



Felsted

# **Curriculum, Learning Standards & Assessment Information for Parents**

**2018 – 2019**

**Cloisters**  
**Years 5 & 6**

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**FELSTED LEARNING STANDARDS & ASSESSMENT INFORMATION  
FOR PARENTS OF PUPILS IN CLOISTERS  
(YEARS 5 and 6)**

Dear Parents,

I hope that this booklet will be useful to you and help you to understand more about academic and pastoral matters at Felsted Preparatory School.

The guidelines that follow will provide you with details of the structure and philosophy of our assessment procedures, and also broad descriptions of the work your children will cover in each subject in a particular year. We include our Felsted Learning Standards which links our curriculum to our grading and reporting systems. This booklet should help you and your children understand where they are in terms of their performance and progress. We hope to enable them to lead their learning more independently over time by knowing where they are and what they need to do to move forwards. Our Felsted Learning Standards are based on a detailed curriculum review and ensure that we are very competitive nationally as well as independent in terms of offering a broad and inspiring curriculum.

Obviously, this booklet cannot answer every question, but I hope it will make you feel more involved in the academic process as well as allowing you to support your children's learning at home.

Kind regards

**Mr Paul Bailey  
Head of Cloisters**

## 1 ASSESSMENT POLICY

Pupils are constantly assessed in the classroom both formally and informally through their oral and written contribution, the manner in which they take responsibility for themselves and their learning as well as the way in which they change and develop are also regularly noted. They are formally assessed in the following ways:

Class tests created by individual teachers and used in day to day lessons such as mental number or vocabulary tests. These are used to improve children's mental recall and establish what they have learned so far, in addition to informing future planning.

Throughout the year, we use a range of Standardised Tests in Verbal Reasoning, English (including Reading [using a computer based Accelerated Reading Scheme], Spelling & Writing) and Mathematics that give national comparisons with pupils in the same age cohort as your child. These are recorded on our central database so that we have a 'tracked' history for your child as he/she moves through the school.

In Year 6 National standardised tests in Maths, English, Verbal and Non Verbal Reasoning which are externally produced, allow us to compare our pupils' and school performance against standards that can be identified and targets for improvement can be set.

Where appropriate, end of topic tests are used to establish a general attainment level. This information is normatively referenced for parents so they know where their children are in the cohort.

End of year exams decide each pupil's level of attainment in each subject using a levelled and agreed standard. Top, medium and less able work samples allow for this standard to be compared on an annual basis. This information is normatively referenced for parents so that they know where their child is in the cohort. Pupils achievement will be reported to reflect where the pupils are working in relation to Felsted Prep expected standards.

### **Statement about summative assessment at FPS:**

Felsted Preparatory School operates a system of *continuous assessment* which is monitored by Subject Teachers and their Form Tutors (with whom your son/daughter meets each morning for registration and for longer sessions during the week). We regard the pupil – teacher – tutor - parent link as extremely important and to aid this link, all pupils have a “Planner”.

## 2 PLANNERS

Planners are issued at the start of the school year and pupils are required to keep them up-to-date each week. ***They should be shown to Parents at the end of each week and shown to Tutors on Monday mornings.***

**Pupils in Years 5 and 6** use their Planners to record: their timetable of lessons, spellings, vocabulary lists, reading lists, some preps, reminders about Music lessons, Commendations, Plus & Minus Points, Targets (set in conjunction with their tutors) and notes to and from parents/teachers. Written inside the planner are some reminders about how we would like pupils to act towards each other as part of the school community.

## 3 REPORTING

A **full report** aims to clarify curriculum content, the learning experience for your child and it measures performance against the Felsted Learning Standards as set out in this booklet, thus giving a picture of where your child stands. The report comments on effort and formative development, allowing for quantifying of grading and emergence of character through reference to contribution, attitude, learning approaches etc. It also aims to set out specific short term and achievable targets going forward.

A **summary report** gives an Achievement Grade against the Felsted Learning Standards and an Effort grade and focuses on a brief comment on effort and formative development and target setting to keep you up to date. The annual Parents' Meeting allows for you to meet the teachers and catch up in a different way.

Our reporting schedule is included in this pack. It is expected that performance that is not in line with expectation will have been raised either with or by parents when necessary.

## 4 TUTORS, TUTORIALS and TARGET SETTING (5Ps)

During each term, pupils will meet with their tutors to discuss and review their academic progress (they will also discuss social matters and monitor co-curricular interests). Part of this review process is to set realistic **TARGETS** for each pupil over the next few months. With the tutor's guidance, the pupil will aim to work largely on targets based around the 5Ps (Participation, Attitude and Behaviour, Planning and Presentation of work, Pace, Perseverance & Proofreading). These P's encourage the use of thinking and planning before taking action, keeping organised, working at an appropriate pace for different abilities, working to the best of one's ability and knowing how to articulate this individually and in pair and group work, using different registers for presentation and responding accordingly, not giving up, displaying the right behaviour, improving the quality of work through checking, sharing and teacher marking and taking part in all of this and the requirements of the lesson and prep. We usually find that there is always something that one can do to improve in the spirit of the Olympic legacy, 'Know your personal best and beat it!' Agreed targets are then communicated between Pupil, Tutor and Subject Teachers in order to ensure consistency of approach and consequent improvement.

## 5 PLUS & MINUS POINTS

These are given for “*out-of-class*” activities and behaviour. **Plus Points** are gained for helpfulness, politeness, good manners, effort in games, activities and music, and for such acts as reading in Chapel etc. **Minus Points** are given for poor behaviour, unkindness towards others etc. Each + and - point goes towards individual and League totals.

## 6 COMMENDATIONS

Each piece of work undertaken by a pupil is assessed and Cs are awarded on the basis of: **(i) the amount of effort that the teacher feels the pupil has put into his/her work, and (ii) the quality of the piece of work relative to the pupil's ability.**

The number of Cs awarded each week will also reflect the number of lessons/preps in each subject. English and Maths teachers will probably award Cs every week, Science, Humanities subjects and lower school Spanish every two weeks and Enrichment subjects such as Art, CDT, ICT, PE and Music will probably award Cs at the end of a project or every two weeks.

***Excellent pieces of work that reflect achievement in one of the Ps can be awarded a Cloisters 5P Award by the Head of Cloisters.***

***Outstanding pieces of work or projects may be referred to the Heads who may award a “Headmaster’s Commendation” in recognition of achievement.***

The Commendations are added up at the end of each week and the pupils then transfer them onto the record sheet in their Planners (usually on Monday mornings). Average weekly scores for the form are recorded as well as the pupil’s running total for the term. Each Commendation counts as +1 point towards end of term individual and League totals.

At the end of each term, pupils are rewarded as follows:

Top 3 pupils in each form – Gold Certificates + £5 book tokens

Next 3 pupils in each form – Silver Certificates

Third 3 pupils in each form – Bronze Certificate

## 7 DETENTION

Detention is an opportunity to make up for lost time. This can be because more time is needed to complete work or because insufficient effort has been made to do so. The required work can be completed or redone to the expected standard in Friday detention (during morning break).

Further lack of effort would necessitate your son/daughter being placed in a Wednesday Detention. This takes place on Wednesday afternoon for about 45 minutes (beginning at 4.00 pm). Pupils are informed of the Detention by the previous day – therefore, they will not be permitted to depart early on a Wednesday afternoon if in Wednesday detention. They would also be unavailable for School sports fixtures on that day.

***A Detention will result in one or two minus points.***

## 8 LEADERSHIP OPPORTUNITIES

Pupils in Cloisters will have an increasing number of Leadership opportunities as they move through Years 5 and 6. In Year 5 pupils will have *independence challenges* which will look to build self-responsibility and esteem developed through the Cloisters Leadership Diploma. Taking on roles such as a Form Captain or Pupil Buddy will be recognised through the awarding of Leadership Certificates at the end of the year.

In Year 6 this will be built on further with the Passport of activities. Through independent working pupils will have the opportunities to earn badges that will count towards a bronze, silver or gold medal and platinum award for the most outstanding achievement.

## 9 ASSESSMENT & REPORTING PROGRAMME

Examination subjects: English, Mathematics, Science, Spanish, French, German, History, Geography, Religious Studies, Latin, CLAC (& CLIC)

Enrichment subjects: Art, Drama, DT, ICT & Computer Science, Music and Physical Education

YEAR GROUP	Autumn 1 <sup>st</sup> half	Autumn 2 <sup>nd</sup> half	Spring 1 <sup>st</sup> half	Spring 2 <sup>nd</sup> half	Summer 1 <sup>st</sup> half	Summer 2 <sup>nd</sup> half
Cloisters Year 5	Tutor Letter including a settling-in paragraph (+Tutorial)	SUMMARY Report for ALL subjects + Tutor's & Headmaster's Reports	<i>SOT Tutorial</i>  <i>Parents' Meeting</i>	SUMMARY Report for Examination subjects only (+Tutorial) + Revision Pack	<b>School Exams</b>  <b>English, Mathematics Science and Spanish (Week 6)</b>	FULL Report for ALL subjects + Tutor's Report
Cloisters Year 6	Internal Open Morning at SS  Tutor Letter including Eng & Maths (+Tutorial)	<b>Year 7 Entry Assessment</b> + SUMMARY Report for ALL subjects + Tutor's Report & Letter from Headmaster	<i>SOT Tutorial</i>  <i>Parents' Meeting</i>	SUMMARY Report for Examination subjects only (+Tutorial) + Revision Pack	<b>School Exams</b>  <b>English, Mathematics Science and Spanish (Week 6)</b>	FULL Report for ALL subjects + Tutor's & Headmaster's Reports

## **10 PARENT/TEACHER MEETINGS**

The **Years 5 Parent/Teacher** meetings are held in the **Spring Term** and **Years 6 Parent/Teacher** meetings are also held in the **Spring Term**. These meetings will allow detailed discussion between you and individual Subject Teachers..

## **11 EXAMINATIONS (in core subjects only)**

**Year 5 pupils** - sit School Examinations in the **Summer Term**.

**Year 6 pupils** – sit **Year 7 Entry Assessments** towards the **end of the Autumn Term** (Verbal Reasoning, Non-Verbal Reasoning, English & Mathematics) – on the basis of the outcome of these papers, transfer to Felsted School at age 13+ is usually assured. A small number of pupils are asked to sit the 11+ Scholarship papers (English, Mathematics & Science/Problem solving) in early January. Year 6 pupils also sit **School Examinations** in the **Summer Term**.

## **12 SATURDAY SCHOOL**

**Saturday School is optional for pupils in Years 5 & 6 and we run a Co-curricular programme for those pupils who attend School on Saturday. However, Year 5 & 6 pupils must attend certain Saturdays when required for matches and for other events such as Speech Day, Sports Day and Open Days.**

Our philosophy for activities is based on ‘Participation, Choice and Commitment’.

We encourage younger children to try many different activities, which run every afternoon of the week. Once in Cloisters, pupils need to start making choices between activities so that by the time they reach Courtauld House, they have found activities that they will be committed towards and pursue in Years 7 & 8, often because they have a particular talent or interest.

8.30 am – 9.30 am	Assisted Prep
9.40 am – 11.10 am	Co-Curricular Activities
11.10 am – 11.35 am	Break
11.35 am – 2.00 pm	Lunch and Co-Curricular Sports Activities

Felsted Preparatory School also aims to give its pupils a broad educational experience in the following areas: linguistic, mathematical, scientific, technological, human and social, spiritual and moral, physical and aesthetic and creative. It also runs a personal, social, health and citizenship education course in every year to develop its pupils, assist with teaching them right from wrong, help lead them to becoming confident and positive contributors to their community and effective users of its services and facilities, take steps to ensure that pupils appreciate racial and cultural diversity and avoid and resist racism. It also provides differentiated learning experiences for children of varying abilities in all learning areas.

**Linguistic:** Through a variety of linguistic experiences pupils are encouraged to develop their linguistic skills through listening, speaking, reading and writing. The majority of classrooms display posters on basic linguistic skills and seek to reinforce these when the opportunity arises. The School teaches linguistic skills formally through English, Modern Foreign Languages and Latin lessons. Spanish is taught from Reception to Year 8. A choice of Spanish with French or German is offered in Years 7 & 8 for the more able linguists. Latin is offered in Years 7 and 8. Extra support for English is offered throughout the School where necessary. Citizenship and Language in Communication (CLIC) is offered to those pupils in Years 7 and 8 who are unsuited to studying two Modern Foreign Languages and who would benefit from further study of English.

**Mathematical:** Through a variety of mathematical experiences pupils are encouraged to make calculations, understand and appreciate relationships and patterns in number and space and develop their capacity to think logically and express themselves clearly. Their understanding and knowledge of mathematics is developed in a variety of ways, through practical activity, exploration, discussion, theory etc

**Scientific:** Science teaches an understanding of nature, natural phenomena and materials. It aims to stimulate a child's curiosity in finding out why things happen in the way they do. It teaches methods of enquiry and investigation to stimulate creative thought. Children learn to observe, form hypotheses, conduct experiments, ask scientific questions, record their findings and begin to appreciate the ways science will affect their future on a personal, national, and global level.

**Technological:** Through information and communication technology pupils learn to use equipment and components and plan, develop, communicate and store ideas and information. Through Design Technology they learn to design and work with tools and equipment, materials and components both individually and as a team to produce good quality products. They acquire evaluation skills.

**Human and Social:** Through learning about people and their environment and how human action now and in the past has influenced events and conditions, pupils gain knowledge and understanding of the world around them both past, present and future. Personal, social, health, citizenship and economic education (PSHE) prepares them for the world around them and the world that they are going into; they are invited to think about the world of work and related skills throughout their Young Felstedian experience.

**Spiritual and Moral :** Through opportunities to experience, study and lead acts of worship during Chapel and Religious Studies lessons, pupils are encouraged to understand Christianity and other religious philosophies and associated values. They reflect on the teachings of Christianity and other major world religions and consider the impact of such teaching in everyday life. Pupils are encouraged to think about their own moral standing, spiritual beliefs and make choices about their contributions to the immediate and wider community. They are invited to take opportunities to make a positive

impact on the world around them in a variety of contexts. Moral lessons are taught, modelled and encouraged throughout the School using well rehearsed mnemonics such as 'RUBY', 'HOWDI' in lessons, assemblies and beyond.

**Physical:** Through a variety of activities, sports and movements pupils will be encouraged to adopt a physically active life-style and gain an understanding of cardiovascular health and fitness, posture, nutrition, hydration, muscular strength, flexibility and endurance. They develop pupils' motor skills and are provided with knowledge of health and fitness, so that the relationship between physical activity and general health is understood. i.e. the need for personal hygiene. They will experience situations that will develop a greater understanding of "aesthetics" and movement appreciation and be encouraged to use their imagination and mentally visualise what they are trying to achieve as part of their ability to assess their learning, through planning, performing and evaluating.

**Aesthetic and creative:** Through opportunities to make, create, compose and invent, all pupils are encouraged to develop their aesthetic and creative selves. Most subjects call for personal, imaginative and often practical responses and the emphasis on kinaesthetic and visual in the classroom allow for plentiful occasions for the aesthetic and creative to be developed.

## 14 ENHANCED LEARNING

The two main aims of our Department are simple: to help each pupil achieve their highest possible academic level in all subjects, by the time they leave the Preparatory School; and to give them the self-confidence and self-belief that this is possible.

The Learning Support team liaise closely with Parents, Form Tutors and Head of Phase. We have a number of formal, informal, diagnostic and standardised assessments that we can use to clarify difficulties and help us to target support precisely on an individual basis. This may be in the form of withdrawn teaching once a week or paired tuition. All Subject Teachers have access to and use the findings from our assessments or Individual Education Plans to give them a full picture of the needs of children in their classes.

We continue to work closely with outside professionals such as Speech Therapists, Occupational or Physiotherapists, Visual Stress Consultants, Educational Psychologists and Consultant Paediatricians. While some of the interventions that we use to support the children's learning may change as the children learn, change and develop, our aims are constant.

Whilst giving specialist skills tuition and knowledgeable guidance to the children in our care we continue to give encouragement to keep trying; praise and appreciation for the effort the pupils put in, and nurture the belief that our pupils will reach their goal.

Mrs K R Holt  
**Head of Learning Support**

## **15 HIGHER ABILITY PUPILS**

At Felsted Prep School we value the individuality of every child and acknowledge the importance of helping every child to recognise the spectrum of their capabilities in order to fulfil their potential. Our setting system allows teachers to adapt lessons to ensure a suitable level of challenge for every level of pupil.

At Felsted we have used the term 'Higher Ability Pupils' (HAPs) to describe children at the upper end of the spectrum of academic ability and also to denote those with special ability in sport or the arts, with a recommendation that 5% - 10% of children should be thus designated. Our HAPs are identified through a combination of teacher recommendation, results from cognitive ability tests and in-class assessments. These will be on-going to allow for recognition at any point in a child's development. Indeed, we encourage all partners in children's education to be "on the lookout for excellence" thus promoting a positive school ethos that is geared towards success. To enable these young Felstedians to fulfil their potential, it is vital to use a combination of assessment methods.

The School aims to help all children attain their full potential by providing teaching that takes account of their individual needs and extends and enriches their learning. We aim to make learning enjoyable and challenging and offer many enrichment opportunities through differentiated work within the curriculum. We aim to enable children to become good learners through focusing on Assessment for Learning (AfL) and to help pupils develop social and intellectual abilities. Higher order thinking is developed using Blooms Taxonomy They have opportunities to work towards nationally and internationally recognised examinations and competitions. Each department has their own policy in place for working with HAPs which explains their specific provision. In addition to the core curriculum, pupils have the opportunity to take part in the academic options of the co-curricular programme which help extend thinking and understanding.

**Mrs F. Weston-Myers  
i/c Year 5 & 6 Higher Ability Pupils**

## FELSTED LEARNING STANDARDS

### GRADE DESCRIPTORS FOR ALL SUBJECTS

<i>Previous Grades</i>	<i>New Levels (from 2018-19)</i>	<i>Explanation level</i>
<b>A</b>	Exceeding	Working well above the expected level for the Year Group
<b>AB</b>	Expected +	Working just above the expected level for the Year group
<b>B</b>	Expected	Working at the expected level for the Year Group
<b>C</b>	Expected -	Working just below the expected level for the Year Group
<b>D</b>	Working towards	Working towards the expected level for the Year Group

Teachers consider a range of factors when awarding effort grades and use their professional judgement if they feel that pupils display behaviour at different levels across the criteria. Key here is whether the pupils show consistency in their approach both within the classroom and when working independently on prep assignments:

- Punctuality and organisation
- Personal attitude - on task throughout the lesson, focused and not distracting others
- Participating in and contributing to the lesson
- Presentation – care and attention to written work

<b>1</b>	Excellent
<b>2</b>	Good
<b>3</b>	Requires improvement
<b>4</b>	Unsatisfactory

## YEAR 5 – READING

YEAR 5	End of term 1 expectations	End of term 2 expectations	End of year expectation (Essential Skill)	Exceeding end of year expectation
RESPONDING TO READING	<p>Begin to express their own preferences for texts they would like to listen to.</p> <p>Practise varying intonation, tone, volume and action to improve the performance of a play or poetry reading. Learn and recite a widening range of poetry by heart, using developing intonation, volume and expression.</p> <p>Retell a wide range of stories, including modern fiction and classic literature, by listing the main points in a logical sequence.</p> <p>Recommend some of the books they have read to their peers.</p> <p>Participate in discussion about books by building on their own or others' views.</p> <p>With support, explain and discuss their understanding of what they have read in a more formal way.</p>	<p>Discuss their own preferences for text types based on their experience.</p> <p>Improve in the light of feedback, varying intonation, tone, volume and action to improve the performance of a play or poetry reading.</p> <p>Recite a widening range of poetry, using appropriate intonation, volume and expression in order to engage the audience.</p> <p>Retell a widening range of stories, including literature from their own heritage and worldwide cultures, by listing and describing the main points in a logical sequence.</p> <p>Recommend books they have read to their peers, beginning to give one or two reasons for their choices.</p> <p>Build on their own and others' views during discussions on texts. When prompted, challenge the views of others.</p> <p>Explain and discuss their own understanding of what they have read through presentations or debates.</p>	<p>Listen to and discuss a wide range of fiction, poetry and plays, non-fiction, reference or text books independently across all curriculum areas, discussing and beginning to justify their own preferences.</p> <p>Vary intonation, tone, volume and action to improve the performance of a play or poetry reading, responding in a positive way to constructive feedback. Learn/confidently recite a wide range of poems by heart, using appropriate intonation, volume and expression in order to engage the audience and make meaning clear.</p> <p>Retell a wide range of stories, including myths and legends, traditional tales, modern fiction, classic literature from their own heritage or from worldwide cultures, by listing the main events in a logical sequence and elaborating on them.</p> <p>Recommend books they have read to their peers, giving reasons for their choices.</p> <p>Participate in discussions about books, building on their own and others' ideas and challenging views courteously.</p> <p>Explain and discuss their understanding of what they have read in a formal way, showing some justification of their viewpoint.</p>	<p>Begin to listen more thoughtfully to a wide range of genres, including whole books and classic texts.</p> <p>Begin to use gesture and movement to improve the quality of their reading.</p> <p>Retell a wider range of stories in alternative styles (e.g. transforming stories into plays) using appropriate planning frames.</p> <p>Begin to perform poetry and plays for an audience.</p> <p>Write book reviews, using a framework, to recommend their book choices to peers.</p> <p>Make use of libraries more independently.</p> <p>Present their own views about texts with clarity.</p> <p>Present their views on a topic maintaining a focus on the topic.</p>

YEAR 5	End of term 1 expectations	End of term 2 expectations	End of year expectation (Essential Skill)	Exceeding end of year expectation
WORD READING	<p>Confidently use the context of a sentence to decode unfamiliar words when reading. Recognise that it is important to focus on all letters when decoding unfamiliar words. Read silently, frequently and with growing confidence, books which are age-appropriate.</p> <p>Read aloud with increasing ease, recognising, more independently, which books are appropriate for their skill level. Fluently read aloud age-appropriate books to different audiences/a reading partner/adults.</p> <p>Recognise the role that understanding root words, prefixes, suffixes and word origins play in facilitating their ability to read with fluency, accuracy and for enjoyment.</p> <p>Demonstrate a firm knowledge of what polysyllabic words are, decoding a growing number using syllable boundaries with some confidence.</p> <p>Use their knowledge of compound words to infer word meanings, with some support.</p> <p>Demonstrate that they know a bank of homophones and near homophones, being able to pronounce them appropriately and explain their difference in meaning.</p> <p>Confidently read a range of contractions, beginning to recognise, with support, some common misconceptions that are made.</p> <p>Read more complex exception words, with support. Show some awareness that reading high frequency words accurately is important.</p> <p>Recognise the need to consider their reading ability and the value of challenging themselves, as well as personal preference when making their own book choice</p>	<p>Explore, independently/with a peer, the pronunciation of any unfamiliar written words which they encounter when reading, acquiring the correct pronunciation with adult support.</p> <p>Attempt to focus on all letters when independently working out unfamiliar words, though they will not do this all the time.</p> <p>Decode automatically over a range of reading, including more challenging texts.</p> <p>Begin to apply, more consciously, their growing knowledge of root words, prefixes, suffixes and word origins to improve their reading skill and experience.</p> <p>Routinely use their knowledge of syllables to read a growing number of words.</p> <p>Use their knowledge of compound words to assist pronunciation and to infer word meanings, more independently, though not always accurately/correctly.</p> <p>Begin to notice other words that are often confused (e.g. advice/advise and device/devise. See statutory guidance) and, with support, discuss the meaning and pronunciation of these words in order to make sense of what they read.</p> <p>Identify the need to read contractions carefully in order to avoid misconceptions which may mar understanding. Consciously begin to read contractions with increasing care, though some prompts may still be required.</p> <p>Pinpoint exception words which pose greater challenge, attempting to read them with growing independence, asking for help when needed.</p> <p>Routinely read age-appropriate high frequency words more accurately, self-correcting appropriately.</p> <p>Begin to make their own book choices, paying attention to books which they feel will suit but also extend their reading capacity, asking for help when necessary.</p>	<p>Work out how to pronounce unfamiliar written words with increasing competence and accuracy, asking for help when needed, to assist pronunciation.</p> <p>Work out any unfamiliar words, focusing on all letters so that they do not mistake similar, more familiar words.</p> <p>Decode automatically over a wide range of reading and read aloud effortlessly, recognising appropriateness of text, such as where too many unfamiliar words mar comprehension.</p> <p>Apply a growing knowledge of root words, prefixes and suffixes and word origins to read fluently, accurately and with enjoyment in all curriculum areas and pursue their interests.</p> <p>Use knowledge of syllables to automatically read most words.</p> <p>Use a growing knowledge of compound words to assist pronunciation and infer word meanings.</p> <p>Read homophones (e.g. allowed/aloud) and other words that are often confused (e.g. practise/practice) from the statutory guidance, in order to assist understanding of a text.</p> <p>Carefully read contractions to avoid misconceptions (e.g. shell/she'll).</p> <p>Read an increasingly complex range of exception words. Recognise the need to read high frequency words accurately to obtain the correct meaning of the text, self-correcting where necessary.</p> <p>Make their own book choice, knowing which books they can read fluently and showing personal preference.</p>	<p>Use, with some support, their knowledge of morphology to assist pronunciation and begin to infer word meanings.</p> <p>Decode increasingly complex new words, reading aloud accurately.</p> <p>Recognise that it is important to read with appropriate volume, tone and expression when reading aloud to an audience to make meaning clear.</p> <p>Show awareness of more complex punctuation when reading.</p> <p>Apply their knowledge of syllables to read polysyllabic words with confidence, though not always accurately.</p> <p>Read more complex compound words with support.</p> <p>Confidently read many homophones from the statutory guidance, being able to explain the difference in meaning for many.</p> <p>Routinely read contractions accurately, making some errors with ones they have not faced before.</p> <p>Read most of the complex exception words which they encounter when reading, though they may still need some support at times. Read all high frequency words fluently and accurately within age-appropriate texts.</p> <p>Make their own book choices, more routinely combining challenge with reading preference.</p>

YEAR 5	End of term 1 expectations	End of term 2 expectations	End of year expectation (Essential Skill)	Exceeding end of year expectation
LINQUISTIC SKILLS	<p>Self-correct in a range of different reading contexts.</p> <p>Identify examples of figurative language in author's work.</p> <p>Comment on some similarities and differences between text or versions when prompted to do so.</p> <p>Demonstrate some independence when using dictionaries and thesauri to learn the meanings of new words.</p>	<p>Self-correct with developing fluency.</p> <p>Begin to evaluate how authors use language, including figurative language.</p> <p>Identify similarities or differences between text or versions, beginning to use explanations.</p> <p>Independently use dictionaries and thesauri to learn the meanings of words and, with support, begin to recognise shades of meaning.</p>	<p>Self-correct and apply their growing knowledge of root words, prefixes and suffixes to understand new words.</p> <p>Discuss how authors use language, including figurative language.</p> <p>Reflect on similarities or differences between texts or versions, using explanations (e.g. narrative convention in traditional tales).</p> <p>Routinely use dictionaries and thesauri to learn the meanings of new words and to develop understanding of shades of meaning (e.g. cry, whimper, wail or bawl).</p>	<p>Self-correct fluently and with confidence, applying their growing knowledge of root words, prefixes and suffixes to understand new words.</p> <p>Use, with prompts, metalanguage (e.g. the terms <i>ısimile</i> or <i>ımetaphori</i>) to discuss how authors use language.</p> <p>Recognise that a theme runs through a text and encourages us to think more deeply about what lies beneath the surface.</p> <p>Recognise that conventions of writing make a text easier to read.</p> <p>Discern, with support, the subtle differences in meaning between closely related words and use these words in different contexts.</p>
LITERAL COMPREHENSION	<p>Use many of the features of non-fiction with increased efficiency, to find information and key facts.</p> <p>Give, on occasion, some answers which include quotations or references to the text.</p> <p>With support, be more familiar with skimming and scanning techniques.</p> <p>Ask questions to improve understanding of words, phrases or parts of texts.</p>	<p>Summarise the main ideas from more than one paragraph and, with some support, identify some key details.</p> <p>Give, with increasing accuracy, some answers which include quotations or references to the text.</p> <p>Use skimming and scanning as a strategy to help them find answers to literal questions.</p> <p>Ask questions to improve others' understanding of words, phrases or parts of texts.</p>	<p>Use the features of non-fiction effectively to find information and present key facts across all curriculum areas.</p> <p>Summarise the main ideas from more than one paragraph, identifying some key details.</p> <p>Begin, with support, to recognise statements of fact and opinion.</p> <p>Give answers which include quotations or references to the text.</p> <p>Display increasing familiarity with skimming and scanning techniques.</p> <p>Ask questions to improve their own or others' understanding of words, phrases or parts of text, and discuss answers.</p>	<p>Begin to consider, more carefully, which facts they need to source and how best to present them.</p> <p>Identify and discuss the difference between statements of fact and opinion.</p> <p>Make comments about fiction, sometimes supported by relevant textual reference or quotation.</p> <p>Identify the value of skimming and scanning a text.</p> <p>With guidance, begin to create literal questions with reference to parts of text.</p>

YEAR 5	End of term 1 expectations	End of term 2 expectations	End of year expectation (Essential Skill)	Exceeding end of year expectation
INFERENTIAL COMPREHENSION	<p>Make inferences about a character's feelings, thoughts and motives and justify inferences, beginning to use evidence from more than one point in the text, with some guidance.</p> <p>Begin to give reasons for their predictions when prompted.</p> <p>Identify, with guidance, common features in different texts or versions of the same text.</p> <p>Answer questions, with support, making reference to different parts of the text (e.g. about a character's motives from their actions), using evidence from more than one part of the text.</p> <p>Confidently create inference questions based on their growing knowledge of a text.</p> <p>Briefly comment, when prompted, on writer's choice of words (e.g. 'He uses lots of adjectives to describe the cave').</p> <p>Identify, with guidance, the main purpose of a text.</p> <p>Show some awareness of viewpoint, beginning to make reference to the text (e.g. 'He only tells you good things about the farm').</p> <p>Comment, with support, on the use of language to identify the effect on the reader (e.g. 'The way she describes him makes you think he's disgusting').</p>	<p>Make inferences about a character's feelings, thoughts and motives, justifying these more independently using evidence from different points in the text.</p> <p>Predict what might happen, using their knowledge of books and details, both stated and implied, sometimes giving reasons.</p> <p>Identify common features in different texts or versions of the same text with some simple comment (e.g. characters and settings).</p> <p>Answer questions, increasingly making reference to evidence from across the text.</p> <p>With support, begin to create inference questions based on different points of reference in the text (e.g. what contributed to the character changing her mind?).</p> <p>Offer some comments, more independently, on writers' choice of words (e.g. referring to more than one word or phrase).</p> <p>Talk, more confidently, about viewpoint and purpose with more references made to the text.</p> <p>Comment, increasingly, on specific use of language and identify the effect on the reader (e.g. 'The way she describes him as "rat-like" and "shifty" makes you think he's disgusting').</p>	<p>Make inferences about a character's feelings, thoughts and motives, and justify, using evidence from different points in the text.</p> <p>Predict what might happen from details, both stated and implied, and give reasons for predictions.</p> <p>Identify common features in different texts, or versions of the same text, making simple comments about characters, settings, themes and presentational features.</p> <p>Make reference to different parts of the text (e.g. answering questions about a character's motives from their actions), using evidence from across the text.</p> <p>Begin to create inference questions based on different points of reference in the text.</p> <p>Comment on the writer's choice of words (e.g. "furious" shows how angry the character is').</p> <p>Identify the main purpose of a text, showing awareness of viewpoint with reference to the text (e.g. 'He only tells you good things about the farm, making the shop sound boring').</p> <p>Comment on specific use of language and identify the effect on the reader (e.g. 'The way she describes him as "rat-like" and "shifty" makes you think he's disgusting').</p>	<p>Make inferences about authorial intent, characters and aspects of plot when prompted.</p> <p>Predict, with confidence, what might happen from details, both stated and implied, and give reasons for their predictions.</p> <p>With support, recognise how types of text retain common features, but reflect the time/historical context in which they were written (e.g. Oliver Twist - poverty and the workhouse).</p> <p>Begin to comment, sometimes making inferences and deductions based on evidence from different points in a text, though may not be securely rooted.</p> <p>Create inference questions based on different points of reference in the text.</p> <p>Answer questions about basic features of language used.</p> <p>Identify viewpoints sometimes adding own comment (e.g. 'He knows that he has treated his sister badly').</p> <p>Recognise that a writer/author produces a text to create a particular effect on their reader.</p>

## YEAR 5 WRITING

Year 5	End of term 1 expectations	End of term 2 expectations	End of year expectation (Essential Skill)	Exceeding end of year expectation
THINKING BEFORE WRITING	<p>Orally plan the supporting detail in each paragraph.</p> <p>Begin to recognise how some features of genres can be adapted for different writing purposes.</p> <p>Draw on their experience of texts/genres when creating checklists for their own writing.</p> <p>Begin to make notes of appropriate length and content.</p> <p>Begin, with some prompts, to create their own improvised drama to develop writing ideas.</p>	<p>Begin to orally plan the links between sentences in each paragraph.</p> <p>Use features of a selected form with greater confidence and with some adaptation to purpose.</p> <p>Make notes of appropriate length and content including the topic-specific vocabulary needed for the writing.</p> <p>Begin to script their own drama to develop creative writing ideas further, including some character development.</p>	<p>Orally plan the structure of the whole piece, including supporting detail in each paragraph of writing.</p> <p>Plan links between sentences within each paragraph.</p> <p>Establish features of a selected form clearly, with some adaptation to purpose.</p> <p>Develop ideas for narratives drawn from their experience of reading books and watching plays.</p> <p>Use a given variety of planning structures to make appropriate notes, including topic-specific vocabulary.</p> <p>Create own scripted or improvised drama (including character development) in order to develop creative and imaginative writing.</p>	<p>Think aloud, with the support of a peer or group, to generate ideas for writing, making appropriate, ordered notes.</p> <p>Begin to critically evaluate and select the most appropriate features of a genre to use for their writing.</p> <p>Make note of precise vocabulary needed for a particular purpose.</p> <p>Respond to scripted or improvised drama to develop their own creative and imaginative writing.</p>
THINKING DURING WRITING	<p>Consider the organisation or sequence of sentences to include age-appropriate vocabulary, grammar and punctuation.</p> <p>Show some control over their use of sentences and begin to understand the effect upon the reader.</p> <p>Begin to use some features of sentence structure to build up detail.</p> <p>Ensure each sentence within a paragraph is related to the main idea/central thought.</p> <p>With prompts, write paragraphs which include an introductory topic sentence and relevant supporting sentences to develop their ideas.</p> <p>Begin to use other layout devices to make information clear (e.g. bullets).</p> <p>Attempt to maintain a clear purpose across a range of writing.</p> <p>Demonstrate a sense of audience when writing.</p> <p>Use a reasonably wide vocabulary. Begin to carefully consider the effect upon the reader when making vocabulary choices.</p> <p>Use some clear elements of narrative structure independently.</p>	<p>Consider the organisation or sequence of sentences to include age-appropriate vocabulary, grammar and punctuation.</p> <p>Consider their use of sentence types more carefully, experimenting with the order, combination and structure, and developing their own, individual writing style.</p> <p>Attempt to use a variety of sentences to create specific effects.</p> <p>Begin to manipulate clauses for effect.</p> <p>Use paragraphs instinctively to structure text and guide the reader.</p> <p>Within paragraphs, begin to use some devices which support cohesion.</p> <p>Begin to create smoother links across paragraphs.</p> <p>Use, with guidance, further layout devices to structure text (e.g. columns in newspaper reports and tables in science reports).</p> <p>Maintain a clear purpose across a range of writing, with the main features of the chosen form used appropriately. Include other writing features which they feel are appropriate/effective.</p>	<p>Consider the organisation or sequence of sentences to include age-appropriate vocabulary, grammar and punctuation.</p> <p>Use a variety of sentence lengths, structures and subjects to provide clarity and emphasis.</p> <p>Use some features of sentence structure to build up detail or convey shades of meaning.</p> <p>Use devices to build cohesion within paragraphs or verses (e.g. secure use of pronouns).</p> <p>Link ideas across paragraphs or verses using adverbials of time, place and number.</p> <p>Use layout devices to structure text (e.g. headings, subheadings, columns, bullets, tables and labelled diagrams).</p> <p>Maintain a clear purpose across a range of writing with all features of chosen form used appropriately to maintain readers' interest.</p> <p>Develop a generally appropriate style across most writing.</p> <p>Use vocabulary for effect, with a reasonably wide range. Start to make vocabulary choices to reflect shades of meaning (e.g. 'cutting edge', 'new', 'latest', 'up-to-date').</p> <p>Write narrative structure to include most elements (e.g. introduction, build-up, main event, resolution, ending).</p>	<p>Consider the organisation or sequence of sentences to include age-appropriate vocabulary, grammar and punctuation.</p> <p>Experiment with sentences to develop their competence as a writer.</p> <p>Manipulate clauses to achieve different effects.</p> <p>Write paragraphs which include a topic sentence (to begin and summarise the main idea), supporting sentences (to provide detail and extra information regarding the main idea) and a closing sentence (to conclude).</p> <p>Begin to make choices about which layout devices to use in own writing.</p> <p>Begin to identify the needs of different audiences in their writing.</p> <p>Use varied vocabulary confidently to create a range of effects, showing interest in expanding upon their choices.</p> <p>Demonstrate awareness of an increasing range of narrative genres (e.g. historical, adventure, mystery, fantasy, science fiction, play scripts).</p>

Year 5	End of term 1 expectations	End of term 2 expectations	End of year expectation (Essential Skill)	Exceeding end of year expectation
THINKING DURING WRITING ...Continued	<p>Consider how authors have developed characters and settings in what they have read and use this to inform own narrative writing.</p> <p>Begin to develop characters by commenting upon their thoughts and feelings.</p> <p>Explore more poetic structures in their own writing.</p> <p>Write about real events in a more logical order, including clear structure and relevant detail.</p> <p>Begin to précis short passages.</p> <p>With the support of others/a response partner, begin to make informed choices about which features to include in their non-fiction writing.</p> <p>Select appropriate logical connectives from a wider range of alternatives provided/suggested when writing to persuade.</p> <p>Recognise and use an increasing range of persuasive features more independently.</p> <p>Attempt to maintain a clear viewpoint in discussion texts.</p>	<p>Reflect their understanding of the reader by selecting generally appropriate vocabulary.</p> <p>Use vocabulary to create specific effects.</p> <p>Begin to use a well-developed narrative structure.</p> <p>With prompts, add descriptive detail to appropriate sections in narrative writing, making settings more vivid and bringing characters to life.</p> <p>Use dialogue within narrative structure to develop characterisation.</p> <p>Become familiar with a widening range of poetic structures, drawing on reading models where necessary.</p> <p>Write about real events in a logical order, including clear structure and relevant detail, beginning to cover areas of who, which, where, when and why?</p> <p>Show more skill when writing a précis.</p> <p>Write non-fiction effectively, according to the text type.</p> <p>Use a growing range of appropriate logical connectives when writing to persuade, independently using writing walls/word banks to support (e.g. obviously, clearly, furthermore, as well as, what is more).</p> <p>Begin to make informed choices about which features of persuasion to include in their writing.</p> <p>Demonstrate awareness of the audience when writing to persuade.</p> <p>With support, begin to make choices about how to present a balanced viewpoint.</p>	<p>Develop character and settings, including within own scripted drama, using similar writing models to adapt their own ideas.</p> <p>Use poetic structures in a range of forms, including narrative and performance poetry.</p> <p>Write about real events in a logical order, including clear structure and relevant detail, covering areas of who, which, where, when and why.</p> <p>Begin to précis longer passages.</p> <p>Independently select the appropriate features to include in their non-fiction writing (e.g. leaflets: clear and bold heading, factual and informative information, short messages/quotations and contact information).</p> <p>Use appropriate logical connectives when writing to persuade and select the most appropriate features of persuasive writing for task (e.g. flattery, benefits, text in capitals, powerful verbs/adjectives, emotional appeal, exaggeration, statistics, questions and a one-sided argument).</p> <p>Maintain a clear viewpoint and, in discussion texts, make clear choices about how to present a balanced viewpoint (e.g. listing viewpoints for/against).</p>	<p>Begin to use appropriate grammatical conventions to create atmosphere (e.g. carefully selected adjectives and adverbs, precise nouns, powerful verbs, pace and to-the-point dialogue).</p> <p>Draw on their reading experiences and experiment with poetic techniques to support their facility as poets.</p> <p>Confidently write about real events, including a logical order, clear structure and appropriate details to interest the reader.</p> <p>Show more skill when précising longer passages.</p> <p>Begin to demonstrate sustained awareness of the reader when writing to inform.</p> <p>Use most features of persuasive writing appropriately to compose material, such as a leaflet or brochure for an event or place of interest.</p> <p>Maintain a clear viewpoint when writing to persuade and, in discussion texts, make clear choices about how to present a balanced viewpoint (e.g. using a paragraph to deal with each point).</p>
THINKING AFTER WRITING	<p>Proof-read for spelling and punctuation errors whilst writing, and improve as they go along.</p> <p>Evaluate their own and others' writing, indicating possible changes to vocabulary, grammar and punctuation.</p> <p>Enhance a performance, using movement where necessary.</p> <p>Begin to make informed choices about how to perform their own compositions.</p>	<p>Proof-read for spelling, punctuation errors and meaning whilst writing, and improve as they go along, checking targets.</p> <p>With the support of a response partner, ensure they have used the correct tense throughout a piece of writing.</p> <p>Evaluate their own and others' writing, indicating possible changes to vocabulary, grammar and punctuation, to start to improve clarity.</p> <p>Clearly convey meaning through use of intonation, volume, tone and movement.</p>	<p>Proof-read for spelling/punctuation errors, consistent tense and meaning, editing as they go along to reflect their targets.</p> <p>Begin to check for correct subject and verb agreement, distinguishing between the language of speech and writing.</p> <p>Evaluate their own and others' writing, indicating changes to vocabulary, grammar and punctuation to improve clarity.</p> <p>Make choices about how to perform their own compositions effectively.</p>	<p>Proof-read to confirm they have used the correct tense/person consistently throughout a piece of writing.</p> <p>Proof-read to ensure they have chosen the correct form of the verb for the subject.</p> <p>Use talk effectively, remaining on task, to evaluate more critically their own and others' writing, indicating changes to vocabulary, grammar and punctuation to improve clarity.</p> <p>Make choices about performing own compositions, beginning to take the needs of the listener into account.</p>

## YEAR 5 – VOCABULARY, GRAMMAR, PUNCTUATION AND SPELLING

Year 5	End of term 1 expectations	End of term 2 expectations	End of year expectation (Essential Skill)	Exceeding end of year expectation
<b>VOCABULARY, GRAMMAR AND PUNCTUATION</b>	<p>Begin, with some guidance, to notice the difference between vocabulary typical of informal speech, and vocabulary appropriate for formal speech and writing.</p> <p>Use a reasonably wide vocabulary. Begin to carefully consider the effect upon the reader when making vocabulary choices.</p> <p>Begin, with prompts, to use relative clauses beginning with: who, where, when and that (e.g. The boy, who was feeling nervous, walked into the classroom). Notice, with prompts, relative clauses with an implied (omitted) relative pronoun.</p> <p>Begin, with some support, to link ideas across paragraphs, using adverbials of time (e.g. later) and number (e.g. secondly).</p> <p>Begin, with guidance, to indicate degrees of possibility using adverbs (e.g. perhaps).</p> <p>Select, after discussion, the appropriate tense for a range of speech and writing (e.g. diary, story, recount and letters).</p> <p>Begin to use capitalisation in factual writing to improve layout.</p> <p>Use inverted commas with confidence in sentences (e.g. direct speech, reported speech, internal character dialogue).</p> <p>Attempt to use commas to mark clauses.</p> <p>Use, with some reminders, pluralisation and apostrophe -s.</p> <p>Apply Year 4 terminology and, with prompts, use taught Year 5 terms.</p> <p>Begin to apply Standard or non-standard English to a wider range of texts (e.g. use a local dialect in diary writing).</p>	<p>Recognise and apply more readily when writing, vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. find out - discover, ask for - request and go in - enter).</p> <p>Use vocabulary to create specific effects.</p> <p>Use relative clauses with growing confidence to provide the reader with more detail. Begin to use relative clauses with an implied (omitted) relative pronoun (e.g. that, who, whom, whose and which).</p> <p>Link, more readily, ideas across paragraphs, using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly).</p> <p>Use some adverbs and modal verbs to express degrees of possibility (e.g. surely, might, will).</p> <p>Select, more independently, the appropriate tense for a range of speech and writing (e.g. diary, story, recount and letters).</p> <p>Evaluate and edit their use of capitalisation, with a peer, in own factual writing.</p> <p>Notice and experiment with a wider range of punctuation (e.g. brackets, dashes and commas).</p> <p>Begin, with guidance, to use a hyphen to join a prefix to a word when appropriate (e.g. co-ordinate, co-operate).</p> <p>Explain the grammatical difference between plural and possessive -s. Explain that an apostrophe is used to show that a letter/letters have been missed out of a word and use the term 'contraction' correctly.</p> <p>Use an increasing amount of the taught Year 5 terminology.</p> <p>Apply Standard English to a wide range of texts (e.g. report writing) beginning to make choices, with guidance, for the text type.</p>	<p>With support, investigate how words are related in meaning as synonyms and antonyms (e.g. big, large and little).</p> <p>Use a reasonably wide range of vocabulary for effect, though not always appropriately.</p> <p>Independently use relative clauses beginning with: who, which, where, when, whose and that or with an implied (omitted) relative pronoun.</p> <p>Link ideas across paragraphs, using adverbials of: time (e.g. later); place (e.g. nearby); number (e.g. secondly); or tense choice (e.g. he had seen her before).</p> <p>Indicate degrees of possibility using adverbs (e.g. perhaps and surely) or modal verbs (e.g. might, should, will and must).</p> <p>Select the appropriate tense for a range of speech and writing (e.g. diary, story, recount letters) and use consistently.</p> <p>Punctuate almost all sentences accurately with capital letters, full stops, question marks, exclamation marks, inverted commas and apostrophes.</p> <p>Use capitalisation in factual writing to improve layout.</p> <p>Use brackets, commas or dashes to indicate parenthesis.</p> <p>Use commas deliberately to clarify meaning and avoid ambiguity.</p> <p>Use a hyphen to join a prefix to a word when appropriate (e.g. co-ordinate and co-operate).</p> <p>Use pluralisation and apostrophes accurately, on most occasions.</p> <p>Use the terms: modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion and ambiguity.</p> <p>Apply Standard or non-standard English to a wide range of texts, making appropriate choices for text type.</p>	<p>Begin to investigate, with peers and independently, how words are related as synonyms and antonyms.</p> <p>Use vocabulary to create a range of effects.</p> <p>Begin to choose appropriate vocabulary for purpose, showing interest in expanding upon choices.</p> <p>Show an awareness of pronouns to make links between paragraphs.</p> <p>Recognise, with guidance, an active or passive sentence (e.g. active: the boy was washing the dog; passive: the dog was being washed by the boy).</p> <p>Begin to recognise and use the subjunctive form for very formal writing (e.g. formal: 'I wish I were home now'; informal: 'I wish I was home now').</p> <p>Use expanded noun phrases to convey more complicated information and, with some prompts, begin to notice adverbials (e.g. 'in contrast' or 'as a consequence') as a device used in writing to aid cohesion.</p> <p>Recognise and find examples of the perfect form of verbs to mark relationships of time and cause.</p> <p>Recognise, with support, deliberate variation of tense within a piece of writing.</p> <p>Use capital letters for lead words in titles (e.g. Charlie and the Chocolate Factory).</p> <p>Develop their knowledge of punctuation further (e.g. semi-colons, colons, dashes and hyphens).</p> <p>Apply Year 5 terminology and, with prompts, use some taught Year 6 terms.</p> <p>Recognise when to apply Standard and non-standard English across all text types, with occasional errors.</p>

Year 5	End of term 1 expectations	End of term 2 expectations	End of year expectation (Essential Skill)	Exceeding end of year expectation
SPELLING	<p>Use letter names, consistently, when spelling words and recognise alphabetical order to two letters.</p> <p>Segment with some advice, more complex words, beginning to use this together with application of spelling rules.</p> <p>Write some words from the Year 5 and 6 guidance, including words with endings spelt -cious (e.g. vicious) or -tious (e.g. ambitious); words which end in -cial (e.g. official).</p> <p>Start, with help, to investigate the history of words and the relationship between them to assist spelling (e.g. familiar is related to family).</p> <p>Recognise, with support, that some words contain common letter strings.</p> <p>Use knowledge of stressed/unstressed syllables to distinguish between homophones and select the correct spelling (e.g. desert/desert/dessert).</p> <p>Write and investigate words with further prefixes (e.g. dis-, over-, de-, mis- and re-), with some support (including using a dictionary). Recognise and investigate prefixes used to form new verbs.</p> <p>Begin to use further suffixes such as -able, -ible, -ably, and -ibly, sometimes applying some knowledge of root word endings. Begin to add suffixes starting with vowel letters to words ending in 'fer', starting to notice whether the -fer is stressed or unstressed (e.g. preference, preferring).</p> <p>Spell more words with contracted forms, noticing and correcting errors more independently.</p>	<p>Use, consistently, letter names when spelling words and recognise alphabetical order to three letters efficiently.</p> <p>Segment, more readily, more complex words with some accuracy, together with application of spelling rules.</p> <p>Write more words from the Year 5 and 6 guidance, including words spelt with ei after c (e.g. deceive).</p> <p>Recognise some of the history of words and relationships between them to assist spelling (e.g. the Latin origin of the word 'desperate').</p> <p>Attempt to write words, containing common letter strings which can represent different phonemes (e.g. thought and through).</p> <p>Use knowledge of word origin and syllables to assist spelling (e.g. government).</p> <p>Write, and independently investigate words with further prefixes. Begin to use verb prefixes (e.g. dis-, de-, mis-, over- and re-) to assist spelling in own writing (e.g. disappear, decode, misfire, overcome and reappear).</p> <p>Use further suffixes such as -able, -ible, -ably and -ibly more often, applying a knowledge of root word endings more readily and adding suffixes beginning with vowel letters to words ending in 'fer' (e.g. transference, transferring).</p>	<p>Use letter names consistently when spelling words and recognise alphabetical order to find words in a dictionary.</p> <p>Segment more complex words with increasing accuracy, and apply spelling rules.</p> <p>Show awareness that morphology and the history of words and relationships between them can assist spelling (e.g. the word 'conscience' is related in origin to the word 'science').</p> <p>Write words containing common letter strings which can represent different phonemes, though not always accurately (e.g. cough and plough).</p> <p>Routinely split words into syllables to spell words from the Y5/6 list.</p> <p>Write/apply in context, words with further prefixes (e.g. dis-, over-, de-, mis- and re-). Use verb prefixes.</p> <p>Use a hyphen to join a prefix to a word when the prefix ends in a vowel letter and the root word also begins with a vowel letter (e.g. co-ordinate, re-enter, co-operate, co-own).</p> <p>Use further suffixes (e.g. -able, -ible, -ably, -ibly), applying knowledge of root word endings.</p> <p>Add suffixes beginning with vowel letters to words ending in -fer, recognising when the r should be doubled (e.g. referred, reference).</p>	<p>Use letter names when spelling words consistently and recognise alphabetic order with increasing speed, applying to dictionary work.</p> <p>Segment complex words, sometimes successfully, using the skill as one of a range of strategies.</p> <p>Extend knowledge of words containing the letter string 'ough' which can represent different phonemes, spelling a growing number with increasing accuracy (e.g. ought, tough, plough and although).</p> <p>Recognise how an understanding of syllables, morphology and etymology can assist spelling.</p> <p>Use their knowledge of etymology more often in spelling, continuing to work on the Y5/6 word list (e.g. critic + cise = criticise).</p> <p>Apply their growing knowledge of prefixes.</p>

Year 5	End of term 1 expectations	End of term 2 expectations	End of year expectation (Essential Skill)	Exceeding end of year expectation
SPELLING ... Continued	<p>Spell a bank of homophones and near homophones with increasing accuracy. Attempt to use known high frequency words in context, including those needed for specific subject areas (e.g. investigate and predict in science).</p> <p>Spell many words from Year 1 to Year 4, beginning to correctly spell words from taught Y5/6 rules and lists.</p> <p>Confidently use the first two letters of a word to find and check spellings and meanings in a dictionary. Use the top word of each page to make searches more efficient. Use a dictionary to collect more word lists for prefixes and suffixes.</p> <p>Begin to pick out misspelt words when checking own or others' work.</p>	<p>Consciously use contracted words in informal texts.</p> <p>Check their spelling of homophones (e.g. heard and herd). Identify other words that are often confused (e.g. device/devise or advice and advise).</p> <p>Use a number of high frequency words in context, including those needed for specific subject areas (e.g. timbre and pitch in music), spelling many accurately.</p> <p>Spell, accurately, an increasing number of words from taught Y5/6 rules and lists.</p> <p>Use, with some prompts, the first three letters of a word to check its spelling and meaning in a dictionary. Begin to use a thesaurus to find alternative words and copy them carefully.</p> <p>Pick out, increasingly, misspelt words when checking own and others' work.</p> <p>Begin to write more complex sentences dictated by the teacher, using words and punctuation encountered so far in Year 5.</p>	<p>Use contracted words accurately in context, knowing where this is appropriate (e.g. in informal texts).</p> <p>Write homophones (e.g. allowed/aloud) and other words that are often confused (e.g. practise/practice).</p> <p>Use a range of high frequency words in context, including those needed for specific subject areas, spelling them accurately.</p> <p>Notice and collect common exception words from their own reading and spell some accurately.</p> <p>Apply rules and guidance for Years 5 and 6.</p> <p>Use the first three or four letters of a word to check its spelling and meaning in a dictionary. Use a thesaurus.</p> <p>Write more complex sentences and sequences of sentences, dictated by the teacher.</p>	<p>Begin to use further suffixes (e.g. -ant, -ance, -ancy, -ent, -ence, -ency, -tial, -cial, -cious and -tious), attempting to apply knowledge of root word endings.</p> <p>Begin to use contracted forms where appropriate across a range of texts.</p> <p>Notice, collect and find the meaning of a widening range of homophones, spelling many accurately.</p> <p>Use a range of high frequency words across many areas of the curriculum, usually in the correct context.</p> <p>Spell many words already learned from Year 5, beginning to correctly spell further words from taught Y5/6 rules and lists.</p> <p>Use a dictionary, thesaurus and spell checker without prompts, as part of writing routine.</p> <p>Write dictated passages, reflecting up to Year 5 work fluently and correctly.</p>

## YEAR 5 – SPOKEN LANGUAGE

Year 5	End of term 1 expectations	End of term 2 expectations	End of year expectation (Essential Skill)	Exceeding end of year expectation
SPOKEN LANGUAGE... Continued	<p>Begin, when prompted, to extend their breadth of vocabulary using tools, such as dictionaries, thesauri or word lists.</p> <p>Ask, with guidance, some questions to assist the development of their own ideas.</p> <p>Begin, with guidance, to vary vocabulary and expression to convey own opinions and ideas with increasing clarity and supported by evidence.</p> <p>Recognise the importance of using varied vocabulary when explaining a task or experience.</p> <p>Explain their ideas using relevant detail, listening attentively to the ideas of others.</p> <p>Listen attentively to what others say, beginning to notice key points which they may have a question about.</p> <p>Talk fluently, beginning to recognise situations which require a more sensitive approach.</p>	<p>Use, with support, some vocabulary for effect when speaking.</p> <p>Ask questions which support them in developing their own ideas and, on occasion, others' ideas.</p> <p>Vary vocabulary and expression more independently to convey opinions and ideas, supported by evidence.</p> <p>Explain a task or experience using varied vocabulary more independently, showing clear understanding of main points.</p> <p>Give thought to comments made by others and use these to begin to extend own ideas.</p> <p>Pay closer attention to what others say and begin to ask questions to develop ideas.</p> <p>Talk fluently, beginning to adapt talk sensitively for different situations.</p>	<p>Use vocabulary for effect, with a reasonably wide range, using dictionaries, thesauri and word lists to extend breadth.</p> <p>Ask questions, with guidance, that develop their own and others' ideas.</p> <p>Vary vocabulary and expression to convey their own opinions and ideas clearly, using evidence.</p> <p>Explain a task or experience using varied vocabulary, showing clear understanding of the main points.</p> <p>Explain and develop ideas in response to others' comments.</p> <p>Pay close attention to what others say and ask questions to develop ideas.</p> <p>Talk fluently, adapting talk sensitively for different situations.</p>	<p>Expand, with some prompts, their vocabulary, through questioning, listening, reading and using subject-related words. Try out different word choices, when reminded, considering their effectiveness.</p> <p>Ask questions, with guidance, that challenge the ideas and views of others in a sensitive manner.</p> <p>Recognise, with some guidance, the importance of justifying answers, arguments and opinions when speaking.</p> <p>Give descriptions, explanations and narratives for different purposes.</p> <p>Begin, with prompts, to build upon the ideas of others.</p> <p>Listen more conscientiously to others, paying close attention to what is said in different contexts and respond appropriately with prompts.</p>

Year 5	End of term 1 expectations	End of term 2 expectations	End of year expectation (Essential Skill)	Exceeding end of year expectation
SPOKEN LANGUAGE	<p>Begin to recognise the needs and demands of different audiences.</p> <p>Begin to recognise the need to adapt talk for a range of contexts.</p> <p>Recognise how a clear structure can help convey meaning and engage an audience.</p> <p>Use, with support, multimedia to make a presentation to the class (e.g. using PowerPoint).</p> <p>Contribute to the direction of talk by sharing ideas.</p> <p>Listen carefully to the content of others' opinions.</p> <p>Present a given role or viewpoint during a class discussion or debate.</p> <p>Use dialogue, gesture and movement, beginning to appreciate how these elements can enhance the effectiveness of a performance and appeal to an audience.</p> <p>Use, with some help, one or two features of Standard English vocabulary and grammar.</p> <p>Begin to recognise, with support, why language choice varies in different situations.</p>	<p>Begin, with prompts, to adapt talk for the requirements of different audiences.</p> <p>Begin, with prompts, to adapt talk for the requirements of a range of contexts, including some formal situations.</p> <p>Talk with clear structure to convey meaning and begin, more consciously, to engage the audience.</p> <p>Utilise multimedia to enhance a presentation, beginning to listen to feedback.</p> <p>Begin, on occasions, to constructively shape the direction of talk by sharing ideas.</p> <p>Occasionally contribute own viewpoint, demonstrating some consideration of others' opinions.</p> <p>Maintain a given role or viewpoint through a significant section of a class discussion or debate.</p> <p>Choose elements of drama, more deliberately, to enhance a performance and appeal to an audience.</p> <p>Use, more reliably, some features of Standard English vocabulary and grammar.</p> <p>Notice, more independently when language choice varies in different situations, and be able to give an example.</p>	<p>Demonstrate a more responsive attitude towards different audiences, adapting talk to meet their needs and demands.</p> <p>Adapt talk for the requirements of a widening range of contexts, including some formal.</p> <p>Clearly structure talk to convey meaning and engage the audience.</p> <p>Use multimedia to make a presentation to the class (e.g. using PowerPoint) and listen to feedback.</p> <p>Shape the direction of talk by sharing their ideas.</p> <p>Appreciate the content of others' opinions, adding their own viewpoint, when appropriate.</p> <p>Maintain a given role or viewpoint effectively throughout a class discussion or debate.</p> <p>Deliberately choose speech (including intonation, volume and expression), movement and gesture to enhance a performance and appeal to an audience.</p> <p>Use appropriately some features of Standard English vocabulary and grammar.</p> <p>Explain why language choices vary in different situations and give examples (e.g. formal letters and casual speech).</p>	<p>Recognise the importance of speaking fluently, clearly and audibly in formal situations.</p> <p>Adapt talk, with growing effectiveness, for the requirements of different audiences, though sometimes guidance is required.</p> <p>Begin, with guidance, to adapt talk for the requirements of a range of different contexts and purposes.</p> <p>Talk with a clear structure, recognising how varied and lively vocabulary and expression are used as an effective technique to engage the audience.</p> <p>Use multimedia to make a presentation to the class, beginning to respond to feedback.</p> <p>Shape the direction of talk more constructively.</p> <p>During discussion, listen more carefully to others, beginning to respond more positively to their ideas and views.</p> <p>Maintain a given role and viewpoint effectively throughout a discussion or debate, noticing where others influence the direction of discussion.</p> <p>Deliberately choose some specific dialogue, gesture and movement, in different roles and scenarios, to engage an audience and begin to make meaning clear.</p> <p>Display, with some reminders, an increasing command of Standard English.</p> <p>Recognise, with guidance, the correct register for some different situations.</p>

## YEAR 6 – READING

Year 6	<b>End of term 1 expectations</b>	<b>End of term 2 expectations</b>	<b>End of year expectation (Essential Skill)</b>	<b>Exceeding end of year expectation</b>
<b>RESPONDING TO READING</b>	<p>Begin to listen more thoughtfully to a wide range of genres, including whole books and classic texts.</p> <p>Begin to use gesture and movement to improve the quality of their reading.</p> <p>Retell a wider range of stories in alternative styles (e.g. transforming stories into plays) using appropriate planning frames.</p> <p>Begin to perform poetry and plays for an audience.</p> <p>Write book reviews, using a framework, to recommend their book choices to peers.</p> <p>Make use of libraries more independently.</p> <p>Present their own views about texts with clarity.</p> <p>Present their views on a topic maintaining a focus on the topic.</p>	<p>Listen thoughtfully to a widening range of genres and authors which they may not have chosen themselves.</p> <p>Use gesture and movement more appropriately to improve the quality of their reading. Begin to read and recite in role to reflect a character.</p> <p>Identify the main points to include in a retelling, including transforming narrative poems into stories.</p> <p>Perform poetry and plays using intonation, tone and volume to make the meaning clear to an audience.</p> <p>Write book reviews, using their own format, to recommend their choices to peers.</p> <p>Make constructive comments about texts which build upon the views of others. Begin to provide reasoned justifications for their views.</p> <p>Plan presentations on texts using notes to support them.</p>	<p>Listen thoughtfully to a wider range of genres, including more challenging whole books and classic texts. Experience a range of books/authors which they may not have chosen themselves.</p> <p>Use gesture and movement aptly to improve the quality of their reading. Read/recite in role to reflect a character.</p> <p>Retell a wide range of stories, identifying the main events and present in different forms (e.g. transforming stories into plays or biographies into autobiographies).</p> <p>Prepare poems and plays to read aloud and to perform. Show understanding through intonation, tone and volume, making the meaning clear to an audience. Recite a wider range of poetry by heart.</p> <p>Be familiar with, write and use book reviews to guide their own reading and to recommend their choices to peers.</p> <p>Make use of libraries effectively and independently.</p> <p>Clearly present their own views about books that are read to them and those they can read for themselves, commenting constructively and building upon the contributions of others.</p> <p>Provide reasoned justifications for their views on what they have read.</p> <p>Explain and discuss their understanding of what they have read through formal presentations and debates (with a maintained focus on the topic and using notes where necessary).</p>	<p>Listen and respond to an increasing range of genres.</p> <p>Begin to read to different audiences and in different contexts.</p> <p>Identify similarities in differing versions of a text.</p> <p>Select and recite longer poems, rehearsing to improve performance.</p> <p>Make more informed choices in selecting texts and talk about the types of text they prefer.</p> <p>Make a personal response to a text providing textual reference in support (e.g. commenting on themes and conventions in a variety of genres).</p> <p>Use feedback to improve the presentation of ideas.</p>

Year 6	<b>End of term 1 expectations</b>	<b>End of term 2 expectations</b>	<b>End of year expectation (Essential Skill)</b>	<b>Exceeding end of year expectation</b>
<b>WORD READING</b>	<p>Use, with some support, their knowledge of morphology to assist pronunciation and begin to infer word meanings.</p> <p>Decode increasingly complex new words, reading aloud accurately.</p> <p>Recognise that it is important to read with appropriate volume, tone and expression when reading aloud to an audience to make meaning clear.</p> <p>Show awareness of more complex punctuation when reading.</p> <p>Apply their knowledge of syllables to read polysyllabic words with confidence, though not always accurately.</p> <p>Read more complex compound words with support.</p> <p>Confidently read many homophones from the statutory guidance, being able to explain the difference in meaning for many.</p> <p>Routinely read contractions accurately, making some errors with ones they have not faced before.</p> <p>Read most of the complex exception words which they encounter when reading, though they may still need some support at times. Read all high frequency words fluently and accurately within age-appropriate texts.</p> <p>Make their own book choices, more routinely combining challenge with reading preference</p>	<p>Use, more readily, growing knowledge of morphology and etymology to assist pronunciation and sometimes infer word meanings.</p> <p>Decode complex new words, reading aloud accurately and competently.</p> <p>Apply most skills taught to develop fluent and accurate reading. Clearly convey meaning through the use of volume, tone and expression when reading aloud.</p> <p>Use punctuation more effectively to read aloud.</p> <p>Read many polysyllabic words encountered with ease and accuracy.</p> <p>Read, more independently and with growing fluency, some complex compound words. Notice how punctuation assists meaning.</p> <p>Read some non-statutory homophones, deducing their meaning with support.</p> <p>Explain what contractions are, providing examples and stating the importance of reading them carefully.</p> <p>Read, more independently, complex exception words, some of which are beyond an age-appropriate level. Read high frequency words, fluently and accurately, within a widening range of texts, including some that go beyond an age-appropriate level.</p> <p>Begin, with prompts and some guidance to widen their reading experiences (e.g. exploring new authors or reading a genre they would not usually choose).</p>	<p>Use growing knowledge of morphology and etymology to assist pronunciation and infer word meanings.</p> <p>Decode all new words, in age-appropriate reading, accurately.</p> <p>Apply all skills taught to read fluently and accurately for pleasure and to extend knowledge.</p> <p>Read aloud increasingly challenging texts to an audience, using appropriate volume, tone and expression.</p> <p>Use punctuation effectively to read aloud for an audience.</p> <p>Fluently read polysyllabic words met.</p> <p>Fluently read most complex compound words met, using correct punctuation to assist meaning.</p> <p>Read an extended range of homophones, including non-statutory words, to assist understanding of a text.</p> <p>Read accurately, displaying a sound knowledge of contractions.</p> <p>Read complex exception words encountered in their reading. Read high frequency words fluently and accurately, within any text.</p> <p>Make their own book choices, combining challenge with reading preference and widening their range of reading to include new authors and a range of genres.</p>	.
<b>LINQUISTIC SKILLS</b>	<p>Self-correct fluently and with confidence, applying their growing knowledge of root words, prefixes and suffixes to understand new words.</p> <p>Use, with prompts, metalanguage (e.g. the terms <i>ísimile</i> or <i>ímetaphor</i>) to discuss how authors use language.</p> <p>Recognise that a theme runs through a text and encourages us to think more deeply about what lies beneath the surface.</p> <p>Recognise that conventions of writing make a text easier to read.</p> <p>Discern, with support, the subtle differences in meaning between closely related words and use these words in different contexts.</p>	<p>Begin to take into account the context to assist them when self-correcting errors/inaccurate reading.</p> <p>Use metalanguage more instinctively when discussing and evaluating how authors use language, including figurative language.</p> <p>Begin, with support, to examine the impact of an author's use of language upon the reader.</p> <p>Begin, with guidance, to compare some themes and conventions noticed within and across text types.</p> <p>Begin to apply their knowledge of shades of meaning across a growing number of texts and writing, with some support.</p>	<p>Self-correct, using the context, and apply their knowledge of root words, prefixes and suffixes to understand new words.</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p> <p>Compare themes and conventions within and across text types, with growing confidence.</p> <p>Apply knowledge of shades of meaning across a wide variety of texts and writing, using words appropriately in different contexts (e.g. he had a distinct limp/he passed the test with distinction).</p>	<p>Attempt to tackle unfamiliar vocabulary, sometimes recognising when a word sounds incorrect.</p> <p>Identify at least one feature of an author's use of language (e.g. short sentences, figurative language, first person, formal words, etc.)</p> <p>Identify some features relating to organisation at text level (e.g. 'each section starts with a question').</p> <p>Recognise that vocabulary varies to match purpose and context and to engage the reader.</p>

Year 6	<b>End of term 1 expectations</b>	<b>End of term 2 expectations</b>	<b>End of year expectation (Essential Skill)</b>	<b>Exceeding end of year expectation</b>
<b>LITERAL COMPREHENSION</b>	<p>Begin to consider, more carefully, which facts they need to source and how best to present them.</p> <p>Identify and discuss the difference between statements of fact and opinion.</p> <p>Make comments about fiction, sometimes supported by relevant textual reference or quotation.</p> <p>Identify the value of skimming and scanning a text.</p> <p>With guidance, begin to create literal questions with reference to parts of text.</p>	<p>Retrieve information which is specific to the task at hand.</p> <p>Present, with increasing confidence, relevant information retrieved from non-fiction.</p> <p>Notice, more independently, statements of fact and opinion when reading.</p> <p>Make comments about fiction, generally supported by relevant textual reference or quotation, sometimes checking answers.</p> <p>Use, with guidance, skimming and scanning techniques more efficiently.</p> <p>Work with others to form literal questions that require reference to more than one point in the text.</p>	<p>Retrieve record and skilfully present relevant information from non-fiction, including leaflets, programmes and reviews.</p> <p>Distinguish between statements of fact and opinion.</p> <p>Summarise the main ideas from more than one paragraph, identifying key details that support the main ideas.</p> <p>Read a wider range of genres/text types, structured in different ways, and continue to read for a range of purposes.</p> <p>Make comments about fictional texts, generally supported by relevant textual reference or quotation.</p> <p>Show ability to use skimming and scanning techniques.</p> <p>Create literal questions that require reference to more than one point in the text.</p>	<p>Make use of information retrieval skills across most curriculum areas independently.</p> <p>Answer literal questions by paraphrasing.</p> <p>Ask and answer literal questions across all curriculum areas.</p>
<b>INFERRENTIAL COMPREHENSION</b>	<p>Make inferences about authorial intent, characters and aspects of plot when prompted.</p> <p>Predict, with confidence, what might happen from details, both stated and implied, and give reasons for their predictions.</p> <p>With support, recognise how types of text retain common features, but reflect the time/historical context in which they were written (e.g. Oliver Twist - poverty and the workhouse).</p> <p>Begin to comment, sometimes making inferences and deductions based on evidence from different points in a text, though may not be securely rooted.</p> <p>Create inference questions based on different points of reference in the text.</p> <p>Answer questions about basic features of language used.</p> <p>Identify viewpoints sometimes adding own comment (e.g. 'He knows that he has treated his sister badly').</p> <p>Recognise that a writer/author produces a text to create a particular effect on their reader.</p>	<p>Make mostly appropriate inferences about authorial intent, characters and aspects of plot, using some evidence from the text.</p> <p>Begin to justify predictions, with guidance, drawing on prior knowledge and reading experience.</p> <p>Recognise, more independently, how types of text retain common features, but reflect the time, language and setting in which they were written (e.g. Shakespearian plays).</p> <p>Comment, more often making inferences or deductions based on evidence from different points in a text, sometimes securely rooted.</p> <p>With support, create inference questions based on evidence from specific parts of the text (e.g. 'How do you know her friend was lying?').</p> <p>Identify, more readily, some basic features of language (e.g. the author poses questions for the reader).</p> <p>Identify viewpoint in the text, displaying growing clarity in explanation.</p> <p>Make, during discussion, simple comments on the overall effect a text has on the reader (e.g. 'It's all about diet and how this affects your health').</p>	<p>Make inferences about authorial intent, character and aspects of plot, using evidence from the text.</p> <p>Predict what might happen from details, both stated and implied, using knowledge gained from a wide variety of texts and increasingly attempt to justify their predictions.</p> <p>Recognise how types of text retain features, but reflect the time, language and setting in which they were written (e.g. in Shakespeare's plays and with Dickensian characters).</p> <p>Comment, increasingly making inferences or deductions based on evidence from different points in a text, though may not always be securely rooted.</p> <p>Create inference questions based on evidence from specific parts of the text.</p> <p>Identify some basic features of language used (e.g. 'All the questions make you want to find out what happens next').</p> <p>Identify viewpoint in the text, providing explanation (e.g. 'In the end he knows that he treated his sister badly and tries to help her').</p> <p>Make simple comments on the overall effect on the reader, relating to authorial intent (e.g. 'The writer is trying to tell the reader to think carefully before trying out some diets').</p>	<p>With support, make inferences and deductions based on textual evidence (e.g. making conclusions about a character on the basis of their actions).</p> <p>Justify predictions, more confidently, based on a growing knowledge of text types.</p> <p>Identify, with some prompts, similarities between texts or versions.</p> <p>Begin to show inference on evidence from the whole text (e.g. reference to what happened earlier or later on).</p> <p>Begin to pose inference questions on the whole text to help deduce aspects (e.g. how some aspects of a character develops).</p> <p>Identify some obvious features of a writer's use of language (e.g. the author repeats the word 'slowly' for effect).</p> <p>Identify a viewpoint from the text confidently adding an explanation (e.g. 'The author shows sympathy to the main character and makes the reader want to help him').</p> <p>Show, with prompts, a general awareness of the effect upon the reader when answering questions about a text.</p>

## YEAR 6 WRITING

Year 6	<b>End of term 1 expectations</b>	<b>End of term 2 expectations</b>	<b>End of year expectation (Essential Skill)</b>	<b>Exceeding end of year expectation</b>
<b>THINKING BEFORE WRITING</b>	<p>Think aloud, with the support of a peer or group, to generate ideas for writing, making appropriate, ordered notes.</p> <p>Begin to critically evaluate and select the most appropriate features of a genre to use for their writing.</p> <p>Make note of precise vocabulary needed for a particular purpose.</p> <p>Respond to scripted or improvised drama to develop their own creative and imaginative writing.</p>	<p>Explain the process for planning writing and continue to collaborate with others when generating ideas and making notes.</p> <p>Critically evaluate and select appropriate features to use and adapt, increasingly creating own relevant checklist.</p> <p>Begin to select the most appropriate planning format for a particular piece of writing.</p> <p>Develop an understanding of viewpoint through sharing and responding to scripted and improvised drama.</p>	<p>Demonstrate the processes needed to plan writing by thinking aloud to generate ideas.</p> <p>Critically evaluate and select appropriate features to use and adapt, creating their own checklists independently.</p> <p>Select the most appropriate planning frame for the genre of writing, making note of precise vocabulary.</p> <p>Refine, share and respond to scripted and improvised drama (improving understanding of viewpoint) in order to develop creative and imaginative writing.</p>	<p>Use oral feedback to aid structure when planning a whole piece.</p> <p>Write checklists including more detailed criteria, and begin to use more effectively.</p> <p>Begin to develop their own own planning formats based on the genre of writing.</p> <p>Use techniques such as hot seating to explore how a character might feel in order to develop ideas for creative writing.</p>
<b>THINKING DURING WRITING</b>	<p>Consider the organisation or sequence of sentences to include age-appropriate vocabulary, grammar and punctuation.</p> <p>Experiment with sentences to develop their competence as a writer.</p> <p>Manipulate clauses to achieve different effects.</p> <p>Write paragraphs which include a topic sentence (to begin and summarise the main idea), supporting sentences (to provide detail and extra information regarding the main idea) and a closing sentence (to conclude).</p> <p>Begin to make choices about which layout devices to use in own writing.</p> <p>Begin to identify the needs of different audiences in their writing.</p> <p>Use varied vocabulary confidently to create a range of effects, showing interest in expanding upon their choices.</p> <p>Demonstrate awareness of an increasing range of narrative genres (e.g. historical, adventure, mystery, fantasy, science fiction, play scripts).</p> <p>Begin to use appropriate grammatical conventions to create atmosphere (e.g. carefully selected adjectives and adverbs, precise nouns, powerful verbs, pace and to-the-point dialogue).</p> <p>Draw on their reading experiences and experiment with poetic techniques to support their facility as poets.</p>	<p>Consider the organisation or sequence of sentences to include age-appropriate vocabulary, grammar and punctuation.</p> <p>Consciously control sentence structure in their writing, demonstrating understanding of why sentences are constructed as they are.</p> <p>Use a range of sentence structures to create particular effects appropriate to the text type.</p> <p>Use a range of short sentences for effect and to highlight/alter pace. Use a range of complex sentences to ensure the text flows and provides the reader with detail and description.</p> <p>With growing confidence, use an increasing range of devices to support cohesion within and across paragraphs.</p> <p>Hone and develop their paragraphs to structure text, make meaning clear and make the main idea clear to the reader.</p> <p>Select a combination of layout devices appropriate to the purpose (headings, sub-headings, columns, bullets, underlining and tables).</p> <p>Use word choices which support the purpose with increasing precision, including use of specific and technical vocabulary.</p> <p>Consciously select vocabulary reflecting their understanding of the audience.</p> <p>Write narrative structure to include some elements for a particular genre with growing confidence and independence.</p>	<p>Consider the organisation or sequence of sentences to include age-appropriate vocabulary, grammar and punctuation.</p> <p>Confidently construct sentences in a variety of ways to clarify purpose, shape and organise text coherently, and contribute to the overall effect on the reader.</p> <p>Use more features of sentence structure to build up detail or express shades of meaning (e.g. varying word order, expanding verb phrases).</p> <p>Use a wider range of cohesive devices (e.g. repetition of a word or phrase, adverbials and ellipsis).</p> <p>Construct paragraphs to support meaning and purpose.</p> <p>Independently select and use the most appropriate layout devices to structure a text effectively and guide the reader.</p> <p>Identify the audience for/purpose of a range of text types, making features clear and establishing an appropriate style.</p> <p>Use accurate information and clearly expressed, appropriate ideas/content in their writing.</p> <p>Draw on reading and research where necessary to enrich their writing.</p>	<p>Begin to use different structures for informal/formal speech and writing.</p> <p>Apply their prior knowledge when constructing sentences. Show that their use of punctuation is becoming consistently accurate in a variety of sentence structures.</p> <p>Develop order of paragraphs, starting to organise the flow of ideas across the text (e.g. closings sometimes refer back to openings).</p> <p>Demonstrate increasing familiarity with a range of forms.</p> <p>Choose language for effect and try out new words.</p> <p>Develop ideas and material further with imaginative detail, shaping for the selected form.</p> <p>Begin to convey meaning more clearly in a variety of forms, increasingly using a more formal and factual style when required.</p> <p>Begin, with some structural support, to discuss more than one viewpoint, summing up to present own preference.</p>

**THINKING DURING WRITING ... Continued**

<p>Confidently write about real events, including a logical order, clear structure and appropriate details to interest the reader. Show more skill when précising longer passages.</p> <p>Begin to demonstrate sustained awareness of the reader when writing to inform. Use most features of persuasive writing appropriately to compose material, such as a leaflet or brochure for an event or place of interest. Maintain a clear viewpoint when writing to persuade and, in discussion texts, make clear choices about how to present a balanced viewpoint (e.g. using a paragraph to deal with each point).</p>	<p>Combine elements of description, characterisation, dialogue and action in narrative structure to maintain readers' interest.</p> <p>Select appropriate vocabulary and poetic techniques to enhance the effectiveness of their poetry writing (e.g. alliteration, similes, rhythm, rhyme, imagery, onomatopoeia).</p> <p>Confidently write about real events, beginning to use more precise and appropriate language (e.g. personal language to recount humorous events).</p> <p>Précis longer passages with increasing accuracy.</p> <p>Write non-fiction which includes a relevant introduction and clear presentation of information with careful consideration given to the intended reader.</p> <p>Demonstrate awareness of higher order logical connectives and begin to use them independently when writing to persuade.</p> <p>Use appropriately all features of persuasive writing to help the audience make a choice.</p> <p>Begin to identify the difference between biased and balanced arguments.</p>	<p>Expand vocabulary and use subject-related words appropriately (introduction, build up, main event, resolution, ending) in a range of genres.</p> <p>Use vocabulary to create appropriate atmosphere.</p> <p>Use dialogue effectively to create characters and move action forward in both scripted drama and narrative.</p> <p>Use poetic techniques in a range of forms, including the use of personification and metaphor.</p> <p>Write about real events using accurate and appropriate language, such as technical and formal language to recount a science investigation, powerful verbs and vivid description to recount an adventure, or informal, personal language to recount humorous events.</p> <p>Competently précis longer passages.</p> <p>Draw on their knowledge and experience of reading non-fiction in order to produce a wider range of informative writing, independently selecting the most appropriate features of the genre.</p> <p>Use higher order, appropriate logical connectives and include all features in a widening range of persuasive writing (e.g. a report/formal letter to sway the reader or advert to persuade people to buy something).</p> <p>Maintain a clear viewpoint when writing to persuade and, in discussion texts, know how to present a balanced viewpoint or indicate author preference via tone or structure.</p>	<p>Proof-read, increasingly paying attention to accurate grammar, punctuation and spelling, and check purpose and organisation.</p> <p>Critically evaluate their own and others' writing to improve clarity and begin to consider how they can enhance their writing style.</p> <p>Begin to make use of multimedia to aid presentation when performing own compositions.</p>
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Year 6	<b>End of term 1 expectations</b>	<b>End of term 2 expectations</b>	<b>End of year expectation (Essential Skill)</b>	<b>Exceeding end of year expectation</b>
<b>THINKING AFTER WRITING</b>	<p>Proof-read to confirm they have used the correct tense/person consistently throughout a piece of writing.</p> <p>Proof-read to ensure they have chosen the correct form of the verb for the subject.</p> <p>Use talk effectively, remaining on task, to evaluate more critically their own and others' writing, indicating changes to vocabulary, grammar and punctuation to improve clarity.</p> <p>Make choices about performing own compositions, beginning to take the needs of the listener into account.</p>	<p>Demonstrate greater skill when proof-reading and editing to ensure their writing is effective and targeted towards the reader.</p> <p>Critically evaluate their own and others' writing to enhance effects, proposing changes by drawing on more varied vocabulary, grammar and punctuation.</p> <p>Devise a performance considering how to adapt the material for a specific audience.</p>	<p>Proof-read for spelling and punctuation errors and consistent and correct use of tense/person.</p> <p>Edit to improve vocabulary, style and paragraph structure.</p> <p>Edit the content of their writing, ensuring ideas/materials are expressed coherently and logically to target the reader.</p> <p>Check for correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing, and choosing the appropriate register.</p> <p>Critically evaluate their own and others' writing, indicating changes to vocabulary, grammar and punctuation to improve clarity and effect.</p> <p>Make choices about performing own compositions, taking the needs of the listener into account.</p> <p>Perform their own compositions effectively, using appropriate intonation, volume and movement so that meaning is clear.</p>	

## YEAR 6 – VOCABULARY, GRAMMAR, PUNCTUATION AND SPELLING

Year 6	End of term 1 expectations	End of term 2 expectations	End of year expectation (Essential Skill)	Exceeding end of year expectation
<b>VOCABULARY, GRAMMAR AND PUNCTUATION</b>	<p>Begin to investigate, with peers and independently, how words are related as synonyms and antonyms.</p> <p>Use vocabulary to create a range of effects. Begin to choose appropriate vocabulary for purpose, showing interest in expanding upon choices.</p> <p>Show an awareness of pronouns to make links between paragraphs.</p> <p>Recognise, with guidance, an active or passive sentence (e.g. active: the boy was washing the dog; passive: the dog was being washed by the boy).</p> <p>Begin to recognise and use the subjunctive form for very formal writing (e.g. formal: 'I wish I were home now'; informal: 'I wish I was home now').</p> <p>Use expanded noun phrases to convey more complicated information and, with some prompts, begin to notice adverbials (e.g. 'in contrast' or 'as a consequence') as a device used in writing to aid cohesion.</p> <p>Recognise and find examples of the perfect form of verbs to mark relationships of time and cause.</p> <p>Recognise, with support, deliberate variation of tense within a piece of writing.</p> <p>Use capital letters for lead words in titles (e.g. Charlie and the Chocolate Factory).</p> <p>Develop their knowledge of punctuation further (e.g. semi-colons, colons, dashes and hyphens).</p> <p>Apply Year 5 terminology and, with prompts, use some taught Year 6 terms.</p> <p>Recognise when to apply Standard and non-standard English across all text types, with occasional errors.</p>	<p>Competently use a dictionary and thesaurus to find examples of synonyms and antonyms. Demonstrate a larger repertoire of known synonyms and antonyms.</p> <p>Use word choices which support the purpose with increasing precision. Consciously select vocabulary, reflecting their understanding of the audience.</p> <p>Use pronouns to make links between paragraphs.</p> <p>Change active sentences to passive and vice versa.</p> <p>Begin to use adverbials as a device to aid cohesion (e.g. 'in contrast' or 'as a consequence').</p> <p>Use, with guidance, the perfect form of verbs to mark relationships of time and cause.</p> <p>Recognise when to vary tense within a piece of writing and start to apply on occasions.</p> <p>Begin to use capital letters for effect when writing fact or fiction (e.g. to emphasise words or phrases).</p> <p>Attempt to use a wider range of punctuation, with support (e.g. semi-colons, colons, dashes, hyphens, bullet points and ellipsis).</p> <p>Use an increasing amount of the taught Year 6 terminology.</p> <p>Apply Standard and non-standard English across all text types with growing consistency.</p>	<p>Explain how words are related by meaning as synonyms and antonyms.</p> <p>Use vocabulary typical of informal speech and vocabulary appropriate for formal speech/writing (e.g. find out - discover, ask for - request; go in - enter).</p> <p>Choose appropriate vocabulary for purpose and audience which is generally varied and often ambitious.</p> <p>Use pronouns effectively to make secure links between paragraphs (e.g. this, that, these, those), ensuring that what is being referred back to is clear.</p> <p>Use the active and passive form to affect the presentation of information in a sentence (e.g. 'I broke the window' versus 'The window was broken by me').</p> <p>Use subjunctive forms (e.g. 'If I were' or 'Were they to come') in some very formal writing and speech.</p> <p>Use expanded noun phrases to convey complicated information concisely.</p> <p>Use adverbials (e.g. 'in contrast to' or 'as a consequence of').</p> <p>Use the perfect form of verbs to mark relationships of time and cause.</p> <p>Vary tense within a piece of writing, sometimes accurately.</p> <p>Use capital letters in titles and for effect when writing fact or fiction (e.g. to emphasise words or phrases).</p> <p>Apply commas accurately to separate clauses in some sentences.</p> <p>Use semi-colons, colons or dashes to mark boundaries between independent clauses. Use a colon to introduce a list and use semi-colons within complicated lists to separate items. Notice how hyphens can be used to avoid ambiguity (e.g. recover/re-cover) and begin to use in context.</p> <p>Punctuate bullet points to list information. Accurately use ellipsis to indicate missing information.</p> <p>Use the terms: subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon and bullet point.</p> <p>Apply Standard or non-standard English across all text types.</p>	

Year 6	End of term 1 expectations	End of term 2 expectations	End of year expectation (Essential Skill)	Exceeding end of year expectation
SPELLING	<p>Use letter names when spelling words consistently and recognise alphabetic order with increasing speed, applying to dictionary work.</p> <p>Segment complex words, sometimes successfully, using the skill as one of a range of strategies.</p> <p>Extend knowledge of words containing the letter string 'ough' which can represent different phonemes, spelling a growing number with increasing accuracy (e.g. ought, tough, plough and although).</p> <p>Recognise how an understanding of syllables, morphology and etymology can assist spelling.</p> <p>Use their knowledge of etymology more often in spelling, continuing to work on the Y5/6 word list (e.g. critic + cise = criticise).</p> <p>Apply their growing knowledge of prefixes.</p> <p>Begin to use further suffixes (e.g. -ant, -ance, -ancy, -ent, -ence, -ency, -tial, -cial, -cious and -tious), attempting to apply knowledge of root word endings.</p> <p>Begin to use contracted forms where appropriate across a range of texts.</p> <p>Notice, collect and find the meaning of a widening range of homophones, spelling many accurately.</p> <p>Use a range of high frequency words across many areas of the curriculum, usually in the correct context.</p> <p>Spell many words already learned from Year 5, beginning to correctly spell further words from taught Y5/6 rules and lists.</p> <p>Use a dictionary, thesaurus and spell checker without prompts, as part of writing routine.</p> <p>Write dictated passages, reflecting up to Year 5 work fluently and correctly.</p>	<p>Use letter names consistently when spelling words and quickly recognise alphabetical order in a range of tasks.</p> <p>Segment complex words increasingly successfully, using the skill as one of a range of strategies.</p> <p>Use knowledge of etymology in spelling competently, continuing to work on the Y5/6 word list (e.g. equip-, -ped, -ment). Use a growing familiarity of syllables, morphology and etymology to inform their spelling.</p> <p>Show a growing knowledge of spelling patterns for words, including those where the relationship between sounds and letters is unusual (e.g. rhythm).</p> <p>Apply consistently most of their knowledge of prefixes.</p> <p>Use increasingly, further suffixes (e.g. -ant, -ance, -ancy, -ent, -ence, -ency, -tial, -cial, -cious and -tious) more readily, applying knowledge of root word endings.</p> <p>Explain the purpose of contracted forms and use appropriately.</p> <p>Apply an extended range of homophones correctly when writing.</p> <p>Draw on a growing bank of high frequency words, beginning to maintain accuracy when working quickly.</p> <p>Spell most words from taught Y5/6 rules and lists.</p> <p>Recognise words with silent letters (e.g. knight).</p> <p>Use a dictionary, thesaurus and spell checker competently in other curriculum areas (e.g. a science dictionary).</p> <p>Write dictated passages including Year 6 words and punctuation fluently and correctly.</p>	<p>Use letter names consistently and effortlessly when spelling words and quickly recognise alphabetic order, applying when necessary.</p> <p>Segment complex words successfully as one of a growing range of strategies.</p> <p>Apply their knowledge of syllables, morphology, etymology and the relationship between words in spelling, writing all words on the Y5/6 word list correctly.</p> <p>Independently select the correct spelling pattern for words, including those where the relationship between the sounds and letters is unusual (e.g. yacht).</p> <p>Apply all knowledge of prefixes readily.</p> <p>Use further suffixes (e.g. -ant, -ance, -ancy, -ent, -ence, -ency, -tial, -cial, -cious and -tious), applying knowledge of root word endings.</p> <p>Know when to use contracted forms across a wide range of texts written for different purposes.</p> <p>Recall and write an extended range of homophones. Distinguish between homophones and other words which are often confused.</p> <p>Use a wide range of high frequency words accurately in all curriculum areas. Write all words from the Y5/6 lists accurately.</p> <p>Apply rules and guidance for Y5/6 (English, Appendix 1).</p> <p>Spell words with silent letters (e.g. psalm).</p> <p>Use a dictionary, thesaurus and spell checker competently in all curriculum areas.</p> <p>Write dictated passages, fluently and correctly.</p>	

Year 6	End of term 1 expectations	End of term 2 expectations	End of year expectation (Essential Skill)	Exceeding end of year expectation
SPOKEN LANGUAGE	<p>Expand, with some prompts, their vocabulary, through questioning, listening, reading and using subject-related words. Try out different word choices, when reminded, considering their effectiveness.</p> <p>Ask questions, with guidance, that challenge the ideas and views of others in a sensitive manner.</p> <p>Recognise, with some guidance, the importance of justifying answers, arguments and opinions when speaking.</p> <p>Give descriptions, explanations and narratives for different purposes.</p> <p>Begin, with prompts, to build upon the ideas of others.</p> <p>Listen more conscientiously to others, paying close attention to what is said in different contexts and respond appropriately with prompts.</p> <p>Recognise the importance of speaking fluently, clearly and audibly in formal situations.</p> <p>Adapt talk, with growing effectiveness, for the requirements of different audiences, though sometimes guidance is required.</p> <p>Begin, with guidance, to adapt talk for the requirements of a range of different contexts and purposes.</p> <p>Talk with a clear structure, recognising how varied and lively vocabulary and expression are used as an effective technique to engage the audience.</p> <p>Use multimedia to make a presentation to the class, beginning to respond to feedback.</p> <p>Shape the direction of talk more constructively.</p>	<p>Demonstrate that they are progressively building a varied and rich vocabulary through questioning, listening, reading and experimenting. Use subject-related words with growing appropriateness.</p> <p>Ask questions with growing independence that challenge and show some sensitivity to the ideas and views of others.</p> <p>With prompts, articulate and justify answers, arguments and opinions.</p> <p>Describe and explain, with guidance, in a well-structured and effective manner, beginning to express more complex feelings.</p> <p>Explain and develop ideas, more instinctively building upon the ideas of others with fewer prompts required.</p> <p>Listen conscientiously and respond to others with growing confidence in an increasing range of contexts.</p> <p>Begin to demonstrate increased confidence when speaking in different formal situations.</p> <p>Adapt talk, with increasing confidence, in ways well-matched to a widening range of audiences.</p> <p>Adapt talk, more independently, in ways well-matched to purpose and context.</p> <p>Talk with a clear structure, beginning to use a combination of varied and lively vocabulary and expression to engage the audience.</p> <p>Use multimedia to make a presentation to the class, increasingly responding to feedback in a positive and constructive manner, with some support.</p> <p>Maintain generally effective organisation of talk, sometimes shaping the direction it takes by introducing new ideas, with some guidance.</p> <p>Demonstrate greater empathy and understanding towards the ideas and views of others with fewer prompts required.</p>	<p>Expand their vocabulary, through questioning, listening, reading and experimenting, and use subject-related words appropriately.</p> <p>Ask questions that challenge and also show sensitivity to the ideas and views of others.</p> <p>Independently articulate and justify answers, arguments and opinions.</p> <p>Give well-structured descriptions, explanations and narratives for different purposes, including for expressing complex feelings.</p> <p>Independently explain and develop ideas, explicitly building on the ideas of others.</p> <p>Listen and respond confidently to others, paying close attention to what is said in an increasing range of contexts.</p> <p>Speak fluently, clearly and audibly in formal situations.</p> <p>Adapt talk confidently for the requirements of a wide range of audiences.</p> <p>Adapt talk confidently for the requirements of an increasing range of contexts and purposes.</p> <p>Clearly structure talk, using varied, lively vocabulary and expression to engage the audience.</p> <p>Use multimedia to make a presentation to the class (e.g. using PowerPoint/making a podcast), responding positively and constructively to feedback.</p> <p>Constructively shape the direction of talk by introducing new material and ideas.</p> <p>Listen carefully to others during discussion, demonstrating empathy and understanding by responding positively to their ideas and views</p>	<p>Choose, with support, language for effect, drawing on a wide vocabulary. Try out, more instinctively, new words encountered from listening, reading and researching.</p> <p>Ask questions to assist development of ideas and understanding of others' views.</p> <p>Articulate ideas, offering some explanation and elaboration, when prompted.</p> <p>Work collaboratively to describe and explain more complex ideas and feelings, including relevant details.</p> <p>Explore and elaborate on relevant ideas with guidance.</p> <p>Listen and respond confidently to others, in a wider range of contexts.</p> <p>Talk fluently, clearly and audibly in an increasing range of formal contexts.</p> <p>Recognise that using varied expression and relevant vocabulary engages an audience.</p> <p>Begin, with some guidance, to adapt vocabulary, grammar and non-verbal features, matching this to purpose.</p> <p>Identify organisational strategies for holding the attention of the audience.</p> <p>Recognise the role of valid comments in improving the content and presentation of their own work and the work of others.</p> <p>Attempt to undertake and maintain roles and responsibilities, sometimes influencing the direction of conversation, with some effective contribution.</p> <p>Show, with guidance, some understanding of the needs of others and begin to demonstrate respect for opposing</p>

<p><b>SPOKEN LANGUAGE</b></p> <p>During discussion, listen more carefully to others, beginning to respond more positively to their ideas and views.</p> <p>Maintain a given role and viewpoint effectively throughout a discussion or debate, noticing where others influence the direction of discussion.</p> <p>Deliberately choose some specific dialogue, gesture and movement, in different roles and scenarios, to engage an audience and begin to make meaning clear.</p> <p>Display, with some reminders, an increasing command of Standard English.</p> <p>Recognise, with guidance, the correct register for some different situations</p>	<p>Promote effective discussion or debate by attempting to draw ideas together and shape the overall direction it takes, with some guidance.</p> <p>Demonstrate, with support, growing empathy and understanding through a more flexible choice of dialogue, gesture and movement. Display, more confidently, an increasing command of Standard English, beginning to adapt vocabulary and grammar, with prompts.</p> <p>Identify, more independently, the correct register for a range of different situations.</p>	<p>. Effectively maintain a given role or viewpoint throughout a discussion or debate, drawing ideas together and influencing the direction it takes.</p> <p>Deliberately choose specific dialogue, gesture and movement in different roles and scenarios to engage an audience and make the meaning clear.</p> <p>Speak with an increasing command of Standard English, adapting vocabulary and grammar to meet an increasing range of demands.</p> <p>Independently identify the correct register for a range of different situations.</p>	<p>viewpoints.</p> <p>Work collaboratively with others to decide upon a set of rules for discussion/debates within a framework.</p> <p>Recognise, with guidance, that texts and roles support choice of speech, gesture, tone, volume and expression when taking on different dramatic roles and scenarios.</p> <p>Begin, with some reminders, to use Standard English in one or two formal situations.</p> <p>Select and use, with some reminders, the correct register on occasions.</p>
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Emerging	Expected -	Expected	Expected +	Exceeding
<b>Number - Number and Place Value</b>				
<p>count in multiples of 6, 7, 9, 25 and 1000</p> <p>find 1000 more or less than a given number</p> <p>count backwards through zero to include negative numbers</p> <p>recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)</p> <p>order and compare numbers beyond 1000</p> <p>identify, represent and estimate numbers using different representations</p> <p>round any number to the nearest 10, 100 or 1000</p> <p>solve number and practical problems that involve all of the above and with increasingly large positive numbers</p> <p>read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value.</p>	<p>read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit</p> <p>count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000</p> <p>interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero</p> <p>round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000</p> <p>solve number problems and practical problems that involve all of the above</p> <p>read Roman numerals to 1000 (M) and recognise years written in Roman numerals.</p>	<p>Read, write, order and compare numbers up to 10,000,000</p> <p>Count forwards or backwards in steps of powers of 10 for any given number up to 10,000,000</p> <p>Recognise the place value of each digit in numbers up to 10,000,000 including decimal numbers to two decimal places.</p> <p>Interpret negative numbers in context and plot negative numbers on number lines and thermometers.</p> <p>Round any number up to 10,000,000 to the nearest 10, 100, 1000, 10,000, 100,000 and 1,000,000</p>		

## Number - Addition and Subtraction

add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction  
where appropriate estimate and use inverse operations to check answers to a calculation  
solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.

add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)

add and subtract numbers mentally with increasingly large numbers

use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy

solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.

Add and subtract in columns with increasingly large numbers to improve procedural fluency.

Check answers using inverse operations.

## Number - Multiplication and Division

recall multiplication and division facts for multiplication tables up to  $12 \times 12$   
use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers  
recognise and use factor pairs and commutativity in mental calculations  
multiply two-digit and three-digit numbers by a one-digit number using formal written layout  
solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit

identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers

know and use the vocabulary of prime numbers, prime factors and composite (non prime) numbers  
establish whether a number up to 100 is prime and recall prime numbers up to 19

multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers

multiply and divide numbers mentally drawing upon known facts

divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context

multiply and divide whole numbers and those involving decimals by 10, 100 and 1000

Multiply multi digit numbers by a two digit whole number, using the formal written method of long multiplication.

Multiply and divide whole numbers and those including decimals by 10, 100, 1000 and 10,000 in context and apply to problem solving.

Use their knowledge of the order of operations to carry out calculations, involving multiple numbers and operations.

Divide numbers with up to four digits by a one digit or two digit number using the formal written method of short division including numbers with remainders.

Identify multiples and common factors of pairs of numbers, including finding the greatest common factor.

Recognise and recall prime numbers to 30 and square numbers to  $20^2$

	<p>recognise and use square numbers and cube numbers, and the notation for squared and cubed</p> <p>solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes</p> <p>solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign</p> <p>solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.</p>	
<b>Number - Fractions, decimals and percentages</b>		
<p>recognise and show, using diagrams, families of common equivalent fractions</p> <p>count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.</p> <p>solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number</p> <p>add and subtract fractions with the same denominator</p> <p>recognise and write decimal equivalents of any number of tenths or hundredths</p> <p>recognise and write decimal equivalents to one quarter, one half and three quarters</p> <p>find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths</p>	<p>compare and order fractions whose denominators are all multiples of the same number</p> <p>identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths</p> <p>recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements <math>&gt; 1</math> as a mixed number</p> <p>add and subtract fractions with the same denominator and denominators that are multiples of the same number</p> <p>multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams</p> <p>read and write decimal numbers as fractions</p> <p>recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents</p> <p>round decimals with two decimal places to the nearest whole</p>	<p>Use common factors to simplify fractions, including listing equivalent fractions in order to identify fractions with common denominators.</p> <p>Associate a fraction with division to calculate decimal fraction equivalents.</p> <p>Compare and order fractions including improper fractions.</p> <p>Recognise, find and write fractions of amounts: unit fractions and non unit fractions, with any denominator, fluently.</p> <p>Add and subtract fractions with different denominators using the concept of equivalent fractions.</p> <p>Multiply pairs of proper fractions, writing the answer in its simplest form.</p> <p>Divide simple proper fractions by whole numbers with concrete and visual representation.</p> <p>Recognise simple ratio and proportion in context.</p>

<p>round decimals with one decimal place to the nearest whole number</p> <p>compare numbers with the same number of decimal places up to two decimal places</p> <p>solve simple measure and money problems involving fractions and decimals to two decimal places.</p>	<p>number and to one decimal place</p> <p>read, write, order and compare numbers with up to three decimal places</p> <p>solve problems involving numbers with up to three decimal places</p> <p>recognise the percent symbol (%) and understand that per cent relates to ‘number of parts per hundred’, and write percentages as a fraction with denominator 100, and as a decimal</p> <p>solve problems which require knowing percentage and decimal equivalents</p>	<p>Recall and use equivalences between simple fractions, decimals and percentages.</p> <p>Solve problems which require knowing percentage and decimal equivalents.</p>
<b>Measurement</b>		
<p>Convert between different units of measure [for example, kilometre to metre; hour to minute]</p> <p>measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres</p> <p>find the area of rectilinear shapes by counting squares</p> <p>estimate, compare and calculate different measures, including money in pounds and pence</p> <p>read, write and convert time between analogue and digital 12- and 24-hour clocks</p> <p>solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.</p>	<p>convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre)</p> <p>understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints</p> <p>measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres</p> <p>calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (<math>\text{cm}^2</math>) and square metres (<math>\text{m}^2</math>) and estimate the area of irregular shapes</p> <p>estimate volume [for example, using <math>1 \text{ cm}^3</math> blocks to build cuboids (including cubes)] and capacity [for example, using water]</p> <p>solve problems involving converting between units of time</p>	<p>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.</p> <p>Convert between miles and kilometres and use approximate conversions to tell if an answer is sensible.</p> <p>Calculate and estimate the area of irregular shapes, including finding missing lengths, with mixed units of measure.</p> <p>Recognise when it is necessary to use formulae for the area of rectangles, squares and irregular shapes.</p> <p>Use a given formula to find the volume of cubes and cuboids. Solve problems involving money , including all four operations and fractions and percentages of amounts.</p>

	<p>use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling.</p>	
<b>Geometry - properties of shapes</b>		
<p>compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes</p> <p>identify acute and obtuse angles and compare and order angles up to two right angles by size</p> <p>identify lines of symmetry in 2-D shapes presented in different orientations</p> <p>complete a simple symmetric figure with respect to a specific line of symmetry.</p>	<p>identify 3-D shapes, including cubes and other cuboids, from 2-D representations</p> <p>know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles</p> <p>draw given angles, and measure them in degrees</p> <p>identify:</p> <ul style="list-style-type: none"> <li>angles at a point and one whole turn</li> <li>angles at a point on a straight line and a half turn</li> <li>other multiples of 90 degrees</li> </ul> <p>use the properties of rectangles to deduce related facts and find missing lengths and angles</p> <p>distinguish between regular and irregular polygons based on reasoning about equal sides and angles.</p>	<p>Recognise and build 3D shapes including making nets.</p> <p>Compare and classify geometric shapes and sizes and find unknown angles in any triangles, quadrilaterals and regular polygons.</p> <p>Draw any 2D shapes using given dimensions and angles.</p> <p>Recognise angles where they meet at a point or are on a straight line, and find missing angles.</p> <p>Name parts of circles including the radius, diameter and circumference and know that the diameter is twice the radius.</p>
<b>Geometry - position and direction</b>		
<p>describe positions on a 2-D grid as coordinates in the first quadrant</p> <p>describe movements between positions as translations of a given unit to the left/right and up/down</p> <p>plot specified points and draw sides to complete a given polygon.</p>	<p>identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.</p>	<p>Draw symmetric figures with respect to a specific line of symmetry, including diagonal lines and reflecting in four quadrants.</p> <p>Describe positions on the full co-ordinate grid and begin to extend knowledge of one quadrant to all four quadrants.</p>

## Statistics

interpret and present data using bar charts, pictograms and tables  
solve one-step and two-step questions [for example, ‘How many more?’ and ‘How many fewer?’] using information presented in scaled bar charts and pictograms and tables.

solve comparison, sum and difference problems using information presented in a line graph  
complete, read and interpret information in tables, including timetables.

Construct and interpret line graphs and use them to solve problems.  
Solve comparison, sum and difference problems using information presented in line graphs with increasing fluency.  
Calculate and interpret the mean as an average with a simple set of data.

## YEAR 6

Working towards	Expected -	Expected	Expected +	Exceeding
<b>Number - Number and Place Value</b>				
<p>read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit</p> <p>count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000</p> <p>interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero</p> <p>round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000</p> <p>solve number problems and practical problems that involve all of the above</p> <p>read Roman numerals to 1000 (M) and recognise years written in Roman numerals.</p>	<p>read, write, order and compare numbers up to 10 000 000 and determine the value of each digit</p> <p>round any whole number to a required degree of accuracy</p> <p>use negative numbers in context, and calculate intervals across zero</p> <p>solve number and practical problems that involve all of the above.</p>	<p>Read, write, order and compare any numbers, including negative numbers and decimal numbers in any given context.</p> <p>Recognise and describe the place value of large numbers that include numbers to any given decimal place.</p> <p>Use negative numbers in context, and calculate intervals across zero, including counting forwards and backwards in sequences.</p> <p>Recognise that there are sets of numbers which have special names and symbols. (e.g. integers, rational numbers, real numbers.)</p> <p>Round whole and decimal numbers accurately and identify the need to round in a given context.</p> <p>Use approximation through rounding to estimate answers. Solve number and practical problems using all of the above.</p>		
<b>Number - addition, subtraction, multiplication and division</b>				
<p>add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)</p> <p>add and subtract numbers mentally with increasingly large numbers</p> <p>use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy</p>	<p>multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication</p> <p>divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context</p> <p>divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate,</p>	<p>Perform a wider range of more complex mental calculations, rapidly and accurately, including mixed operations and recall of number facts and equivalence.</p> <p>Use known facts, place value and knowledge of operations to perform addition and subtraction (including with decimal numbers to three decimal places)</p> <p>Use formal written methods for addition and subtraction with increasing accuracy.</p>		

<p>solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.</p> <p>identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers</p> <p>know and use the vocabulary of prime numbers, prime factors and composite (non prime) numbers</p> <p>establish whether a number up to 100 is prime and recall prime numbers up to 19</p> <p>multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers</p> <p>multiply and divide numbers mentally drawing upon known facts</p> <p>divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context</p> <p>multiply and divide whole numbers and those involving decimals by 10, 100 and 1000</p> <p>recognise and use square numbers and cube numbers, and the notation for squared and cubed</p> <p>solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes</p> <p>solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign</p> <p>solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.</p>	<p>interpreting remainders according to the context perform mental calculations, including with mixed operations and large numbers</p> <p>identify common factors, common multiples and prime numbers</p> <p>use their knowledge of the order of operations to carry out calculations involving the four operations</p> <p>solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why</p> <p>solve problems involving addition, subtraction, multiplication and division</p> <p>use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy</p>	<p>Derive a range of multiplication and division facts with increasing fluency.</p> <p>Interpret fractions and percentages as operators and calculate percentages of numbers and measures in steps of 10%, 25%, 50% and 75% and use doubling and halving to support.</p> <p>Begin to multiply and divide integers, decimals, proper and improper fractions and mixed numbers, all both positive and negative.</p> <p>Use conventional notation for the priority of operations including brackets.</p> <p>Recognise and use the concepts and vocabulary of prime numbers, factors, multiples, common factors, common multiples, highest common factor and lowest common multiple.</p> <p>Fluently recognise and use squared and cubed numbers in context.</p> <p>Solve problems involving all four operations, organise written work and results systematically.</p> <p>Use approximation through rounding to estimate answers.</p> <p>Use inverse operations to check answers independently.</p> <p>Explain mathematical reasoning with examples.</p>
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## Number - fractions, decimals and percentages

<p>compare and order fractions whose denominators are all multiples of the same number</p> <p>identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths</p> <p>recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements <math>&gt; 1</math> as a mixed number</p> <p>add and subtract fractions with the same denominator and denominators that are multiples of the same number</p> <p>multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams</p> <p>read and write decimal numbers as fractions</p> <p>recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents</p> <p>round decimals with two decimal places to the nearest whole number and to one decimal place</p> <p>read, write, order and compare numbers with up to three decimal places</p> <p>solve problems involving number up to three decimal places</p> <p>recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal</p> <p>solve problems which require knowing percentage and decimal equivalents.</p>	<p>use common factors to simplify fractions; use common multiples to express fractions in the same denomination</p> <p>compare and order fractions, including fractions <math>&gt; 1</math></p> <p>add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions</p> <p>multiply simple pairs of proper fractions, writing the answer in its simplest form</p> <p>divide proper fractions by whole numbers</p> <p>associate a fraction with division and calculate decimal fraction equivalents for a simple fraction</p> <p>identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places</p> <p>multiply one-digit numbers with up to two decimal places by whole numbers</p> <p>use written division methods in cases where the answer has up to two decimal places</p> <p>solve problems which require answers to be rounded to specified degrees of accuracy</p> <p>recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.</p>	<p>Recognise when fractions or percentages are needed to compare proportions.</p> <p>Recognise that any recurring decimal is a fraction.</p> <p>Compare and order fractions, including fractions greater than 1, mixed fractions, decimals and percentages, choosing the most appropriate method to compare.</p> <p>Count forwards and backwards in fractions and recognise and complete sequences with common fractions.</p> <p>Interpret fractions and percentages as operators.</p> <p>Use the concept of equivalent fractions, including adding and subtracting fractions.</p> <p>Multiply pairs of proper fractions with small denominators. Divide proper fractions by whole numbers.</p> <p>Define percentage as 'number of parts per hundred' fluently. Interpret percentages and percentage change as a fraction or a decimal.</p> <p>Solve problems involving percentage change.</p> <p>Solve problems, in context, involving all of the above.</p>
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## Ratio and proportion

Not introduced until multiplication, division and fractions are secure.

solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts

solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison

solve problems involving similar shapes where the scale factor is known or can be found

solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.

Recognise that a multiplicative relationship between two quantities can be expressed as a ratio or a fraction.

Use the language of ratio fluently when using associated calculations.

Solve problems involving direct proportion.

## Algebra

Not introduced until all areas of number, shape, measurement and statistics are secure.

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.

Use and interpret algebraic notation.

Recognise that algebraic operations follow the rules of arithmetic.

Model simple situations or procedures and translate them into algebraic expressions.

Construct and solve simple linear equations using appropriate methods.

Describe integer sequences, generate terms of a simple sequence within a given rule.

Solve simple problems that involve all of the above.

## Measurement

<p>convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre)</p> <p>understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints</p> <p>measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres</p> <p>calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (<math>\text{cm}^2</math>) and square metres (<math>\text{m}^2</math>) and estimate the area of irregular shapes</p> <p>estimate volume [for example, using <math>1 \text{ cm}^3</math> blocks to build cuboids (including cubes)] and capacity [for example, using water]</p> <p>solve problems involving converting between units of time</p> <p>use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling.</p>	<p>solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate</p> <p>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</p> <p>convert between miles and kilometres</p> <p>recognise that shapes with the same areas can have different perimeters and vice versa</p> <p>recognise when it is possible to use formulae for area and volume of shapes</p> <p>calculate the area of parallelograms and triangles</p> <p>calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (<math>\text{cm}^3</math>) and cubic metres (<math>\text{m}^3</math>), and extending to other units [for example, <math>\text{mm}^3</math> and <math>\text{km}^3</math>].</p>	<p>Convert between units of length, mass and volume graphically.</p> <p>Derive and apply formulae to calculate and solve problems involving the perimeter and area of triangles and parallelograms.</p> <p>Calculate the perimeter of 2D shapes including circles.</p> <p>Use the knowledge that shapes with the same areas can have different perimeters and vice versa.</p> <p>Use compound units for speed (e.g. miles per hour)</p> <p>Demonstrate the ability to divide numbers (with up to 2 decimal places) by one and two digits in the context of money.</p> <p>Use a calculator to divide amounts of money and then round decimal amounts to two decimal places.</p> <p>Solve problems involving all of the above.</p>
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## Geometry - Properties of shapes

<p>identify 3-D shapes, including cubes and other cuboids, from 2-D representations</p> <p>know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles</p> <p>draw given angles, and measure them in degrees</p> <p>identify:</p> <p>angles at a point and one whole turn</p>	<p>draw 2-D shapes using given dimensions and angles</p> <p>recognise, describe and build simple 3-D shapes, including making nets</p> <p>compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons</p>	<p>Identify, describe and use the language of more complex 2D and 3D shapes.</p> <p>Draw and measure line segments and angles in geometric figures, including interpreting simple scale drawings.</p> <p>Identify and calculate missing angles within parallel lines.</p>
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<p>angles at a point on a straight line and a half turn other multiples of 90 degrees</p> <p>use the properties of rectangles to deduce related facts and find missing lengths and angles</p> <p>distinguish between regular and irregular polygons based on reasoning about equal sides and angles.</p>	<p>illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius</p> <p>recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.</p>	<p>Use and calculate the internal angles of triangles and quadrilaterals.</p>
<b>Geometry - Position and direction</b>		
<p>identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.</p>	<p>describe positions on the full coordinate grid (all four quadrants)</p> <p>draw and translate simple shapes on the coordinate plane, and reflect them in the axes.</p>	<p>Draw and translate simple shapes within a co-ordinate grid.</p> <p>Identify properties of, and describe the results of rotations, translations and reflections applied to given figures.</p> <p>Rotate shapes through 90/180 degrees when the centre of rotation is the vertex of the shape and recognise such rotations.</p>
<b>Statistics</b>		
<p>solve comparison, sum and difference problems using information presented in a line graph</p> <p>complete, read and interpret information in tables, including timetables.</p>	<p>interpret and construct pie charts and line graphs and use these to solve problems</p> <p>calculate and interpret the mean as an average.</p>	<p>Create and interpret line graphs in context.</p> <p>Draw and interpret graphs relating two variables.</p> <p>Draw and interpret graphs and diagrams, including pie charts, and draw conclusions.</p> <p>Describe, interpret and compare observed distributions of a single variable.</p> <p>Calculate the mean with increasingly large numbers, including decimals and negative numbers, and calculate measures of central tendency (the median, mode, range.) Estimate the frequency of an event.</p>

## 17 SCIENCE

TOPIC	AUTUMN (1st Half)	AUTUMN (2nd Half)	SPRING (1st Half)	SPRING (2nd Half)	SUMMER
<b>Year 5 SCIENCE</b>	Keeping Healthy Diet and nutrition. The heart, exercise and the effects of drugs on health.	Changing state Solids, liquids and gases and reversible changes of state. The water cycle.	Gases around us Solids, liquids and gases. Properties of gases and uses of.	Changing Sounds Musical instruments, vibrations, pitch, loudness and sound proofing.	Earth, Sun and Moon Relative sizes, shapes and distances. Day and night, sun and shadow position during the day/year, seasons and phases of the moon.
<b>Working towards</b>	Pupils will know what a good diet is and the basic effects of a bad diet (fat, sugar and fibre). Know what a pulse rate is and how pulse rate is measured. Know what happens to the pulse rate when you exercise. Know where the heart is.	Pupils will know what evaporation is including some everyday examples of evaporation and some ways of speeding up evaporation.  Know why we can smell things. Know the words for changes of state	Pupils will know the properties of solids, liquids and gases. Know what volume is and how to measure the volume of a liquid and also how to measure mass.	Pupils will know where we make sounds when we talk and know some loud and some quiet sounds. Know what sound usually travels through when we hear it and what is needed to make a sound. Know which things sound can travel through.	Pupils will know what shape the Earth, Sun and Moon are and their relative sizes.  Know some of the evidence for the shape of the Earth. Know what an orbit is and how long the Moon takes for one orbit.
<b>Expected -</b>					
<b>Expected</b>	Pupils will know the names of the food groups needed for a balanced diet.  To understand how blood goes around the body in vessels and how muscles pull on bones in joints.  To recognise and compare joints in the body.	Pupils will understand why moving air helps evaporation and be able to explain everyday examples of evaporation. Will investigate condensation and how to make a gas condense. To investigate and analyse what happens to the temperature of water when it boils in a beaker. To explain the difference between evaporation and boiling.	Pupils will understand what observations are and evidence is so that we can tell that air is real. Know the names of some gases and what they are used for.  To create visual images to show differences between liquids and solids.	Pupils will understand how sounds change with distance and which materials are best at absorbing sound. To investigate which materials sound travels through the fastest and why some people need to wear ear muffs. Investigate vibrations in wind instruments and how to change the sound a recorder makes.	Pupils will understand why we have day and night and why the Sun seems to move across the sky. Know how many days there are in a year and investigate what happens to shadows during the day.  Know what the Moon looks like.
<b>Expected +</b>					
<b>Exceeding</b>	Pupils will understand what the heart does and how the heart is	Pupils will research where the water we use comes from	Pupils will design their own experiments to show liquids can	Pupils will understand what 'pitch' means and what affects	Pupils will research how far the Moon and the Sun are from the

	<p>protected. Pupils will investigate pulse rate changes when you exercise and analyse results. Pupils will research drugs and medicines and evaluate the harmful effects of some drugs and smoking.</p> <p>Be able to interpret a line graph and why experimental measurements are repeated in investigations. Be able to explain and analyse what happens to the HR after exercise and how this is a measure of fitness.</p>	<p>including, what happens to rain after it falls and where the water in clouds comes from.</p> <p>Will investigate why condensation sometimes forms on windows. Recognise changes of state in other materials than water. Have the opportunity to experience and understand distillation and how it works.</p>	<p>change into gases (evaporation) and how wet things get dry. Investigate why we can smell things. Research what sorts of things use the air in soil. Know Gas has mass and can be weighed. Design an experiment to show that the surface area of a liquid or of a wet solid greatly effects how fast evaporation takes place.</p>	<p>the sound made by wind instruments. Know how to change the pitch of a drum and the sound of a guitar. Carry out and assess the effectiveness of sound insulation in a controlled experiment.</p>	<p>Earth and why the Sun and the Moon look as if they are the same size. Complete independent research to include understanding how the sunset and sunrise times change during a year and why we always see the same side of the Moon. Understand and be able to explain why we always see the same side of the Moon.</p>
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TOPIC	AUTUMN (1st Half)	AUTUMN (2nd Half)	SPRING (1st Half)	SPRING (2nd Half)	SUMMER
<b>YEAR 6 SCIENCE</b>	Solutions, dissolving, filtering, evaporating and condensing. Graph skills.	Reversible and irreversible Changes Heating and cooling of materials. Recognising the physical changes melting/freezing, evaporating/condensing and the possibility of chemical irreversible changes.	Types of forces and how to measure them. Weight, friction and upthrust. Effect of balanced and unbalanced forces on objects.	Light and How we See things Light sources, shadows and reflections.	Changing Circuits Constructing, drawing and using simple electrical circuits.
<b>Working towards</b>	Pupils will know what evaporating and condensing are.  Pupils will know some ways of getting solids out of solutions and mixtures (filtering and evaporation). Know some factors that affect the speed of dissolving.  Know how to draw and read off a bar chart.	Pupils will know some about some examples of irreversible and reversible changes caused by heating, cooling, drying, dissolving. Know how to separate different mixtures (filtering).	Pupils will know how to measure a force and what the units for force are.  Know what causes weight.	Pupils will recognise different sources of light. Know how to show the direction light is travelling. Know what the words transparent and opaque mean and why shadows are formed.	Pupils will know which materials conduct electricity and which don't (insulators). Know what some circuit components do and be able to draw them. Know why a switch works.
<b>Expected -</b>					
<b>Expected</b>	Pupils will investigate what a pure substance is and that there is a limit to how much of a solid will dissolve. Investigate that some solids dissolve better than others in water and recognising when something has stopped dissolving.	Pupils will understand that burning is an irreversible change and be able to analyse if a change is reversible or irreversible.  To investigate changes caused by cooling	Pupils will understand how to use arrows to represent forces on diagrams. Know about forces on stationary objects. Know what upthrust is and how to measure.  To investigate what happens when springs or elastic bands are stretched.	Pupils will understand which surfaces are good at reflecting light and how to make surfaces reflect light better. Investigate surfaces to see if they are good at reflecting light.  Understand why we can see things in mirrors and investigate what happens to the direction of light when it hits a mirror. Be able to create simple ray diagrams to show reflections.	Pupils will understand why and be able to use the basic symbols to draw circuits  Know how to create circuit diagrams neatly. Analyse the relationship between power (voltage/current) and bulb brightness in series circuits.

<b>Expected +</b>					
<b>Exceeding</b>	<p>Pupils will be able to construct and read off a line graph and why measurements are repeated in experiments.</p> <p>To investigate how volume of liquid and temperature affects how much solid will dissolve. Have opportunity to find out about Distillation separating a solvent from a solution.</p>	<p>Pupils analyse what new materials are made when something burns. Know how to draw and read off a line graph. Opportunity to represent burning in a word and symbolic equation H<sub>2</sub> and C combustion.</p> <p>Opportunity to create own work equations.</p>	<p>Pupils will investigate what unbalanced forces can do to a moving and stationary object. Investigate and analyse forces on falling objects and how to change the amount of air resistance. Know about the forces on floating objects.</p> <p>Opportunity to investigate importance of streamlining in and air resistance in transport.</p>	<p>Pupils will be able to draw a graph to show results</p> <p>Be able to carry out a fair test to investigate and analyse the size of a shadow.</p> <p>Know some factors that could change the size and shape of a shadow.</p> <p>Be able to interpret complicated ray diagrams of shadows. Opportunity to investigate the structure of the eye.</p>	<p>Pupils will investigate how the thickness and length of a wire affects the brightness of bulbs in a circuit and analyse and make connections with resistance.</p> <p>Know and use the 11+ circuit symbols in drawing and constructing functioning series and parallel circuits. Opportunity to use LDR and LEDs in circuits.</p>

## 18 SPANISH

<b>Year 5 SPANISH</b> <p>Themes to be covered:</p> <p>The house</p> <p>Family</p> <p><b>VAPs:</b> Extended work on family description and additional project based work</p> <p><b>ESR:</b> Understanding the makeup of Spanish families and the role of grandparents within this - study the Spanish royal family</p> <p><b>SMSC:</b> Cultural: Respecting other cultures</p> <p><b>Social:</b> Listening to each other and treating each other equally</p> <p><b>Cross-curricular:</b> PSHE; looking at different types of family</p> <p><b>Fundamental British Values:</b> Actively promoting tolerance of others, particularly from other family backgrounds, appreciating other cultures (the role of the woman)</p> <p><b>P4C:</b> Why learn languages? Debate</p> <p><b>ESR:</b> Christmas in Spain (Write your own villancico)</p> <p><b>Cross-curricular English - using dictionaries</b></p> <p>Language to be covered:</p> <p>Giving opinions and using the negative</p> <p>Practicar / Jugar verbs for sports</p> <p>Questions and answering</p> <p>Stem-changing verbs</p> <p>Regular verbs and reflexive verbs</p> <p>Irregular verbs estar, jugar, dormir, hacer</p> <p>time phrases using hay</p>	<p><b>Themes to be covered:</b></p> <p>Jobs around the house</p> <p>Food</p> <p><b>VAPs:</b> Independent research on employment / work in Hispanic countries</p> <p><b>Fundamental British Values:</b> Actively promoting tolerance of others, the role of government and links to employment. British Institutions - Role of Church (foodbanks)</p> <p><b>ESR:</b> Food differences in United Kingdom and Hispanic countries</p> <p><b>ESR:</b> Typical breakfast format in Spain and Spanish school lunches - difference - discuss the root of these differences</p> <p><b>Cross-curricular RS and History</b></p> <p><b>Cross-curricular with Science - Create a food diary</b></p> <p><b>ESR/SMSC:</b> Stereotypes discussion</p> <p>Language covered:</p> <p>Opinions</p> <p>Making and answering questions</p> <p>indefinite and definite articles</p> <p>expressions of frequency</p> <p>desayunar verb (<b>comer and cenar verb extension</b>)</p>	<p>Themes to be covered:</p> <p>Sports and Free-time activities</p> <p>Adverbs of frequency to discuss how often you do something</p> <p>Days of the week</p> <p>Pronouns and regular verb patterns</p> <p><b>SMSC:</b> Cultural: Respecting other cultures</p> <p><b>Social:</b> Listening to each other and treating each other equally</p> <p><b>Cross-curricular:</b> Art: Making diaries English: Writing a week long diary - proofreading - re-drafting</p> <p><b>Fundamental British Values:</b> Actively promoting tolerance of others, appreciating other cultures, Democracy: Olympics and Olympic process</p> <p><b>ESR:</b> Free-time activities - difference between countries and possible reasons for this</p> <p>Language to be covered:</p> <p>tocar verb</p> <p>Regular verbs</p> <p>giving opinions</p> <p>nouns and genders</p> <p>adjective endings</p>
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<b>Working towards</b>	<p>I can understand a range of familiar spoken phrases      I can give short, simple responses to what I hear using short phrases      I can show that I understand the main points and personal responses in short written texts in clear printed script made up of familiar language in simple sentences      I can write a few short sentences, with support, using expressions that I have already learnt</p>	<p>I can understand a range of familiar spoken phrases      I can give short, simple responses to what I hear using short phrases      I can show that I understand the main points and personal responses in short written texts in clear printed script made up of familiar language in simple sentences      I can write a few short sentences, with support, using expressions that I have already learnt</p>	<p>L I can understand a range of familiar spoken phrases      S I can give short, simple responses to what I hear using short phrases      R I can show that I understand the main points and personal responses in short written texts in clear printed script made up of familiar language in simple sentences      W I can write a few short sentences, with support, using expressions that I have already learnt</p>
<b>Expected -</b>			
<b>Expected</b>	<p>I can show that I understand the main points from spoken passages made up of familiar language      I can use short phrases to express personal responses, although I use mainly memorised language I occasionally adapt or substitute language      I am beginning to use context to work out the meaning of unfamiliar words      I can write short phrases from memory, my spelling is readily understandable</p>	<p>I can show that I understand the main points from spoken passages made up of familiar language      I can use short phrases to express personal responses, although I use mainly memorised language I occasionally adapt or substitute language      I am beginning to use context to work out the meaning of unfamiliar words      I can write short phrases from memory, my spelling is readily understandable</p>	<p>L I can show that I understand the main points from spoken passages made up of familiar language      S I can use short phrases to express personal responses, although I use mainly memorised language I occasionally adapt or substitute language      R I am beginning to use context to work out the meaning of unfamiliar words      W I can write short phrases from memory, my spelling is readily understandable</p>
<b>Expected +</b>			
<b>Exceeding</b>	<p>I can show that I understand the main points from spoken passages made up of familiar language in more detailed sentences      I can use my knowledge of grammar to adapt and substitute single words and short phrases      I can use context to work out the meaning of unfamiliar words when reading on my own and I know how to use a bilingual dictionary or glossary      I can adapt my knowledge of grammar to substitute words and short phrases   <b>: I can extend my work by using another tense and a wider range of vocabulary. I can speak about a range of situations.</b></p>	<p>I can show that I understand the main points from spoken passages made up of familiar language in more detailed sentences      I can use my knowledge of grammar to adapt and substitute single words and short phrases      I can use context to work out the meaning of unfamiliar words when reading on my own and I know how to use a bilingual dictionary or glossary      I can adapt my knowledge of grammar to substitute words and short phrases   <b>: I can research facts about the lives of people living in poverty in South American countries and share my findings with the class</b></p>	<p>L I can show that I understand the main points from spoken passages made up of familiar language in more detailed sentences      S I can use my knowledge of grammar to adapt and substitute single words and short phrases      R I can use context to work out the meaning of unfamiliar words when reading on my own and I know how to use a bilingual dictionary or glossary      W I can adapt my knowledge of grammar to substitute words and short phrases   <b>Ext: I can extend my spoken and written Spanish to use a wider range of opinions and add to my reasons as to why I feel a certain way</b></p>

TOPIC	AUTUMN	SPRING	SUMMER
Year 6 SPANISH	<p>Themes to be covered:</p> <p>Geography</p> <p>Places in the town</p> <p>Weather</p> <p><u>Literacy: Gloria Fuentes poetry</u></p> <p><u>Numeracy: Plural nouns</u></p> <p>ESR: Understanding the Geography of Hispanoamerica</p> <p>SMSC: Cultural: Respecting other cultures and festivals</p> <p>Social: Listening to each other and treating each other equally</p> <p>Cross-curricular: English: writing poetry/ Geography - maps and capitals</p> <p>Fundamental British Values: Actively promoting tolerance of others,</p> <p>Public Institutions: Translating and defining in Spanish</p> <p>ESR/Cross-curricular Geography: Weather/Climate in other countries/ Flags/ maps of the world/</p> <p>Authentic texts: Gloria Fuentes poetry (Cross-curricular English)</p> <p>Latin American song about countries / Antonio Machado poetry</p> <p>Language to be covered:</p> <p>Preferences and opinions</p> <p>Making and asking questions</p> <p>Expressions of frequency</p> <p>Adjectival agreement</p> <p>mucho and muy</p> <p>present tense verbs</p>	<p>Areas to be covered:</p> <p>Shopping</p> <p>In the market</p> <p>High numbers</p> <p>Fruit and vegetables</p> <p><b>ESR: Appreciating the importance of the market in Spain</b></p> <p><b>SMSC: Cultural: Respecting other cultures and festivals</b></p> <p><b>Social: Listening to each other and treating each other equally</b></p> <p><b>Cross-curricular: Maths - prices and quantities (numeracy)</b></p> <p><b>Science - healthy eating</b></p> <p><b>Fundamental British Values: Actively promoting tolerance of others, respect for other cultures as well as your own. Respecting difference. Democracy: looking at government systems linked to commercialism in Britain and Hispanic countries. The role of the bank as an Institution, as well as currency. (numeracy)</b></p> <p>Language to be covered:</p> <p>Articles</p> <p>Adjectival agreement</p> <p>Asking questions and answering</p> <p>Creating dialogues</p> <p>opinions</p>	<p><b>Research tasks</b></p> <p><b>Holidays</b></p> <p><b>Preparation for Year 6 Passport</b></p> <p><b>SMSC: Cultural: Respecting other cultures and festivals</b></p> <p><b>Social: Listening to each other and treating each other equally</b></p> <p><b>Cross-curricular:</b></p> <p><b>ESR:</b></p> <p><b>Fundamental British Values: Actively promoting tolerance of others, appreciating other cultures</b></p> <p>Language to be covered:</p> <p>Articles</p> <p>Adjectival agreement</p> <p>Asking questions and answering</p> <p>Creating dialogues</p> <p>opinions</p>

<b>Working towards</b>	L I can understand a range of familiar spoken phrases S I can give short, simple responses to what I hear using short phrases R I can show that I understand the main points and personal responses in short written texts in clear printed script made up of familiar language in simple sentences W I can write a few short sentences, with support, using expressions that I have already learnt	I can understand a range of familiar spoken phrases I can give short, simple responses to what I hear using short phrases I can show that I understand the main points and personal responses in short written texts in clear printed script made up of familiar language in simple sentences V I can write a few short sentences, with support, using expressions that I have already learnt	I can understand a range of familiar spoken phrases I can give short, simple responses to what I hear using short phrases I can show that I understand the main points and personal responses in short written texts in clear printed script made up of familiar language in simple sentences V I can write a few short sentences, with support, using expressions that I have already learnt
<b>Expected -</b>			
<b>Expected</b>	L I can show that I understand the main points from spoken passages made up of familiar language S I can use short phrases to express personal responses, although I use mainly memorised language I occasionally adapt or substitute language R I am beginning to use context to work out the meaning of unfamiliar words W I can write short phrases from memory, my spelling is readily understandable	I can show that I understand the main points from spoken passages made up of familiar language I can use short phrases to express personal responses, although I use mainly memorised language I occasionally adapt or substitute language I am beginning to use context to work out the meaning of unfamiliar words W I can write short phrases from memory, my spelling is readily understandable	I can show that I understand the main points from spoken passages made up of familiar language I can use short phrases to express personal responses, although I use mainly memorised language I occasionally adapt or substitute language I am beginning to use context to work out the meaning of unfamiliar words I can write short phrases from memory, my spelling is readily understandable
<b>Expected +</b>			
<b>Exceeding</b>	L I can show that I understand the main points from spoken passages made up of familiar language in more detailed sentences S I can use my knowledge of grammar to adapt and substitute single words and short phrases. I can speak using another tense. R I can use context to work out the meaning of unfamiliar words when reading on my own and I know how to use a bilingual dictionary or glossary. I can read a text using another tense. W I can adapt my knowledge of grammar to substitute words and short phrases. I can add another tense to my work. <b>Ext:</b> I can extend my work by using another tense and a wider range of vocabulary. I can speak about a range of situations	I can show that I understand the main points from spoken passages made up of familiar language in more detailed sentences I can use my knowledge of grammar to adapt and substitute single words and short phrases. I can speak using another tense. I can use context to work out the meaning of unfamiliar words when reading on my own and I know how to use a bilingual dictionary or glossary. I can read a text using another tense. W I can adapt my knowledge of grammar to substitute words and short phrases. I can add another tense to my work. <b>Ext:</b> I could create a map of a shopping centre in Spanish and describe it to others. I can act out a dialogue in a shop.	I can show that I understand the main points from spoken passages made up of familiar language in more detailed sentences I can use my knowledge of grammar to adapt and substitute single words and short phrases. I can speak using another tense. R I can use context to work out the meaning of unfamiliar words when reading on my own and I know how to use a bilingual dictionary or glossary. I can read a text using another tense. W I can adapt my knowledge of grammar to substitute words and short phrases. I can add another tense to my work. <b>Ext:</b> To create your own dialogues about travelling with another person

## 19 GEOGRAPHY

Year 5	We aim to provide pupils with an awareness of the World around them. We look at different environments, cultures and countries so that the pupils can develop informed ideas and opinions about issues in the World. We also aim to build on skills learned in Years 3 and 4, such as map work, analysing and interpreting information, research and helping the pupils to think for themselves.
Literacy	<ul style="list-style-type: none"> <li>To support literacy standards we expect all pupils to use</li> <li>'My writing checklist', 'sentence checklist' and 'BUG' in Years 4 and 5</li> <li>'My writing checklist', 'sentence checklist', 'BUG' and 'PEE' in Years 6, 7 and 8</li> <li>In addition all pupils will experience different forms of writing styles and genre including (newspapers, diary, letters, essays, biographies, persuasive writing, play scripts etc.)</li> <li>Core skills of punctuation, spelling and grammar will be supported throughout the delivery of the units of work.</li> </ul>

TOPIC	AUTUMN	AUTUMN	SPRING	SPRING	SUMMER
Year 5 GEOGRAPHY	<b>OS Maps and Skills</b> Development of basic map skills on OS maps including: 4 fig. grid references, direction & distance; introduction to 6-fig. grid references, contour lines & recognising the shape of the landscape.	<b>The Polar Regions</b> A study of the ecosystem and the people that live there	<b>UK Climate</b> What affects our climate and why we have the weather that we have.	<b>Rainforests</b> A study of the ecosystem and the people that live there	<b>Kenya</b> Study of an LEDC. What it is like; what the landscape is like and how people live.
Working towards	Pupils will be able to complete basic skills such as direction, distance and scale and four figure grid references as covered in Year 4	Pupils will be able to describe the location of Polar Regions in the World and be able to describe some simple characteristics	Pupils will have a general idea of the climate in Britain and how it compares to other places	Pupils will be able to generally describe the location of rainforests in the World and describe a few general characteristics	Pupils will have a general idea of the location of Kenya and be able to identify a few basic characteristics
Expected -	Pupils will be able to build on those skills and be able to answer more complicated questions	Pupils will be able to explain more specific characteristics of Polar Regions such as climate and some of the vegetation, the wildlife and how the indigenous population live	Pupils will be able to provide a brief description of the climate of Britain, ie, where it is warmest and coldest and where it rains the most	Pupils will be able to explain more specific characteristics of the rainforest such as climate and some of the vegetation, the wildlife and how the indigenous population live	Pupils will be able to describe more detailed characteristics of the country such as its physical geography and how people in the country live

<b>Expected</b>	Pupils will be able to attempt more advanced map skills such as six figure grid references and height on maps	Pupils will be able to provide detailed descriptions of how vegetation and wildlife are adapted to living in the rainforest. They should also have a basic understanding of how Inuits have adapted their life to live in this environment	Pupils will be able to offer a brief explanation of the pattern of climate	Pupils will be able to provide detailed descriptions of how vegetation and wildlife are adapted to living in the rainforest and have a basic understanding of deforestation	Pupils will be able to describe the different regions of Kenya and identify the differences of the different areas
<b>Expected +</b>	Pupils will be able to display an aptitude for map skills and be able to answer more complicated map questions	Pupils will be able to provide a real insight into life in Polar regions for the people and wildlife	Pupils will be able to offer a detailed explanation of the pattern of climate in Britain	Pupils will have a more detailed understanding of the causes, effects and solutions to deforestation	Pupils will be able to describe how developed Kenya is
<b>Exceeding</b>	Pupils will be able to demonstrate an in depth understanding of this topic. They might be able to complete more complicated map skills such as cross sections and six figure grid references with ease and be able to use map evidence to answer detailed geographical questions	Pupils will be able to demonstrate an in depth understanding of this topic. They could also be able to explain how the activities of people can have an influence on Polar Regions. They could also develop their own opinion about these issues backed up with evidence	Pupils will be able to demonstrate an in depth understanding of this topic, they might also demonstrate an understanding of how the climate in Britain may be changing due to Global Warming and be able to provide a balanced opinion on this issue using evidence based on independent research	Pupils will be able to demonstrate an in depth understanding of this topic. They might be able to explain the impact of human activity in the wider world has on the rainforest and how deforestation can affect the wider world. They could offer a balanced argument with evidence of independent research	Pupils will be able to demonstrate an in depth understanding of this topic. They might be able to provide a detailed description of how the way of life in Kenya varies from that of the UK; they should also have an empathy with the people in Kenya and be able to articulate that

<b>Year 6</b>	<b>We aim to provide pupils with an awareness of the World around them. We look at different environments, cultures and countries so that the pupils can develop informed ideas and opinions about issues in the World. We also aim to build on skills learned in Years 3 and 4, such as map work, analysing and interpreting information, research and helping the pupils to think for themselves.</b>
<b>Literacy</b>	<ul style="list-style-type: none"> <li>To support literacy standards we expect all pupils to use:</li> <li>'My writing checklist', 'sentence checklist' and 'BUG' in Years 4 and 5</li> <li>'My writing checklist', 'sentence checklist', 'BUG' and 'PEE' in Years 6, 7 and 8</li> <li>In addition all pupils will experience different forms of writing styles and genre including (newspapers, diary, letters, essays, biographies, persuasive writing, play scripts etc.)</li> <li>Core skills of punctuation, spelling and grammar will be supported throughout the delivery of the units of work.</li> </ul>

<b>TOPIC</b>	<b>AUTUMN</b>	<b>AUTUMN</b>	<b>SPRING</b>	<b>SUMMER</b>
<b>Year 6 GEOGRAPHY</b>	<p><b>OS Maps and Skills</b> Development of basic map skills 4 &amp; 6 fig. grid references; OS map symbols; using scale when measuring distance on maps; follow routes and use compass directions. <b>Where do we live?</b> Learning about Felsted &amp; its environment – including some fieldwork; knowing basic facts about Essex; Britain &amp; Europe – study various locations.</p>	<p><b>Japan &amp; Development</b> What is development? What is a LEDC/MEDC? How do we measure development? Study of an MEDC. What the country is like; what is there and how people live.</p>	<p><b>Climate change</b> Understanding what global warming is and then the possible causes, effects and solutions.</p>	<p><b>Farming</b> We will look at the factors affecting farming and farming patterns around the World. Then we examine farming in Britain and investigate how farming methods have changed and then finish with issues in farming.</p>
<b>Working towards</b>	Pupils will be able to complete basic skills such as direction, distance and scale and four figure grid references. Pupils must also be able to provide a basic description of where we are in the World	Pupils will have a basic understanding of what Development is and understand basic terms such as MEDC's and LEDC's . Pupils must be able to identify where Japan is and have an idea of what the country is like	Pupils will develop an basic understanding of what climate change and the greenhouse effect is	Pupils will have a basic understanding of farming and the factors that affect it
<b>Expected -</b>	Pupils will be able to complete basic map skills with ease and have a reasonable understanding of where we are in the World.	Pupils will be able to understand the basic characteristics of MEDC's and LEDC's such as where they are in the World. Pupils should be able to provide a basic description of Japan's location and be able to identify some of its physical and human features.	Pupils will be able to demonstrate that they understand some of the basic causes, effects and solutions to climate change	Pupils will be able to identify and be able to provide a brief description of the different types of farming and why they locate where they do in Britain

<b>Expected</b>	Pupils will be able to complete more advanced map skills such as six figure grid references and height on maps. They should also be able to provide a more detailed description of where we are in the World	Pupils will be able to use certain indicators to measure how developed certain countries are. Pupils should have an understanding of why Japan suffers from so many natural hazards and how it affects the people	Pupils will be able to develop their own thoughts and opinions about climate change, particularly how to solve the issue. They should be able to articulate these ideas to others	Pupils will be able to understand the changes that have taken place in farming and why they have happened
<b>Expected +</b>	Pupils will be able to display a real aptitude for map skills and be able to describe where we are on a local and national scale.	Pupils will be able to use these indicators to justify why some countries are more developed than others. Pupils could develop a detailed understanding of plate tectonics and how Japan copes with these hazards	Pupils will be able to develop a well researched opinion on climate change and confidently deliver it to an audience. They could also consider the views of others	Pupils will be able to describe in detail the factors affecting farming and the changes that have taken place.
<b>Exceeding</b>	Pupils will be able to demonstrate an in depth understanding of this topic. They might be able to complete more complicated map skills such as cross sections and be able to use map evidence to answer detailed geographical questions. They might also be able to provide a very detailed description of where we are in the World demonstrating independent research.	Pupils will be able to demonstrate an in depth understanding of this topic . They might be able to question the issue of Development and the inequality in the World using all of the indicators of development and demonstrating independent research. They might provide a detailed insight into life in Japan with evidence of their own research. They might have an empathy with these people and how they live, comparing it to their life in the UK.	Pupils will be able to demonstrate an in depth understanding of this topic. They might also develop their understanding enough to challenge the ideas of climate change, for example, is it a conspiracy and is it just happening naturally? They might provide a balanced argument demonstrating independent research	Pupils will be able to demonstrate an in depth understanding of this topic. They might also develop an understanding of the key issues facing farming today and how farmers deal with it with evidence of their own research.

## 20 HISTORY

TOPIC	AUTUMN	AUTUMN	AUTUMN	AUTUMN
<b>Year 5 HISTORY</b>	<b>General introduction to the Tudor era</b>	<b>Henry VIII</b>	<b>Religious conflict</b>	<b>Edward VI and Mary I</b>
<b>Working towards</b>	To know about chronological order and where the Tudors lie on a timeline. How they came to the throne and the line of monarchs.	To know that Henry had six wives and 3 children. They will know about his interests and general personality. Be able to recognise him from portraits both young and old.	All pupils to know which religion England was at the time that Henry VIII came to power. To recognise basics of Catholic Church. All to know that Henry had a strong belief. Understand the definition of key words.	To understand the consequences of these actions and how throughout history religion has been a constant source of conflict that affects world peace.
<b>Expected -</b>	To understand how a family tree works and how the next monarch is chosen.	To remember in chronological order why Henry married each wife, what happened to each wife and which of them had children.	Pupils will know about 'Dissolution of monasteries' and 'Reformation'	To know that Edward was the next monarch – followed by Mary. They will know of reasons why he was first although youngest child. Pupils will know an overview of their reigns.
<b>Expected</b>	To understand the story behind the War of the Roses and be able to add detail to the basic outline.	To understand the rules around the heir to the throne and issues raised by this.	To examine and record the cause of Henry's divorce and investigate the break with the church and the origin of the C of E. To be able to understand the differences between Catholic worship and Protestant worship.	To be able to compare & contrast the Catholic and Protestant faith through the use of illustrations examine how the churches and services differ.
<b>Expected +</b>	To explain and link all the events together chronologically and how they affected and upset the balance of power in England.	To understand the religious consequences of Henry's attempt to divorce Catherine of Aragon. To recognise the reasons why a divorce was needed – a male heir!	To investigate why Henry wanted the Dissolution of the Monasteries.	To understand why there was a persecution of the protestants during Mary's reign.
<b>Exceeding</b>	To further research and independent reading around the topic will be able to analyse the attempts by Henry VII to unite the warring families by marriage.	To complete extended reading to be able to explain the implications of Catherine original marriage to Henry's older brother.	Some pupils will evaluate the far reaching consequences of the break from Rome	To make links and connections with other periods of persecution because of faith. To evaluate why the chosen form of execution was burning at the stake.

TOPIC	SPRING	SPRING	SPRING
<b>Year 5 HISTORY</b>	<b>Rogues &amp; Vagabonds Crimes &amp; Punishments</b>	<b>Elizabeth I &amp; Mary, Queen of Scots</b>	<b>Spanish Armada</b>
<b>Working towards</b>	To know that the breakup of the monasteries caused many problems. Pupils have a basic understanding of the different punishments used in Tudor times.	To know about Elizabeth's early life & problems she faced. Study the issue/problems Elizabeth faced being a female monarch. Examine and record the life of Mary, Queen of Scots.	To recall the causes of the Spanish Armada and Philip II's plan. They will also know the people involved in this story.
<b>Expected -</b>	To recognise that a punishment generally matches the crime. They will be able to understand that some poor people turned to begging and know the different names of various rogues.	to understand the family connection between Elizabeth and Mary and follow the 'story' through the various plots and intrigue.	To be able to follow the outline of the conflict and use mapping to understand the route of the Armada.
<b>Expected</b>	To debate the idea that many would rather beg than earn an honest living and be able to describe in detail the things they did to trick people out of their money.	To demonstrate a deeper understanding of the pressures on these women and their need to be successful in the roles they performed.	To understand the consequences of the eventual outcome. They should recognise that once again religious reasons have affected a country's decisions.
<b>Expected +</b>	To able able to compare the cause of modern poor and the role of the government to that of Tudor times	To analyse and provide evaluation to reach a reasoned judgement on the religious angle of this story and be fully aware of the reasons Elizabeth had Mary kept under guard for so long.	To analyse why this was a key English victory that resulted in a 'Golden Age' of discovery and strength, using variety of sources. To understand the key tactics used especially by the English navy.
<b>Exceeding</b>	To analyse and examine, record and understand Tudor Poor Laws using a range of historical sources.	To use a range of sources on this topic to investigate historical issues interpretations and why they may differ on this topic area.	To investigate the impact of the topics and evaluate their impact on a country's fortunes for many years to come.

TOPIC	SUMMER	SUMMER	SUMMER
Year 5 HISTORY	The Stuart Era Gunpowder Plot	Plague	Tudor and Stuart social and cultural life
Working towards	To know that the Tudor era ended when Elizabeth died without having children and that the Stuart king James was recognised as the next heir. The will know the basic story of the Gunpowder plot.	To know the plague was a terrible disease that affected lots of people throughout history. They will know the basic symptoms and crazy cures put forward.	To know about various topics concerned with social and cultural life. The differences between rich and poor will be known by showing which materials were used and how designs differed.
Expected -	To understand the religious context of the plot and have a wider grasp of the details.	To build upon this by understanding how the plague was passed and the various attempts to stop the spread of the disease.	To understand the idea of social class and compare and contrast with other eras including present day.
Expected	To understand how the plot was discovered and investigate the notion that history hinges on such small details as luck or weather conditions.	To understand the role of the Plague doctor and how bodies were disposed of.	To deeper a understanding across a number of areas recognising that opportunities and education was based on social class.
Expected +	To develop a deeper understanding of the story and begin to examine and research the idea that the plot was actually 'orchestrated' by the Protestant forces.	To evaluate contemporary ideas of the cause and stopping its spread.	To recognise from visual images the various differences between the designs/materials and cost of the different types of housing, clothes etc.
Exceeding	To compare and contrast the complete overview of all possible conspiracy theories by some independent research.	To extend their learning through reading and independent research to look at other eras where the plague was rife.	To complete independent research and reading to be able to recognise how building methods, fashions and fads have influenced other eras.

## EXTENDED PROJECT YEAR 5

<u>Preparation for Citizenship Week AND EXAM REVISION</u> <u>Preparation for Tudor visit</u>	<p>A visit to a Tudor Re-Creation gives children far more than a history lesson.  <u>Stepping back in time</u>  Walking through the Time Tunnel is like stepping back in time to Tudor England. When the children emerge on the other side there is no 21st Century. You see people going about their business. And with every child in Tudor costume, they are accepted onto the Manor as visitors.  You can explore science, for example;</p> <ul style="list-style-type: none"> <li>• At the alchemists and forge - How can metal be shaped? How is gunpowder made?</li> <li>• At the felters - why does soap and wool create felt?</li> <li>• In the kitchens, bakery, dairy, sotlers and alehouse - How do the bread-fired ovens work? Why does cheese set or ale ferment?</li> <li>• In the garden and stillroom - What is a good cure for a sore throat?</li> </ul> <p>Or how about exploring the use of language, art, social cohesion or health? Or the differences between the lives of the rich and the poor, and how they both depend on each other?</p>
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TOPIC	AUTUMN	AUTUMN	AUTUMN
Year 6 HISTORY	<b>General introduction to the causes of World War Two</b>	<b>Hitler's rise to power, response and actions</b>	<b>Failure of Appeasement - War declared</b>
<b>Working towards</b>	To know about the end of World War One and the subsequent Treaty of Versailles in terms of its content and which major world leaders were involved in putting the agreement together.	To have knowledge of Hitler's role in bringing Europe to the brink of war. Pupils will have information about his background and upbringing. They will also be able to recall basic facts about him coming to power and his response to the constraints of the Treaty.	To know that there were massive attempts to avoid war. An understanding of the notion of compromise and negotiation would be expected as a starting point. Knowledge of the key events that led to the failure of appeasement such as Sudetenland/Czechoslovakia and invasion of Poland.
<b>Expected -</b>	To understand the importance of the Treaty within World and European history and how it led to war.	To be able to understand why Hitler responded as he did and that previous happenings affect current actions.	To understand the term 'appeasement' and understand the attempts to negotiate a peaceful route through Hitler and Germany's anger and frustrations. There will be an understanding of the role played by Neville Chamberlain.
<b>Expected</b>	To appreciate the contents of the Treaty in terms of its impact and be able to explain how events during this time had an effect on the lives of those living through it, especially in Germany.	To possess a deeper understanding of events such as the union between Germany and Austria and appreciate the likely consequences of Hitler's actions.	To appreciate the notion of appeasement from both sides of the argument and be able to articulate this. An understanding of why Hitler was continually ignoring agreements and demands for peace.
<b>Expected +</b>	To describe and explain in greater detail the contents of the Treaty and understand the reasons why they led to another war.	To be able to explain and link all the events together chronologically and how they affected and upset the political balance of power in Europe.	To explain the wider implications of failure and how public opinion was turning against Neville Chamberlain.
<b>Exceeding</b>	To compare and contrast independent reading and research in order to add more detail to the overall causes of World War Two beyond the contents and impact of the Treaty itself.	To further research and independent reading around the topic will be able to explain the wider ramifications across Europe and indeed into other parts of the world.	Undertake research and extended reading, understand the events in a wider sense than just Britain and Germany.

TOPIC	SPRING	SPRING	SPRING	SUMMER
Year 6 HISTORY	From 'Phoney' war to Dunkirk	The Battle of Britain	British Home Front The Blitz	Evacuation
Working towards	To know what particular event led to war being declared on 3rd September 1939. Key events between declaration of war through to the evacuation of allied troops from Dunkirk will be known. The term 'phoney' war will be introduced.	To know the why, when and where of the Battle of Britain. They will know important dates and events that occurred. They will also be aware of the variety of defences Britain put in place to protect her shores from invasion.	To know about this period of the war – when and why Hitler changed tactics and began bombing London and other cities around Britain. Will have knowledge of damage and destruction.	To know what evacuation means and the practicalities of the process. They will know why it was deemed necessary and where the children were sent.
Expected -	To understand how these early key events are linked and begin to understand basic military tactics. A solid understanding of Allied countries and Axis countries and their respective leaders.	To understand the importance of this key period of the war. What Hitler was trying to achieve by the air attacks and where and what he was actually attacking.	To understand the impact that Hitler's campaign of bombing had on the infrastructure of British life. 'Keep calm and carry on' mentality will be appreciated.	To understand the reasons why evacuation occurred and that it was a very difficult time for families.
Expected	To appreciate and empathise with soldiers, family members left behind and ordinary civilians by understanding their feelings and emotions caught up in a war.	To grasp and appreciate the importance of this key battle within the war and how if Britain had lost how different things would be.	To understand and appreciate the importance of Churchill's role of boosting morale and bringing the people together to fight a common enemy during this period.	To appreciate and empathise with the situation. To understand from the position of an evacuated child but also from the mother's perspective.
Expected +	To examine the importance of public and political feeling towards Neville Chamberlain and his eventual resignation. The importance of new Prime Minister Winston Churchill role will be understood.	To be able to describe in depth the details of the Battle of Britain and explain the relative change in tactics and how on occasions luck, bad timing and incompetence can have positive or damaging consequences.	To be able to clearly explain the reasons why this was a crucial period of the war. They will be able to empathise with the feelings and emotions of those individuals involved.	To describe in-depth the day to day experiences of an evacuated child. How often they were separated from siblings, segregated from local children and treated unkindly by their new guardians.
Exceeding	To develop their knowledge and understanding by independent reading and further research.	To complete some extended research into aircraft designs, famous and successful pilots to add yet more colour to the events of the air war and its overall importance and place in eventual victory.	The complete in-depth understanding of the consequences of Hitler's campaign by further reading and independent research.	To be able to study closely the long term effects that a period of evacuation had on a child and their family. May also begin to look at treatment of Jews.

TOPIC	SUMMER	SUMMER	SUMMER
Year 6 HISTORY	<b>Evacuation</b>	<b>Rationing</b>	<b>The Normandy Landings 'Victory in Europe'</b>
Working towards	To know what evacuation means and the practicalities of the process. They will know why it was deemed necessary and where the children were sent.	To know that rationing of food and other 'stuff' was required. Pupils will have knowledge of the reasons why this was needed during, and indeed after, the war.	about the D-Day landings on the Normandy beaches. They will know which countries were involved and the basic tactics of the campaign.
Expected -	To understand the reasons why evacuation occurred and that it was a very difficult time for families.	To understand about the need for rationing and about making sure British troops were fed and equipped to fight the war. They will understand that many of the rationed products came from abroad and importing was difficult.	understand the depth and importance of the landings including the huge amount of planning that went into a campaign of this nature. Some pupils will be able to appreciate and understand the complexity of the organisation.
Expected	To appreciate and empathise with the situation. To understand from the position of an evacuated child but also from the mother's perspective.	To appreciate that times were difficult – a 'mend and make do' mentality was required. They will also be making links that there was a thriving 'black market' in place too.	appreciate that many hurdles had to be overcome by amazing feats of invention and design.
Expected +	To describe in-depth the day to day experiences of an evacuated child. How often they were separated from siblings, segregated from local children and treated unkindly by their new guardians.	To explain how many of these experiences have had a profound effect on our culture to this day.	To explain the secretive nature of the planning and that there was a huge network of spies and ploys used to confuse Germany. An understanding of the important role that nature has in deciding whether a plan can be put into action.
Exceeding	To be able to study closely the long term effects that a period of evacuation had on a child and their family. May also begin to look at treatment of Jews.	To be able to analyse and explain in greater depth the effect that rationing had on Britain's socio-economic future coming out of the war.	To analyse the importance of the landings towards the 'end game' and eventual victory in Europe through further research and reading.

## EXTENDED PROJECT YEAR 6

<b>PASSPORT AND EXAM REVISION</b>	<p>To gain some level of empathy and understanding of what life was like during the war. Through research on actual events during WWII &amp; first-hand accounts create an imaginative diary of what life was like for 'you'.</p> <p>'You' can be your choice: evacuated child battle of Britain pilot and Army' girl litz survivor or any other person with a story to tell.</p>
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## 21 RELIGIOUS STUDIES

TOPIC	AUTUMN	SPRING	SUMMER
Year 5 RS	<b>What is the best way for a Christian to show commitment to God?</b>	<b>How significant is it for Christians to believe that God intended Jesus to die?</b>	<b>What is the best way for a Sikh to show commitment to God?</b>  <b>Followed by independent study and presentation. Students will pick something we have looked at so far and to explore in more depth.</b>
Working towards	I can express why showing commitment to something may be a good thing. I can describe some of the ways that Christians choose to show commitment to God and am starting to understand that they may do this in different ways. I can start to understand there are different degrees of commitment and that's up to individual Christians.	I can say how some events in Holy Week tell Christians about Jesus' purpose/destiny. I can consider important questions about whether Jesus knew He was going to be crucified.	I can express why showing commitment to something may be a good thing. I can describe some of the ways that Sikhs choose to show commitment to God and am starting to understand that they may do this in different ways. I can start to show I understand that Sikhs make choices about how they show commitment to God.
Expected -			
Expected	I can show an understanding of why people show commitment in different ways. I can describe how different practices enable Christians to show their commitment to God and understand that some of these will be more significant to some Christians than others. I can explain why I think some ways of showing commitment to God would be better than others for Christians.	I can give an example of someone with a strong sense of purpose for their life and give my opinions on this. I can start to explain whether God intended Jesus to be crucified or whether Jesus' crucifixion was the consequence of events during Holy Week. I can start to express my opinion about Jesus' crucifixion being his destiny/purpose.	I can show an understanding of why people show commitment in different ways. I can describe how different practices enable Sikhs to show their commitment to God and understand that some of these will be more significant to some Sikhs than others.

			I can start to express what I think about the best way a Sikh could show commitment to God.
Expected +			
Exceeding	<p>I can explain why one way of showing commitment may not be better than another.</p> <p>I can explain why it is important to Christians to show their commitment to God and can describe different ways they choose to do this.</p> <p>I can explain that individuals choose to show different degrees of commitment to their religion and can relate this to commitments I make in my life</p>	<p>I can start to show an understanding of the difference between purpose and destiny.</p> <p>I can consider whether God intended Jesus to be crucified or whether Jesus' crucifixion was the consequence of events during Holy Week and find supporting evidence.</p> <p>I can give my opinion about the importance for Christians of Jesus' death being part of God's plan.</p>	<p>I can explain why one way of showing commitment may not be better than another.</p> <p>I can explain why it is important to Sikhs to show their commitment to God and can describe different ways they choose to do this.</p> <p>I can give my opinion on what I think Sikhs should do to show commitment to God and explain why.</p>

TOPIC	AUTUMN	SPRING	SUMMER
Year 6 RS	What is the best way for a Muslim to show commitment to God?:  	Philosophical enquiry project: Is anything ever eternal?	Diploma Work: Why are holy books important to religious people?
Working towards	I can express why showing commitment to something may be a good thing. I can describe some of the ways that Muslims choose to show commitment to God. I can explain why there might be different ways of showing commitment.	I can start to show an understanding of the concept of eternity. I can describe what a Christian might learn about life after death from a Bible story. I can ask important questions about eternity.	I can explain how knowing that my actions have consequences makes a difference to the choices I make. I can describe some of the ways that Muslims try to lead lives respectful to God and start to say why this is important to them. I can identify why leading a good life might be a good idea and why people think this.
Expected -			
Expected	I can show an understanding of why people show commitment in different ways. I can describe how different practices enable Muslims to show their commitment to God and understand that some of these will be more significant to some Muslims than others. I can think of some ways of showing commitment to God that would be better than others for Muslims.	I can express the feelings I have when I think about situations or things I would like to last forever. I can make links between different Christian beliefs and their views on whether anything is ever eternal. I can reflect on my own beliefs about whether anything is eternal.	I can give examples of times my choices have been influenced and may have changed when I considered the consequences that might follow. I can explain how believing in Akhirah influences Muslims to do their best to lead good lives. I can recognise what motivates or influences me to lead a good life and compare it with what motivates and influences Muslims.
Expected +			

Exceeding	<p>I can explain why one way of showing commitment may not be better than another.</p> <p>I can explore why Muslims choose to show commitment to God in the ways that they do and how this might impact on their lives.</p> <p>I can explain that individuals choose to show different degrees of commitment to their religion and can relate this to commitments I make in my life,</p>	<p>I can explain the difference it would make to me to know that something was eternal.</p> <p>I can explain why Christians believe some things are eternal and the difference this makes to them.</p> <p>I can give my own answer to whether anything is eternal and give my reasons</p>	<p>I can start to explain how my beliefs about right and wrong, actions and consequences make a difference to the choices I make.</p> <p>I can explain how the belief in Akhirah influences Muslim decisions and choices as to how to behave towards God and other people.</p> <p>I can ask questions about life after death and explore how what I believe about this might influence my life.</p>
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## 22 PERSONAL, SOCIAL, HEALTH & CITIZENSHIP EDUCATION (PSHE)

Our Programme of Study for PSHE in Years 5 and 6 aims to develop skills and attributes such as resilience, self-esteem, risk-management, teamworking and critical thinking in the context of learning grouped into three core themes: health and wellbeing, relationships and living in the wider world (including economic wellbeing and aspects of careers education). PSHE education contributes to our statutory duties outlined in the Education Act 2002 and the Academies Act 2010 to provide a balanced and broadly-based curriculum and is essential to Ofsted judgements in relation to personal development, behaviour, welfare and safeguarding.

PSHE lessons also provide opportunities for pupils to listen to visiting speakers and join in with group discussions. During the course of the year all Year 6 pupils will follow a 6 week Mindfulness Programme.

PSHE is a subject whose curriculum remains flexible, adapting to both global and local contexts. As such, the order of the topics studied may shift from time to time, in order to reflect this.

TOPIC	AUTUMN	SPRING	SUMMER
Year 5 PSHE	<p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>• To recognise and respond to a wide range of feelings in others</li> <li>• Respecting differences</li> <li>• Anti-bullying</li> </ul> <p><b>Health &amp; Wellbeing</b></p> <ul style="list-style-type: none"> <li>• Informed choices 'a balanced lifestyle'</li> <li>• To cope with change and loss</li> <li>• Diet</li> <li>• </li> </ul> <p><b>Living in the Wider World</b></p> <ul style="list-style-type: none"> <li>• Importance of school rules</li> <li>• Living in a community</li> </ul> <p><b>PSHE calendar events</b></p> <ul style="list-style-type: none"> <li>• <i>E-Safety Workshop - Sept 28th</i></li> <li>• <i>Wellbeing Week - Oct 2nd-6th</i></li> <li>• <i>Healthy Living Workshop</i></li> <li>• <i>Anti-bullying Week - Nov 13-19th</i></li> <li>• <i>Wellbeing questionnaires</i></li> </ul>	<p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>• Establishing boundaries</li> </ul> <p><b>Health &amp; Wellbeing</b></p> <ul style="list-style-type: none"> <li>• Personal safety</li> <li>• Promoting self-esteem and coping with stress</li> </ul> <p><b>Living in the Wider World</b></p> <ul style="list-style-type: none"> <li>• Saving, spending and budgeting our money</li> <li>• To consider lives of people with different values and customs</li> </ul> <p><b>PSHE calendar events</b></p> <ul style="list-style-type: none"> <li>• <i>Visit from NSPCC</i></li> <li>• <i>Wellbeing Week</i></li> <li>• <i>Road Safety Week</i></li> <li>• <i>Bank visit</i></li> </ul>	<p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>• Periods talk with the nurse</li> <li>• Personal hygiene</li> </ul> <p><b>Health &amp; Wellbeing</b></p> <ul style="list-style-type: none"> <li>• Diet, exercise and how to make healthy choices</li> </ul> <p><b>Living in the Wider World</b></p> <p>PSHE calendar events</p> <ul style="list-style-type: none"> <li>• <i>Visit from the School Nurse</i></li> </ul>

TOPIC	AUTUMN	SPRING	SUMMER
Year 6 PSHE	<p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>• To recognise and manage stereotypes</li> <li>• Positive relationships and influences of peers</li> <li>• Anti-bullying</li> </ul> <p><b>Health &amp; Wellbeing</b></p> <ul style="list-style-type: none"> <li>• Strategies for keeping safe online; importance of protecting personal information</li> <li>• Strategies for managing feelings</li> <li>• Diet</li> </ul> <p><b>Living in the Wider World</b></p> <ul style="list-style-type: none"> <li>• To understand how and why rules are in place</li> <li>• Responsibilities and consequences</li> </ul> <p><b>PSHE calendar events</b></p> <ul style="list-style-type: none"> <li>• <i>E-Safety Workshop - Sept 28th</i></li> <li>• <i>Wellbeing Week - Oct 2nd-6th</i></li> <li>• <i>Healthy Living Workshops</i></li> <li>• <i>Anti-bullying Week - Nov 13-19th</i></li> <li>• <i>Wellbeing questionnaires</i></li> </ul>	<p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>• Managing conflict</li> </ul> <p><b>Health &amp; Wellbeing</b></p> <ul style="list-style-type: none"> <li>• Mental Health and emotional wellbeing, including body image</li> <li>• Influence of social media</li> </ul> <p><b>Living in the Wider World</b></p> <ul style="list-style-type: none"> <li>• Discrimination and racism</li> <li>• To appreciate the range of identities in the UK</li> </ul> <p><b>PSHE calendar events</b></p> <ul style="list-style-type: none"> <li>• <i>Visit from NSPCC</i></li> <li>• <i>Wellbeing Week</i></li> <li>• <i>Road Safety Week</i></li> <li>• <i>Bank visit</i></li> </ul>	<p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>• Relationships education</li> <li>• Periods and changes in the body</li> <li>• Personal hygiene</li> <li>• Personal values</li> </ul> <p><b>Health &amp; Wellbeing</b></p> <ul style="list-style-type: none"> <li>• Diet, lifestyle balance and unhealthy coping strategies</li> </ul> <p><b>Living in the Wider World</b></p> <ul style="list-style-type: none"> <li>• Human rights</li> <li>• Rights of the child</li> </ul> <p><b>PSHE calendar events</b></p> <ul style="list-style-type: none"> <li>• <i>Visit from the School Nurse</i></li> <li>• <i>Internationalism in Citizenship Week</i></li> </ul>

## 23 COMPUTING

TOPIC	AUTUMN	SPRING	SUMMER
<b>Year 5 COMPUTING</b>	<b>Non-Chronological Presentations. Basic Spreadsheets.</b>	<b>Online Testing. Flowol Programming Part 1. e-Safety.</b>	<b>Flowol Programming Part 2. Advanced 2-Dimensional Animation.</b>
<b>Working towards</b>	recognises that digital content can be represented in many forms; distinguishes between some of these forms and can explain the different ways that they communicate information; makes appropriate improvements to solutions based on feedback received, and can comment on the success of the solution.	understands that computers need precise instructions; shows an awareness of tasks best completed by humans or computers; uses diagrams to express solutions; knows what to do when concerned about content or being contacted.	designs solutions (algorithms) that use repetition and two-way selection i.e. if, then and else; uses diagrams to express solutions; makes judgements about digital content when evaluating and repurposing it for a given audience; recognises the audience when designing and creating digital content.
<b>Expected -</b>	recognises different types of data: text, number; appreciates that programs can work with different types of data; recognises that data can be structured in tables to make it useful; uses criteria to evaluate the quality of solutions, can identify improvements making some refinements to the solution, and future solutions.	understands what an algorithm is and is able to express simple linear (non-branching) algorithms symbolically; recognises ethical issues surrounding the application of information technology beyond school; demonstrates use of computers safely and responsibly, knowing a range of ways to report unacceptable content and contact when online.	designs solutions by decomposing a problem and creates a sub-solution for each of these parts; recognises that different solutions exist for the same problem; evaluates the appropriateness of digital devices, internet services and application software to achieve given goals.
<b>Expected</b>	understands the difference between data and information; knows why sorting data in a flat file can improve searching for information; uses filters or can perform single criteria searches for information; collects, organises and presents data and information in digital content; creates digital content to achieve a given goal through combining software packages and internet services to communicate with a wider audience; designs criteria to critically evaluate the quality of solutions, uses the criteria to identify improvements and	understands that algorithms are implemented on digital devices as programs; designs simple algorithms using loops, and selection i.e. if statements; identifies and explains how the use of technology can impact on society; demonstrates use of computers safely and responsibly, knowing a range of ways to report unacceptable content and contact when online.	understands that iteration is the repetition of a process such as a loop; recognises that different algorithms exist for the same problem; represents solutions using a structured notation; can identify similarities and differences in situations and can use these to solve problems (pattern recognition); justifies the choice of and independently combines and uses multiple digital devices, internet services and application software to achieve given goals; evaluates the trustworthiness of digital content and considers the usability of visual design features when designing and creating digital artifacts for a known

	can make appropriate refinements to the solution.		audience.
<b>Expected +</b>	performs more complex searches for information e.g. using Boolean and relational operators; analyses and evaluates data and information, and recognises that poor quality data leads to unreliable results, and inaccurate conclusions; designs criteria for users to evaluate the quality of solutions, uses the feedback from the users to identify improvements and can make appropriate refinements to the solution.	designs solutions by decomposing a problem and creates a sub-solution for each of these parts; recognises what is acceptable and unacceptable behaviour when using technologies and online services.	understands a recursive solution to a problem repeatedly applies the same solution to smaller instances of the problem; recognises that some problems share the same characteristics and use the same algorithm to solve both; understands the notion of performance for algorithms and appreciates that some algorithms have different performance characteristics for the same task; effectively designs and creates digital artefacts for a wider or remote audience.
<b>Exceeding</b>	defines data types: real numbers and Boolean; queries data on one table using a typical query language; documents user feedback, the improvements identified and the refinements made to the solution.	understands that iteration is the repetition of a process such as a loop; recognises that different algorithms exist for the same problem; explains and justifies how the use of technology impacts on society, from the perspective of social, economical, political, legal, ethical and moral issues; demonstrates responsible use of technologies and online services, and knows a range of ways to report concerns.	evaluates the effectiveness of algorithms and models for similar problems; recognises where information can be filtered out in generalizing problem solutions; uses logical reasoning to explain how an algorithm works; represents algorithms using structured Language. considers the properties of media when importing them into digital artefacts.

TOPIC	AUTUMN	SPRING	SUMMER
<b>Year 6 COMPUTING</b>	<b>Basic Webpage Design. Intermediate Spreadsheets. Online Testing.</b>	<b>Introduction to 3-Dimensional Animation. e-Safety. Computer Networks.</b>	<b>Young Engineers Pitch Letters. Basic Python Programming,</b>
<b>Working towards</b>	recognises that digital content can be represented in many forms; distinguishes between some of these forms and can explain the different ways that they communicate information; collects, organises and presents data and information in digital content; creates digital content to achieve a given goal through combining software packages and internet services to communicate with a wider audience; makes appropriate improvements to solutions based on	recognises ethical issues surrounding the application of information technology beyond school; navigates the web and can carry out simple web searches to collect digital content; demonstrates use of computers safely and responsibly, knowing a range of ways to report unacceptable content and contact when online; makes judgements about digital content when evaluating and repurposing it for a given audience; recognises the audience when designing and creating digital content.	understands what an algorithm is and is able to express simple linear (non-branching) algorithms symbolically; understands that computers need precise instructions; knows that users can develop their own programs, and can demonstrate this by creating a simple program in an environment that does not rely on text e.g. programmable robots etc.; executes, checks and changes programs; understands that programs execute by following precise instructions.

	feedback received, and can comment on the success of the solution.		
<b>Expected -</b>	defines data types: real numbers and Boolean; queries data on one table using a typical query language; makes judgements about digital content when evaluating and repurposing it for a given audience; recognises the audience when designing and creating digital content; understands the potential of information technology for collaboration when computers are networked; uses criteria to evaluate the quality of solutions, can identify improvements making some refinements to the solution, and future solutions.	understands the difference between the internet and internet service e.g. world wide web; shows an awareness of, and can use a range of internet services e.g. VOIP; recognises what is acceptable and unacceptable behaviour when using technologies and online services.	uses arithmetic operators, if statements, and loops, within programs; uses logical reasoning to predict the behaviour of programs; detects and corrects simple semantic errors i.e. debugging, in programs; evaluates the appropriateness of digital devices, internet services and application software to achieve given goals.
<b>Expected</b>	defines data types: real numbers and Boolean; queries data on one table using a typical query language; evaluates the appropriateness of digital devices, internet services and application software to achieve given goals; designs criteria to critically evaluate the quality of solutions, uses the criteria to identify improvements and can make appropriate refinements to the solution.	identifies and explains how the use of technology can impact on society; knows the difference between physical, wireless and mobile networks; justifies the choice of and independently combines and uses multiple digital devices, internet services and application software to achieve given goals.	achieve given goals; declares and assigns variables; uses post-tested loop e.g. 'until', and a sequence of selection statements in programs, including an if, then and else statement.
<b>Expected +</b>	understands how and why values are data typed in many different languages when manipulated within programs; justifies the choice of and independently combines and uses multiple digital devices, internet services and application software to achieve given goals; evaluates the trustworthiness of digital content and considers the usability of visual design features when designing and creating digital artifacts for a known audience; designs criteria for users to evaluate the quality of solutions, uses the feedback from the users to identify improvements and can make appropriate refinements to the solution.	explains and justifies how the use of technology impacts on society, from the perspective of social, economical, political, legal, ethical and moral issues. understands data transmission between digital computers over networks, including the internet i.e. IP addresses and packet switching; demonstrates responsible use of technologies and online services, and knows a range of ways to report concerns; effectively designs and creates digital artefacts for a wider or remote audience; considers the properties of media when importing them into digital artefacts.	creates programs that implement algorithms to achieve given goals; declares and assigns variables; uses post-tested loop e.g. 'until', and a sequence of selection statements in programs, including an if, then and else statement.

<b>Exceeding</b>	<p>effectively designs and creates digital artefacts for a wider or remote audience;</p> <p>considers the properties of media when importing them into digital artefacts;</p> <p>knows what a relational database is, and understands the benefits of storing data in multiple tables;</p> <p>documents user feedback, the improvements identified and the refinements made to the solution.</p>	<p>understands the ethical issues surrounding the application of information technology, and the existence of legal frameworks governing its use e.g. Data Protection Act, Computer Misuse Act, Copyright etc.;</p> <p>knows the names of hardware e.g. hubs, routers, switches, and the names of protocols e.g. SMTP, iMAP, POP, FTP, TCP/IP, associated with networking computer systems;</p> <p>uses technologies and online services securely, and knows how to identify and report inappropriate conduct.</p>	<p>understands the difference between, and appropriately uses if and if, then and else statements;</p> <p>uses a variable and relational operators within a loop to govern termination;</p> <p>designs, writes and debugs modular programs using procedures.</p>
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## 24 DESIGN, TECHNOLOGY & ENGINEERING

TOPIC	AUTUMN (1)	AUTUMN (1)	SPRING	SUMMER
Year 5 DTE	Linkages; pupils will learn how to make a variety of linkages before being set challenges that will test their understanding of this topic.	Work in a small team to build a scale model of a bird hide. The bird hide could be designed for Commercial or domestic use.	Make & modify an electric vehicle that can climb a ramp.	Design & make a shell for the pulley car made previously using Techsoft 2d design tools
Working towards	<ul style="list-style-type: none"> <li>- Be able to make the linkages demonstrated in lessons, some support may be needed to make them work.</li> <li>- Be able to complete independent tasks with some support.</li> </ul>	<ul style="list-style-type: none"> <li>- Be able to work safely with tools and equipment used in lessons, although some supervision is needed for tools such as glue guns &amp; knives.</li> <li>- Be able to work within a team to create a model of the design.</li> </ul>	<ul style="list-style-type: none"> <li>- Be able to work as part of a team to make a working small electric vehicle.</li> <li>- know the principles of basic electric circuits and be able to identify the components used.</li> </ul>	<ul style="list-style-type: none"> <li>- Be able to use the template supplied to produce a design that can be printed to colour in with pens etc...</li> </ul>
Expected -	<ul style="list-style-type: none"> <li>- Be able to identify the parts that make up a linkage such as fixed pivots &amp; moving pivots etc..</li> <li>- Make the linkages demonstrated independently, and be able to refine them with help to make them work more freely.</li> <li>- Be able to use tools and work in lessons sensibly and safely at all times.</li> </ul>	<ul style="list-style-type: none"> <li>- Be able to play an active role within a team to produce a model of the proposed idea.</li> <li>- Be able to make a frame using art straws that will support the shell of their building.</li> <li>- Be able to attach the shell pieces to the frame using the exact technique demonstrated to avoid burning fingers.</li> </ul>	<ul style="list-style-type: none"> <li>- Be able to make a working circuit that uses a switch to control the motor.</li> <li>- Be able to make a vehicle that can climb a small ramp.</li> <li>- Be able to use tools and work in lessons sensibly and safely at all times.</li> </ul>	<ul style="list-style-type: none"> <li>- Be able to use the basic drawing tools within Techsoft 2d design to produce a design that resembles their original idea.</li> <li>- Be able to produce a design close to their original sketch in Techsoft 2d design tools, demonstrating the ability to create neat and accurate drawings with the assistance of a teacher. The finished idea should be mostly coloured in demonstrating a basic understanding of the colour tools but may have one or two errors and be incomplete.</li> </ul>

<b>Expected</b>	<ul style="list-style-type: none"> <li>- Be able to identify the parts that make up a linkage such as fixed pivots &amp; moving pivots etc..</li> <li>- Make the linkages demonstrated independently, and be able to refine them with help to make them work more freely.</li> <li>- Be able to use tools and work in lessons sensibly and safely at all times.</li> </ul>	<ul style="list-style-type: none"> <li>- Be able to work completely independently in lessons with limited supervision when using tools.</li> <li>- Shell pieces will be cut to fit the frame well without gaps between edges and frame.</li> <li>- The design should be represented fully showing good planning and use of time throughout practical lessons.</li> </ul>	<ul style="list-style-type: none"> <li>- Be able to adapt the vehicle to climb steeper hills/ramps.</li> <li>- with some help be able to make a two way control switch to enable the vehicle to travel both backward &amp; forward.</li> <li>- The practical work complete should demonstrate the ability to measure &amp; cut accurately.</li> </ul>	<ul style="list-style-type: none"> <li>- Be able to use the basic drawing tools to create their original idea, as well as being able to add colour and text independently to develop their idea further.</li> <li>- To ensure that their Cad design is finished in the allotted time and is error free.</li> </ul>
<b>Expected +</b>	<ul style="list-style-type: none"> <li>- Have undertaken extension tasks in lessons such as the making of the bell crank linkage.</li> <li>- Independent tasks such as Percy the Piranha should be completed independently and the linkages made should be disguised fully within the covering picture.</li> <li>- Skill should be demonstrated when using a knife to produce clean cuts in the card.</li> </ul>	<ul style="list-style-type: none"> <li>- The design and model should demonstrate excellent knowledge of the skills taught in lessons.</li> <li>- Be able to reinforce the frame to make it stronger.</li> <li>- The model could have additional features that make the end product more appealing, demonstrating insight and good design consideration.</li> </ul>	<ul style="list-style-type: none"> <li>- Have undertaken extension tasks in lessons showing a greater knowledge and understanding of the principles/techniques taught.</li> <li>- Be able to make a reverse switch independently to control the electric motor.</li> <li>- A greater level of independence will be shown in lessons.</li> <li>- The chassis/frame of the vehicle should be different from the teachers exemplar model.</li> <li>- Be able to explain gear/pulley ratios and how they help control the power of the electric motor in relation to the challenge tasks.</li> </ul>	<ul style="list-style-type: none"> <li>- Have used Techsoft 2d design tools independently to design their car shell, as well as showing greater understanding of the more complex tools within the program to create a more complex design</li> </ul>

<b>Exceeding</b>	<ul style="list-style-type: none"> <li>- The free task toward the end of the project should demonstrate good working knowledge of linkages. This can be done by using more than one linkage to make the moving picture more interesting.</li> </ul>	<ul style="list-style-type: none"> <li>- Strong leadership skills could be demonstrated throughout the task.</li> <li>- An insightful evaluation could be completed at the end of the project detailing any changes made to the original design and any changes that could be made to improve its performance or appeal.</li> </ul>	<p>Evidence of ongoing evaluation will be evident, showing how testing has been used to make the design more effective.</p>	<p>- Development of the design could be evident, demonstrating ongoing evaluation when using CAD to improve the overall appeal of the car shell. Researching a theme could be used to achieve this to ensure a more realistic design is made.</p>
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<b>TOPIC</b>	<b>AUTUMN (1)</b>	<b>AUTUMN (1)</b>	<b>SPRING</b>
<b>Year 6 DTE</b>	Research, design & make a product that will make cyclist more visible to other road users at night.	Make an acrylic chair inspired by an animal/creature that can be used to seat a mobile phone or similar device	Learn, practice & develop drawing skills to enhance future design work.
<b>Working towards</b>	<ul style="list-style-type: none"> <li>- Be able to produce one design sketch of their proposed idea.</li> <li>- Be able to make a card model to represent their design idea, some support may be given.</li> <li>- Be able to sew using the running stitch to make a circuit with some support.</li> <li>- Be able to make and pin patterns onto fabric, although some support may be needed to cut out the fabric shapes.</li> <li>- Be able to join the fabric part together using a fabric adhesive.</li> </ul>	<ul style="list-style-type: none"> <li>- Be able to use the design template given to them to make a card model of their intended design, and use this to mark out the shape they intend to cut on acrylic sheet.</li> <li>- Be able to cut, form and join acrylic to make a working prototype that needs further development to work. .</li> </ul>	<ul style="list-style-type: none"> <li>- Templates may be needed to help these pupils structure their work.</li> </ul>

Expected -	<ul style="list-style-type: none"> <li>- Be able to produce more than one design idea that outlines their intentions within the project. Colour and some annotation should be used.</li> <li>- A model should be made using card to represent their idea.</li> <li>- A working prototype should be made; some edges may be unevenly cut but most work should be completed independently. The fabric parts may be joined with stitches or a fabric adhesive.</li> <li>- A working circuit should be incorporated into the prototype.</li> </ul>	<ul style="list-style-type: none"> <li>- Be able to make a card model that can be used as a template for marking out; some help may be needed to ensure squareness of your design.</li> <li>- Be able to mark out their design onto the acrylic sheet, using a try square to ensure accuracy.</li> <li>- Be able to cut, shape &amp; join acrylic independently to make a working prototype that resembles their original design.</li> </ul>	<ul style="list-style-type: none"> <li>- Good attempts at the techniques taught will be evident but minor mistakes in proportion/line weight may be evident.</li> <li>- A ruler or stencils may be needed to help these pupils construct their sketches</li> </ul>
Expected	<ul style="list-style-type: none"> <li>- Be able to produce a range of design ideas that meet the needs of the design brief. The sketches should include colour and annotation to help explain pupils thoughts.</li> <li>- Have made a card model of the proposed idea that can be used to make patterns during the making process. The model should be labelled and to scale.</li> <li>- Be able to make &amp; use patterns to allow them to manufacture the fabric parts needed for their project.</li> <li>- Be able to sew using the running stitch and have a basic understanding of the parallel circuit used within this project with a suitable switch.</li> <li>- An evaluation should be completed at the end of the project to reflect on what has been learned throughout the project.</li> </ul>	<ul style="list-style-type: none"> <li>- More than one card template should be made to explore options.</li> <li>- Be able to mark out their design onto the acrylic sheet, using a try square to ensure accuracy.</li> <li>- Cut accurately along the lines drawn on the acrylic sheet to carefully shape their prototype.</li> <li>- Bend the acrylic at 90 degree angles &amp; be able to use the adhesive safely and accurately to form a fully functioning prototype.</li> <li>- An evaluation should be completed at the end of the project to reflect on what has been learned throughout the project.</li> <li>- An evaluation should be completed at the end of the project to reflect on what has been learned throughout the project.</li> </ul>	<ul style="list-style-type: none"> <li>- Make use of the structure technique taught to create unique design ideas in 2D.</li> <li>- Be able to draw straight lines, curves &amp; small circles freehand without the use of stencils.</li> <li>- Draw the demonstrated designs with a good degree of accuracy/proportion; pupils may put their own spin on these demonstration designs but ultimately the shape will be similar.</li> </ul>

Expected +	<ul style="list-style-type: none"> <li>- Design ideas should be based around a developed design brief, subsequently making the process of producing design sketches more challenging.</li> <li>- The card model made could demonstrate a greater level of creativity and ability. This can be done with a design that has a greater degree of difficulty, or a design with several parts.</li> <li>- The practical work should be completed independently, and the stitches used to join parts should be small and evenly spaced.</li> <li>- An evaluation should be completed at the end of the project to discuss how the product could be improved.</li> </ul>	<ul style="list-style-type: none"> <li>- The card modelling process should be used to develop their idea more fully, ensuring improvements are made at this early stage to improve its performance; This should be recorded in your sketchbook to evidence your developments.</li> <li>- The practical work should be completed independently, and should demonstrate a greater level of skill than the expected.</li> <li>- An evaluation should be completed at the end of the project to discuss how the product could be improved, creating a second card model to test the newly improved concept; Again, this will need to be recorded in your sketchbook.</li> </ul>	<ul style="list-style-type: none"> <li>- Personally develop their own sketching beyond that of the demonstrated sketching, trying out 3D techniques in addition to 2D.</li> <li>- Use coloured marker pens in the correct way to enhance their sketch work.</li> <li>- Lighter pencil line weight will be used to sketch the construction lines and heavier lines used for more permanent lines.</li> </ul>
Exceeding	<ul style="list-style-type: none"> <li>- Practical work could be finished to a high standard. The circuit will have been constructed independently, and could contain a switch that enhances the product, such as a magnetic switch that would automatically turn an armband on when worn. The more complex nature of the design could make the construction of the prototype more difficult. A variety of materials will be used for the construction and more advanced skills/understanding could be demonstrated.</li> <li>- When practical work is complete a detailed evaluation will be completed demonstrating insight and discussing how the product could be improved or developed.</li> </ul>	<ul style="list-style-type: none"> <li>- Practical work could be finished to a very high standard, ensuring all edges are filed and polished leaving no visible marks or scratches.</li> <li>- An A grade pupil will be expected to display leadership skills in lessons.</li> </ul>	<ul style="list-style-type: none"> <li>- Excellent use of the 2D &amp; 3D techniques will be evident. These pupils may use "Sketching; the basics/Sketching: Drawing Techniques for Product Designers (Koos Eissen)" to further develop their sketching skills beyond that of the previous standards.</li> </ul>

## 25 DRAMA

TOPIC	AUTUMN	SPRING	SUMMER
Year 5 DRAMA	<p><b>Topic</b> Codes/Sequencing. This scheme entails awareness of language, teamwork and problem solving. Various elements include physical theatre, use of space and teamwork</p> <p><b>Titanic</b> Using the Titanic as a stimulus, the pupils look at what it would have been like to be a passenger. They look at the class system and how it affected chances of survival</p> <p><b>Imagination</b> The pupils are given a set task each week and during the lesson have to produce a piece of work that illustrates all the elements of drama that have been covered so far. Cross Curricular :English, CLIC, History, Maths</p>	<p><b>Topic</b> Physical Theatre To get the pupils to present work in drama that doesn't always rely upon the spoken word. To also show that the actor can physicalize the environment they perform in.</p> <p><b>Greek Myth</b> To look at the way Greek myths are constructed, and to use this information to construct a new myth.  Cross Curricular : English, CLIC, History, Classics</p>	<p><b>Topic</b> <b>Soap Opera</b> In this Media Studies influenced project pupils look at the nature of Soap Opera, the formulas and the history of the genre. This is then used to construct a new Soap Opera.</p> <p>Cross Curricular :English, Clic, History, Media Studies</p>
Working towards	<p>The pupils will be confident enough to participate in the lesson</p> <p>The pupils will give basic pieces of criticism</p> <p>Pupils will be able to generate original ideas</p> <p>Pupils can reflect upon their own work</p>	<p>Pupils will understand how to present drama without words.</p> <p>Pupils will see everyday objects in terms of basic shapes.</p> <p>Pupils can tell the rest of the class about a Greek myth they might know.</p>	<p>Pupils will understand what is meant by the words 'Soap Opera'.</p> <p>They will be able to identify the good and bad characters in a show and explain why.</p>
Expected -	<p>Pupils can respond to material in an imaginative way</p> <p>They can work co-operatively with others.</p> <p>They can demonstrate a basic understanding of drama through making and performing.</p>	<p>They will be aware of the conventions about drama performance.</p> <p>They can use the basic skills of spontaneous improvisation.</p> <p>Pupils recognise the contributions that groups make to putting on a play.</p>	<p>Pupils will be able to use the space to suggest various locations.</p> <p>The pupils have reasonable communication skills that convey meaning correctly.</p>
Expected	<p>A pupils can demonstrate how rehearsal leads to improved performance.</p> <p>Pupils can use a variety of voices and attitudes to convey character.</p> <p>Pupils start to use the basic language of drama.</p>	<p>Pupils start to show critical awareness that is supported with evidence.</p> <p>They have a reasonable awareness of audience and how to communicate.</p>	<p>They can explore story and situation through play.</p> <p>They can engage with others through the medium of imaginative performance.</p>

<b>Expected +</b>	Pupils are expected to demonstrate the ability to bring general knowledge into a piece of work and link meaning. Pupils can define various characters by what they say and what they do.	Pupils can tell a story without words. Pupils start to incorporate physical theatre in other dramatic situations.	Pupils can tell the difference between the various soap operas as well as the links between.
<b>Exceeding</b>	Pupils will lead the group and direct a piece that highlights meaning that isn't so obvious. Pupils will have an awareness of the class system and its role in British history.	Pupils will demonstrate insight and sensitivity when working with a greater range of pupils. Pupils will be able to explain when these devices have been used on television.	Pupils will produce a scripted piece of work that demonstrates all the elements of the topic. Pupils will see how language is used to define a character in a soap opera.

TOPIC	AUTUMN	SPRING	SUMMER
<b>Year 6 DRAMA</b>	<p><b>Topic</b> Stagecraft Pupils will be shown the basics of being an effective actor on stage. How vocal skills enhance a performance, using a mask, body language and interaction.</p> <p><b>Murder Mystery</b> Developing a character and being believable is the central theme as the pupils create and take part in a murder mystery. The pupils will need to understand the genre and what makes it effective. Cross Curricular English, CLIC,</p>	<p><b>Topic</b> <b>Drama Stimulus</b> Using a text, photograph or recording pupils will work on a substantial presentation that utilizes all the skills that have been acquired so far.</p> <p><b>Fame</b> Through a series of drama exercises and worksheets, the nature of fame is explored. This is then used to present a series of performances that illustrate the highs and lows of fame.</p> <p>Cross Curricular English, CLIC, Media Studies, History, Music.</p>	<p><b>Topic</b> Victorians  Using film and text, the pupils are introduced to Shakespeare from a dramatic perspective. His life and times are viewed as well as performance techniques and ways to understand basic texts.</p> <p><b>Cross Curricular : English, CLIC, History</b></p>
<b>Working towards</b>	Pupils can make relevant contributions to discussions. Pupils can identify the main points being covered in the lessons. Pupils can use some of the correct vocabulary when describing performance.	Pupils will respond when other pupils lead their learning. A child will understand how to work with a greater range of pupils. Pupils can give one example of a famous person and say what they are famous for.	Pupils can highlight language differences between us and Victorians. Pupils can use the correct vocabulary when speaking as a Victorian

<b>Expected -</b>	Pupils can build on the ideas of others. Pupils can communicate in character. Pupils can listen to comments and use them to improve their work.	Using a photograph, pupils can create a copy by performing a frozen picture.	Pupils know when the Victorian era was. Pupils use drama to highlight the how Victorians might have treated each other.
<b>Expected</b>	Pupils support the work of others. Pupils show awareness of audience. Pupils make connections between their drama and the issues being undertaken.	Pupils can take a frozen picture and develop it into a scene.	Pupils can name a famous Victorian. When completing a frozen picture, pupils are aware of how Victorian stood.
<b>Expected +</b>	Pupils will research a project independently. Pupils will be consistently effective over the term. Pupils identify how acting techniques can be effectively used.	Pupils can start and end with a frozen picture, with a performance that illustrates the topic under consideration.	Pupils can use melodrama to tell a story.. Pupils can participate in class discussion with an example of Victorian behaviour
<b>Exceeding</b>	Pupils encourage others to express their opinions. Pupils work with a variety of grouping (supporting and leading when required). Pupils can comment on dramatic effect.	Through performance, pupils can show the downside to fame and how it might now be a good thing.	Pupils can highlight elements of Victorian history through the use of drama. It is possible to use the work done so far to enable a piece of their own without major input from the teacher.

## 27 MUSIC

TOPIC	AUTUMN (1)	AUTUMN (2)	SPRING	SUMMER (1)	SUMMER (2)
Year 5 MUSIC	<b>The origins of song</b> Children learn about the origins of song through a study of spirituals, blues and jazz as well as traditional folk music	<b>Opera</b> Children learn about opera in all its forms, including modern musical theatre.	<b>BBC Ten Pieces:</b> A thorough study of the variety of pieces for children. Listening to and appraising the pieces, learning about different periods in musical history. Composing pieces in the style of the different works. An extension of musical theory and form.	<b>Electronic Music/Composition Unit</b> This unit develops children's ability to extend their sound vocabulary, including the use of ICT. It develops children's ability to compose music with an awareness of the relationship between rhythm, harmony and melody. Particular emphasis is placed on structural development.	<b>Ongoing: Musical Elements</b> This unit provides an opportunity for children to develop and demonstrate the musical skills, knowledge and understanding achieved in Year 5, and shows a clear understanding of the musical elements, including, <i>tempo, dynamics, pitch, duration, timbre, texture and structure</i> .  <b>Music Theory:</b> A practical development of music theory and notation using technology to enhance the learning process
Working towards	Be able to identify a spiritual, a blues song and a folk song	Be able to identify some characteristics of operatic music	Listen/watch the performances and make informed comments on their features. Compare pieces using basic vocabulary. Make sound attempts to enter into the group compositions.	Explore the program <i>Garage band</i> , and be able to demonstrate how to work their way round it. Be able to record a track using one instrument. Record and manipulate their own voice.	Have a basic understanding of the standard elements of music.

<b>Expected -</b>	Be able to compose some lyrics appropriate to each style	Be able to identify some different voice types in opera as well as the parts they may play, and be able to create some dialogue for an opera scene.	Show a good interest in the pieces. Use some of the musical elements when describing and comparing the features. Offer ideas to the group work and be happy to perform.	Recognise how sounds can be combined and used expressively, combining at least two tracks.	Recognise how different musical elements can be combined and used expressively.
<b>Expected</b>	Be able to compose appropriate lyrics and begin to add musical accompaniment	Be able to identify all voice types in opera, the parts they may play and be able to create a short opera scene.	Use the musical element vocabulary with confidence when comparing and describing the pieces. Be confident to respond creatively to the different pieces, capturing the overall mood/idea/form of the individual pieces.	Produce an 8 bar sequence on <i>Garage band</i> using loops and samples. Taking note of advice about changing chords at the same time across all instruments used.	Use instrumental skills which they have developed, to aid composition and performance.
<b>Expected +</b>	Compose and perform each style using standard notation.	Write a short opera scene with appropriate voice types, with some music written in standard notation	Use own instrument in the compositions. Notate in standard musical notation. Make confident suggestions to the group pieces.	Record an instrument as part of their composition, thinking carefully about the style of music they wish to create.	Improvise melodic and rhythmic phrases as part of a group performance.
<b>Exceeding</b>	Be very confident to conduct a group performance in any of these styles, indicating changes in tempo, dynamics and structure. Be able to write these accurately using standard notation.	Write a short opera scene with appropriate voice types, with all music written in standard notation, as well as appropriate suggestions for dynamics and tempo.	Lead with confidence, suggesting new ideas and new ways to refine pieces. Use musical terms with confidence and capture the mood of the pieces in their work.	Develop a more complicated structure for their composition, using special features, extended bars, and be able to explain why their composition is in a particular style, using the musical element vocabulary for help.	Describe and compare different types of music using the appropriate vocabulary.

TOPIC	AUTUMN (2)	AUTUMN (2)	SPRING (1)	SPRING (2)
Year 6 MUSIC	<p><b>The Music of Africa (cyclic patterns/African drumming)</b></p> <p>This unit develops pupils' ability to perform rhythmic patterns confidently and with a strong sense of pulse. Introducing the djembe. Pupils learn to play the basics on the djembe drums. Performing and composing as part of a group.</p>	<p><b>Strumming and Picking</b></p> <p>An introduction to the Ukulele. All pupils learn the basics on this fabulous instrument. Singing and playing at the same time! Learning simple chords and creating accompaniments to songs.</p>	<p><b>The Orchestra</b></p> <p>Children learn about the roles different instruments play in the orchestra, as well as making more detailed studies of orchestral pieces</p>	<p><b>Playing together: different musical ensembles</b></p> <p>Children learn about different musical ensembles including string quartets, jazz bands and brass bands</p>
Working towards	Perform simple patterns and accompaniments, keeping to a steady pulse.	Learn C major – scale and chord, and play and sing a simple song based in C major, learning the basic techniques used in playing.	Be able to name the sections of an orchestra and some of the instruments in each.	Listen to performances and make informed comments on their features. Compare ensembles and styles using basic vocabulary.
Expected -	Be able to improvise repeated patterns.	Learn a melody and an accompaniment part for a performance piece	Be able to identify the role different instruments play in an orchestra.	Show a good interest in each ensemble and style. Use some of the musical elements when describing and comparing the features.
Expected	Be able to combine several layers of sound being aware of the combined effect.	Be able to name the parts of the instrument and the techniques required to play. Suggest ways in which to improve an accompaniment.	Be able to make some comments on the musical elements in an orchestral piece.	Use the musical element vocabulary with confidence when comparing and describing the ensembles and styles. Be confident to respond creatively to the different pieces, capturing the overall mood/idea/form of the individual pieces

<b>Expected +</b>	Compose and perform simple rhythmic patterns using standard notation.	Learn the chords of F major and G major and strum these to a song. Make a good contribution to group work, suggesting ways of improving a composition.	Be able to make a detailed study of the musical elements in an orchestral piece.	Use own instrument to compose in an appropriate style to the ensemble. Notate in standard musical notation
<b>Exceeding</b>	Be very confident to conduct a group, indicating changes in tempo, dynamics and structure. Perform more complex patterns using multiple timbres on the drums. To be confident to improvise in a group piece.	Be able to sight read a simple melody based in C major, using 2 more chords. Creating a very good group composition based on a well known tune, using other instruments as well.	Compose a short piece for orchestral instruments.	Lead with confidence, suggesting new ideas and new ways to refine pieces. Use musical terms with confidence and capture the mood of the pieces in their work.

TOPIC	SUMMER (1)	SUMMER (2)
<b>Year 6 MUSIC</b>	<b>The Class Orchestra</b> Children learn a variety of different musical instruments each week including percussion, recorders, ukeleles and keyboards	<b>Ongoing:</b>  <b>Music Theory:</b> A practical development of music theory and notation using technology to enhance the learning process
<b>Working towards</b>	Make an attempt to contribute to group work each week.	Have a basic understanding of the standard elements of music.
<b>Expected -</b>	Make an attempt to refine their own performance on each instrument.	Be able to complete some pages from the Felsted Theory Book
<b>Expected</b>	Help other pupils and work as a group to create a performance on an instrument.	Complete the whole of the Felsted Theory Book
<b>Expected +</b>	Contribute to a more complex group performance on an instrument.	Complete an ABRSM theory paper from Grade 1 or 2
<b>Exceeding</b>	Lead a complex group performance on an instrument.	Complete an ABRSM theory paper from Grade 3 or higher

## 28 PHYSICAL EDUCATION

TOPIC	AUTUMN		SPRING	SUMMER
Years 5&6 PE	Gymnastics (also in Spring Term)	Swimming	SAQ	Athletics
Working towards	<p>Perform basic individual balances and floor skills.</p> <p>Demonstrate balances that incorporate a partner.</p>	<p>Be able to swim 50m in one stroke.</p> <p>Describe some of the main coaching points for one or more main stroke.</p> <p>Demonstrate safe water entries.</p>	<p>Follow a basic warm up.</p> <p>Know the three main components of a warm up.</p> <p>Be able to perform exercises with accuracy and the appropriate intensity.</p>	<p>Select and demonstrate different paces for different running distances.</p> <p>Use rudimental/ineffective technique in throwing, running and jumping events.</p>
Expected -	<p>Able to create a 5 part sequence individually or in a pair, utilising a range of transitions.</p> <p>Able to analyse other pupils' work, suggesting improvements.</p> <p>Perform the 5 basic shapes with accuracy and height.</p>	<p>Swim 50-100m with effective technique in two of the main strokes.</p> <p>Understand coaching feedback and show improved technique following this.</p>	<p>Know how to measure exercise intensity (HR).</p> <p>Be able to name major components of fitness.</p> <p>Know and explain how and why we warm up.</p> <p>Be able to lead a basic warm up, incorporating at least 5 dynamic stretches.</p>	<p>Understand how power and endurance are important for performance in different Athletic events.</p> <p>Use basic technique in throwing, running and jumping events.</p> <p>Describe the correct technique for multiple events and discuss why this technique is beneficial.</p>

<b>Expected</b>	<p>Discuss theirs and another pupils' work, using basic Gymnastics terminology appropriately.</p> <p>Able to mount and dismount small apparatus with confidence and control.</p>	<p>Be able to analyse their own performance, highlighting an area of weakness and how to improve it.</p> <p>Demonstrate effective breathing control.</p> <p>Have greater competence in the main strokes.</p>	<p>Perform exercises with consistently high accuracy and intensity.</p> <p>Define major components of fitness.</p> <p>Create exercises that will help improve an athlete's athletic performance in a given component of fitness.</p> <p>Demonstrate an age appropriate level of ability in all major components of fitness.</p>	<p>Identify which events are power based and which are endurance based.</p> <p>Demonstrate good technique in a range of events.</p> <p>Select a suitable pace for a running event, that they can maintain throughout.</p>
<b>Expected +</b>	<p>Perform paired/group balances with varying heights.</p> <p>Plan a Gymnastic routine incorporating different techniques such as cannon, unison.</p> <p>Able to perform basic vaults.</p>	<p>Have high level technique in two of the main strokes plus competent technique in a third.</p> <p>Discuss their performance, select an area of weakness in their own performance and a suitable correction.</p> <p>Explain why this correction will have a positive effect on performance.</p> <p>Demonstrate bilateral breathing.</p> <p>Developing race dive.</p>	<p>Analyse a sport's components of fitness and design an exercise routine specific to those needs.</p> <p>Know at least four short or long term effects of exercise and explain why these occur.</p> <p>Demonstrate an athletic ability that is above that expected for their age group.</p>	<p>Demonstrate strong technique in a range of events.</p> <p>Achieving Gold level Felsted Athletic Standard results in multiple events.</p> <p>Reflect on their own performance in a range of events, highlighting areas of strength and weakness, and a suitable correction.</p>

<b>Exceeding</b>	<p>Begin to develop more complex vaults.</p> <p>Perform inverted floor skills with control and accuracy.</p> <p>Analyse other pupils' work and outline improvements, explaining why they are needed.</p> <p>Evaluate their own performance, select an area to improve, and demonstrate improved performance as a result.</p>	<p>Able to maintain technique in three main strokes (FC, B/St, Br/St) over at least 200m.</p> <p>Able to explain Butterfly timings. Describe the sequence and correct timing for an effective Butterfly stroke.</p> <p>Compare theirs or another pupils' performance to a model technique.</p> <p>Describe and perform basic turns in each stroke.</p>	<p>Demonstrate a level of ability in all major components of fitness that is significantly above the expected level for their age group.</p> <p>Plan and/or modify their warm up for a given sport, prioritising for components of fitness of that sport.</p> <p>Evaluate their own performance in all components of fitness, highlighting areas of weakness and strength, then design exercises to improve these weaknesses.</p>	<p>Perform at a level significantly above the expected national level for their age group in multiple events.</p> <p>Achieving Platinum level Felsted Athletic Standard results in multiple events.</p> <p>Achieving School Sports Day record in at least one event.</p> <p>Qualification for National Final competitions.</p>
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