences; and how these differ hi66 They should note connections, contrasts and • m247 recognise when it is possible to use formulae language, including figurative language, considering for area and volume of shapes the impact on the reader from or are similar to English. trends over time hi68 They should regularly address and sometimes • m248 calculate the area of parallelograms and • e220 participate in discussions about books that are devise historically valid questions about change and read to them and those they can read for themselves, • m249 calculate, estimate and compare volume of building on their own and others' ideas and hi69 They should regularly address and sometimes cubes and cuboids using standard units, including challenging views courteously devise historically valid questions about similarity and cubic centimetres (cm3) and cubic metres (m3), and e221 explain and discuss their understanding of difference and significance extending to other units [for example, mm3 and km3]. what they have read, including through formal • hi70 They should construct informed responses that presentations and debates, maintaining a focus on involve thoughtful selection Geometry - position and direction UKS2 the topic and using notes where necessary · hi101 a study of an aspect or theme in British • m255 describe positions on the full coordinate grid e222 provide reasoned justifications for their views. history that extends pupils' chronological knowledge (all four quadrants) beyond 1066 For example: m256 draw and translate simple shapes on the Writing - handwriting and presentation UKS2 coordinate plane, and reflect them in the axes. • e230 write legibly, fluently and with increasing • e231 choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters e232 choosing the writing implement that is best suited for a task. Writing - composition UKS2 • e234 identifying the audience for and purpose of the writing, selecting the appropriate form and using her 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 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 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] • e244 assessing the effectiveness of their own and others' writing • e245 proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify 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 Writing - vocabulary, grammar and punctuation 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

PSED & RELIGIOUS EDUCATION

