



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

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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6 School Rules
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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



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 - fractions (including decimals and percentages) UKS2

- **m179** compare and order fractions whose denominators are all multiples of the same number
- **m180** identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths
- **m181** recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number [for example, 2/5 + 4/5 = 6/5 = 1 1/5]
- **m182** add and subtract fractions with the same denominator and denominators that are multiples of the same number
- **m183** multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams
- **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
- **m186** round decimals with two decimal places to the nearest whole number and to one decimal place
- **m187** read, write, order and compare numbers with up to three decimal places
- **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, 4/5 and those fractions with a denominator of a multiple of 10 or 25.

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 data and information (including combining images and text, multi-media presentations and data-bases)
- **co46** I know the rules for keeping safe on the internet and how to be a responsible internet user
- **co47** 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

UKS2 Autumn 2 2016/2017 - A Very Yummy Christmas - Elms - Stage

UNDERSTANDING THE WORLD

Working scientifically UKS2

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MATHEMATICS AND COMPUTING

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- **m180** identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths
- **m181** recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number [for example, $2/5 + 4/5 = 6/5 = 1\frac{1}{5}$]
- **m182** add and subtract fractions with the same denominator and denominators that are multiples of the same number
- **m183** multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams
- **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
- **m186** round decimals with two decimal places to the nearest whole number and to one decimal place
- **m187** read, write, order and compare numbers with up to three decimal places
- **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 $1/2$, $1/4$, $1/5$, $2/5$, $4/5$ and those fractions with a denominator of a multiple of 10 or 25.

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 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
- **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 AND DESIGN

Design UKS2

- **dt55** use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose
- **dt56** use research and develop design criteria to design products that are fit for purpose, aimed at particular individuals or groups
- **dt59** generate, develop, model and communicate their ideas through prototypes
- **dt61** generate, develop, model and communicate their ideas through computer-aided design

Make UKS2

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

Evaluate UKS2

- **dt68** investigate a range of existing products
- **dt69** analyse a range of existing products
- **dt70** evaluate their ideas and products against their own design criteria and consider the views of others 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 techniques
- **dt84** know where and how a variety of ingredients are processed.

UKS2

- **mu23** perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression
- **mu26** improvise and compose music for a range of purposes

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

- **e201** maintain positive attitudes to reading and understanding of what they read by:
- **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
- **e206** identifying and discussing themes and conventions in and across a wide range of writing
- **e208** learning a wider range of poetry by heart
- **e209** preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
- **e210** understand what they read by:
- **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

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

- **e233** plan their writing by:
- **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
- **e237** draft and write by:
- **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
- **e241** using a wide range of devices to build

COMMUNICATION AND LANGUAGE

UKS2

- **fl1** listen attentively to spoken language and show understanding by joining in and responding
- **fl2** explore the patterns and sounds of language through songs and rhymes
- **fl2.1** link the spelling, sound and meaning of words
- **fl3** engage in conversations; ask and answer questions
- **fl3.2** engage in conversations and seek clarification and help
- **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
- **sl33** participate in discussions, presentations, performances, role play, improvisations and debates

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