



Science			
Animals including humans	Living things and their habitats	Evolution and Inheritance	Working scientifically
<p>Pupils should be taught to:</p> <p>Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p> <p>Describe the ways in which nutrients and water are transported within animals, including humans.</p>	<p>Pupils should be taught to:</p> <p>Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals</p> <p>Give reasons for classifying plants and animals based on specific characteristics</p>	<p>Pupils should be taught to:</p> <p>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.</p> <p>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</p> <p>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p>	<p>During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none">• Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary• Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate• Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs• Using test results to make predictions to set up further comparative and fair tests• Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentation• Identifying scientific evidence that has been used to support or refute ideas or arguments



Art and Design				
Drawing	Painting	Sculpture	Printing	Textile
<p>Use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching.</p> <p>Depict movement and perspective in drawings.</p> <p>Use a variety of tools and select the most appropriate.</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, fresco, portrait, graffiti.</p>	<p>Work in a sustained and independent way to develop their own style of painting. This style may be through the development of: colour, tone and shade.</p> <p>Purposely control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.</p> <p>Mix colour, shades and tones with confidence building on previous knowledge. Understanding which works well in their work and why.</p> <p>Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material. Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook.</p> <p>Use key vocabulary to demonstrate knowledge and</p>	<p>Use tools and materials to carve, add shape, add texture and pattern.</p> <p>Develop cutting and joining skills, e.g. using wire, coils, slabs and slips.</p> <p>Use materials other than clay to create a 3D sculpture.</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: form, structure, texture, shape, mark, soft, join, tram, cast.</p> <p>Use sketchbooks Plan a sculpture through drawing and other preparatory work.</p> <p>Use recycled, natural and man-made materials to create sculptures.</p>	<p>Design and create printing blocks/tiles.</p> <p>Develop techniques in mono, block and relief printing.</p> <p>Create and arrange accurate patterns.</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: Hapa-Zome, hammering, pattern, shape, tile, colour, arrange, collograph;</p>	<p>Experiment with a range of media by overlapping and layering in order to create texture, effect and colour.</p> <p>Add decoration to create effect.</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: colour, fabric, weave, pattern.</p>



	understanding in this strand: blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists			
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Computing				
E-safety and E-sense	Programming	Handling Data	Multimedia	Technology in our lives
<ul style="list-style-type: none"> • I protect my password and other personal information. • I can explain the consequences of sharing too much information online. • I support my friends to protect themselves and make good choices online, including reporting concerns. • I can explain the consequences of not communicating kindly and respectfully online. • I protect my computer or device from harm on the internet. 	<ul style="list-style-type: none"> • I can deconstruct a problem into smaller steps, recognising similarities to solutions used before. • I can explain and program each of the steps in my algorithm. • I can evaluate the effectiveness and efficiency of my algorithm while I continually test the programming of that algorithm. • I can recognise when I need to use a variable to achieve a required output. • I can use a variable and operators to stop a program. • I can use different inputs (including sensors) to control a device or onscreen action and predict what will happen. • I can use logical reasoning to detect and correct errors in algorithms and programs. 	<ul style="list-style-type: none"> • I can plan the process needed to investigate the world around me. • I can select the most effective tool to collect data for my investigation. • I can check the data I collect for accuracy and plausibility. • I can interpret the data I collect. • I can present the data I collect in an appropriate way. • I use the skills I have developed to interrogate a database. 	<ul style="list-style-type: none"> • I can talk about the audience, atmosphere and structure when planning a particular outcome. • I can confidently identify the potential of unfamiliar technology to increase my creativity. • I can combine a range of media, recognising the contribution of each to achieve a particular outcome. • I can tell you why I select a particular online tool for a specific purpose. • I can be digitally discerning when evaluating the effectiveness of my work and the work of others 	<ul style="list-style-type: none"> • I can tell you the internet services I need to use for different purposes. • I describe how information is transported on the internet. • I can select an appropriate tool to communicate and collaborate online. • I can talk about the way search results are selected and ranked. • I can check the reliability of a website. • I can tell you about copyright and acknowledge the sources of information that I find online.



Design and Technology				
Design	Make	Evaluate	Technical knowledge	Cooking and Nutrition
<p>carry out research, using surveys, interviews, questionnaires and web-based resources</p> <p>identify the needs, wants, preferences and values of particular individuals and groups</p> <p>develop a simple design specification to guide their thinking</p> <p>use computer-aided design to develop and communicate their ideas</p>	<p>Explain their choice of materials and components according to functional properties and aesthetic qualities</p> <p>Formulate step-by-step plans as a guide to making</p> <p>Follow procedures for safety and hygiene</p> <p>Accurately measure, mark out, cut and shape materials and components</p> <p>Accurately assemble, join and combine materials and components</p> <p>Accurately apply a range of finishing techniques, including those from art and design</p>	<p>Critically evaluate the quality of the design, manufacture and fitness for purpose of their products as they design and make</p> <p>Evaluate their ideas and products against their original design specification</p> <p>how much products cost to make</p> <p>How innovative products are</p> <p>How sustainable the materials in products are</p> <p>What impact products have beyond their intended purpose</p> <p>About inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products</p>	<p>Make cross curricular links to learning through science and mathematics to help design and make products that work.</p> <p>The correct technical vocabulary for the projects they are undertaking</p> <p>How more complex electrical circuits and components can be used to create functional products</p> <p>How to reinforce and strengthen a 3D framework</p>	<p>Across Key stage 2: How to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source</p> <p>How to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking</p> <p>That recipes can be adapted to change the appearance, taste, texture and aroma that different food and drink contain different substances – nutrients, water and fibre – that are needed for health</p>

Geography			
Locational Knowledge	Place Knowledge	Human Physical Geography	Geographical Skills and Field Work
6.1 To locate the world's countries using maps with a focus on South America	6.3 To compare the features of South America landscapes with our own area	6.7 To describe a key feature of a river system	6.14 To examine the features of a river



<p>6.2 To focus on environmental regions, countries and major cities.</p>	<p>6.4 To compare the climate South America landscapes with our own area</p> <p>6.5 To compare the human geography of South America landscapes with our own area</p> <p>6.6 To present information on one area of South America</p>	<p>6.8 To explain how erosion and deposition work in rivers</p> <p>6.9 To describe the ways rivers are used</p> <p>6.10 To explain the impact of damming rivers (holding back floods)</p> <p>6.11 To explain how water and weather can change the landscape</p> <p>6.12 To explain why and how landscapes change over time</p> <p>6.13 To predict how physical and human features might change the landscape in the future</p>	<p>6.15 To use fieldwork to observe, measure and record features in the local area including sketch maps and plans</p> <p>6.16 To describe climate zones, biomes and vegetation belts</p>
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History			
Chronological Awareness	Knowledge and Understanding	Historical Context	Organisation and Communication
<p>Uses timelines to place events, periods and cultural movements from around the world</p> <p>Uses timelines to demonstrate changes and developments in culture, technology, religion, and society</p> <p>Uses these key points as reference points: BC,AD, Romans, Tudors, Victorians and today.</p> <p>Describes main changes in a period in History using words such as social, religious, political, technological and cultural</p>	<p>Choose reliable sources of factual evidence to describe aspects of life, beliefs and attitudes and differences in status</p> <p>Identify how aspects of life have changed during a period of time and give reasons backing it up with evidence</p> <p>Describe how some changes affect life today</p>	<p>Evaluate the usefulness and accuracy of different sources understanding The effect of facts and opinions including bias</p> <p>Form own opinions about historical events from a range of sources</p> <p>Select the most appropriate source material using primary and secondary for a particular task.</p>	<p>Present information in an organised and clearly structured way</p> <p>Makes uses of different ways of presenting information</p> <p>Present information in the most appropriate way</p> <p>Makes accurate use of specific dates and terms</p>



Names date of any significant event studied from past and place it correctly on a timeline			
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Music			
Performing	Composing	Appraising	Charanga Topics
<ul style="list-style-type: none"> To sing a harmony part confidently and accurately To perform parts from memory To perform using notations To take the lead in a performance To take on a solo part To provide rhythmic support <p>Challenge:</p> <ul style="list-style-type: none"> Pupils can perform a piece of music which contains two (or more) distinct melodic or rhythmic parts, knowing how the part will fit together 	<ul style="list-style-type: none"> To be able to use a variety of different musical devices in their composition (including melody, rhythms and chords) To recognise that different forms of notation serve different purposes To use different forms of notation To be able to combine groups of beats <p>Challenge: Pupils can show how a small change of tempo can make a piece of music more effective</p> <p>They use the full range of chromatic pitches to build up chords, melodic lines and bass lines</p>	<ul style="list-style-type: none"> To be able to refine and improve their work To be able to evaluate how the venue, occasion and purpose affects the way a piece of music is created To be able to analyse features within different pieces of music To be able to compare and contrast the impact that different composers from different times will have had on the people of the time. <p>Challenge: Pupils can appraise the introductions, interludes and endings for songs and compositions they have created</p>	<p>Term 1: Happy</p> <p>Term 2: Classroom Jazz 2</p> <p>Term 3: A New Year Carol</p> <p>Term 4: You've got a friend</p> <p>Term 5: Music and me</p> <p>Term 6: Reflect, Rewind and Replay</p>

Physical Education				
Gymnastics	Dance	Athletics	Games	Health
Performing extended gymnastics sequences with or without props	Understanding locomotor vs. non-locomotor movement in dance	Sprinting and pacing for distance when running	Cricket bowling and wicket keeping skills Handball jump shots, set plays, and goalkeeping	



			<p>Bounce passing, one- and two-handed shooting in netball</p> <p>Fielding backwards hits in rounders</p> <p>Tag rugby passing and use of the diamond formation</p> <p>Use of volley shots and overhead shots in tennis, plus doubles play</p>	
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MFL				
Listening	Speaking	Reading	Writing	Intellectual understanding
<p>Pupils will be able to:</p> <ul style="list-style-type: none"> Understand and respond to spoken and written language from a variety of authentic sources. 	<p>Pupils will be able to:</p> <ul style="list-style-type: none"> Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation Give a short prepared talk, on a topic of choice, including expressing opinions Talking on a familiar subject; describing a picture or part of a story 	<p>Pupils will be able to:</p> <p>Understand the main points and opinions in written texts from various contexts - e.g.</p> <ul style="list-style-type: none"> A postcard or letter from a pen-pal; a written account of school life, a poem or part of a story Discover and develop an appreciation of a range of writing in French <p><i>Use a bilingual dictionary to look up new words</i></p>	<p>Pupils will be able to:</p> <p>Write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt</p> <ul style="list-style-type: none"> A paragraphs of three to four sentences about myself About a story or a picture; a message containing three to four sentences; a postcard or greetings card <p><i>Spell commonly used words correctly.</i></p>	<p>Pupils will be able to:</p> <ul style="list-style-type: none"> Talk about, discuss and present information about a particular country's culture. Discuss stereotypes and reflect on the importance of developing tolerance and understanding between people.