



PSED & RELIGIOUS EDUCATION

RE - Learning From Religion UKS2

- **rf32** Discuss and express their own and others' religious beliefs, including wonder.
- **rf33** Reflect on sources of inspiration in their own lives.

Learning About Religion UKS2

- **ra42** Describe religious and other responses to ethical and ultimate questions.
- **ra43** Use specialist vocabulary to communicate their knowledge and understanding.
- **ra44** Use and interpret information about religions from a range of sources including ICT.

PSED Developing good relationships and respecting the differences between people UKS2

- **pr35** Consider social and moral dilemmas that they come across in life.

RE - Learning From Religion UKS2

- **rf37** Discuss and express their own and others' views of religious truth and beliefs including concern.
- **rf38** Reflect on sources of inspiration in others' lives.

Learning About Religion UKS2

- **ra49** Consider the meaning of a range of forms of religious expression, understand why they are important in religion and note links between them.
- **ra51** Use specialist vocabulary with confidence to communicate their knowledge and understanding.
- **ra52** Use and interpret information about religions from a range of sources including ICT and religious texts.

COMMUNICATION AND LANGUAGE

UKS2

- **fl1** I can understand what is being said to me and respond correctly
- **fl2** I can sing songs and say poems in another language and know what the words mean
- **fl2.1** I can spell and pronounce the words correctly in the songs and poems I know
- **fl3** I can have a conversation including asking and answering questions

- **fl3.2** I can ask for clarification of information or for help
- **fl4** I can speak in grammatically correct sentences
- **fl5** I can pronounce words correctly so that I am understood
- **fl7** I can read simple passages with understanding
- **sl33** participate in discussions, presentations, performances, role play, improvisations and debates

PHYSICAL EDUCATION

UKS2

- **pe11** I can tell you how I have developed my athletic skills, and which is strongest and which athletics events I prefer
- **pe11.1** I can explain how developing my skills separately has improved my performance in team games
- **pe12** I can play competitive net, striking, fielding and invasion games
- **pe12.1** I can describe both attacking and defending tactics and strategies and begin to apply them

- **pe16.1** I can show you how I have improved in different activities over time

Swimming and water safety UKS2

- **pe17** I can swim unaided in a recognised style over a distance of 25m
- **pe17.1** I can swim at least two strokes in a recognised style
- **pe17.2** I can demonstrate self-rescue skills

Religious Education (God as Spirit)

Week 1: Can I explain my understanding of God? Can suggest ways to become better citizens of the world.

Weeks 2 & 3: Can I research and write a biography of Saint Bernadette? Look at her response to her encounter with God.

Week 4: Can I show understanding of the story of Nicky Cruz? Look at his response to his encounter with God.

Week 5: Can I write in role as Abraham? Look at the emotional implications of the story of Abraham and Isaac.

Week 6: Can I discuss what the qualities of God might be? Can look at the Muslim view of God.

French

Week 1: Can I revise my vocabulary relating to pets?

Week 2: Can I answer comprehension questions? Read story 'Au magasin d'animaux'

Week 3: Can I practise performing a play in French?

Week 4: Can I perform a play in French?

Week 5: Can I understand and use numbers 31-40?

Week 6: Christmas French activities
Count the shapes on the Christmas pictures
Christmas song (perform as a class)

Netball - Throwing and catching skills.
Team Games
Ready for tournament at Thomas Hepburn.
In final week classes to compete against each other

Sports Hall Athletics
Standing jump, long jump, speed bounce, javelin, chest press, running, hurdles.
Children to learn skills ready for tournament at Thomas Hepburn.
In final week classes to compete against each other

Y6 children to participate in weekly swimming sessions.

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6 School Rules
Class charters
RRSA
Fire Service
Police Talks
Behaviour
rewards,
celebrated
in Thursday and
Friday assemblies
Reading awards

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- Week 1: Can I investigate an irreversible change?
- Week 2: Can I investigate different ways to separate mixtures?
- Week 3: Nutrition
- Week 4:
- Week 5:
- Week 6:
- Week 7:

- Week 1: Can I identify different types of biscuits?
- Week 2: Can I analyse and evaluate a biscuit?
- Week 3: Can I carry out product research?
- Week 4: Can I design a biscuit?
- Week 5: Can I make a biscuit?
- Week 6: Can I evaluate my biscuit?

IT and Computing

- Week 1: Design a logo for biscuit package design - use software
- Week 2: As week 1
- Week 3: Compile market research on spreadsheet
- Week 4: Power point presentation about product
- Week 5: Customer questionnaire using Word
- Week 6: Purple mash 2Code
- Week 7: As week 6

Maths

- Week 1: properties of numbers
- Week 2: Recognising fractions, equivalent fractions
- Week 3: Ordering fractions
- Week 4: Adding and subtracting fractions
- Week 5: Multiplying and dividing fractions
- Week 6: Decimals - ordering, rounding and the 4 operations
- Week 7: Christmas maths.

- 'Speed Calc' 10mins daily
- Reasoning activity 10mins daily
- 3 aims lesson (Fluency, Reasoning and Problem Solving) once per week

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- Week 1: Characters and Settings
- Week 2: Digital literacy
- Week 3: Older literature (Ghost of Thomas Kempe)
- Week 4: Older literature (Ghost of Thomas Kempe)
- Week 5: Older literature (Ghost of Thomas Kempe)
- Week 6: Older literature (Ghost of Thomas Kempe)
- Week 7: Christmas Literacy

to be covered this term -
RWInc spelling programme,
ets, dashes, semi-colons, colons, hyphens,
les, relative clauses, word class, modals, modifiers,
ositional phrases, connectives and conjunctions,
lex, simple and compound sentences.

INDIVIDUAL LIBERTY

- Responses to pupil questionnaire
- Lunchtime book club
- Class Council
- Sports Council
- Mentorship and 'Revision Rally' Programme
- Extra Curricular clubs

MUTUAL RESPECT AND TOLERANCE

- RE Curriculum
- RRSA - focus of Monday and Tuesday assemblies.
- ISA - links with a school in Kenya.
- Show Racism the Red Card
- Sign Squad
- Guide Dogs
- French

UNDERSTANDING THE WORLD

Working scientifically UKS2

- **sc80** planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary

EXPRESSIVE ARTS AND DESIGN

Design UKS2

- **dt55** I can talk about my product and explain my design ideas and where they came from
- **dt56** I can tell you for whom I have designed my product and why I think my product would be useful to them
- **dt59** I can make a model of my design
- **dt61** I can use a computer design program

Make UKS2

- **dt62** I can select and use appropriate tools and techniques for my product
- **dt63** I can measure, mark, cut and shape a range of materials accurately
- **dt64** I can join, assemble and combine components with precision
- **dt65** I can use appropriate finishing techniques to strengthen and improve the appearance of my product
- **dt66** I can describe the properties of a variety of materials including construction materials, textiles and ingredients and explain my choices in relation to these properties
- **dt67** I can discuss the aesthetic qualities of my product in relation to the properties of the materials etc I am intending to use

Evaluate UKS2

- **dt68** I can talk about existing products similar to my own
- **dt69** I can compare my design to those of existing products and can suggest improvements I could make in the light of those comparisons
- **dt70** I have asked for the views of others, especially the intended users, to help to improve my design

Cooking and nutrition UKS2

- **dt79** I can describe a healthy diet and explain its importance
- **dt81** I can use a variety of cooking techniques
- **dt84** I can describe how some foods are processed

UKS2

- **mu23** I can sing in a group, or on my own, with expression, awareness of others and in tune
- **mu26** I can compose pieces of music for a specific purpose, choosing and combining sounds to achieve the effect I desire

MATHEMATICS AND COMPUTING

Number - number and place value UKS2

- **m211** round any whole number to a required degree of accuracy
- **m212** use negative numbers in context, and calculate intervals across zero
- **m213** solve number and practical problems that involve all of the above.

Number - addition, subtraction, multiplication and division UKS2

- **m214** multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication
- **m215** 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
- **m216** divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context
- **m217** perform mental calculations, including with mixed operations and large numbers
- **m218** identify common factors, common multiples and prime numbers
- **m219** use their knowledge of the order of operations to carry out calculations involving the four operations
- **m220** solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why
- **m221** solve problems involving addition, subtraction, multiplication and division
- **m222** use estimation to check answers to

- **m227** divide proper fractions by whole numbers [for example, $1/3 \div 2 = 1/6$]
- **m228** associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, $3/8$]
- **m229** 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
- **m230** multiply one-digit numbers with up to two decimal places by whole numbers
- **m231** use written division methods in cases where the answer has up to two decimal places
- **m232** solve problems which require answers to be rounded to specified degrees of accuracy
- **m233** recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.

UKS2

- **co31** I can design, write and debug simple programs to control or simulate physical systems
- **co33** I am aware that programs follow a sequence from one instruction to the next
- **co37** I can use a variety of inputs (keyboards/keypads/switches) to enter data into a program
- **co41** I can use search technologies effectively
- **co42** I am aware that information from some sources may not be accurate
- **co43** I understand that some sources are biased
- **co44** I can use a variety of digital devices (including the internet) to create programs to collect, analyse and evaluate data
- **co45** I can use a variety of software to present

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UNDERSTANDING THE WORLD

Working scientifically UKS2

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MATHEMATICS AND COMPUTING

Number - number and place value UKS2

- **m211** round any whole number to a required degree of accuracy
- **m212** use negative numbers in context, and calculate intervals across zero
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Number - addition, subtraction, multiplication and division UKS2

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- **m215** 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
- **m216** divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context
- **m217** perform mental calculations, including with mixed operations and large numbers
- **m218** identify common factors, common multiples and prime numbers
- **m219** use their knowledge of the order of operations to carry out calculations involving the four operations
- **m220** solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why
- **m221** solve problems involving addition, subtraction, multiplication and division
- **m222** use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.

Number - fractions (including decimals and percentages) UKS2

- **m223** use common factors to simplify fractions; use common multiples to express fractions in the same denomination
- **m224** compare and order fractions, including fractions > 1
- **m225** add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions
- **m226** multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, $1/4 \times 1/2 = 1/8$]
- **m227** divide proper fractions by whole numbers [for example, $1/3 \div 2 = 1/6$]
- **m228** associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, $3/8$]
- **m229** 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
- **m230** multiply one-digit numbers with up to two decimal places by whole numbers
- **m231** use written division methods in cases where the answer has up to two decimal places
- **m232** solve problems which require answers to be rounded to specified degrees of accuracy
- **m233** recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.

UKS2

- **co31** design, write and debug programs, controlling or simulating physical systems
- **co33** use sequence in programs
- **co37** use various forms of input
- **co41** use search technologies effectively
- **co42** be discerning in evaluating digital content
- **co43** appreciate how results are selected and ranked
- **co44** select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals including collecting, analysing, evaluating and presenting data and information.
- **co45** select, use and combine a variety of software (including internet services) on a range of digital

PHYSICAL EDUCATION

UKS2

- **pe11** use running, jumping, throwing and catching in isolation
- **pe11.1** use running, jumping, throwing and catching in combination
- **pe12** play competitive games, modified where appropriate
- **pe12.1** play competitive games and apply basic principles suitable for attacking and defending
- **pe16.1** demonstrate improvement

Swimming and water safety UKS2

- **pe17** swim competently, confidently and proficiently over a distance of at least 25 metres
- **pe17.1** use a range of strokes effectively such as front crawl, backstroke and breaststroke
- **pe17.2** perform safe self-rescue in different water-based situations.

EXPRESSIVE ARTS

Design UKS2

- **dt55** use research and design to inform the design of innovative products that are fit for purpose
- **dt56** use research and design to design products that are fit for particular individuals or groups
- **dt59** generate, develop, make and evaluate their ideas through prototyping
- **dt61** generate, develop, make and evaluate their ideas through computer-aided design

Make UKS2

- **dt62** select from and use a range of materials and equipment to perform practical tasks
- **dt63** use a wider range of materials and equipment to perform practical tasks accurately
- **dt64** use a wider range of materials and equipment to perform practical tasks, such as finishing, accurately
- **dt65** select from and use a range of materials and equipment to perform practical tasks, including finishing, accurately
- **dt66** select from and use a range of materials and components, including textiles and ingredients, according to their properties
- **dt67** select from and use a range of materials and components, including textiles and ingredients, according to their qualities

Evaluate UKS2

- **dt68** investigate a range of materials and equipment
- **dt69** analyse a range of existing products
- **dt70** evaluate their ideas against their own design criteria and compare their work to improve their work

Cooking and nutrition UKS2

- **dt79** understand and apply the principles of a healthy and varied diet
- **dt81** cook using a range of cooking methods
- **dt84** know where and how different foods are processed.

UKS2

- **mu23** perform in solo and group contexts, their voices with increasing confidence and expression
- **mu26** improvise and compose music for different purposes

ARTS AND DESIGN

Develop design criteria to create a creative, functional, appealing design

Develop design criteria to create a design for purpose, aimed at a specific audience

Use a wider range of tools and techniques to complete practical tasks

Use tools and equipment to create designs accurately

Use tools and equipment to create designs such as joining accurately

Use a wider range of tools and techniques to complete practical tasks, such as

Use a wider range of materials to create construction materials, according to their functional requirements

Use a wider range of materials to create construction materials, according to their aesthetic requirements

Compare existing products and products against their requirements

Consider the views of others

Use a range of cooking techniques and ingredients

Use a variety of ingredients

Use ensemble contexts, using accuracy, fluency, control

Compose music for a range of

LITERACY

Reading - word reading UKS2

- **e200** apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.

Reading - comprehension UKS2

- **e202** continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- **e203** reading books that are structured in different ways and reading for a range of purposes
- **e204** increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
- **e205** recommending books that they have read to their peers, giving reasons for their choices
- **e206** identifying and discussing themes and conventions in and across a wide range of writing
- **e211** checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- **e212** asking questions to improve their understanding
- **e213** drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- **e214** predicting what might happen from details stated and implied
- **e215** summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- **e216** identifying how language, structure and presentation contribute to meaning
- **e217** discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- **e218** distinguish between statements of fact and opinion
- **e219** retrieve, record and present information from non-fiction
- **e220** participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously

Writing - transcription - Spelling UKS2

- **e223** use further prefixes and suffixes and understand the guidance for adding them
- **e224** spell some words with 'silent' letters [for example, knight, psalm, solemn]
- **e225** continue to distinguish between homophones and other words which are often confused
- **e226** use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1
- **e227** use dictionaries to check the spelling and meaning of words
- **e228** use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
- **e229** use a thesaurus.

Writing - handwriting and presentation UKS2

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

Writing - composition UKS2

- **e234** identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- **e235** noting and developing initial ideas, drawing on reading and research where necessary
- **e236** in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
- **e238** selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- **e239** in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- **e240** precisising longer passages

COMMUNICATION AND LANGUAGE

UKS2

- **f11** listen attentively to spoken language and show understanding by joining in and responding
- **f12** explore the patterns and sounds of language through songs and rhymes
- **f12.1** link the spelling, sound and meaning of words
- **f13** engage in conversations; ask and answer questions
- **f13.2** engage in conversations and seek clarification and help
- **f14** peak in sentences, using familiar vocabulary, phrases and basic language structures
- **f15** develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- **f17** read carefully and show understanding of words, phrases and simple writing
- **sl33** participate in discussions, presentations, performances, role play, improvisations and debates

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