



The Creative Learning Journey

UKS2 Spring 1 2016/2017 - Mayans v Knights - Elms



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.

Core Skills across the Key Stage UKS2

- 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
- hi106 I can locate and describe the earliest civilisations whilst being aware that sources of evidence from those times can be interpreted in different ways
- hi107 I know about the way of life and beliefs of a particular ancient civilisation and can compare and contrast its main features with societies or other periods I have studied, including my own
- hi109 I have studied a non-European society and can identify the similarities and differences between it and British society during the same period of time

Animals including humans UKS2

- sc104 identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
- sc105 recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- sc106 describe the ways in which nutrients and water are transported within animals, including humans.

Location knowledge UKS2

- ge52 I can identify North and South America on a map or globe
- ge54 I can talk about the environmental regions and key human and physical characteristics of the countries I can identify
- ge58 I can identify patterns of land-use and describe how these shape the landscape

Place knowledge UKS2

- ge62 I can describe the geographical similarities and differences of the physical features of contrasting locations in the UK, Europe and a region of North and South America

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



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

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 2
- 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

Writing - composition UKS2

- e232 choosing the writing implement that is best suited for a task
- 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 precisng 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)
- e243 recognising vocabulary and structures that are appropriate for formal text and to write, including subjective 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.

Writing - vocabulary, grammar and punctuation UKS2

- e251 recognising vocabulary and structures that are appropriate for formal speech and writing, including subjective 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
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- 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

Number - multiplication and division UKS2

- m168 identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers
- m169 know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers
- m170 establish whether a number up to 100 is prime and recall prime numbers up to 19
- m175 recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3)
- m176 solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes
- m177 solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign

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)
- m192 understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints
- m193 measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres
- m194 calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm²) and square metres (m²) and estimate the area of irregular shapes
- m195 estimate volume (for example, using 1 cm³ blocks to build cuboids (including cubes)) and capacity (for example, using water)
- 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

- m198 identify 3-D shapes, including cubes and other cuboids, from 2-D representations
- m199 know angles are measured in degrees; estimate and compare acute, obtuse and reflex angles

Geometry - position and direction UKS2

- m200 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.

UKS2

- cs31 I can design, write and debug simple programs to control or simulate physical systems
- cs32 I can solve problems by breaking them down into progressive steps
- cs33 I am aware that programs follow a sequence from one instruction to the next
- cs37 I can use a variety of inputs (keyboards/keypads/switches) to enter data into a program
- cs39 I can use logical reasoning to interpret how an algorithm works and thus rectify any errors
- 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

Geometry - properties of shapes UKS2

- m200 draw given angles, and measure them in degrees (a)
- m202 angles at a point and one whole turn (total 360°)
- m203 angles at a point on a straight line and a full 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.

LAW

6 School Rules

Class charters

RRSA

Fire Service

Police Talks

Behaviour rewards, celebrated in Thursday and Friday assemblies

Reading awards

LAW

6 School Rules

Class charters

RRSA

Fire Service

Police Talks

Behaviour rewards, celebrated in Thursday and Friday assemblies

Reading awards

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

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.

UKS2 Spring 1 2016/2017 - Mayans v Knights - Elms - Stage Coverage

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.

Animals including humans UKS2

- **sc104** identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
- **sc105** recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- **sc106** describe the ways in which nutrients and water are transported within animals, including humans.

Location knowledge UKS2

- **ge52** locate the world's countries, using maps to focus North and South America,
- **ge54** locate the world's countries, using maps to focus on their environmental regions, key physical and human characteristics
- **ge58** name and locate land-use patterns

Place knowledge UKS2

- **ge62** understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America

UKS2

- **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.
- **hi106** the achievements of the earliest civilizations - an overview of where and when the first civilizations appeared
- **hi107** a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
- **hi109** a non-European society that provides contrasts with British history - one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

MATHEMATICS AND COMPUTING

Number - multiplication and division UKS2

- **m168** identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers
- **m169** know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers
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- **m177** solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign

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)
- **m192** understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints
- **m193** measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres
- **m194** calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm²) and square metres (m²) and estimate the area of irregular shapes
- **m195** estimate volume [for example, using 1 cm³ blocks to build cuboids (including cubes)] and capacity [for example, using water]
- **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

- **m198** identify 3-D shapes, including cubes and other cuboids, from 2-D representations
- **m199** know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles
- **m200** draw given angles, and measure them in degrees (o)
- **m202** angles at a point and one whole turn (total 360o)
- **m203** angles at a point on a straight line and ½ a turn (total 180o)
- **m204** other multiples of 90o
- **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.

UKS2

- **co31** design, write and debug programs, controlling or simulating physical systems
- **co32** solve problems by decomposing them into smaller parts
- **co33** use sequence in programs
- **co37** use various forms of input
- **co39** use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
- **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,

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.

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

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

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

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 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.

