



#### Reading

**YEAR SIX** (End of Y6 colour-coded reading expected standard – Magenta)

**By the end of Year 6 children will:**

- be self-motivated, confident and experienced readers, and may be pursuing particular interests through reading.
- be capable of tackling some demanding texts and can cope well with the reading of the wider curriculum.
- read thoughtfully and appreciate shades of meaning.
- be capable of locating, retrieving and drawing on a variety of sources in order to research a topic independently and of presenting information.
- be able to distinguish between statements of fact and opinion across a range of texts.
- be willing to take on more extended and more challenging texts.
- be fluent and experienced across the wide range of reading demands that exist in the primary classroom.
- make predictions based on details stated and implied.
- with encouragement, be critical of what they read, and what writers have to say, as well as beginning to notice the effect that writing has on them as a reader.
- comment on how organisational structures and language, including figurative language, are used to contribute to meaning and how these impact on the reader.
- express views formed through both independent reading and the books that are read to them, explaining and justifying personal opinions, and courteously challenge those of others whose views may differ from those of their own.

## Spelling – years 5 and 6

### Revise work done in previous years

### New work for years 5 and 6

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
Endings which sound like /ʃəs/ spelt –cious or –tious	<p>Not many common words end like this.</p> <p>If the root word ends in <b>–ce</b>, the /ʃ/ sound is usually spelt as <b>c</b> – e.g. <i>vice</i> – <i>vicious</i>, <i>grace</i> – <i>gracious</i>, <i>space</i> – <i>spacious</i>, <i>malice</i> – <i>malicious</i>.</p> <p><b>Exception:</b> <i>anxious</i>.</p>	<p>vicious, precious, conscious, delicious, malicious, suspicious, ambitious, cautious, fictitious, infectious, nutritious</p>
Endings which sound like /ʃəl/	<p><b>–cial</b> is common after a vowel letter and <b>–tial</b> after a consonant letter, but there are some exceptions.</p> <p><b>Exceptions:</b> <i>initial</i>, <i>financial</i>, <i>commercial</i>, <i>provincial</i> (the spelling of the last three is clearly related to <i>finance</i>, <i>commerce</i> and <i>province</i>).</p>	<p>official, special, artificial, partial, confidential, essential</p>

<p>Words ending in –ant, –ance/–ancy, –ent, –ence/–ency</p>	<p>Use <b>–ant</b> and <b>–ance/–ancy</b> if there is a related word with a /æ/ or /eɪ/ sound in the right position; <b>–ation</b> endings are often a clue.</p> <p>Use <b>–ent</b> and <b>–ence/–ency</b> after soft <b>c</b> (/s/ sound), soft <b>g</b> (/dʒ/ sound) and <b>qu</b>, or if there is a related word with a clear /ɛ/ sound in the right position.</p> <p>There are many words, however, where the above guidance does not help. These words just have to be learnt.</p>	<p>observant, observance, (observ<u>a</u>tion), expectant (expect<u>a</u>tion), hesitant, hesitancy (hesit<u>a</u>tion), tolerant, tolerance (toler<u>a</u>tion), substance (subst<u>a</u>ntial) innocent, innocence, decent, decency, frequent, frequency, confident, confidence (confid<u>e</u>ntial) assistant, assistance, obedient, obedie<u>n</u>ce, independ<u>e</u>nt, independ<u>e</u>nce</p>
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<p><b>Statutory requirements</b></p>	<p><b>Rules and guidance (non-statutory)</b></p>	<p><b>Example words (non-statutory)</b></p>
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<p>Words ending in –able and –ible</p> <p>Words ending in –ably and –ibly</p>	<p>The <b>–able/–ably</b> endings are far more common than the <b>–ible/–ibly</b> endings.</p> <p>As with <b>–ant</b> and <b>–ance/–ancy</b>, the <b>–able</b> ending is used if there is a related word ending in <b>–ation</b>.</p> <p>If the <b>–able</b> ending is added to a word ending in <b>–ce</b> or <b>–ge</b>, the <b>e</b> after the <b>c</b> or <b>g</b> must be kept as those letters would otherwise have their ‘hard’ sounds (as in <i>cap</i> and <i>gap</i>) before the <b>a</b> of the <b>–able</b> ending.</p> <p>The <b>–able</b> ending is usually but not always used if a complete root word can be heard before it, even if there is no related word ending in <b>–ation</b>. The first five examples opposite are obvious; in <i>reliable</i>, the complete word <i>rely</i> is heard, but the <b>y</b> changes to <b>i</b> in accordance with the rule.</p> <p>The <b>–ible</b> ending is common if a complete root word can’t be heard before it but it also sometimes occurs when a complete word <i>can</i> be heard (e.g. <i>sensible</i>).</p>	<p>adorable/adorably (adoration), applicable/applicably (application), considerable/considerably (consideration), tolerable/tolerably (toleration) changeable, noticeable, forcible, legible</p> <p>dependable, comfortable, understandable, reasonable, enjoyable, reliable</p> <p>possible/possibly, horrible/horribly, terrible/terribly, visible/visibly, incredible/incredibly, sensible/sensibly</p>
<p>Adding suffixes beginning with vowel letters to words ending in –fer</p>	<p>The <b>r</b> is doubled if the <b>–fer</b> is still stressed when the ending is added.</p> <p>The <b>r</b> is not doubled if the <b>–fer</b> is no longer stressed.</p>	<p>referring, referred, referral, preferring, preferred, transferring, transferred reference, referee, preference, transference</p>
<p>Use of the hyphen</p>	<p>Hyphens can be used to join a prefix to a root word, especially if the prefix ends in a vowel letter and the root word also begins with one.</p>	<p>co-ordinate, re-enter, co-operate, co-own</p>

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
Words with the /i:/ sound spelt ei after c	<p>The ‘i before e except after c’ rule applies to words where the sound spelt by <b>ei</b> is /i:/.</p> <p><b>Exceptions:</b> <i>protein, caffeine, seize</i> (and <i>either</i> and <i>neither</i> if pronounced with an initial /i:/ sound).</p>	deceive, conceive, receive, perceive, ceiling
Words containing the letter-string ough	<p><b>ough</b> is one of the trickiest spellings in English – it can be used to spell a number of different sounds.</p>	<p>ought, bought, thought, nought, brought, fought rough, tough, enough cough</p> <p>though, although, dough through thorough, borough plough, bough</p>
Words with ‘silent’ letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)	<p>Some letters which are no longer sounded used to be sounded hundreds of years ago: e.g. in <i>knight</i>, there was a /k/ sound before the /n/, and the <b>gh</b> used to represent the sound that ‘ch’ now represents in the Scottish word <i>loch</i>.</p>	doubt, island, lamb, solemn, thistle, knight

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
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Homophones and other words that are often confused

In the pairs of words opposite, nouns end **-ce** and verbs end **-se**. *Advice* and *advise* provide a useful clue as the word *advise* (verb) is pronounced with a /z/ sound – which could not be spelt **c**.

More examples:

aisle: a gangway between seats (in a church, train, plane).

isle: an island. aloud: out

loud.

allowed: permitted.

affect: usually a verb (e.g. *The weather may affect our plans*).

effect: usually a noun (e.g. *It may have an effect on our plans*). If a verb, it means 'bring about' (e.g. *He will effect changes in the running of the business*). altar: a table-like piece of furniture in a church.

alter: to change. ascent: the act of ascending (going up). assent: to agree/agreement (verb and noun). bridal: to do with a bride at a wedding. bridle: reins etc. for controlling a horse. cereal: made from grain (e.g. breakfast cereal).

serial: adjective from the noun *series* – a succession of things one after the other.

compliment: to make nice remarks about someone (verb) or the remark that is made (noun).

complement: related to the word *complete* – to make something complete or more complete (e.g. *her scarf complemented her outfit*).

advice/advise devce/devise  
licence/license practice/practise  
prophecy/prophesy

farther: further father: a male parent guessed: past tense of the verb *guess* guest: visitor heard: past tense of the verb *hear* herd: a group of animals led: past tense of the verb *lead* lead: present tense of that verb, or else the metal which is very heavy (*as heavy as lead*)

morning: before noon mourning: grieving for someone who has died past: noun or adjective referring to a previous time (e.g. *In the past*) or preposition or adverb showing place (e.g. *he walked past me*) passed: past tense of the verb 'pass' (e.g. *I passed him in the road*)

precede: go in front of or before proceed: go on

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
<p>Homophones and other words that are often confused (continued)</p>	<p>descent: the act of descending (going down).  dissent: to disagree/disagreement (verb and noun).  desert: as a noun – a barren place (stress on first syllable); as a verb – to abandon (stress on second syllable)  dessert: (stress on second syllable) a sweet course after the main course of a meal.  draft: noun – a first attempt at writing something; verb – to make the first attempt; also, to draw in someone (e.g. <i>to draft in extra help</i>)  draught: a current of air.</p>	<p>principal: adjective – most important (e.g. <i>principal ballerina</i>)  noun – important person (e.g. <i>principal of a college</i>)  principle: basic truth or belief  profit: money that is made in selling things  prophet: someone who foretells the future  stationary: not moving  stationery: paper, envelopes etc.  steal: take something that does not belong to you  steel: metal  wary: cautious  weary: tired  who's: contraction of <i>who is</i> or <i>who has</i>  whose: belonging to someone (e.g. <i>Whose jacket is that?</i>)</p>

## Word list – years 5 and 6

accommodate accompany	profession excellent
according achieve	programme existence
aggressive amateur ancient	pronunciation explanation
apparent appreciate	queue familiar recognise
attached available average	foreign recommend forty
awkward bargain bruise	relevant
category cemetery	frequently restaurant
committee communicate	government rhyme
community competition	guarantee rhythm harass
conscience* conscious*	sacrifice hindrance
controversy convenience	secretary identity
correspond	shoulder immediate(ly)
criticise (critic + ise) curiosity	signature individual
definite desperate determined	sincere(ly) interfere soldier
develop dictionary disastrous	interrupt stomach
embarrass persuade environment	language sufficient leisure
physical	suggest lightning symbol
equip (–ped, –ment) prejudice	marvellous system
es	mischievous temperature
pe	muscle thorough necessary
cia	twelfth neighbour variety
lly	nuisance vegetable occupy
pri	vehicle occur
vil	yacht
eg	opportunity
e	parliament
ex	
ag	
ge	
rat	
e	



### Notes and guidance (non-statutory)

Teachers should continue to emphasise to pupils the relationships between sounds and letters, even when the relationships are unusual. Once root words are learnt in this way, longer words can be spelt correctly if the rules and guidance for adding prefixes and suffixes are also known. Many of the words in the list above can be used for practice in adding suffixes.

Understanding the history of words and relationships between them can also help with spelling.

#### Examples:

- *Conscience* and *conscious* are related to *science*: *conscience* is simply *science* with the prefix *con-* added. These words come from the Latin word *scio* meaning *I know*.
- The word *desperate*, meaning 'without hope', is often pronounced in English as *desp'rate*, but the *-sper-* part comes from the Latin *spero*, meaning 'I hope', in which the **e** was clearly sounded.
- *Familiar* is related to *family*, so the /ə/ sound in the first syllable of *familiar* is spelt as **a**.

## International Phonetic Alphabet (non-statutory)

The table below shows each symbol of the International Phonetic Alphabet (IPA) and provides examples of the associated grapheme(s).<sup>1</sup> The table is not a comprehensive alphabetic code chart; it is intended simply as guidance for teachers in understanding the IPA symbols used in the spelling appendix. The pronunciations in the table are, by convention, based on Received Pronunciation and could be significantly different in other accents.

Consonants		Vowels	
/b/	<b>bad</b>	/ɑ:/	<b>father, arm</b>
/d/	<b>dog</b>	/ɒ/	<b>hot</b>
/ð/	<b>this</b>	/æ/	<b>cat</b>
/dʒ/	<b>gem, jug</b>	/aɪ/	<b>mind, fine, pie, high</b>
/f/	<b>if, puff, photo</b>	/aʊ/	<b>out, cow</b>
/g/	<b>gum</b>	/ɛ/	<b>hen, head</b>
/h/	<b>how</b>	/eɪ/	<b>say, came, bait</b>
/j/	<b>yes</b>	/ɛə/	<b>air</b>
/k/	<b>cat, check, key, school</b>	/əʊ/	<b>cold, boat, cone, blow</b>
/l/	<b>leg, hill</b>	/ɪ/	<b>hit</b>
/m/	<b>man</b>	/ɪə/	<b>beer</b>
/n/	<b>man</b>	/i:/	<b>she, bead, see, scheme, chief</b>
/ŋ/	<b>sing</b>	/ɔ:/	<b>launch, raw, born</b>
/θ/	<b>both</b>	/ɔɪ/	<b>coin, boy</b>
/p/	<b>pet</b>	/ʊ/	<b>book</b>
/r/	<b>red</b>	/ʊə/	<b>tour</b>
/s/	<b>sit, miss, cell</b>	/u:/	<b>room, you, blue, brute</b>
/ʃ/	<b>she, chef</b>	/ʌ/	<b>cup</b>
/t/	<b>tea</b>	/ɜ:/	<b>fern, turn, girl</b>

<sup>1</sup> This chart is adapted slightly from the version provided on the DfE's website to support the Year 1 phonics screening check.

/tʃ/	<b>check</b>	/ə/	<b>farmer</b>
/v/	<b>vet</b>		
/w/	<b>wet, when</b>		
/z/	<b>zip, hens, buzz</b>		
/ʒ/	<b>pleasure</b>		

## Writing

By the end of Year 6 pupils will know and be able to:

- Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader
- Describe settings, characters and atmosphere in narratives and integrating dialogue to convey character and advance the action
- Select vocabulary and grammatical structures that reflect what the writing requires (E.g. Contracted forms in dialogue in narratives, Passive verbs to affect how information is presented, Modal verbs to suggest degrees of possibility)
- Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
- Use verb tenses consistently and correctly
- Using the full range of speech punctuation (inverted commas as well as punctuation to separate speech and reporting clauses)
- Use commas for clarity mostly correctly
- Use punctuation for parenthesis mostly correctly
- Use a range of advanced punctuation mostly accurately e.g. dashes, colons, semi-colons or hyphens
- Edit/re-draft sections to improve grammatical sense or meaning (including spelling)
- Spell most of the statutory word list correctly (Year 5 & 6 content)
- Maintain legibility in joined handwriting when writing at speed

## Grammar and punctuation contents

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Nouns & Verbs	Nouns & Verbs	Nouns & Verbs (action & being)	Nouns & Verbs (action & being)	Nouns & Verbs (action & being)	Nouns & Verbs (action & being)
Subject/verb identification	Subject/verb identification	Subject/verb identification	Subject/verb identification	Subject/verb identification	Subject/verb identification
Tenses	Tenses (past + present (-ing))	Tenses (-ing + present perfect)	Tenses (-ing + past & present perfect)	Tenses (past, present, future + simple, progressive, perfect)	Tenses (past, present, future + simple, progressive, perfect)
Full stops. Questions marks? Exclamation marks! Capital letters & spaces	Replace the subject with a pronoun	Replace the subject with a pronoun	Prepositions	Prepositions	Prepositions
Co-ordinating conjunctions (and, but)	Full stops. Questions marks? Exclamation marks! Capital letters	Full stops. Questions marks? Exclamation marks! Capital letters	Co-ordinating conjunctions (FANBOYS)	Co-ordinating conjunctions (FANBOYS)	Co-ordinating conjunctions (FANBOYS)
Plural noun suffixes	Sentence types (statement, question, command, exclamation)	Prepositions	Adverbs & Adverbials (+fronted)	Adverbs & Adverbials (for cohesion + modal verbs)	Semi-colons, colons & dashes (inc. independent clauses)
Verb suffixes	Co-ordinating & subordinating conjunctions	Co-ordinating conjunctions (FANBOYS)	Commas for fronted adverbials	Commas for fronted adverbials	Adverbs & Adverbials (for cohesion + modal verbs)
Using the prefix <i>un-</i>	Suffixes (nouns, adjectives & adverbs)	Adverbs & Adverbials	Subordinating Conjunctions	Subordinating Conjunctions	Commas for fronted adverbials
Sequence sentences	Expanded Noun Phrases	Subordinating Conjunctions	Commas for clauses & clarity	Commas for clauses & clarity	Subordinating Conjunctions
	Commas in lists	Sentence types (single & multi-clause)	Sentence types (single & multi-clause)	Relative Clauses	Commas for clauses & clarity
	Apostrophes (contraction + singular possession)	Noun prefixes & use of <i>a</i> or <i>an</i>	Plural or possessive 's'	Punctuation for parenthesis (commas, dashes & brackets)	Relative Clauses
		Word families	Standard English (verb forms)	Change nouns & adjectives to verbs using suffixes	Punctuation for parenthesis (commas, dashes & brackets)
		Paragraphs, headings & sub-headings	Expanded Noun Phrases (inc. prepositional phrases)	Verb prefixes	Informal vs. formal speech
		Inverted commas	Speech punctuation		Synonyms & Antonyms
					Passive Voice
					Subjunctive Form
					Hyphens
					Bullet points

### Word Classes/Types/Forms, Tenses, Punctuation, Sentence type/structure, Prefixes & Suffixes

Year 6: Detail of content to be introduced (statutory requirement)	
<b>Word</b>	<p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, <i>find out – discover; ask for – request; go in – enter</i>]</p> <p>How words are related by meaning as synonyms and antonyms [for example, <i>big, large, little</i>].</p>
<b>Sentence</b>	<p>Use of the <b>passive</b> to affect the presentation of information in a <b>sentence</b> [for example, <i>I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)</i>].</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: <i>He’s your friend, isn’t he?</i>, or the use of <b>subjunctive</b> forms such as <i>If I were</i> or <i>Were they to come</i> in some very formal writing and speech]</p>
<b>Text</b>	<p>Linking ideas across paragraphs using a wider range of <b>cohesive devices</b>: repetition of a <b>word</b> or phrase, grammatical connections [for example, the use of <b>adverbials</b> such as <i>on the other hand, in contrast, or as a consequence</i>], and <b>ellipsis</b></p> <p>Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]</p>
<b>Punctuation</b>	<p>Use of the semi-colon, colon and dash to mark the boundary between independent <b>clauses</b> [for example, <i>It’s raining; I’m fed up</i>]</p> <p>Use of the colon to introduce a list and use of semi-colons within lists</p> <p><b>Punctuation</b> of bullet points to list information</p> <p>How hyphens can be used to avoid ambiguity [for example, <i>man eating shark versus man-eating shark, or recover versus re-cover</i>]</p>
<b>Terminology for pupils</b>	<p>subject, object</p> <p>active, passive</p> <p>synonym, antonym</p> <p>ellipsis, hyphen, colon, semi-colon, bullet points</p>

## The Power of Reading

YEAR 6	Autumn 1 <i>Wolf Brother</i> By Michelle Paver	Autumn 2 <i>Shackleton's Journey</i> By William Grill	Spring 1 <i>The Highwayman</i> By Alfred Noyes <b>(Home Learning)</b>	Spring 2 <i>Tales from the Caribbean</i> By Trish Cooke	Summer 1 <i>The Lighthouse / Ruin / The Ocean Maker</i> <i>(Literacy Shed – Not Power of Reading)</i>	Summer 2 SPaG and Comprehension Practice for Assessments
<b>Literary Form</b>	Narrative (Adventure story)	Non-fiction	Narrative Poem	Traditional Tales	Narrative (Literacy Shed video stimuli)	
<b>Link to Main NC Area of Learning</b>	History: Stone Age and Hunter Gatherers (Y3)	Science: Evolution and Adaptation	N/A	Geography: North America (key physical and human characteristics).		
<b>PSED &amp; Human Themes</b>	Respect for others and assertiveness	Collaboration with others and reconciling conflict	Respond appropriately to the opinions of others  To develop the ability to work collaboratively	Discussion of gender stereotypes  Colonisation and slavery (link to Britain and Windrush).		
<b>Reading (NC Objectives)</b>	Increase familiarity with a range of books;  Identify themes and conventions and compare these across books they have read;  Show understanding through intonation, tone, volume and action;  Discuss words and phrases that capture	Develop positive attitudes to reading and understanding by reading and discussing a wide range of fiction, non-fiction and reference books.  Read books that are structured in different ways and reading for a range of purposes	Retrieve, select and describe information, events or ideas  Deduce, infer and interpret information, events or ideas  Respond imaginatively, using different strategies to engage with texts  Evaluate writers'	<b>Maintain positive attitudes to reading and understanding of what they read by:</b> <ul style="list-style-type: none"> <li>continuing to read and discuss an increasingly wide range of fiction</li> <li>reading books that are structured in different ways and reading for a range of purposes</li> <li>identifying and discussing themes and conventions in and across a wide range of writing</li> <li>making comparisons within and across books</li> </ul> <b>Understand what they read by:</b> <ul style="list-style-type: none"> <li>checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>asking questions to improve their understanding</li> <li>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>predicting what might happen from details stated and implied</li> <li>summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</li> <li>identifying how language, structure and presentation contribute to meaning</li> </ul>		

	<p>readers' interest and imagination;</p> <p>Draw inferences about characters' feelings, thoughts, emotions and actions.</p> <p>Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words that they meet.</p> <p>Ask questions to improve their understanding</p> <p>Identifying how language, structure and presentation contribute to meaning</p> <p>Predict what might happen from details stated and implied.</p>	<p>Identifying and discussing themes and conventions in and across a wide range of writing</p> <p>Making comparisons within and across books</p> <p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions,</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>Distinguish between statements of fact and opinion</p> <p>Retrieve, record and present information from non-fiction</p>	<p>purposes and viewpoints and the overall effect of the text on the reader</p>	<ul style="list-style-type: none"> <li>▪ discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>▪ 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</li> <li>▪ 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</li> <li>▪ provide reasoned justifications for their views</li> </ul>		
<p><b>National Curriculum Vocabulary, Grammar, Punctuation (and Spelling)</b></p>	<p>Word classes: nouns and verbs</p>	<p>Expanded Noun Phrases (inc. word classes of determiners, adjectives, nouns, verbs and prepositional phrases).</p>	<p>Recognising vocabulary and structures that are appropriate</p>	<p>Prepositional Phrases</p> <p>Semi-Colons and Colons to separate independent clauses</p>		



<p><b>Writing (NC Objectives)</b> :</p>	<p>Plan writing by identifying the audience for and purpose of the writing, selecting the appropriate form</p> <p>Note and develop initial ideas, drawing on reading</p> <p>Draft and write by selecting appropriate grammar and vocabulary</p> <p>In narratives, describe settings, characters and atmosphere, integrate dialogue to convey character and advance action</p> <p>Use a range of devices to build cohesion within and across paragraphs</p> <p>Evaluate and edit by proposing changes to vocabulary, grammar and punctuation</p> <p>Proof-read for spelling and punctuation for errors</p> <p>Perform their own compositions, using appropriate intonation,</p>	<p>Note and develop initial ideas, drawing on reading</p> <p>In writing narratives, considering how authors have developed characters and settings in what they have heard or read.</p> <p>Plan writing by identifying the audience for and purpose of the writing, selecting the appropriate form</p> <p>Draft and write by selecting appropriate grammar and vocabulary</p> <p>Use a range of devices to build cohesion within and across paragraphs</p> <p>Evaluate and edit by proposing changes to vocabulary, grammar and punctuation</p> <p>Proof-read for spelling and punctuation errors</p> <p>Perform their own compositions, using appropriate intonation, volume, movement so</p>	<p>Use and adapt a variety of forms suited to different purposes and readers</p> <p>Make stylistic choices, including vocabulary, literary features and viewpoints or voice</p>	<p><b>Children should plan their writing by:</b></p> <ul style="list-style-type: none"> <li>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>noting and developing initial ideas, drawing on reading and research where necessary</li> <li>in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> </ul> <p><b>Draft and write by:</b></p> <ul style="list-style-type: none"> <li>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>using a wide range of devices to build cohesion within and across paragraphs</li> <li>using further organisational and presentational devices to structure text and to guide the reader</li> </ul> <p><b>Evaluate and edit by:</b></p> <ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others' writing</li> <li>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>proof read for spelling and punctuation errors</li> </ul>		
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	<p>volume, movement so that meaning is clear</p> <p>Select appropriate grammar and vocabulary, and understand how such choices can change and enhance meaning</p>	<p>that meaning is clear</p>				
<b>Extended Writing Outcome</b>	<p>Narrative opening from a character's perspective, showing their inner feelings and emotions.</p>	<p>To write a reflective speech, in role as a crew member on Endurance.</p>	<p>To write a diary entry, in role as different characters from the original poem.</p>	<p>To write and perform a playscript (based on the tale 'The Elephant Drum').</p>		



By the end of year 6 pupils will know and be able to:

<p>Place Value: Counting</p>	<p>Place Value: Represent</p> <ul style="list-style-type: none"> <li>• read, write, (order and compare) numbers up to 10 000 000 and determine the value of each digit</li> </ul>
<p>Place Value: Use Place Value and Compare</p> <ul style="list-style-type: none"> <li>• (read, write), order and compare numbers up to 10 000 000 and determine the value of each digit</li> </ul>	<p>Place Value: Problems and Rounding</p> <ul style="list-style-type: none"> <li>• round any whole number to a required degree of accuracy</li> <li>• use negative numbers in context, and calculate intervals across zero</li> <li>• solve number and practical problems that involve all of the above</li> </ul>
<p>Addition and Subtraction: Recall, Represent, Use</p>	<p>Addition and Subtraction: Calculations</p> <ul style="list-style-type: none"> <li>• perform mental calculations, including with mixed operations and large numbers</li> <li>• use their knowledge of the order of operations to carry out calculations involving the four operations</li> </ul>
<p>Addition and Subtraction: Solve Problems</p> <ul style="list-style-type: none"> <li>• solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why</li> </ul>	<p>Multiplication and Division: Recall, Represent, Use</p> <ul style="list-style-type: none"> <li>• identify common factors, common multiples and prime numbers</li> <li>• use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.</li> </ul>

Multiplication and Division: Calculations	Multiplication and Division: Solve Problems
<ul style="list-style-type: none"> <li>• multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication</li> <li>• 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</li> <li>• 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</li> <li>• perform mental calculations, including with mixed operations and large numbers</li> </ul>	<ul style="list-style-type: none"> <li>• solve problems involving addition, subtraction, multiplication and division</li> </ul>
Multiplication and Division: Combined operations	Fractions: Recognise and Write
Fractions: Compare	Fractions Calculations

<ul style="list-style-type: none"> <li>• use common factors to simplify fractions; use common multiples to express fractions in the same denomination</li> <li>• compare and order fractions, including fractions <math>&gt; 1</math></li> </ul>	<ul style="list-style-type: none"> <li>• add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions</li> <li>• multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, <math>\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}</math>]</li> <li>• divide proper fractions by whole numbers [for example, <math>\frac{1}{3} \div 2 = \frac{1}{6}</math>]</li> </ul>
Decimals: Recognise and Write	Decimals: Compare
<ul style="list-style-type: none"> <li>• identify the value of each digit in numbers given to three decimal places</li> </ul>	
Decimals: Calculations and Problems	Fractions, Decimals and Percentages
<ul style="list-style-type: none"> <li>• multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places</li> <li>• multiply one-digit numbers with up to two decimal places by whole numbers</li> <li>• use written division methods in cases where the answer has up to two decimal places</li> <li>• solve problems which require answers to be rounded to specified degrees of accuracy</li> </ul>	<ul style="list-style-type: none"> <li>• associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, <math>\frac{3}{8}</math>]</li> <li>• recall and use equivalences between simple fractions, decimals and percentages, including in different contexts</li> </ul>
Ratio and Proportion	Algebra

<ul style="list-style-type: none"> <li>• solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts</li> <li>• solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison</li> <li>• solve problems involving similar shapes where the scale factor is known or can be found</li> <li>• solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.</li> </ul>	<ul style="list-style-type: none"> <li>• use simple formulae</li> <li>• generate and describe linear number sequences</li> <li>• express missing number problems algebraically</li> <li>• find pairs of numbers that satisfy an equation with two unknowns</li> <li>• enumerate possibilities of combinations of two variables.</li> </ul>
<b>Measurement: Using Measures</b>	<b>Measurement: Money</b>
<ul style="list-style-type: none"> <li>• solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate</li> <li>• use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places</li> <li>• convert between miles and kilometres</li> </ul>	

<p><b>Measurement: Time</b></p> <ul style="list-style-type: none"> <li>• use, read, write and convert between standard units, converting measurements of time from a smaller unit of measure to a larger unit, and vice versa</li> </ul>	<p><b>Measurement: Perimeter, Area, Volume</b></p> <ul style="list-style-type: none"> <li>• recognise that shapes with the same areas can have different perimeters and vice versa</li> <li>• recognise when it is possible to use formulae for area and volume of shapes</li> <li>• calculate the area of parallelograms and triangles</li> <li>• calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm<sup>3</sup>) and cubic metres (m<sup>3</sup>), and extending to other units [for example, mm<sup>3</sup> and km<sup>3</sup>]</li> </ul>
<p><b>Geometry: 2-d shapes</b></p> <ul style="list-style-type: none"> <li>• draw 2-D shapes using given dimensions and angles</li> <li>• compare and classify geometric shapes based on their properties and sizes</li> <li>• illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius</li> </ul>	<p><b>Geometry: 3-d shapes</b></p> <ul style="list-style-type: none"> <li>• recognise, describe and build simple 3-D shapes, including making nets</li> </ul>
<p><b>Geometry: Angles and Lines</b></p>	<p><b>Geometry: Position and Direction</b></p>

<ul style="list-style-type: none"> <li>• find unknown angles in any triangles, quadrilaterals, and regular polygons</li> <li>• recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles</li> </ul>	<ul style="list-style-type: none"> <li>• describe positions on the full coordinate grid (all four quadrants)</li> <li>• draw and translate simple shapes on the coordinate plane, and reflect them in the axes</li> </ul>
<b>Statistics: Present and Interpret</b>	<b>Statistic: Solve Problems</b>
<ul style="list-style-type: none"> <li>• interpret and construct pie charts and line graphs and use these to solve problems</li> </ul>	<ul style="list-style-type: none"> <li>• calculate and interpret the mean as an average</li> </ul>





### Upper Key Stage 2 Working Scientifically

- Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings.
- Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.
- Using test results to make predictions to set up further comparative and fair tests.
- 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.
- Identifying scientific evidence that has been used to support or refute ideas or arguments.

By the end of year 6, in the study of living things and their habitats, pupils will know and be able to

- describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals.
- give reasons for classifying plants and animals based on specific characteristics.
- describe the life process of reproduction in some animals.

By the end of year 6, in the study of evolution and inheritance, pupils will know and be able to

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

By the end of year 6, in the study of light, pupils will know and be able to

- recognise that light appears to travel in straight lines.
- use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye.
- explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.
- use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.

By the end of year 6, in the study of electricity, pupils will know and be able to

- associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.
- compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches.
- use recognised symbols when representing a simple circuit in a diagram.
- compare and group materials based on their electrical conductivity.



By the end of year 6 pupils will know and be able to:

### Skills and knowledge

- Locate South America
  - Name the countries of South America, their capital cities,
  - Research areas of interest relating to South America – major rivers, major mountain ranges, deserts, time zones, landmarks, (physical and human).
  - Understand the difference between weather and climate
  - Understand the relationship between climate and latitude
  - Understand that climate determines biome
  - Identify the different climate zones / biomes in South America
  - Use climate graphs to compare the UK climate to that of Brazil
  - Focus on the rainforest climate and biome
  - Recognise the structure of the rainforest
  - Identify the global importance of rainforests – focus on Amazon
  - Identify the factors affecting rainforests and the role of humans
  - Recognise the global consequences of deforestation
  - Identify different types of settlement in Brazil (rainforest and favela)
  - Compare lives with UK
  - Understand the push / pull factors for migration.
  - Describe the journey of a river from source to mouth
  - Use vocabulary related to a river system
- 
- follow route on 1:50,000 OS map
  - locate places on a world map
  - recognise and use OS map symbols
  - understand height and slope - contour lines
  - confidently use a range of maps
  - use the scale bar to measure distances
  - use six-figure grid references
  - begin to use latitude and longitude on atlas maps
  - confidently identify significant places and environments as stated within the KS2 National Curriculum



By the end of year 6 pupils will know and be able to:

Autumn

Spring



By the end of year 6 pupils will know and be able to:

- Understands how worship helps believers in their daily lives. *Worship*
- Understands how language and symbols express deep ideas, beliefs and feelings. *Symbolism*
- Understands the purpose and effect of pilgrimage. *Pilgrimage*
- Can discuss opinions on the purpose of life. *Natural World*
- Can discuss how different denominations can exist together. *Diversity in Religions*
- Can consider the relevance of religious teachings in the modern world. *Ethics and Moral Issues*



By the end of year 6 pupils will know and be able to:

### Understanding contexts, users and purposes

Across KS2 pupils should:

- work confidently within a range of contexts, such as the home, school, leisure, culture, enterprise, industry and the wider environment
- describe the purpose of their products
- indicate the design features of their products that will appeal to intended users
- explain how particular parts of their products work

In late KS2 pupils should also:

- carry out research, using surveys, interviews, questionnaires and web-based resources
- identify the needs, wants, preferences and values of particular individuals and groups
- develop a simple design specification to guide their thinking

### Generating, developing, modelling and communicating ideas

Across KS2 pupils should:

- share and clarify ideas through discussion
- model their ideas using prototypes and pattern pieces
- use annotated sketches, cross-sectional drawings and exploded diagrams to develop and communicate their ideas
- use computer-aided design to develop and communicate their ideas

In late KS2 pupils should also:

- generate innovative ideas, drawing on research
- make design decisions, taking account of constraints such as time, resources and cost

### Planning

Across KS2 pupils should:

- select tools and equipment suitable for the task
- explain their choice of tools and equipment in relation to the skills and techniques they will be using
- select materials and components suitable for the task
- explain their choice of materials and components according to functional properties and aesthetic qualities

In late KS2 pupils should also:

- produce appropriate lists of tools, equipment and materials that they need
- formulate step-by-step plans as a guide to making

## Practical skills and techniques

Across KS2 pupils should:

- follow procedures for safety and hygiene
- use a wider range of materials and components than KS1, including construction materials and kits, textiles, food ingredients, mechanical components and electrical components

In late KS2 pupils should also:

- accurately measure, mark out, cut and shape materials and components
- accurately assemble, join and combine materials and components
- accurately apply a range of finishing techniques, including those from art and design
- use techniques that involve a number of steps
- demonstrate resourcefulness when tackling practical problems

## Own ideas and products

Across KS2 pupils should:

- identify the strengths and areas for development in their ideas and products
- consider the views of others, including intended users, to improve their work

In late KS2 pupils should also:

- critically evaluate the quality of the design, manufacture and fitness for purpose of their products as they design and make
- evaluate their ideas and products against their original design specification

## Existing products

Across KS2 pupils should investigate and analyse:

- how well products have been designed
- how well products have been made
- why materials have been chosen
- what methods of construction have been used
- how well products work
- how well products achieve their purposes
- how well products meet user needs and wants

In late KS2 pupils should also investigate and analyse:

- how much products cost to make
- how innovative products are
- how sustainable the materials in products are
- what impact products have beyond their intended purpose

## Events and individuals

Across KS2 pupils should know:

- about inventors, designers, engineers, chefs and manufacturers who have developed groundbreaking products

### Making products work

Across KS2 pupils should know:

- how to use learning from science to help design and make products that work
- how to use learning from mathematics to help design and make products that work
- that materials have both functional properties and aesthetic qualities
- that materials can be combined and mixed to create more useful characteristics
- that mechanical and electrical systems have an input, process and output
- the correct technical vocabulary for the projects they are undertaking

In late KS2 pupils should also know:

- how mechanical systems such as cams or pulleys or gears create movement
- how more complex electrical circuits and components can be used to create functional products
- how to program a computer to monitor changes in the environment and control their products
- how to reinforce and strengthen a 3D framework
- that a 3D textiles product can be made from a combination of fabric shapes
- that a recipe can be adapted by adding or substituting one or more ingredients

### Where food comes from

Across KS2 pupils should know:

- that a recipe can be adapted a by adding or substituting one or more ingredients
- that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world

In early KS2 pupils should also know:

- that a healthy diet is made up from a variety and balance of different food and drink, as depicted in The eatwell plate
- that to be active and healthy, food and drink are needed to provide energy for the body

In late KS2 pupils should also know:

- that seasons may affect the food available
- how food is processed into ingredients that can be eaten or used in cooking

### Food preparation, cooking and nutrition

Across KS2 pupils should know:

- how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source
- how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking

In late KS2 pupils should also know:

- that recipes can be adapted to change the appearance, taste, texture and aroma that different food and drink contain different substances – nutrients, water and fibre – that are needed for health



By the end of year 6 pupils will know and be able to:

### **Autumn**

#### **Scratch Pacman Game**

- create a background
- program my ball to move
- create a rule to prevent a ball moving through walls
- explain what the coordinates mean in scratch
- use variables to create a score
- explain what a variable is.
- use a loop to make something work continuously
- explain how to make points decrease
- use backgrounds to create additional levels.
- explain what needs changing to work on a second level

#### **Creating an advert or e-safety**

- think critically about how video is used to promote a cause
- storyboard an effective advert for a cause
- work collaboratively to shoot suitable original footage and source additional content, acknowledging intellectual property rights
- work collaboratively to edit the assembled content to make an effective advert.
- recognise
- identify
- describe
- explain

### **Spring**

#### **Dragon's Den**

- pitch for Dragon's den a game that you have designed
- design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.
- use sequence, selection, and repetition in programs; work with variables and various forms of input and output.
- e logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.
- use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.
- select, use and combine a variety of software (including internet services) on a range of digital services to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.
- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

### **Summer**

#### **Social Media and E-Safety**

- work with a group to make a definition of what social media is.
- work with a group to give opinions, backed by arguments to support or / and oppose social media.
- use the Internet to research information about social media.
- use key words to search for information and then check results for relevant information.
- set up a PowerPoint presentation – using a photo for a background, making a cover slide and choosing fonts and colours to goof effect.
- follow a series of challenges to present information in a PowerPoint presentation.
- upload my PowerPoint presentation to a cloud storage folder and create a QR code to share it with my parents / guardians.



### Year Book Creation

- manage or contribute to large collaborative projects, facilitated using online tools
- write and review content
- source digital media while demonstrating safe, respectful and responsible use
- design and produce a high-quality print document.

### E-Safety

#### Play Like Sam

- identify signs of manipulative, pressurising or threatening behaviour online.
- respond safely if they think someone is trying to manipulate, pressure or threaten them.
- understand their rights online, and respect those of others.
- take measures to control their privacy and digital footprint.
- get help from an appropriate source if they need it.



By the end of year 6 pupils will know and be able to:

### Drawing

investigate drawing materials and techniques to communicate their ideas to others focusing on different visual elements of art  
say what they think about what they, and others, have produced and suggest ways of improving the work  
investigate the portrait imagery of famous artists and comment on the ideas, methods and approaches in their work  
work within a group and be able to show an understanding of tone when working on an enlarged facial image.

### Painting

compare and comment on the work of Cubist painters and use techniques of combining and organising images to produce work in their style  
apply different techniques using colour and understand the ideas and approaches different artists use in their work  
able to use a sketchbook to organise and explore ideas and review their own work and that of others  
work within a group and be able to co-operate with others on producing an enlarged group image and discuss similarities between this and the work of a well-known artist.

### Printmaking

use their own drawings as a starting point for producing unique state prints  
compare ideas and approaches in their own work and that of others and use this as a basis for further developments  
record the processes and techniques that they have used and chart the development of their printmaking through annotated examples  
have an understanding of the batik process and be able to produce an image in response to Chinwe Chukwuogo – Roy.

### Collage

explore ideas about the work of Gustav Klimt and Pablo Picasso's Cubist work; collect visual and other information by observing and recording from first-hand and secondary sources  
use materials and processes to communicate ideas, methods and approaches in their own and others' work  
and  
discuss, adapt and improve their work to realise their intentions.

### Textiles

explore ideas about the work of Norman Foster, Antonio Gaudi, Hundertwasser and North American Indians: collect visual and other information and select and develop ideas  
use materials and processes to communicate ideas and meanings  
compare and comment on ideas, methods and approaches used in their own and others' work, relating these to the  
purpose of the work: adapt and improve their work to realise their intentions.

### 3D

collect visual and other information to help them develop ideas for their work and record from direct observation directly into 3D form; develop a series of pieces, adapting and improving their work as it progresses; compare and comment on ideas, methods and approaches in their own and others' work and adapt and improve their work to realise their intentions.



By the end of Key Stage 2 (Year 3, 4, 5 and 6) *Pupils learn...*

### **HEALTH AND WELLBEING**

#### **Healthy Lifestyles**

how to make informed decisions about health

about the elements of a balanced, healthy lifestyle

about choices that support a healthy lifestyle, and recognise what might influence these

how to recognise that habits can have both positive and negative effects on a healthy lifestyle

about what good physical health means; how to recognise early signs of physical illness

about what constitutes a healthy diet; how to plan healthy meals, benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.

how regular (daily/weekly) exercise benefits mental and physical health; recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle

about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and the ability to learn

that bacteria and viruses can affect health; how everyday hygiene routine can limit the spread of infection; the wider importance of personal hygiene and how to maintain it

how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed

how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care ((e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking)

about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer

about benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online

how and when to seek support, including which adults to speak to in and outside school, if they were worried about their health

#### **Mental Health**

that mental health, just like physical health, is part of daily life; the importance of taking care of mental health

about strategies and behaviours that support mental health – including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs and activities, hobbies, and spending time with family and friends can support mental health and wellbeing

to recognise that feelings can change over time and range in intensity

about everyday things that affect feelings and the importance of expressing feelings

a varied vocabulary to use when talking about feelings; about how to express feelings in different ways

strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations

to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others

to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult

about change and loss, including death, and how these can affect feelings; and ways of expressing and managing grief and bereavement

problem solving strategies for dealing with emotions, challenges and change including the transition to new schools

### **Ourselves, Growing and Changing**

about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)

that for some people gender identity does not correspond with their biological sex

to recognise their individuality and personal qualities

to identify personal strengths, skills, achievements and interests and how to contribute to a sense of self-worth

about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking

to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction

about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)

about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene

about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for

about where to get more information, help and advice about growing and changing, especially about puberty

about the new opportunities and responsibilities that increasing independence may bring

strategies to manage transitions between classes and key stages

### **Keeping Safe**

reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming

how to predict, assess and manage risk in different situations

about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do to reduce risks and keep safe

about the importance of taking medicines correctly and using household products safely (e.g. following instructions safely)

strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about

about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact

about what is meant by first aid; basic techniques for dealing with common injuries

how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say

that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk.

## **Drugs, Alcohol and Tobacco**

about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break

to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others

about why people choose to use or not use drugs (including nicotine, alcohol and medicines)

about the mixed messages in the media about drugs, including alcohol and smoking/vaping

about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns

## **RELATIONSHIPS**

### **Families and close positive relationships**

to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)

that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different

about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong

that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others

that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart

that a feature of a positive family life is caring relationships, about the different ways in which people care for one another

to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step parents, blended families, foster parents); that families of all types can give family members love, security and stability

to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty

how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice

## **Friendships**

about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing

what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests, and experiences, support with problems and difficulties); that the same principle apply to online friendships as to face-to-face relationships

the importance of seeking support if feeling lonely or excluded

that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them

strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effects of online actions on others

how friendships can change over time, about making new friends and the benefits of having different types of friends

that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely

to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary

## **Managing hurtful behaviour and bullying**

about the impact of bullying, including offline and online, and the consequences of hurtful behaviour

strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support

about discrimination; what it means and how to challenge it

## **Safe Relationships**

about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online)

about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns

how to respond safely and appropriately to adults they may encounter (in contexts including online) whom they do not know

recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact

about seeking and giving permission (consent) in different situations

about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret

how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this

where to get advice and report concerns if worries about their own or someone else's personal safety (including online)

### **Respecting self and others**

that personal behaviour can affect other people; to recognise and model respectful behaviour online

to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships

about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background

to listen and respond respectfully to a wide range of people; including those whose traditions, beliefs and lifestyle are different to their own

how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with

## **LIVING IN THE WIDER WORLD**

### **Shared Responsibilities**

to recognise reasons for rules and laws; consequences of not adhering to rules and laws

to recognise there are human rights, that are there to protect everyone

about the relationship between rights and responsibilities

the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others

ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)

### **Communities**

about the different groups that make up their community; what living in a community means

to value the different contributions that people and groups make to the community

about diversity; what it means; the benefits of living in a diverse community; about valuing diversity within communities

about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes

about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced

### **Media literacy & digital resilience**

recognise ways in which the internet and social media can be used both positively and negatively

how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results

about some of the different ways information and data is shared and used online, including for commercial purposes

about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information

recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images

about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation

### **Economic wellbeing: money**

about the different ways to pay for things and the choices people have about this

to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'

that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)

to recognise that people make spending decisions based on priorities, needs and wants

different ways to keep track of money

about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe

about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations

to identify the ways that money can impact on people's feelings and emotions

### **Economic wellbeing: Aspirations, work and career**

to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes

that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life

about stereotypes in the workplace and that a person's career aspirations should not be limited by them

about what might influence people's decision about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)

that some jobs are paid more than others and money is one factor which can influence a person's job or career choice; that people may choose to do voluntary work which is unpaid

about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation

to identify the kind of job that they might like to do when they are older

to recognise a variety of routes into careers (e.g. college, apprenticeship, university)





By the end of year 6 pupils will know and be able to:

(Let's Visit a French Town)

make sentences with habiter (to live).  
choose the correct form to go with the subject of the sentence.  
listen to and join in a song.  
recognise key words and phrases and respond.

vary the noun and verb appropriately for my purpose.  
talk about what there is to do in my town.  
use gestures to support what I am saying.

use a bilingual dictionary.  
identify places in a French town or city.  
use simple prepositional phrases.  
ask/answer questions about where a place is.

use appropriate words for number operations.  
compare and order numbers up to 1000.

listen for familiar vocabulary.  
use prior learning to help me make informed guesses.

recognise and use ordinal numbers.  
apply a spelling pattern to make a new word.  
join in with a song or poem to help me remember new language.

(Let's Go Shopping)

greet, respond and say goodbye.  
ask and answer questions.

use entre to describe the position of a shop.  
use the correct masculine or feminine form of à côté de to describe the position of a shop.

use the correct order to describe nouns, using foncé and clair.  
use the masculine and feminine form of colours when necessary.

take part in role play.  
ask and answer questions about the cost of items.

locate the relevant information from a list.  
answer questions by writing money amounts in French.

use the French I have learned to take part in a 'Shopping Experience'.  
ask and answer questions.

(This is France)

use a model sentence and substitute key words  
create sentences independently using online translators/dictionaries to help

ask a question about distances  
give an answer, writing the numbers in words

use a map to work out the direction between cities up to 4 compass points and write a sentence using the correct word for the direction

write a sentence in French about things that can be done when visiting Paris  
create a leaflet which encourages people to visit Paris

use a chart to decide whether to use *était* or *est*.  
write sentences using *était* or *est*.

choose the correct form of an adjective describing nationality.  
write sentences describing a person's nationality.

### (All in a Day)

say and write a sentence to tell the time – o'clock and half past  
say and write a sentence to tell the time – quarter past and quarter to

tell the time in French: o'clock, half past, quarter past, quarter to  
use French phrases which mean the same as a.m. and p.m.  
follow patterns to conjugate regular verbs ending in -er, -ir and -re  
translate simple phrases conjugating in present tense

say and write a sentence to tell the time in 5-minute interval; past the hour and to the hour

say and write a sentence to tell the time in 24-hour time – o'clock, half past, quarter past/to

take part in role play and interpret arrival and departure boards, asking and answering questions.  
read and interpret arrival and departure boards and write answers to questions about flights.

Read a school timetable and state the times that lessons start / finish  
Read a school timetable and state what the first and last lessons of the day are



By the end of year 6 pupils will know and be able to:

- Perform skills in pressure situations and efficiently make adjustments to technique when required.
- Create & perform dances in a variety of styles consistently be aware of & use musical structure, rhythm & mood & can dance accordingly, use appropriate criteria & terminology to evaluate performances
- Develop flexibility, strength, technique, control and balance through gymnastics.
- To play competitive games, modified where, appropriate
- In netball know which pass is best to use and when in a game, draw defender away to create space for self or team and apply basic principles suitable for attacking and defending
- In tag-rugby be able to evade and tag opponents, running at speed, changing direction at speed. Play effectively in attack and defence to score points against opposition whilst supporting player with the ball
- In hockey use a range of passes knowing which one depending on the distance of the pass and know when to defend and what defence skills could be used.
- In athletics pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.
- In cricket to use a range of tactics for attacking and defending in role of bowler, batter and fielder

Elms coaching

- To dribble at pace with the intention of shooting
- To understand why shooting and rebounding are as important in basketball
- To understand the importance of defending as well as attacking at speed in basketball
- To understand and effectively keep possession when playing netball High 5's
- To play and understand High 5's netball
- To bat and bowl effectively to individuals and fields tactically
- To understand how to keep your wicket and protect stumps
- To set a field based on individuals and tactics
- To be tactically astute in understanding how to bat or bowl in order to win a game.
- To work with a partner to get the best possible outcome in pairs cricket
- To be actively involved in small sided games in cricket



By the end of year 6 pupils will know and be able to:

### Composing Music

- compose and notate a piece of music
- play and perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations

### History of Music

- Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians
- Develop an understanding of the history of music