



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 athletic 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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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 1
2016/2017 -
Mayans v
Knights - Oaks

Science
Week 1: No science this week
Week 2: Animals including humans - name parts of the circulatory system
Week 3: as above
Week 4: Diet and exercise
Week 5: as above
Week 6: Impact of drugs and lifestyle
Week 7: Describe how nutrients and water are transported within animals

Topic (Mayans v Knights)
Week 1: Introduce the Mayans
Week 2: To look at the characteristics of Maya
Week 3: To look at the Maya number system
Week 4: To find out what Maya people grew and ate.
Week 5: To locate the ancient Maya cities
Week 6: To find out what we know about the Maya Frederick Catherwood
Week 7: To consider what we know about Chichen Itza and use the information to create a leaflet for tourists.

IT and Computing
Design, write and debug programs that accomplish specific goals, including controlling, or simulating physical systems, solve problems by decomposing them into smaller parts. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
Week 1: No IT
Week 2: Use Kudo to create a simple platform game
Week 3: As above
Week 4: As above (plus evaluation of game)
Week 5: Introduction to Scratch
Week 6: Continue with Scratch programs
Week 7: Continue with Scratch programs

Maths
Week 1: multiply and divide fractions
Week 2: multiplying decimal numbers
Week 3: percentage
Week 4: ratio and proportion
Week 5: measurement
Week 6: statistics
Week 7: addition and subtraction

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

English
Week 1: Discussion Texts
Week 2: Discussion Texts
Week 3: Information Texts
Week 4: Reports
Week 5: Fiction - Kensuke's Kingdom
Week 6: Fiction - Kensuke's Kingdom
Week 7: Fiction - Kensuke's Kingdom

G/P/S to be covered this term -
Daily RWInc 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.

Prep work for SATs G/P/S

Religious Education
Week 1: Can I discuss what the qualities of God might be?
Week 2: Can I describe a place that is special to me?
Week 3: Can I explain what happens in a place of worship?
Week 4: Can I explain why certain times are important in a place of worship?
Week 5: Can I describe the layout and function of a place of worship?
Week 6: Can I understand that faiths have other sacred places where they worship?
Can I write a recount of a visit to Lourdes?
Week 7: Can I create a Hindu shrine?

French
Week 1: Can I understand and use numbers 31-40?
Week 2: Can I ask and tell the time on the hour?
Week 3: Can I read and translate times on the hour?
Week 4: Can I recognise time abbreviations in French?
Week 5: Can I learn a French song containing time references?
Week 6: Can I link times on the hour with the phrases du matin, de l'après midi, du soir?
Week 7: Can I read and translate a French text?

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

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** 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

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

MATHEMATICS AND COMPUTING

Number - number and place value UKS2

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

Number - addition, subtraction, multiplication and division UKS2

- **m214** multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication
- **m215** divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context
- **m216** divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context
- **m217** perform mental calculations, including with mixed operations and large numbers
- **m218** identify common factors, common multiples and prime numbers
- **m219** use their knowledge of the order of

- **m227** divide proper fractions by whole numbers [for example, 1/3 ÷ 2 = 1/6]
- **m228** associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, 3/8]
- **m229** identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places
- **m230** multiply one-digit numbers with up to two decimal places by whole numbers
- **m231** use written division methods in cases where the answer has up to two decimal places
- **m232** solve problems which require answers to be rounded to specified degrees of accuracy
- **m233** recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.

UKS2

- **co31** I can design, write and debug simple programs to control or simulate physical systems
- **co32** I can solve problems by breaking them down into progressive steps
- **co33** I am aware that programs follow a sequence from one instruction to the next
- **co37** I can use a variety of inputs

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

UNDERSTANDING THE WORLD

Working scientifically UKS2

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- **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.

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

Number - fractions (including decimals and percentages) UKS2

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

UKS2

- **co31** design, write and debug programs, controlling or simulating physical systems
- **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
- **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

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

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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