



## UNDERSTANDING THE WORLD

### Working scientifically UKS2

- **sc80** planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- **sc81** taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
- **sc82** recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
- **sc83** using test results to make predictions to set up further comparative and fair tests
- **sc84** reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations

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

### Evolution and inheritance UKS2

- **sc107** recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago
- **sc108** recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
- **sc109** identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.

## COMMUNICATION AND LANGUAGE

### UKS2

- **fl1** I can understand what is being said to me and respond correctly
- **fl3** I can have a conversation including asking and answering questions
- **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
- **fl10** I can write phrases from memory
- **fl11** I can speak and write about everyday life
- **fl12** I know that some words are governed by gender

- **fl12.1** I can conjugate some high-frequency verbs
- **fl12.2** I know the correct order of words in a sentence and that the order may differ from English
- **sl25** listen and respond appropriately to adults and their peers
- **sl26** ask relevant questions to extend their understanding and knowledge
- **sl27** use relevant strategies to build their vocabulary
- **sl32** speak audibly and fluently with an increasing command of Standard English
- **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
- **pe13** I can identify the techniques I need to practice to improve my strength and performance in athletic activities

- **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

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

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Religious Education  
 Week 1: Can I understand the importance of Muhammad to Muslims?  
 Week 2: Can I think about the important influences on my life?  
 Week 3: Can I explain my ideas on the qualities of God?  
 Week 4: Can I understand why the Qu'ran is handled in a special way by Muslims?  
 Week 5: Can I understand that Arabic is the language of Islam and is used in worship?

### Science - Forces

Week 1: Can I recognise that living things have changed over time?  
 Week 2: Can I identify how animals within a species may differ?  
 Week 3: Can I identify the link between adaptation to environment and evolution?  
 Week 4: Can I recognise that adaptations can be an advantage or a disadvantage?  
 Week 5: Can I explain how an animal has adapted to its environment?

### Topic - see IT and Computing

### English

Week 1: Newspaper reports  
 Week 2: Newspaper reports  
 Week 3: SAT week  
 Week 4: The Fibb - Extended Narrative  
 Week 5: The Fibb - Extended Narrative

G/P/S to be covered this term -  
 Daily RW/Inc spelling programme, brackets, dashes, semi-colons, colons, hyphens, adverbials, word class, modals, modifiers, prepositional phrases, conjunctions, active and passive voice, clauses, pronouns, sentence types. SATs prep for Year 6.

### IT and Computing

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.

Week 1: Decomposing Game Example  
 Show pupils a variant of the game in presentation mode. Play the game with them as they decompose its elements.  
 Week 2: Set initial direction of sprite so that they all bounce in different directions.  
 Week 3: Hiding a correct number sprite when it is clicked  
 Challenge pupils to find a way to hide the correct number sprite when it is clicked and to make the sprite reappear when the game is started.  
 Week 4: Change background when wrong sprite is clicked.  
 Week 5: Create a timer that stops the game after x seconds  
 Challenge pupils to find a way of timing the game and ending it after a set number of seconds.

Maths  
 Week 1: Revision Ratio and Proportion, Co-ordinates, mathematical language  
 Week 2: Co-ordinates, Statistics, Measures, conversions and reading scales, pie  
 Week 3: SATS week  
 Week 4: Problem-solving - real life context - linked to grow 5  
 Week 5: Problem-solving - real life context - linked to grow 5

'Speed Calc' 10mins daily  
 Reasoning activity 10mins daily within AM lesson, additional 10-20 mins PM Reasoning session  
 3 mins lesson (Fluency, Reasoning and Problem Solving) once per week

### French

Week 1: Can I learn the words for different seasons?  
 Week 2: Can I revise weather expressions?  
 Week 3: Can I practise asking and answering questions about months/weather/seasons?  
 Week 4: Can I create my own sentences about the weather, seasons and months?  
 Week 5: Can I complete a self-assessment of what I have learnt?

### PE

Following the Thomas Hepburn sporting calendar - Athletics  
 15 mins fitness sessions at the beginning of each lesson with the children - running, jumping, speed bounce, throwing  
 Y5 children to participate in weekly swimming sessions.

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

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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

## 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  
 - **e207** making comparisons within and across books  
 - **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

- **e221** explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary  
 - **e222** provide reasoned justifications for their views.  
 - **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 to understand and predict 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 - transcription - Spelling UKS2  
 - **e230** write legibly, fluently and with increasing speed by:  
 - **e231** choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters  
 - **e232** choosing the writing implement that is best suited for a task

Writing - composition UKS2  
 - **e234** identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own  
 - **e235** noting and developing initial ideas, drawing on reading and research where necessary  
 - **e236** in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen 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** planning longer passages  
 - **e241** using a wide range of devices to build cohesion within and across paragraphs  
 - **e242** using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]  
 - **e244** assessing the effectiveness of their own and others' writing  
 - **e245** proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning  
 - **e246** ensuring the consistent and correct use of tense throughout a piece of writing  
 - **e247** ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register  
 - **e248** proof-read for spelling and punctuation errors  
 - **e249** perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

Writing - vocabulary, grammar and punctuation UKS2  
 - **e251** recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms  
 - **e252** using passive verbs to affect the presentation of information in a sentence  
 - **e253** using the perfect form of verbs to mark relationships of time and cause  
 - **e254** using expanded noun phrases to convey complicated information concisely  
 - **e255** using modal verbs or adverbs to indicate degrees of possibility  
 - **e256** using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun  
 - **e257** learning the grammar for years 5 and 6 in English Appendix 2  
 - **e259** using commas to clarify meaning or avoid ambiguity in writing  
 - **e260** using hyphens to avoid ambiguity  
 - **e261** using brackets, dashes or commas to indicate parenthesis  
 - **e262** using semi-colons, colons or dashes to mark boundaries between independent clauses  
 - **e263** using a colon to introduce a list  
 - **e264** punctuating bullet points consistently  
 - **e265** use and understand the grammatical terminology in English Appendix 2 accurately and appropriately, including their writing and reading.

Writing - handwriting and presentation UKS2  
 - **e230** write legibly, fluently and with increasing speed by:  
 - **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 and subtraction UKS2  
 - **m164** add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)  
 - **m165** add and subtract numbers mentally with increasingly large numbers  
 - **m166** use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy

Number - multiplication and division UKS2  
 - **m168** identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers  
 - **m171** 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  
 - **m173** 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

Number - fractions (including decimals and percentages) UKS2  
 - **m179** compare and order fractions whose denominators are all multiples of the same number  
 - **m184** read and write decimal numbers as fractions [for example, 0.71 = 71/100]  
 - **m185** recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents  
 - **m188** solve problems involving number up to three decimal places  
 - **m189** 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  
 - **m190** solve problems which require knowing percentage and decimal equivalents of 1/2, 1/4, 1/5, 2/5, 3/5, 4/5 and these fractions with a denominator of a multiple of 10 or 25.

Number - measurement UKS2  
 - **m191** convert between different units of metric measure [for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre]  
 - **m196** solve problems involving converting between units of time  
 - **m197** use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling.

Geometry - properties of shapes UKS2  
 - **m199** know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles  
 - **m200** draw given angles, and measure them in degrees (°)  
 - **m202** angles at a point and one whole turn (total 360°)  
 - **m203** angles at a point on a straight line and 1/2 a turn (total 180°)  
 - **m204** other multiples of 90°  
 - **m205** use the properties of rectangles to deduce related facts and find missing lengths and angles  
 - **m206** distinguish between regular and irregular polygons based on reasoning about equal sides and angles.

Geometry - position and direction UKS2  
 - **m207** 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.

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 - **m159** count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000  
 - **m160** interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero  
 - **m161** round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000  
 - **m162** solve number problems and practical problems that involve all of the above  
 - **m163** read Roman numerals to 1000 (M) and recognise years written in Roman numerals.

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# Beeches Summer 1 2016-2017 Code-it maths! - Stage Coverage

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## MATHEMATICS AND COMPUTING

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### Geometry - position and direction UKS2

- **m207** identify, describe and represent the position

## 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
- **pe13** develop flexibility, strength, technique, control and balance, for example through athletics
- **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.

## LITERACY

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- **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
- **e221** explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
- **e222** provide reasoned justifications for their views.

### 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

- **e230** write legibly, fluently and with increasing speed by:
- **e231** choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
- **e232** choosing the writing implement that is best suited for a task.

### Writing - composition UKS2

- **e234** identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- **e235** noting and developing initial ideas, drawing on reading and research where necessary

## COMMUNICATION AND LANGUAGE

### UKS2

- **fl1** listen attentively to spoken language and show understanding by joining in and responding
- **fl3** engage in conversations; ask and answer questions
- **fl4** peak in sentences, using familiar vocabulary, phrases and basic language structures
- **fl5** develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- **fl7** read carefully and show understanding of words, phrases and simple writing
- **fl10** write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- **fl11** describe people, places, things and actions orally and in writing
- **fl12** understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms
- **fl12.1** understand basic grammar appropriate to the language being studied, including how to conjugation of high-frequency verbs.
- **fl12.2** understand basic grammar key features and patterns of the language and how to apply these, for instance, to build sentences; and how these differ from or are similar to English.
- **sl25** listen and respond appropriately to adults and their peers
- **sl26** ask relevant questions to extend their understanding and knowledge
- **sl27** use relevant strategies to build their vocabulary
- **sl32** speak audibly and fluently with an increasing command of Standard English
- **sl33** participate in discussions, presentations, performances, role play, improvisations and debates

## PSED & RELIGIOUS EDUCATION

### PSED Preparing to play an active role as citizens UKS2

- **pa33** Be able to lead discussions and debates about wider issues (aware of different roles, rights and responsibilities).
- **pa34** Understand why and how laws are made and enforced.
- **pa35** Understand there are consequences when rules/laws are broken.
- **pa36** Resolve differences by looking at alternatives, making decisions and explaining choices.
- **pa37** Participate in the school's decision making process.

### RE - Learning From Religion UKS2

- **rf29** Reflect on what it means to belong to a faith community and develop ways of communicating others' responses.
- **rf30** Reflect on the level of commitment needed to belong to a religion.
- **rf31** Understand how commitment to a religion is shown.
- **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

- **ra34** Describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others.
- **ra35** Describe the practices and ways of life in religions and understand how these stem from beliefs and teachings.
- **ra39** Consider the meaning of a range of forms of religious expression and understand why they are important.
- **ra40** Understand the importance of religious expression.
- **ra41** Make connections between forms of religious expression.
- **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 cross 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.

