



## 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.

### Forces UKS2

- **sc99** explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object
- **sc100** identify the effects of air resistance, water resistance and friction, that act between moving surfaces
- **sc101** recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.

### Core Skills across the Key Stage UKS2

- **hi64** I can place events, people and changes into correct periods of time (British, local and world history)
- **hi65** I can describe key features and events in the periods and societies I have studied
- **hi66** I can recognise similarities and differences between periods of time
- **hi67** I can use a range of appropriate historical vocabulary including abstract terms such as 'empire' or 'peasantry'
- **hi68** I can ask and answer questions about change and cause and effect
- **hi69** can ask and answer questions about similarities and differences and their significance
- **hi70** I can draw informed conclusions by using a range of research skills
- **hi71** I can produce structured work from an appropriate range of resources relevant to the focus of enquiry
- **hi72** can use sources of information, including ICT, to find out about events, people and changes in the past
- **hi73** I understand that the same event in the past can be interpreted or represented differently by different people
- **hi74** I can describe reasons for the different interpretations of historical events, significance of individuals or changes in the periods and societies I have studied

## 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



UKS2 Spring 2 2016/2017 - Crime and Punishment - Beaches

**Religious Education**  
 Week 1: Can I recall my own knowledge about Jesus?  
 Week 2: Can I understand the meanings of some of the symbolic language used to describe Jesus?  
 Week 3: Can I reflect on my own image and understanding of Jesus' character?  
 Week 4: Can I understand the reasons why Jesus was crucified?  
 Week 5: Can I use role play to portray events leading up to the crucifixion of Jesus?  
 Week 6: Can I explore the various roles played by different people in the Easter story?

**Science - Forces**  
 Week 1: Can I explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object?  
 Week 2: As week 1, with Maths element  
 Week 3: Can I identify the effects of air resistance, water resistance and friction, which act between moving surfaces?  
 Week 4: As week 2, with Maths element  
 Week 5: Can I recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect?  
 Week 6: As week 3, with Maths element

**Topic - Crime and Punishment**  
 Week 1: Can I find out about what the Romans believed about crime and punishment?  
 Week 2: Can I compare both the modern British and Roman justice system with that of the Anglo-Saxons?  
 Week 3: Can I find out about different punishment methods that were popular during the Tudor period?  
 Week 4: Can I find out about the life of Dick Turpin based on historical sources?  
 Week 5: Can I understand that experiences of Victorian prisoners?  
 Week 6: Can I compare modern methods of crime prevention and detection with what existed in the past?

**French**  
 Week 1: Can I understand and use numbers 41-60?  
 Week 2: Can I understand and use numbers 41-60?  
 Week 3: Can I revise months of the year?  
 Week 4: Can I revise months of the year? Can I give a birthday date?  
 Week 5: Can I ask and give a birthday date?  
 Week 6: Can I write the date of my birthday in French?

**PE**  
 Following the Thomas Hepburn sporting calendar - hockey  
 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.

**English**  
 Week 1: short story - plan, do, review  
 Week 2: short story - plan, do, review  
 Week 3: newspaper article - plan, do, review  
 Week 4: newspaper article - plan, do, review  
 Week 5: formal letter - plan, do, review  
 Week 6: formal letter - plan, do, review

**G/P/S to be covered this term - Daily RW/Inc spelling programme, brackets, dashes, semi-colons, colons, hyphens, Articles, relative clauses, word class, modals, modifiers, prepositional phrases, connectives and conjunctions, complex, simple and compound sentences. 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: Create a wanted poster using Purple Mash  
 Week 2: Educational Visit - Centre for Life  
 Week 3: Create a Newspaper Article using Purple Mash  
 Week 4: Live News Report (Pads - insert features of news report e.g. credits etc)  
 Week 5: Create a photo fit using Picassa (sepia effect)  
 Week 6: Create a multimedia presentation (children to select media software)

**Maths**  
 Week 1: shape and space  
 Week 2: angles and lines  
 Week 3: properties of 2D shapes  
 Week 4: pie charts and graphs  
 Week 5: translation and symmetry  
 Week 6: coordinates

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

## 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.

### 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
- **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
- **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, in discussing their writing and reading.

## MATHEMATICS AND COMPUTING

### UKS2

- **cs37** I can use a variety of inputs (keyboards/keypads/switches) to enter data into a program
- **cs41** I can use search technologies effectively
- **cs42** I am aware that information from some sources may not be accurate
- **cs43** I understand that some sources are biased
- **cs44** I can use a variety of digital devices (including the internet) to create programs to collect, analyse and evaluate data

- **cs45** I can use a variety of software to present data and information (including combining images and text, multi-media presentations and data-bases)
- **cs46** I know the rules for keeping safe on the internet and how to be a responsible internet user
- **cs47** I know what is acceptable content and behaviour on the internet and what to do if I am, or any of my friends are, a victim of any inappropriate on-line behaviour

## PSED & RELIGIOUS EDUCATION

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

- **ps33** Be able to lead discussions and debates about wider issues (aware of different roles, rights and responsibilities).
- **ps34** Understand why and how laws are made and enforced.
- **ps35** Understand there are consequences when rules/laws are broken.
- **ps36** Resolve differences by looking at alternatives, making decisions and explaining choices.
- **ps37** 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.

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### Learning About Religion UKS2

- **ra30** 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.

### Learning About Religion UKS2

- **ra40** 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.

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

# UKS2 Spring 2 2016/2017 - Crime and

## 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.

### Forces UKS2

- **sc99** explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object
- **sc100** identify the effects of air resistance, water resistance and friction, that act between moving surfaces
- **sc101** recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.

### UKS2

- **hi64** Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history
- **hi65** Pupils should continue to establish clear narratives within and across the periods they study.
- **hi66** They should note connections, contrasts and trends over time
- **hi67** They should develop the appropriate use of historical terms.
- **hi68** They should regularly address and sometimes devise historically valid questions about change and cause,
- **hi69** They should regularly address and sometimes devise historically valid questions about similarity and difference and significance
- **hi70** They should construct informed responses that involve thoughtful selection
- **hi71** They should construct informed responses that involve organisation of relevant historical information.
- **hi72** They should understand how our knowledge of the past is constructed from a range of sources
- **hi73** They should understand that different versions of past events may exist
- **hi74** They should understand that different versions of past events may exist, giving some reasons for this.

## MATHEMATICS AND COMPUTING

### UKS2

- **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 devices presenting data and information.
- **co46** use technology safely, respectfully and responsibly
- **co47** recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact

## 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

### 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.

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- **e202** continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
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- **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.

