

St. Michael's CE Primary School

Sydenham



Curriculum Standards

Information for parents

Year 1: Curriculum Standards

English

Reading	Writing	Spoken language
<ul style="list-style-type: none"> Decode words using phonics Match graphemes for all phonemes Blend sounds in unfamiliar words Read: common 'exception' words Read aloud phonics-based books; reread to develop fluency and confidence Share and discuss poems, stories and non-fiction beyond own reading level Link reading to own experiences Retell familiar stories Join in with predictable phrases Recite some rhymes and poems by heart Draw on prior knowledge to make sense of texts Check for sense and correct reading errors Discuss: word meaning, significance of title and events Make inferences and predictions Explain their understanding of what is read to them 	<ul style="list-style-type: none"> Write simple dictated sentences Sequence sentences to form short narratives Reread sentences to check they make sense Join words and clauses using 'and' Begin to use basic punctuation (.?!) Use capital letters to start sentences and proper nouns Using phonic knowledge to write words in ways which match their sound Spell correctly some common exception words Spell correctly phase 5 High Frequency Words Sitting at table, holding pencil correctly Leave spaces between words Form correctly: lower-case letters, capital letters and digits 	<ul style="list-style-type: none"> Listen and respond appropriately Ask relevant questions Build vocabulary Articulate and justify own ideas Describe, explain and narrate for different purposes; express feelings Participate actively in conversations Speculate, hypothesis and explore ideas Speak clearly and fluently in Standard English Take part in discussions, presentations, performances, role-play improvisations and debates Keep listeners interested Explore different viewpoints Communicate effectively using appropriate register

Maths

BIG Maths – CLIC. Learn its	Number and calculations	Measurement	Geometry
<p>Addition:</p> <ul style="list-style-type: none"> 1+9, 2+8=10, 3+7=10, 4+6, 5+5=10; 4+2, 5+2, 6+2, 7+2, 9+2, 4+3, 5+3, 6+3 6+6, 7+7, 8+8, 9+9 <p>Multiplication:</p> <ul style="list-style-type: none"> Multiples of 5 – In counting Multiples of 2 – In counting 	<ul style="list-style-type: none"> Count to/across 100 Count in 1s, 2s, 5s and 10s Identify 'one more' and 'one less' Read and write numbers to 20 in words and numerals Use objects and pictures to represent numbers Use language of comparison Use +, – and = signs Know number bonds to 20 Add and subtract numbers 0 to 20 Solve one-step problems Recognise and use 1/2 and 1/4 	<ul style="list-style-type: none"> Compare, describe, measure, record and solve problems for lengths, weights, capacities/volumes and times Recognise coins and notes Sequence events chronologically using ordering language Use language relating to dates Tell time to the hour and half-hour 	<p>Recognise and name common 2D and 3D shapes</p> <ul style="list-style-type: none"> Describe position, direction and movement, including 1/2, 1/4 and 3/4 turns

Science

Animals, including humans, Materials, Seasonal Changes	Working scientifically
<ul style="list-style-type: none"> Identify and name common plants and describe their parts Identify and name common animals, and describe and compare their structures Identify, name, draw and label parts of the human body; associate body parts with senses Distinguish between objects and materials Identify and name everyday materials Describe simple properties of everyday materials Compare and classify materials Observe seasonal changes in weather and day length 	<ul style="list-style-type: none"> Ask simple questions Observe closely Perform simple tests Identify and classify Suggest answers to questions Gather and record data

History	Geography	DT	Art and Design
<p>Knights, castles and dragons</p> <ul style="list-style-type: none"> • Changes within living memory • Significant events (national and international) beyond living memory • The lives of significant people (some paired to compare same aspect of life in different periods) • Local history 	<p>We are Britain (Autumn) Changes/Seasons (Summer II)</p> <ul style="list-style-type: none"> • Name and locate the world's continents and oceans; the UK's countries, seas and capitals • Compare a UK locality with one outside Europe • Identify weather patterns in the UK; locate hot/cold areas of the world • Use basic geographical vocabulary to describe physical and human features • Use world maps, atlases and globes • Use the four points of the compass and locational/directional language • Recognise features on aerial photos and plans; devise a map with symbols and key • Study the immediate environment 	<ul style="list-style-type: none"> • Design purposeful, functional and appealing products • Generate, develop, model and communicate ideas • Select from and use a range of tools and materials • Evaluate existing products and own ideas and products • Build and improve structures • Explore and use mechanisms (e.g. levers, wheels) • Prepare dishes using principles of a healthy diet • Understand where food comes from 	<ul style="list-style-type: none"> • Use a range of materials • Use drawing, painting and sculpture • Develop techniques of colour, pattern, texture, line, shape, form and space • Learn about a range of artists, craft <p><i>Termly whole school art theme and children's work displayed in corridors around the school</i></p>

Computing	Music	PE	Languages
<ul style="list-style-type: none"> • Understand use of algorithms • Write and test simple programs • Use logical reasoning to make predictions • Create, organise, store, manipulate and retrieve digital content • Recognise uses of IT beyond school • Communicate online safely and respectfully 	<ul style="list-style-type: none"> • Sing songs and speak chants and rhymes • Play tuned and untuned instruments musically • Listen to and understand a range of live and recorded music • Make and combine sounds musically 	<ul style="list-style-type: none"> • Master and apply basic movement skills • Participate in team games • Perform dances using simple movements • (KS1 or KS2) Swim at least 25 metres; use a range of strokes; perform self-rescue <p><i>Multi-skills: Autumn I</i> <i>Hockey/Tag Rugby: Autumn II</i> <i>Gymnastics: Spring I</i> <i>Netball/Basketball: Spring II</i> <i>Tennis/Cricket: Summer I</i> <i>Athletics: Summer II</i></p>	<p>Not required at Key Stage 1</p>

Year 2: Curriculum Standards

English

Reading	Writing	Spoken language
<ul style="list-style-type: none"> • Develop phonics until decoding is secure and reading fluent • Read by blending sounds • Read: words of 2+ syllables containing taught GPCs; words with common suffixes; common 'exception' words • Read frequently encountered words quickly and accurately • Read and reread books at appropriate level • Discuss fiction, non-fiction and poetry beyond own reading level • Discuss order of events • Become familiar with and retell stories • Read non-fiction books structured in different ways • Recognise simple recurring literary language • Discuss word meanings and favourite words/phrases • Learn more poems by heart, reciting some • Draw on prior knowledge to make sense of texts • Check for sense and correct reading errors • Make inferences and predictions • Ask and answer questions • Discuss books, poems and other texts • Explain their understanding of texts 	<ul style="list-style-type: none"> Some expanded noun phrases Past/present tense mostly consistent Co-ordination (and, or, but) Some subordination (when, if, that, because) Develop drafting/editing skills: plan, evaluate, re-read, proof-read Use a variety of sentence types: statements, questions, exclamations, commands Most sentences must have capital letters, full stops Some use of question marks, exclamation marks, possessive apostrophe Segmenting words into phoneme sand representing with graphemes Accurate spelling of some common exception words Some words with contracted forms Some use of suffixes (-ment -ness -ful -less -ly) Distinguish between homophones and near homophones Lower-case, capital letters and digits of correct size, orientation and relationship to each other Use diagonal and horizontal joins Correct spacing between words 	<ul style="list-style-type: none"> Listen and respond appropriately Ask relevant questions Build vocabulary Articulate and justify own ideas Describe, explain and narrate for different purposes; express feelings Participate actively in conversations Speculate, hypothesis and explore ideas Speak clearly and fluently in Standard English Take part in discussions, presentations, performances, role-play improvisations and debates Keep listeners interested Explore different viewpoints Communicate effectively using appropriate register

Maths

BIG Maths – CLIC. Learn its	Number and calculations	Measurement	Geometry	Statistics
<p>Addition:</p> <ul style="list-style-type: none"> • 3+8, 3+9, 4+7, 4+8, 4+9; • 5+4, 5+6, 6+7, 8+7, 8+9; • 5+9, 6+9, 7+9, 5+7, 5+8, 6+8 <p>Multiplication:</p> <ul style="list-style-type: none"> • X 10 table • X 2 table • X 5 table 	<ul style="list-style-type: none"> • Count in 2s, 3s, 5s and 10s • Use place value • Identify, represent and estimate numbers • Compare and order numbers 0 to 100; use < > = • Read and write numbers to at least 100 in numerals and words • Know number facts to 20 and derive related facts to 100 • Add and subtract using concrete, pictorial and mental methods • Recognise addition is commutative • Recognise and apply inverse relationship between addition and subtraction • Know 2, 5 and 10 times tables; write facts using \times, \div and = • Recognise multiplication is commutative • Recognise, find, name and write $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$, and $\frac{3}{4}$ • Recognise equivalence of $\frac{2}{4}$ and $\frac{1}{2}$ • Solve problems related to place value 	<ul style="list-style-type: none"> • Choose and use appropriate standard units • Compare and order length, mass, volume capacity; record using <, > and = • Use £ and p signs; combine coins to a given value and find different combinations • Solve problems involving adding/ subtracting money • Compare and order time intervals • Tell time to nearest five minutes • Know the number of minutes in an hour/ hours in a day 	<ul style="list-style-type: none"> • Identify and describe 2D and 3D shapes • Identify 2D shapes on surfaces of 3D shapes • Compare and sort common 2D and 3D shapes and everyday objects • Arrange shapes in patterns/sequences • Use vocabulary of position, direction and movement 	<ul style="list-style-type: none"> Interpret and draw simple pictograms, tally charts, block diagrams and tables • Ask and answer comparison and totalling questions

Science

Living things and their habitats, Plants, Animals incl humans, Uses of everyday materials	Working scientifically
<ul style="list-style-type: none"> • Differentiate between living dead and non-living • Identify living things in their habitats; know they are suited to their habitat and are interdependent • Describe feeding relationships using simple food chains • Observe seeds and bulbs growing • Understand plants need water, light and warmth • Know all animals have offspring that grow into adults • Understand animals need water, food and air • Describe the importance for humans of exercise, balanced diet and hygiene • Identify and compare uses of materials • Explore changing the shape of solid objects 	<ul style="list-style-type: none"> • Ask simple questions • Observe closely • Perform simple tests • Identify and classify • Suggest answers to questions • Gather and record data

History	Geography	DT	Art and Design
Great Fire of London <ul style="list-style-type: none"> • Changes within living memory • Significant events (national and international) beyond living memory • The lives of significant people (some paired to compare same aspect of life in different periods) • Local history 	America and UK <ul style="list-style-type: none"> • Name and locate the world's continents and oceans; the UK's countries, seas and capitals • Compare a UK locality with one outside Europe • Identify weather patterns in the UK; locate hot/cold areas of the world • Use basic geographical vocabulary to describe physical and human features • Use world maps, atlases and globes • Use the four points of the compass and locational/directional language • Recognise features on aerial photos and plans; devise a map with symbols and key • Study the immediate environment 	<ul style="list-style-type: none"> • Design purposeful, functional and appealing products • Generate, develop, model and communicate ideas • Select from and use a range of tools and materials • Evaluate existing products and own ideas and products • Build and improve structures • Explore and use mechanisms (e.g. levers, wheels) • Prepare dishes using principles of a healthy diet • Understand where food comes from 	<ul style="list-style-type: none"> • Use a range of materials • Use drawing, painting and sculpture • Develop techniques of colour, pattern, texture, line, shape, form and space • Learn about a range of artists, craft makers and designers <p><i>Termly whole school art theme and children's work displayed in corridors around the school</i></p>

Computing	Music	PE	Languages
<ul style="list-style-type: none"> • Understand use of algorithms • Write and test simple programs • Use logical reasoning to make predictions • Create, organise, store, manipulate and retrieve digital content • Recognise uses of IT beyond school • Communicate online safely and respectfully 	<ul style="list-style-type: none"> • Sing songs and speak chants and rhymes • Play tuned and untuned instruments musically • Listen to and understand a range of live and recorded music • Make and combine sounds <p>Musically</p>	<ul style="list-style-type: none"> • Master and apply basic movement skills • Participate in team games • Perform dances using simple movements • (KS1 or KS2) Swim at least 25 metres; use a range of strokes; perform self rescue <p><i>Multi-skills: Autumn I</i> <i>Hockey/Tag Rugby: Autumn II</i> <i>Gymnastics: Spring I</i> <i>Netball/Basketball: Spring II</i> <i>Tennis/Cricket: Summer I</i> <i>Athletics: Summer II</i></p>	<p>Not required at Key Stage 1</p>

Year 3: Curriculum Standards

English		
Reading	Writing	Spoken language
<ul style="list-style-type: none"> • Apply knowledge to read and understand new words • Read further 'exception' words • Listen to and discuss a range of fiction, poetry, plays and non-fiction • Read books structured in different ways and read for a range of purposes • Use dictionaries to check meaning • Read a wide range of texts, identifying themes and conventions, and retelling some orally • Prepare poems and plays to perform • Discuss interesting words/phrases • Recognise some forms of poetry • Check own understanding of reading; ask questions to improve understanding • Draw inferences and make predictions • Identify and summarise main ideas • Identify how language, structure and presentation contribute to meaning • Retrieve and record information from nonfiction • Discuss reading with others 	<ul style="list-style-type: none"> • Write in a linked series of sentences to develop an idea • Organise writing in paragraphs around a theme • Create setting, characters, plot using some expanded noun phrases • Use heading and subheadings • Range a sentence structures – simple, compound, complex (using subordinating conjunctions in different places in sentences) • Select appropriate tense • Nouns and pronouns to avoid repetition • Use wider range of conjunctions, adverbs and prepositions • Use a and an correctly • Use standard English verb inflections (I did vs I done) • Use correct punctuation - capital letters, full stops, question marks and exclamation marks, commas for list, inverted commas and other punctuation for direct speech, apostrophes for possession (single and plural) • Use correct spelling for most words in Y3 curriculum spelt correctly • Handwriting joined up, legible, fluent and speedy 	<ul style="list-style-type: none"> • Listen and respond appropriately • Ask relevant questions • Build vocabulary • Articulate and justify own ideas • Describe, explain and narrate for different purposes; express feelings • Participate actively in conversations • Speculate, hypothesise and explore ideas • Speak clearly and fluently in Standard English • Take part in discussions, presentations, performances, role-play, improvisations and debates • Keep listeners interested • Explore different viewpoints • Communicate effectively using appropriate register

Maths				
BIG Maths – CLIC. Learn its	Number and calculations	Measurement	Geometry	Statistics
<ul style="list-style-type: none"> • X 3 table • X 4 table • X 8 table 	<ul style="list-style-type: none"> • Count from 0 in 4s, 8s, 50s and 100s; find 10 or 100 more/less • Numbers to 1000: recognise place value of each digit; compare and order; read and write in numerals and words • Identify, represent and estimate numbers in different ways • Mentally add and subtract ones, tens or hundreds to/from numbers with up to three digits • Add and subtract numbers with up to three digits in columns • Estimate answers and check using inverse operations • Learn 3, 4 and 8 times tables • Multiply and divide two-digit by one-digit numbers • Use tenths and count in tenths • Recognise, find and write fractions of sets of objects • Recognise and use fractions as numbers • Recognise some equivalent fractions • Add/subtract fractions with the same denominator up to <1 • Order unit fractions and fractions with common denominators • Solve problems relating to all aspects of number 	<ul style="list-style-type: none"> • Measure and calculate with metric units • Measure perimeter of simple 2D shapes • Add/subtract money in context • Tell analogue time (including Roman numerals and 12- and 24-hour clocks) • Estimate and read time to nearest minute; record and compare times; use time vocabulary • Know the number of seconds in a minute and days in each month/year/leap year • Compare durations of events 	<ul style="list-style-type: none"> • Draw 2D and make 3D shapes • Recognise angles as a property of a shape or a description of a turn • Identify right angles; use them to describe fractions of a turn; compare other angles to them • Identify horizontal, vertical, perpendicular and parallel lines 	<ul style="list-style-type: none"> • Interpret, draw and answer one- and two-step questions about bar charts, pictograms and tables

Science

<p>Rocks, Light, Forces and Magnets</p> <ul style="list-style-type: none"> • Study flowering plants: plant parts, requirements for life/growth, how water is transported, and role of flowers in life cycle • Identify that animals, including humans, need the right balance of nutrition • Identify why humans and some other animals have skeletons and muscles • Classify rock types • Describe fossilisation in simple terms • Recognise that soils are made from rocks and organic matter • Know that you need light to see and that darkness is the absence of light • Notice that light is reflected from surfaces • Know that it is dangerous to look at the Sun • Know shadows are formed when light is blocked • Find patterns in changes of shadow size • Compare how things move on different surfaces • Know some forces act only on contact, but magnetism acts at a distance • Observe magnetic attraction and repulsion • Sort materials into magnetic and nonmagnetic • Describe magnets as having two poles and predict whether two 	<p>Working scientifically</p> <ul style="list-style-type: none"> • Ask questions and use enquiries to answer them • Set up simple practical enquiries and fair tests • Observe carefully and systematically, taking accurate measurements • Collect, record, sort and present data • Record and report on findings in various ways • Use results to draw conclusions, make predictions, suggest improvements and ask further questions • Identify differences, similarities and changes • Use scientific evidence
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History	Geography	DT	Art and Design
<p>Changes in Britain from Stone Age to Bronze Age</p> <ul style="list-style-type: none"> • Develop chronological secure knowledge and understanding of British, local and world history • Establishing clear narratives within and across periods of time • Note connections, contrasts and trends over time • Develop appropriate use of historical terms • Address and devise historically valid questions about change, cause, similarity and difference and significance • Construct informed responses that involve thoughtful selection and organisation of relevant historical information • Understand we construct our knowledge from the past from a range of sources 	<p>Australia and UK</p> <ul style="list-style-type: none"> • Locate the world's countries, focusing on Europe and the Americas • Study UK counties, cities, regions, physical features, land use and changes over time • Identify the lines and zones on a globe, including time zones • Compare a UK region with one in Europe and one in the Americas • Understand key aspects of physical and human geography • Use maps, atlases, globes and digital/computer mapping • Use eight points of the compass, four-/six-figure grid references, symbols and keys • Use a range of methods to study the local area 	<ul style="list-style-type: none"> • Develop products fit for purpose • Communicate design ideas in various ways • Use a wider range of tools and materials • Evaluate existing products and improve own products • Build and strengthen more complex structures • Use mechanical, electrical and computing systems in own products • Understand and apply principles of a healthy diet • Prepare and cook mainly savoury dishes • Understand seasonality 	<ul style="list-style-type: none"> • Use sketchbooks to collect, record and evaluate ideas • Improve skills in drawing, painting and sculpture, using various materials • Learn about great artists, architects and designers <p><i>Termly whole school art theme and children's work displayed in corridors around the school</i></p>

Computing	Music	PE	Languages
<ul style="list-style-type: none"> • Design, write and debug programs • Use sequence, selection and repetition in programs • Use logical reasoning • Understand computer networks • Use search technologies effectively • Create a range of digital products (including for handling data) • Use technology safely, respectfully and responsibly 	<ul style="list-style-type: none"> • Use voice and instruments with increasing accuracy, control and expression • Improvise and compose music • Listen with attention to detail • Use and understand musical notation • Appreciate a wide range of live and recorded music • Develop understanding of musical history 	<ul style="list-style-type: none"> • Use running, jumping, catching and throwing in isolation and in combination • Play competitive games, modified as appropriate • Develop flexibility and control in gym, dance and athletics • Take part in outdoor adventurous activities • Compare performances to achieve personal bests • (KS1 or KS2) Swim at least 25 metres; use a range of strokes; perform self-rescue <p><i>Multi-skills: Autumn I</i> <i>Hockey/Tag Rugby: Autumn II</i> <i>Gymnastics: Spring I</i> <i>Netball/Basketball: Spring II</i> <i>Tennis/Cricket: Summer I</i> <i>Athletics: Summer II</i></p>	<ul style="list-style-type: none"> • Listen and respond • Explore language through stories, songs, poems and rhymes • Converse; ask and answer questions; express opinions; seek help • Speak in sentences • Develop accurate pronunciation • Express ideas and describe things orally and in writing • Understand written words and phrases • Broaden vocabulary • Understand basic grammar

Year 4: Curriculum Standards

English		
Reading	Writing	Spoken language
<ul style="list-style-type: none"> • Apply knowledge to read and understand new words • Read further 'exception' words • Listen to and discuss a range of fiction, poetry, plays and non-fiction • Read books structured in different ways and read for a range of purposes • Use dictionaries to check meaning • Read a wide range of texts, identifying themes and conventions, and retelling some orally • Prepare poems and plays to perform • Discuss interesting words/phrases • Recognise some forms of poetry • Check own understanding of reading; ask questions to improve understanding • Draw inferences and make predictions • Identify and summarise main ideas • Identify how language, structure and presentation contribute to meaning • Retrieve and record information from non-fiction • Discuss reading with others 	<p>Write in a linked series of sentences to develop an idea Organise writing in paragraphs Create setting, characters, plot using some expanded noun phrases Use heading and subheadings to structure a text Range a sentence structures – simple, compound, complex (using subordinating conjunctions in different places in sentences) Select appropriate tense including perfect present Nouns and pronouns to avoid repetition Use fronted adverbials Range of appropriate conjunctions, adverbs and prepositions Use a and an correctly Use standard English verb inflections (I did vs I done) Emerging writer's voice, using vocabulary and other strategies for effect Use correct punctuation - capital letters, full stops, question marks and exclamation marks, commas for lists and fronted adverbials, inverted commas and other punctuation for direct speech, apostrophes for possession (single and plural) Use correct spelling for most words in Y4 curriculum spelt correctly Handwriting joined up, legible, fluent and speedy</p>	<ul style="list-style-type: none"> • Listen and respond appropriately • Ask relevant questions • Build vocabulary • Articulate and justify own ideas • Describe, explain and narrate for different purposes; express feelings • Participate actively in conversations • Speculate, hypothesise and explore ideas • Speak clearly and fluently in Standard English • Take part in discussions, presentations, performances, role-play, improvisations and debates • Keep listeners interested • Explore different viewpoints • Communicate effectively using appropriate register

Maths				
BIG Maths – CLIC. Learn its	Number and calculations	Measurement	Geometry	Statistics
<ul style="list-style-type: none"> • The Six Fact Challenge! 6 x 6; 9 x 6; 9 x 9; 7 x 9; 7 x 7; 6 x 7 • X 11 table • X 12 table 	<ul style="list-style-type: none"> • Count in multiples of 6, 7, 9, 25 and 1000 • Find 1000 more/less • Count backwards to include negative numbers • Recognise place value of each digit in a four-digit number • Order and compare numbers beyond 1000 • Identify, represent and estimate numbers in different ways • Round numbers to nearest 10, 100 or 1000 • Solve problems with larger positive numbers • Use Roman numerals to 100 (C) • Add and subtract numbers with up to four digits in columns • Estimate and use inverse operations to check answers • Solve two-step addition and subtraction problems • Know all tables to 12 x 12 • Multiply and divide mentally • Use factor pairs and commutativity in mental calculations • Use standard short multiplication to multiply two and three-digit numbers by a one-digit number • Solve problems involving multiplying and dividing • Recognise common equivalent fractions • Count up and down in hundredths • Solve problems involving increasingly harder fractions • Add and subtract fractions with common denominators • Recognise and write decimal equivalents of any number of tenths and hundredths and of $\frac{1}{4}$, $\frac{1}{2}$, and $\frac{3}{4}$ • Find the effect of dividing a one- or two-digit number by 10 and 100 • Round decimals with one dp to whole numbers • Compare numbers with same number of decimal places up to two dp • Solve measure and money problems involving fractions and decimals 	<ul style="list-style-type: none"> • Convert between units of measure • Measure and calculate perimeter of right-angled shapes • Find area of right-angled shapes by counting squares • Estimate, compare and calculate different measures • Read, write and convert times between analogue and digital and between 12- and 24-hour • Solve time conversion problems 	<ul style="list-style-type: none"> • Compare and classify 2D shapes, including quadrilaterals and triangles • Identify, compare and order acute, obtuse and right angles • Identify lines of symmetry in 2D shapes • Complete a simple symmetric figure • Use first quadrant coordinates • Introduce simple translations • Plot points and draw sides to complete a polygon 	<ul style="list-style-type: none"> • Use bar charts, pictograms, tables and time graphs

Science

<p>Living things and their habitats, Animals, including humans, States of matter, Sound, Electricity</p> <ul style="list-style-type: none"> • Classify living things • Recognise that changing environments can pose dangers to living things • Describe simple functions in the human digestive system • Identify different types of human teeth and their functions • Construct and interpret food chains • Identify and compare solids, liquids and gases • Explore changes of state; relate to changes of temperature • Identify the part played by evaporation and condensation in the water cycle • Explore and identify how sound is made through vibration, and how to change pitch and volume of sounds • Know that we hear sounds when vibrations travel through a medium to the ear, and that sounds get fainter with distance • Identify appliances that run on electricity • Construct a simple series electrical circuit • Identify whether or not a lamp will light • Recognise that a switch opens and closes a circuit • Recognise common conductors and insulators; associate metals with being good conductors 	<p>Working scientifically</p> <p>Ask questions and use enquiries to answer them</p> <ul style="list-style-type: none"> • Set up simple practical enquiries and fair tests • Observe carefully and systematically, taking accurate measurements • Collect, record, sort and present data • Record and report on findings in various ways • Use results to draw conclusions, make predictions, suggest improvements and ask further questions • Identify differences, similarities and changes <ul style="list-style-type: none"> • Use scientific evidence
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History	Geography	DT	Art and Design
<p>The Celts and Romans</p> <ul style="list-style-type: none"> • Roman Empire and its impact on Britain 	<p>Asia and the UK</p> <ul style="list-style-type: none"> • Locate the world's countries, focusing on Europe and the Americas • Study UK counties, cities, regions, physical features, land use and changes over time • Identify the lines and zones on a globe, including time zones • Compare a UK region with one in Europe and one in the Americas • Understand key aspects of physical and human geography • Use maps, atlases, globes and digital/computer mapping • Use eight points of the compass, four- / six-figure grid references, symbols and keys • Use a range of methods to study the local area 	<ul style="list-style-type: none"> • Develop products fit for purpose • Communicate design ideas in various ways • Use a wider range of tools and materials • Evaluate existing products and improve own products • Build and strengthen more complex structures • Use mechanical, electrical and computing systems in own products • Understand and apply principles of a healthy diet • Prepare and cook mainly savoury dishes • Understand seasonality 	<ul style="list-style-type: none"> • Use sketchbooks to collect, record and evaluate ideas • Improve skills in drawing, painting and sculpture, using various materials • Learn about great artists, architects and designers <p><i>Termly whole school art theme and children's work displayed in corridors around the school</i></p>

Computing	Music	PE	Languages
<ul style="list-style-type: none"> • Design, write and debug programs • Use sequence, selection and repetition in programs • Use logical reasoning • Understand computer networks • Use search technologies effectively • Create a range of digital products (including for handling data) • Use technology safely, respectfully and responsibly 	<ul style="list-style-type: none"> • Use voice and instruments with increasing accuracy, control and expression • Improvise and compose music • Listen with attention to detail • Use and understand musical notation • Appreciate a wide range of live and recorded music • Develop understanding of musical history 	<ul style="list-style-type: none"> • Use running, jumping, catching and throwing in isolation and in combination • Play competitive games, modified as appropriate • Develop flexibility and control in gym, dance and athletics • Take part in outdoor adventurous activities • Compare performances to achieve personal bests • (KS1 or KS2) Swim at least 25 metres; use a range of strokes; perform self-rescue <p><i>Multi-skills: Autumn I</i> <i>Hockey/Tag Rugby: Autumn II</i> <i>Gymnastics: Spring I</i> <i>Netball/Basketball: Spring II</i> <i>Tennis/Cricket: Summer I</i> <i>Athletics: Summer II</i></p>	<ul style="list-style-type: none"> • Listen and respond • Explore language through stories, songs, poems and rhymes • Converse; ask and answer questions; express opinions; seek help • Speak in sentences • Develop accurate pronunciation • Express ideas and describe things orally and in writing • Understand written words and phrases • Broaden vocabulary • Understand basic grammar

Year 5: Curriculum Standards

English		
Reading	Writing	Spoken language
<ul style="list-style-type: none"> • Apply knowledge of morphology and etymology when reading new words • Read and discuss a broad range of texts • Read books structured in different ways; read for a range of purposes • Recommend books to others • Identify and discuss themes and conventions and make comparisons • Learn a wider range of poetry by heart • Prepare poems/plays to read aloud and perform • Check for sense and ask questions to improve understanding • Draw inference and make predictions • Summarise main ideas • Identify how structure and presentation contribute to meaning • Discuss authors' use of language • Distinguish between fact and opinion • Retrieve, record and present information from non-fiction • Discuss books they read and hear • Explain and discuss their understanding, including through formal presentations and debates • Justify their views 	<p>Write in logically sequenced paragraphs</p> <p>Describe setting, characters, atmosphere using expanded noun phrases</p> <p>Integrated dialogue to convey character and advance the action</p> <p>Layout devices to structure the text (headings, subheadings, columns, bullet points, tables)</p> <p>Range a sentence structures – simple, compound, complex</p> <p>Consistent and accurate use of tense, including present and perfect</p> <p>Correct subject/verb agreement for singular and plural</p> <p>Nouns and pronouns to avoid repetition</p> <p>Use fronted adverbials</p> <p>Wide range of appropriate conjunctions, adverbs and prepositions</p> <p>Use of relative clauses</p> <p>Use of modal verbs</p> <p>Devices to build cohesion including adverbials of time, place and manner</p> <p>Confident writer's voice, deliberate vocabulary choices for effect</p> <p>Use correct punctuation - capital letters, full stops, question marks and exclamation marks, commas for lists and fronted adverbials, punctuation for direct speech, apostrophes for possession (single and plural), some correct use of brackets, dashes, commas for parenthesis and commas to clarify meaning</p> <p>Use correct spelling for most words in Y5 curriculum spelt correctly</p> <p>Handwriting joined up, legible, fluent and speedy</p>	<ul style="list-style-type: none"> • Listen and respond appropriately • Ask relevant questions • Build vocabulary • Articulate and justify own ideas • Describe, explain and narrate for different purposes; express feelings • Participate actively in conversations • Speculate, hypothesise and explore ideas • Speak clearly and fluently in Standard English • Take part in discussions, presentations, performances, role-play, improvisations and debates • Keep listeners interested • Explore different viewpoints • Communicate effectively using appropriate register

Maths			
BIG Maths – CLIC. Learn its: Review all tables up to 12 x 12 and related division facts			
Number and calculations	Measurement	Geometry	Statistics
<ul style="list-style-type: none"> • Numbers to at least 1 million: read, write, order, compare; know place value; round to nearest power of 10; count on/back in powers of 10 • Use negative whole numbers in context • Roman numerals: read numbers to 1000 and years • Add and subtract whole numbers with more than four digits using column methods • Mentally add and subtract increasingly large numbers • Use rounding to check answers • Identify multiples, factors, prime numbers, prime factors and composite numbers • Find primes to 100; recall primes to 19 • Multiply numbers up to four digits by a one- or two digit number using formal written method • Multiply and divide numbers mentally • Divide numbers up to four digits by a one-digit number using formal written method; interpret remainders • Multiply and divide by powers of 10 • Use square and cube numbers; use 2 and 3 notation • Compare and order fractions • Identify, name and write equivalent fractions • Use mixed numbers and improper fractions and convert between them • Add and subtract fractions with common/related denominators • Multiply fractions by whole numbers • Write decimals as fractions • Recognise and use thousandths and relate to tenths, hundredths and decimal equivalents • Order and round decimal numbers • Recognise and understand % sign; link percentages to fractions and decimals • Solve problems involving all aspects of number, including multi-step problems 	<ul style="list-style-type: none"> • Convert between metric units and between metric and imperial units • Measure and calculate the perimeter of composite right-angled shapes • Calculate and compare area of rectangles; estimate area of irregular shapes • Estimate volume and capacity • Use four operations to solve measure problems using decimal notation • Solve problems involving converting between units of time • Use all four operations to solve measure problems 	<ul style="list-style-type: none"> • Identify 3D shapes from 2D representations • Measure, estimate, compare and draw angles in degrees • Identify angles: at a point (whole turn); on a straight line (half turn); other multiples of 90° • Finding missing lengths and angles in rectangles • Distinguish between regular and irregular polygons • Reflect and translate shapes 	<ul style="list-style-type: none"> • Solve problems based on line graphs • Complete, read and interpret information in tables

Computing	Music	PE	Languages
<ul style="list-style-type: none"> • Design, write and debug programs • Use sequence, selection and repetition in programs • Use logical reasoning • Understand computer networks • Use search technologies effectively • Create a range of digital products(including for handling data) • Use technology safely, respectfully and responsibly 	<ul style="list-style-type: none"> • Use voice and instruments with increasing accuracy, control and expression • Improvise and compose music • Listen with attention to detail • Use and understand musical notation • Appreciate a wide range of live and recorded music • Develop understanding of musical history 	<ul style="list-style-type: none"> • Use running, jumping, catching and throwing in isolation and in combination • Play competitive games, modified as appropriate • Develop flexibility and control in gym, dance and athletics • Take part in outdoor adventurous activities • Compare performances to achieve personal bests • (KS1 or KS2) Swim at least 25 metres; use a range of strokes; perform self-rescue <p><i>Multi-skills: Autumn I</i> <i>Hockey/Tag Rugby: Autumn II</i> <i>Gymnastics: Spring I</i> <i>Netball/Basketball: Spring II</i> <i>Tennis/Cricket: Summer I</i> <i>Athletics: Summer II</i></p>	<ul style="list-style-type: none"> • Listen and respond • Explore language through stories, songs, poems and rhymes • Converse; ask and answer questions; express opinions; seek help • Speak in sentences • Develop accurate pronunciation • Express ideas and describe things orally and in writing • Understand written words and phrases • Broaden vocabulary • Understand basic grammar

Science

All living things and their habitats, Animals incl humans, Properties and changes of materials, Earth and space, Forces	Working scientifically
<p>Explain life cycle differences in a mammal, amphibian, insect and bird</p> <ul style="list-style-type: none"> • Describe reproduction in some plants and animals • Describe changes as humans develop and age • Classify materials according to various properties • Know that some materials dissolve in water to form a solution • Separate mixtures of materials • Give reasons for particular uses of everyday materials • Explore reversible changes and changes that are difficult to reverse • Describe the movement of Earth and other planets relative to the Sun and of the Moon relative to Earth • Use Earth's rotation to explain day and night • Explore the effects of gravity and friction (including air and water resistance) • Know that some mechanisms magnify forces 	<ul style="list-style-type: none"> • Plan different types of enquiry to answer questions • Take accurate measurements and repeat them if needed • Record increasingly complex data in various ways • Use results to make predictions and suggest further tests • Present findings orally and in writing • Identify scientific evidence for or against an idea

History	Geography	DT	Art and Design
<p>Kings and Queens</p> <ul style="list-style-type: none"> • An aspect of British history extending past 1066 Victorians/Tudors <p>Mayan society</p> <ul style="list-style-type: none"> • A non-European society <p>Ancient Greece</p>	<p>Africa and the UK</p> <ul style="list-style-type: none"> • Locate the world's countries, focusing on Europe and the Americas • Study UK counties, cities, regions, physical features, land use and changes over time • Identify the lines and zones on a globe, including time zones • Compare a UK region with one in Europe and one in the Americas • Understand key aspects of physical and human geography • Use maps, atlases, globes and digital/computer mapping • Use eight points of the compass, four- / six-figure grid references, symbols and keys • Use a range of methods to study the local area 	<ul style="list-style-type: none"> • Develop products fit for purpose • Communicate design ideas in various ways • Use a wider range of tools and materials • Evaluate existing products and improve own products • Build and strengthen more complex structures • Use mechanical, electrical and computing systems in own products • Understand and apply principles of a healthy diet • Prepare and cook mainly savoury dishes • Understand seasonality 	<ul style="list-style-type: none"> • Use sketchbooks to collect, record and evaluate ideas • Improve skills in drawing, painting and sculpture, using various materials • Learn about great artists, architects and designers <p><i>Termly whole school art theme and children's work displayed in corridors around the school</i></p>

Year 6: Curriculum Standards

English		
Reading	Writing	Spoken language
<ul style="list-style-type: none"> • Apply knowledge of morphology and etymology when reading new words • Read and discuss a broad range of texts • Read books structured in different ways; read for a range of purposes • Recommend books to others • Identify and discuss themes and conventions and make comparisons • Learn a wider range of poetry by heart • Prepare poems/plays to read aloud and perform • Check for sense and ask questions to improve understanding • Draw inference and make predictions • Summarise main ideas • Identify how structure and presentation contribute to meaning • Discuss authors' use of language • Distinguish between fact and opinion • Retrieve, record and present information from non-fiction • Discuss books they read and hear • Explain and discuss their understanding, including through formal presentations and debates • Justify their views 	<p>Description of settings, characters, atmosphere in narratives</p> <p>Vocabulary and grammatical structures selected to reflect level of formality, including subjunctive in very formal writing (if I were)</p> <p>Consistent and correct use of tense throughout a piece of writing, including perfect present and past</p> <p>Correct subject/verb agreement for singular and plural</p> <p>Write in logically sequenced paragraphs with a range of cohesive devices</p> <p>Use of passive voice</p> <p>Use of model verbs</p> <p>Wide range of clause structures used</p> <p>Use of relative clauses</p> <p>Adverbs/prepositional phrases/expanded noun phrases used for detail, qualification and precision</p> <p>Layout devices to structure text</p> <p>Use correct punctuation for direct speech, commas for clarity, punctuation for parenthesis - brackets, dashes, commas, some correct use of semi-colon, semi-colon and dash to demarcate clauses, colons to introduce lists and semicolons within lists, hyphens to avoid ambiguity and bullet points to list information</p> <p>Use correct spelling for most words in Y6 curriculum spelt correctly</p> <p>Handwriting joined up, legible, fluent and speedy</p>	<ul style="list-style-type: none"> • Listen and respond appropriately • Ask relevant questions • Build vocabulary • Articulate and justify own ideas • Describe, explain and narrate for different purposes; express feelings • Participate actively in conversations • Speculate, hypothesise and explore ideas • Speak clearly and fluently in Standard English • Take part in discussions, presentations, performances, role-play, improvisations and debates • Keep listeners interested • Explore different viewpoints <p>Communicate effectively using appropriate register</p>

Maths		
BIG Maths – CLIC. Learn its Review all tables up to 12 x 12 and related division facts		
Number and calculations	Measurement	Geometry
<ul style="list-style-type: none"> • Numbers to 10 million: read, write, order, compare; know place value; round to a given degree of accuracy • Use negative numbers in context; calculate intervals across zero • Multiply and divide numbers up to four digits by a two-digit whole number using formal written methods; interpret remainders • Perform challenging mental calculations • Identify common factors, common multiples and primes • Use order of operations • Use estimation to check answers • Simplify, compare and order fractions • Use equivalents to add and subtract fractions • Multiply simple fractions together and divide fractions by whole numbers • Associate a fraction with division and calculate decimal fraction equivalents • Know place value to three decimal places; multiply and divide numbers by 10, 100 and 1000 • Multiply one-digit numbers with up to two dp by whole numbers • Use written division for answers with up to two dp • Recall and use equivalences between simple fractions, decimals and percentages • Solve problems involving all aspects of number, including multi-step problems 	<ul style="list-style-type: none"> • Use a range of measures and conversions, using decimals up to three dp • Convert between miles and kilometres • Know that shapes with the same area can have different perimeters and vice versa • Use area and volume formulae • Calculate area of triangles and parallelograms • Calculate, estimate and compare volumes of cubes and cuboids 	<ul style="list-style-type: none"> • Draw 2D shapes given dimensions and angles • Describe and build simple 3D shapes • Classify shapes by properties • Understand circle terminology • Know and use angle rules to find unknown angles • Describe positions on full coordinate grid • Translate and reflect shapes using all four quadrants
Algebra	Ratio and Proportion	Statistics
<ul style="list-style-type: none"> • Use simple formulae • Generate and describe linear number sequences • Express missing number problems algebraically • Find pairs of numbers that satisfy an equation with two unknowns • Enumerate possibilities of combinations of two variables 	<ul style="list-style-type: none"> • Solve problems involving: relative sizes of two quantities; percentages; similar shapes; unequal sharing and grouping 	<ul style="list-style-type: none"> • Use pie charts and line graphs to solve problems • Calculate mean averages

Computing	Music	PE	Languages
<ul style="list-style-type: none"> • Design, write and debug programs • Use sequence, selection and repetition in programs • Use logical reasoning • Understand computer networks • Use search technologies effectively • Create a range of digital products(including for handling data) • Use technology safely, respectfully and responsibly 	<ul style="list-style-type: none"> • Use voice and instruments with increasing accuracy, control and expression • Improvise and compose music • Listen with attention to detail • Use and understand musical notation • Appreciate a wide range of live and recorded music • Develop understanding of musical history 	<ul style="list-style-type: none"> • Use running, jumping, catching and throwing in isolation and in combination • Play competitive games, modified as appropriate • Develop flexibility and control in gym, dance and athletics • Take part in outdoor adventurous activities • Compare performances to achieve personal bests • (KS1 or KS2) Swim at least 25 metres; use a range of strokes; perform self-rescue <p><i>Multi-skills: Autumn I</i> <i>Hockey/Tag Rugby: Autumn II</i> <i>Gymnastics: Spring I</i> <i>Netball/Basketball: Spring II</i> <i>Tennis/Cricket: Summer I</i> <i>Athletics: Summer II</i></p>	<ul style="list-style-type: none"> • Listen and respond • Explore language through stories, songs, poems and rhymes • Converse; ask and answer questions; express opinions; seek help • Speak in sentences • Develop accurate pronunciation • Express ideas and describe things orally and in writing • Understand written words and phrases • Broaden vocabulary • Understand basic grammar

Science

Living things and their habitats, Animals including humans, Evolution and inheritance, Light, Electricity	Working scientifically
<ul style="list-style-type: none"> • Explore biological classification in more detail • Identify main parts of the human circulatory system • Explore the impact of diet, exercise, drugs and lifestyle on health • Describe how nutrients are transported in humans and other animals • Know living things have changed over time • Know offspring are similar but not identical to parents • Identify how living things adapt and how this may lead to evolution • Explore how light behaves (travelling in straight lines, reflection, refraction, shadow formation) • Associate brightness of lamp or volume of buzzer with number and voltage of cells • Compare and give reasons for variations in how circuit components function • Draw circuit diagrams using recognised symbols 	<ul style="list-style-type: none"> • Plan different types of enquiry to answer questions • Take accurate measurements and repeat them if needed • Record increasingly complex data in various ways • Use results to make predictions and suggest further tests • Present findings orally and in writing • Identify scientific evidence for or against an idea

History	Geography	DT	Art and Design
<p>Anglo –Saxons</p> <ul style="list-style-type: none"> • Settlement of Britain by Anglo-Saxons and Scots • Vikings and Anglo-Saxons in Britain (to 1066) <p>World War I/World War II</p> <ul style="list-style-type: none"> • An aspect of British history extending past 1066 	<p>Europe and the UK</p> <ul style="list-style-type: none"> • Locate the world's countries, focusing on Europe and the Americas • Study UK counties, cities, regions, physical features, land use and changes over time • Identify the lines and zones on a globe, including time zones • Compare a UK region with one in Europe and one in the Americas • Understand key aspects of physical and human geography • Use maps, atlases, globes and digital/computer mapping • Use eight points of the compass, four- / six-figure grid references, symbols and keys • Use a range of methods to study the local area 	<ul style="list-style-type: none"> • Develop products fit for purpose • Communicate design ideas in various ways • Use a wider range of tools and materials • Evaluate existing products and improve own products • Build and strengthen more complex structures • Use mechanical, electrical and computing systems in own products • Understand and apply principles of a healthy diet • Prepare and cook mainly savoury dishes • Understand seasonality 	<ul style="list-style-type: none"> • Use sketchbooks to collect, record and evaluate ideas • Improve skills in drawing, painting and sculpture, using various materials • Learn about great artists, architects and designers <p><i>Termly whole school art theme and children's work displayed in corridors around the school</i></p>

Top Tips for e-safety



- **Talk to your child about what they're up to online.** Be a part of their online life; involve the whole family and show an interest. Find out what sites they visit and what they love about them, if they know you understand they are more likely to come to you if they have any problems.
- **Watch Thinkuknow films and cartoons with your child.** The [Thinkuknow site](#) has films, games and advice for children from five all the way to 16.
- **Encourage your child to go online and explore!** There is a wealth of age-appropriate sites online for your children. Encourage them to use sites which are fun, educational and that will help them to develop online skills.
- **Keep up-to-date with your child's development online.** Children grow up fast and they will be growing in confidence and learning new skills daily. It's important that as your child learns more, so do you.
- **Set boundaries in the online world just as you would in the real world.** Think about what they might see, what they share, who they talk to and how long they spend online. It is important to discuss boundaries at a young age to develop the tools and skills children need to enjoy their time online.
- **Keep all equipment that connects to the internet in a family space.** For children of this age, it is important to keep internet use in family areas so you can see the sites your child is using and be there for them if they stumble across something they don't want to see.
- **Know what connects to the internet and how.** Nowadays even the TV connects to the internet. Make sure you're aware of which devices that your child uses connect to the internet, such as their phone or games console. Also, find out how they are accessing the internet – is it your connection, or a neighbour's wifi? This will affect whether the safety setting you set are being applied.
- **Use parental controls on devices that link to the internet, such as the TV, laptops, computers, games consoles and mobile phones.** Parental controls are not just about locking and blocking, they are a tool to help you set appropriate boundaries as your child grows and develops. They are not the answer to your child's online safety, but they are a good start and they are not as difficult to install as you might think. Service providers are working hard to make them simple, effective and user friendly.