



Year 5 Learning Map Overview

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English	Reading			Writing		Grammar	Spelling & Word Structure	Handwriting
	Fantastic	Stylistic	Analytics	Genres & Terminology	Purpose & Impact		Using and applying spelling rules into writing	Handwriting and Presentation
	<p>Fantastic - feeling Consider the wealth of emotions a character experiences from beginning to the end of a story</p> <p>Fantastic - asking Recognise when characters' spoken words do not match inner thoughts and actions</p> <p>Fantastic - noticing Assess the effectiveness of the sense of sight for the reader</p> <p>Fantastic - touching Categorise positive and negative types of touch in a narrative</p> <p>Fantastic - action Identify key events and how they challenge characters and keep readers interested</p> <p>Fantastic - smelling Categorise positive and negative smells within a narrative and explain their functions in creating particular atmospheres</p> <p>Fantastic - tasting</p>	<p>Stylistic - setting Analyse the importance of a setting to the plot line.</p> <p>Stylistic - text layout / structure Evaluate the effectiveness of layout devices used in non-fiction.</p> <p>Stylistic - yes/no relationships Explain the nature of relationships between a central character and others, exploring the subtleties of actions and words.</p> <p>Stylistic - logical meaning-making Paraphrase sections of a text and comment on their impact on the reader.</p> <p>Stylistic - interrogating facts / opinions Understand how 'opinion' can be stated as fact, particularly in persuasive texts.</p>	<p>Analytics - author assessment Recognise how authors are able to manipulate reader responses</p> <p>Analytics - navigating genres Show understanding of structure and language features in a range of non-fiction texts.</p> <p>Analytics - accessing phonics and spelling Use grammar clues to make plausible guesses, e.g. It must be a verb as one is needed in this clause.</p> <p>Analytics - language Recognise common language devices used in non-fiction/story writing, e.g. hyperbole, quotes, persuasion.</p> <p>Analytics - your opinion Discuss how text comments on our society and culture.</p> <p>Analytics - trawling for evidence Skim and scan non-fictions texts to speed up research.</p> <p>Analytics - inferring and deducting</p>	<p>Narrative -</p> <p>Mystery narrative</p> <p>Narrative - Myths</p> <p>Narrative - Dialogue</p> <p>Non-fiction -</p> <p>Recount</p> <p>Non-fiction -</p> <p>Explanation</p> <p>Non-fiction -</p> <p>Persuasion</p> <p>Non-fiction -</p> <p>Instructions</p> <p>Non-fiction -</p> <p>Report</p> <p>Non-fiction -</p> <p>Discussion</p> <p>Poetry - Free Verse</p> <p>Poetry - Word poetry/rap</p>	<p>Purpose & Impact: Write whole texts that are interesting, engaging and thoughtful</p> <p>Ideas are developed in narrative (describe settings, characters and atmosphere with carefully chosen vocabulary to enhance mood, clarify meaning and create pace.)</p> <p>Ideas are developed in non-fiction</p> <p>Point of view is clear and controlled with some elaboration</p> <p>Purpose & Impact: Produce texts that are appropriate to the reader and purpose</p> <p>Execute a text type/genre by including all features or adapt when required</p> <p>Create more complicated narratives e.g. parallel plot, flashback, parody, and more controlled non-fictions e.g. language choices that support the purpose</p> <p>Structure & Shape: Organise & Present Writing</p> <p>Structure and organise writing with pace in narrative</p> <p>Structure and organise writing with supporting evidence in non-fiction</p> <p>Start a new paragraph to show changes in time, place, event or person</p> <p>Structure & Shape: Construct a cohesive piece with logical links and breaks</p>	<p>Tense</p> <p>Deploy tense choices that support cohesion by making links e.g. he had seen her before</p> <p>Use modal verbs to show something is certain, probable, possible etc. (e.g. might, should, will, must)</p> <p>Conjunctions/Complex Sentences</p> <p>Use relative clauses within complex sentences beginning who, which, where, when, whose, that</p> <p>Use verbs ending in ed and ing to start clauses to build complex sentences e.g. mortified by....</p> <p>Writerly Techniques: Deploy poetic (within and beyond poetry) style to engage the reader</p>	<p>Spell accurately most words from Y3/4 word list and some words from Y5/6 word list.</p> <p>Convert nouns or adjectives into verbs using suffixes e.g. -ate, -ise, -ify</p> <p>Apply prefixes to change the intent of verbs e.g. dis-, de-, mis-, over-, re-,</p> <p>Spell many complex homophones correctly, e.g. affect/effect, practice/practise,</p>	<p>Make quick choices whether or not to join specific letters</p> <p>Use a style that encourages speed, legibility and fluency</p>



	<p>Understand that authors provide insight into character 'tastes' to heighten empathy</p> <p>Fantastic - imagining Imagine a character in a different scenario and through using textual evidence explain how they might think</p> <p>Fantastic - checking Identify how sounds can create tension and sense of suspense in a story</p>	<p>Stylistic - solving problems Explore the predictable nature of a problem and resolution in a story.</p> <p>Stylistic - themes Recognise the universal idea that stretches through an entire story, e.g. good over evil.</p> <p>Stylistic - impact See how chain reactions are established and understand their impact on a central character.</p> <p>Stylistic - characters Discuss the author's effectiveness in developing authentic characters.</p>	<p>Recognise how literary devices are used by an author to create intrigue and suspense.</p> <p>Analytics - considering deeper meaning Discuss how a story message changes, depending on the historical context of a story.</p> <p>Analytics - stating prediction Predict what might happen from two or more details.</p>	<p>Terminology</p> <p>Modal verb Relative pronoun Relative clause Parenthesis Bracket Dash Cohesion Ambiguity</p>	<p>Use devices to build cohesion within paragraphs e.g. then, after, that, this, firstly</p> <p>Link ideas across paragraphs e.g.. phrases that back-reference previous points</p> <p>Sentence Structure: Vary sentences for clarity, purpose and effect Create different emphasis in sentences through word order and noun phrases</p> <p>Mix long and short sentences to change, accelerate or slow the pace for the reader</p> <p>Editing: Evaluate, Proof-read and edit To begin to proofread work to precis longer passages by removing unnecessary repetition or irrelevant details.</p> <p>Assess the effectiveness of their and others' writing</p> <p>Ensure the consistent and correct use of tense throughout a piece of writing</p> <p>Propose changes to vocabulary, grammar and distinguishing between the language of speech and writing and choosing the appropriate register</p> <p>Proofread for spelling and punctuation errors</p>	<p>Use pathetic fallacy to mirror and extend characters' emotions e.g. (aspect of nature or weather reflecting feeling)</p> <p>Use pun to enhance the double meaning of language e.g. the cheetah, a predatory cheater of the jungle</p> <p>Vocabulary Use some GREEN ambitious vocabulary appropriately</p> <p>Some vocabulary choices are for effect or emphasis e.g. technical terminology</p> <p>Adverbs/Adverbial Phrases Indicate degrees of possibility using adverbs e.g. perhaps, surely</p> <p>Use a range of adverbs to link ideas: adverbs of time, place, manner, number</p> <p>punctuation to enhance effects and clarify meaning</p> <p>Ensure correct subject and verb agreement when using singular and plural,</p> <p>Punctuation: Write with technical accuracy and punctuation Use brackets, dashes or commas to indicate parenthesis</p> <p>Use commas to clarify meaning or avoid ambiguity e.g. Let's eat Dad/ Let's eat, Dad</p>		
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Maths	Number & Place Value	Addition & Subtraction	Multiplication & Division	Fractions & Decimals	Measurement	Geometry	Statistics
	<p>Represent 5-digit numbers</p> <p>Recognise the value of digits in 5-digit numbers</p> <p>Read and write 5-digit numbers in words and numerals, including zero as a place holder</p> <p>Identify and represent 5-digit numbers on a number line</p> <p>Compare 5-digit numbers</p> <p>Represent numbers up to one million</p> <p>Recognise the value of digits in numbers up to one million</p> <p>Read and write 6-digit numbers in words and numerals, including zero as a place holder</p> <p>Identify and represent 6-digit numbers on a number line</p> <p>Compare 6-digit numbers</p> <p>Order numbers up to one million</p> <p>Round any 5-digit number to the nearest 10 000</p> <p>Round any 6-digit number to the nearest 100 000</p> <p>Count forwards and backwards in whole number steps including through zero</p> <p>Understand and use negative numbers in context, including temperatures below 0°C</p> <p>Read Roman numerals to 1000 (M)</p> <p>Recognise years written in Roman numerals</p>	<p>Add two whole numbers choosing an efficient mental strategy</p> <p>Subtract two whole numbers choosing an efficient mental strategy</p> <p>Use column addition for two numbers with more than 4 digits when regrouping is required in multiple columns</p> <p>Use column subtraction for two numbers with more than 4 digits when exchanging is required in multiple columns</p> <p>Use column addition for numbers with 3 decimal places when regrouping is required</p> <p>Use column subtraction for numbers with 3 decimal places when exchanging is required</p> <p>Use column subtraction for numbers with 1,2 or 3 decimal places when exchanging is required</p> <p>Use column subtraction for numbers with 1,2 or 3 decimal places when exchanging is required</p> <p>Add two decimal numbers choosing an efficient strategy</p> <p>Subtract two decimal numbers choosing an efficient strategy</p>	<p>Multiply a decimal by 100</p> <p>Multiply a decimal by 1000</p> <p>Divide a whole number by 10</p> <p>Divide a whole number by 100</p> <p>Divide a whole number by 1000</p> <p>Divide a decimal by 10</p> <p>Divide a decimal by 100</p> <p>Find prime numbers up to 20</p> <p>Find prime and composite numbers up to 20</p> <p>Express a given number as the product of prime factors</p> <p>Know how to test if a number up to 100 is prime</p> <p>Find the common factors of two numbers</p> <p>Find multiples of a given number</p> <p>Find square numbers and use the notation for squared</p> <p>Find cube numbers and use the notation for cubed</p> <p>Multiply numbers up to 4-digits by a one-digit number using short multiplication</p> <p>Multiply 2 digit by 2 digit numbers using the distributive law</p> <p>Multiply 2 digit by 2 digit numbers using long multiplication</p> <p>Multiply 3 digit numbers by 2 digit numbers using long multiplication</p> <p>Multiply 4 digit numbers by 2 digit numbers using long multiplication</p> <p>Use efficient methods to multiply mentally</p> <p>Use known facts and place value to multiply a whole number by a decimal</p> <p>Multiply a one-digit number by a decimal (1dp) using a formal written method</p> <p>Multiply a one-digit number by a decimal (2dp) using a formal written method</p> <p>Divide a four-digit number by a one-digit number using short division (divisor < thousands digit) with no remainder</p> <p>Divide a four-digit number by a one-digit number using short division (thousands digit = multiple of divisor, divisor < hundreds digit) with no remainder</p> <p>Divide a four-digit number by a one-digit number using short division (divisor > thousands digit) with no remainder</p> <p>Divide a four-digit number by a one-digit number using short division (divisor < thousands digit) with a remainder</p> <p>Divide a four-digit number by a one-digit number using short division (divisor > thousands digit) with a remainder</p>	<p>Write a number less than 1 with three decimal places as a fraction</p> <p>Understand that per cent relates to number of parts per hundred</p> <p>Write any percentage as a fraction with a denominator of 100</p> <p>Write any percentage as a decimal</p> <p>Know percentage equivalents of 1/2, 1/4, 1/5, 2/5, 4/5</p> <p>Establish percentage equivalents of fractions with a denominator of multiples of 10</p> <p>Establish percentage equivalents of fractions with a denominator of multiples of 25</p> <p>Convert a mixed number into an improper fraction</p> <p>Convert an improper fraction into a mixed number</p> <p>Add proper fractions denominator multiples within the whole</p> <p>Add proper fractions denominator multiples = mixed number answer</p> <p>Add mixed and proper same denominator = mixed number answer</p> <p>Add mixed and proper same denominator = mixed number answer (beyond whole)</p> <p>Add mixed and proper denominator multiples = mixed number answer (beyond whole)</p> <p>Add mixed and proper denominator multiples = mixed number answer (beyond whole)</p> <p>Subtract proper from mixed same denominator within the whole</p> <p>Subtract proper from mixed same denominator (across whole)</p> <p>Subtract proper fractions denominator multiples within the whole</p> <p>Subtract proper fractions denominator multiples from mixed denominator multiples within the whole</p> <p>Subtract proper fractions from mixed denominator multiples (across whole)</p> <p>Multiply unit fraction by a whole number</p> <p>Multiply non-unit fraction by a whole number</p> <p>Multiply mixed number by a whole number</p> <p>Multiply mixed number by a whole number (beyond whole)</p>	<p>Convert between kilograms and grams using decimal notation</p> <p>Convert between litres and millilitres using decimal notation</p> <p>Know approximate equivalences between metric and imperial units including pounds and pints</p> <p>Know approximate equivalences between inches and centimetres</p> <p>Measurement: Area and Volume</p> <p>Make connections between arrays and calculating the area of rectangles</p> <p>Calculate the area of rectangles (not squares)</p> <p>Calculate the area of squares</p> <p>Find an estimate for the area of shapes that are not rectangles</p> <p>Find an estimate for the volume of a 3D shape</p> <p>Estimate capacity</p> <p>Measurement: Time</p> <p>Convert from seconds to minutes</p> <p>Convert from minutes to hours</p> <p>Convert from hours to days</p> <p>Convert from days to weeks</p> <p>Read and interpret information given in a timetable</p> <p>Geometry: Properties of Shapes</p> <p>Identify cubes from nets</p> <p>Identify cuboids from nets</p> <p>Identify prisms from nets</p> <p>Identify pyramids from nets</p> <p>Identify reflex angles</p> <p>know angles are measured in degrees</p> <p>Estimate acute, obtuse and reflex angles</p> <p>Use a protractor to measure acute angles</p> <p>Use a protractor to measure obtuse angles</p> <p>Use a protractor to measure reflex angles</p> <p>Use a protractor to draw acute angles</p> <p>Use a protractor to draw obtuse angles</p> <p>Use a protractor to draw reflex angles</p> <p>Identify and find angles at a point</p> <p>Identify and find angles at a point on a straight line</p> <p>Use the properties of rectangles to find missing lengths and angles</p> <p>Know the difference between a regular and an irregular polygon</p>	<p>Know what congruence means</p> <p>Carry out a translation described using mathematical language</p> <p>Carry out a reflection using a line parallel to the axes including touching the object</p> <p>Carry out a reflection using a line parallel to the axes and crossing the object</p>	<p>Read and interpret information given in a table</p> <p>Read and interpret information given in a line graph</p>



Science	Working Scientifically Please refer to Working Scientifically Whole School Progression Map – Identifies differentiated levels for LKS2 & UKS2					Biology		Chemistry	Physics	
	Working Scientifically stages for all five areas:	Plan	Act	Record	Evaluate	Animals inc humans	Living Things and their Habitats	Properties and Changes of Materials	Earth & Space	Forces
	<p>Pattern seeking Observing Research Identifying, Classifying and grouping Comparative and Fair Testing</p>	<p>Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</p> <p>Select a range of practical resources to gather evidence to answer their question</p> <p>Use test results to make predictions to set up further comparative and fair tests</p> <p>Decide what observations or measurements to make over time and for how long</p> <p>Select measuring equipment to give the most precise results.</p> <p>Make predictions using scientific knowledge and understanding</p>	<p>Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</p> <p>During an enquiry, they make decisions e.g. whether they need to: take repeat readings (fair testing); increase the sample size (pattern seeking); adjust the observation period and frequency (observing over time); or check further secondary sources (researching); in order to get accurate data (closer to the true value).</p> <p><u>Maths Y5 objectives:</u> See previous year group objectives and Science objectives</p> <p><u>Maths Y6 objectives:</u> See previous year group objectives and Science objectives</p>	<p>Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs,</p> <p>Decide how to record and present evidence for the enquiry type.</p> <p>Present the same data in different ways.</p> <p><u>Maths Y5 objectives:</u> Read and interpret information given in a table</p> <p>Read and interpret information given in a line graph</p> <p><u>Maths Y6 objectives:</u> Interpret and construct line graphs</p> <p>Interpret and pie charts by measuring angles</p> <p>Understand the meaning of 'average' and calculate the mean of a set of discrete data</p> <p>Interpret the mean of a set of discrete data</p>	<p>Use test results to make predictions to set up further comparative and fair tests</p> <p>Report and present findings from enquiries, including conclusions, causal relationships and explanations results, explanations of and degree of trust in results, in oral and written forms such as displays and other presentations</p> <p>Identify scientific evidence that has been used to support or refute ideas or arguments.</p> <p>Evaluate the choice of method used, the control of variables, the precision and credibility of secondary sources used.</p> <p>Identify any limitations that reduce the trust they have in their data.</p> <p>Use the scientific knowledge gained from enquiry work to make predictions they can further investigate.</p>	Describe the changes as humans develop to old age	describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird describe the life process of reproduction in some plants and animals 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.	<p>compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</p> <p>Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic demonstrate that dissolving, mixing and changes of state are reversible changes</p> <p>Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda</p>	<p>Describe the movement of the Earth, and other planets, relative to the Sun in the solar system describe the movement of the Moon relative to the Earth describe the Sun, Earth and Moon as approximately spherical bodies use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky</p>	<p>Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object identify the effects of air resistance, water resistance and friction, that act between moving surfaces recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect</p>



History	Period in Time	Knowledge & Understanding	Chronology Understanding	Historically Enquiry
	Catch Up 2021-2022 Only Mayans Vikings & Anglo Saxons British history Since 1066 – Long live the Queen From 2022 – 2023 British history Since 1066 WWII Non-European History - Benin	Say where a period of history fits on a timeline Place a specific event on a timeline by decade Place features of historical events and people from past societies and periods in a chronological framework	Summarise the main events from a specific period in history, explaining the order in which key events happened Summarise how Britain has had a major influence on world history? • Can they summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently Describe features of historical events and people from past societies and periods they have studied Recognise and describe differences and similarities/ changes and continuity between different periods of history	Look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint Identify and explain their understanding of propaganda Describe a key event from Britain's past using a range of evidence from different sources

Geography	Geographical Enquiry		Geographical Knowledge	Communicate Geographically	
	Find possible answers to their own geographical questions Map land use and types of settlement Accurately use a 4 figure grid reference Make detailed sketches and plans; improving their accuracy late Plan a journey to a place in another part of the world, taking account of distance and time Collect information about a place and use it in a report		Locate the USA and Canada on a world map and atlas Describe some of the different environmental regions in the countries of North and South America Identify key human and physical characteristics of some of the countries in Europe, including Russia Locate and name the main countries in South America on a world map and atlas Name and locate many of the world's most famous mountain regions on maps Name and locate many of the world's major rivers on maps	Physical Geography Explain how a location fits into its wider geographical location; with reference to physical features Explain why many cities of the world are situated where they are with reference to physical features Describe how a location may have changed over time with reference to: land-use patterns, key topographical features, physical characteristics Explain how the water cycle works Explain why water is such a valuable commodity Explain why many cities of the world are situated by rivers	Human Geography Explain how a location fits into its wider geographical location; with reference to human and economical features Explain why people are attracted to live by rivers Describe how a location may have changed over time with reference to: land-use patterns, key topographical features and human characteristics Explain what a place might be like in the future, taking account of issues impacting on human features

Art	Develop Ideas	Master Techniques					Digital Media	Take Inspiration From the Greats	Sketch Books
		Painting	Collage	Sculpture & Textiles	Drawing	Print			
	Experiment with different styles which artists have used Learn about the work of others by looking at their work in books, the Internet, visits to galleries and other sources of information	Create all the colours they need Create mood in their paintings Express their emotions accurately through their painting and sketches	Use ceramic mosaic to produce a piece of art Combine visual and tactile qualities	Experiment with and combine materials and processes to design and make 3D form Sculpt clay and other mouldable materials Use textile and sewing skills as part of a project, e.g. hanging, textile book, etc.? This could include running stitch, cross stitch, backstitch, appliqué and/or embroidery Plan and create a sculpture. Evaluate their sculpture using artistic language.	Identify and draw simple objects, and use marks and lines to produce texture Successfully use shading to create mood and feeling Organise line, tone, shape and colour to represent figures and forms in movement Show reflections Explain why they have chosen specific materials to draw with	Print using a number of colours Create an accurate print design that meets a given criteria Print onto different materials	Create a piece of art work which includes the integration of digital images they have taken Combine graphics and text based on their research Scan images and take digital photos, and use software to alter them, adapt them and create work with meaning. Create digital images with animation, video and sound to communicate their ideas.	Give details (including own sketches) about the style of some notable artists, artisans and designers. Show how the work of those studied was influenced in both society and to other artists. Create original pieces that show a range of influences and styles.	Keep notes in their sketch books as to how they might develop their work further Use their sketch books to compare and discuss ideas with others



Design & Technology	Design, Make, Evaluate and Improve	Master Practical Skills							Take Inspiration from design throughout history
		Cooking & Nutrition	Materials	Computing	Construction	Textiles	Mechanics	Electricals & Electronics	
	Undertake research to inform design process. Use prototypes confidently to represent their designs including CAD software where necessary. Identify and understand the materials and methods of construction of a product. Complete products to a high-quality finish. Make suggestions on how their design/product could be improved. Make relevant improvements on their designs/products. Consider the views of others when evaluating their own work.		Join/combine materials with temporary, fixed or moving joints. Measure and mark out to the nearest mm. Cut materials with precision. Cut accurately and safely to a marked line.	Control a model using an ICT control model. Use prototypes, cross-sectional diagrams, exploded diagrams and CAD software to represent designs.	Use a glue gun with close supervision. Join materials using appropriate methods. Use a hand drill to drill tight and loose fit holes. Cut wood accurately to 1mm. Build frameworks using a range of materials e.g. wood, card and corrugated plastic.		Understand and use mechanical structures in their products e.g. gears, pulleys, levers and gears. Use a cam to make an up and down mechanism.		Combine element of design from a range of inspirational designs throughout history, giving reasons for choices. Create innovative designs that improve upon existing products. Evaluate the design of products so as to suggest improvements to the user experience.

Computing	Multimedia: Text, Image, Sound and Motion	Handling Data	Technology in Our Lives	Coding and Programming	Online Safety
	I can add and combine shapes to design a 3D model I can add detail to my 3D model I can improve a photo with editing tools e.g. blur, filters, add border I can edit the video; trimming and re-ordering clips Insert a picture/text/graph/hyperlink from the internet or personal file I can add a voice-over and / or background music to a video I can add titles and credits to my video I can create an audio recording and add it to other software I can save, retrieve and organise work	I can interrogate a database using more complex searches I can design and create a database I can use information in a database to create a graph in order to answer questions I can use simple functions, e.g. SUM, AVERAGE, to solve problems I can use brackets to organise formulae I can change data in a formula to answer 'What if?' questions I can change the format of cells appropriately D5.8 I can create a graph using spreadsheet data	I know the information found on some sites will be biased I know that images and text found on websites is subject to copyright I know how to credit the use of websites in my work, and why this should be done I can add multimedia elements, e.g. sounds, animation I can trigger animations or link to other slides when objects are pressed I can search for information using appropriate websites and advanced search functions within Google I can talk about the way search results are selected and ranked I can tell you about copyright and acknowledge the sources of information	I can plan and test my algorithms and programs, detecting and correcting errors as needed I can use variables in programs I can design and write a program that controls or simulates physical systems and sensors I can keep testing a program and recognise when it needs to be debugged I can use conditional statements and edit variables	I know different ways of reporting concerns about content I understand that information I put online leaves a trail, or digital footprint I know how and why to create secure passwords for online accounts I know what spam is, and how to deal with it I can be a good online citizen and friend I can seek help from an adult when they see something that is unexpected or worrying

Music	Play & Perform	Create & Compose	Responding & Appraising	Listening and applying knowledge and understanding
	Use voices expressively I can sing in unison with clear dictation, controlled pitch and a sense of phrase. Play tuned and un-tuned instruments I can play and perform parts in a range of solo and group contexts with increasing accuracy and expression.	Create musical patterns Explore chose and organise sounds and musical ideas I can create increasingly complicated rhythmic and melodic phrases with a given structure	Explore and express ideas and feelings about music I can describe, compare and evaluate different types of music and begin to use musical words. To make improvements to my own work I can comment on the success of my own and others work. I can suggest improvements based on intended outcomes..	To listen with concentration and recall sounds with increasing aural memory I can listen to and recall a range of sounds and patterns of sounds, confidently. To know how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised and used expressively within simple structures I can begin to identify the relationship between sounds and how music can reflect different meanings. . To understand that sounds can be made in different ways and described using given and invented signs, symbols and notation.



	Rehearse and perform with others I can maintain my own part and be aware of how different parts fit together.			I can recognise and use a range of musical notations including staff notation. To know how music is used for particular purposes I can listen to a range of high quality, live and recorded music from different traditions, composers and musicians and begin to discuss their differences and how music may have changed over time.
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RE	Unit U2.1 What does it mean for Christians to believe that God is holy and loving? [God]			Unit U2.8 What does it mean to be a Muslim in Britain today? [Tawhid/Iman/Ibadah]			Unit U2.3 Why do Christians believe that Jesus is the Messiah? [Incarnation]		
	Make sense of belief	Understand the impact	Make connections	Make sense of belief	Understand the impact	Make connections	Make sense of belief	Understand the impact	Make connections
	Identify some different types of biblical texts, using technical terms accurately Explain connections between biblical texts and Christian ideas of God, using theological terms	Make clear connections between Bible texts studied and what Christians believe about God; for example, through how cathedrals are designed Show how Christians put their beliefs into practice in worship	Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own.	Identify and explain Muslim beliefs about God, the Prophet* and the Holy Qur'an (e.g. Tawhid; Muhammad as the Messenger, Qur'an as the message) Describe ways in which Muslim sources of authority guide Muslim living (e.g. Qur'an guidance on Five Pillars; Hajj practices follow example of the Prophet)	Make clear connections between Muslim beliefs and ibadah (e.g. Five Pillars, festivals, mosques, art) Give evidence and examples to show how Muslims put their beliefs into practice in different ways	Make connections between Muslim beliefs studied and Muslim ways of living in Britain/Gloucestershire today Consider and weigh up the value of e.g. submission, obedience, generosity, self-control and worship in the lives of Muslims today and articulate responses on how far they are valuable to people who are not Muslims Reflect on and articulate what it is like to be a Muslim in Britain today, giving good reasons for their views.	Explain the place of Incarnation and Messiah within the 'big story' of the Bible Identify Gospel and prophecy texts, using technical terms Explain connections between biblical texts, Incarnation and Messiah, using theological terms	Show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible	Weigh up how far the idea of Jesus as the 'Messiah' – a Saviour from God – is important in the world today and, if it is true, what difference that might make in people's lives, giving good reasons for their answers.
	Unit U2.9 Why is the Torah so important to Jewish people? [God/Torah]			Unit U2.4 How do Christians decide how to live? 'What would Jesus do?' [Gospel]			Unit U2.10 What matters most to Humanists and Christians?		
	Make sense of belief	Understand the impact	Make connections	Make sense of belief	Understand the impact	Make connections	Make sense of belief	Understand the impact	Make connections
	Identify and explain Jewish beliefs about God Give examples of some texts that say what God is like and explain how Jewish people interpret them	Make clear connections between Jewish beliefs about the Torah and how they use and treat it Make clear connections between Jewish commandments and how Jews live (e.g. in relation to kosher laws) Give evidence and examples to show how Jewish people put their beliefs into practice in different ways (e.g. some differences between Orthodox and Progressive Jewish practice)	Make connections between Jewish beliefs studied and explain how and why they are important to Jewish people today Consider and weigh up the value of e.g. tradition, ritual, community, study and worship in the lives of Jews today, and articulate responses on how far they are valuable to people who are not Jewish.	Identify features of Gospel texts (for example, teachings, parable, narrative) Taking account of the context, suggest meanings of Gospel texts studied, and compare their own ideas with ways in which Christians interpret biblical texts	Make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives	Make connections between Christian teachings (e.g. about peace, forgiveness, healing) and the issues, problems and opportunities in the world today, including their own lives Articulate their own responses to the issues studied, recognising different points of view.	Identify and explain beliefs about why people are good and bad (e.g. Christian and Humanist) Make links with sources of authority that tell people how to be good (e.g. Christian ideas of 'being made in the image of God' but 'fallen', and Humanists saying people can be 'good without God')	Make clear connections between Christian and Humanist ideas about being good and how people live Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view	Raise important questions and suggest answers about how and why people should be good Make connections between the values studied and their own lives, and their importance in the world today, giving good reasons for their views.



PE	Health & Fitness	Games	Dance	Gymnastics	Athletics	Outdoor Adventurous Activities
	<p>Know and understand the reasons for warming up and cooling down.</p> <p>Explain some safety principles when preparing for and during exercise.</p>	<p>Use different techniques to hit a ball.</p> <p>Identify and apply techniques for hitting a tennis ball.</p> <p>Develop a backhand technique and use it in a game.</p> <p>Practise techniques for all strokes.</p> <p>Consolidate different ways of throwing and catching, and know when each is appropriate in a game.</p> <p>Use a variety of ways to dribble in a game with success.</p> <p>Use ball skills in various ways, and begin to link together.</p> <p>Pass a ball with speed and accuracy using appropriate techniques in a game situation.</p> <p>Keep and win back possession of the ball effectively in a team game.</p> <p>Demonstrate an increasing awareness of space.</p> <p>Choose the best tactics for attacking and defending.</p> <p>Shoot in a game.</p> <p>Use fielding skills as a team to prevent the opposition from scoring.</p> <p>Know when to pass and when to dribble in a game.</p> <p>Devise and adapt rules to create their own game.</p>	<p>Identify and repeat the movement patterns and actions of a chosen dance style.</p> <p>Show a change of pace and timing in their movements.</p> <p>Develop an awareness of their use of space.</p> <p>Demonstrate imagination and creativity in the movements they devise in response to stimuli.</p> <p>Use transitions to link motifs smoothly together.</p> <p>Improvise with confidence, still demonstrating fluency across the sequence.</p> <p>Ensure their actions fit the rhythm of the music.</p> <p>Use more complex dance vocabulary to compare and improve work.</p> <p>Perform own longer, more complex sequences in time to music.</p> <p>Consistently perform and apply skills and techniques with accuracy and control.</p>	<p>Select ideas to compose specific sequences of movements, shapes and balances.</p> <p>Adapt their sequences to fit new criteria or suggestions.</p> <p>Perform jumps, shapes and balances fluently and with control.</p> <p>Confidently develop the placement of their body parts in balances, recognising the position of their centre of gravity and where it should be in relation to the base of the balance.</p> <p>Confidently use equipment to vault in a variety of ways.</p> <p>Apply skills and techniques consistently.</p> <p>Develop strength, technique and flexibility throughout performances.</p> <p>Combine equipment with movement to create sequences.</p> <p>Perform own longer, more complex sequences in time to music.</p> <p>Consistently perform and apply skills and techniques with accuracy and control.</p>	<p>Identify their reaction times when performing a sprint start.</p> <p>Continue to practise and refine their technique for sprinting, focusing on an effective sprint start.</p> <p>Select the most suitable pace for the distance and their fitness level in order to maintain a sustained run.</p> <p>Identify and demonstrate stamina, explaining its importance for runners.</p> <p>Improve techniques for jumping for distance.</p> <p>Perform an effective standing long jump.</p> <p>Perform the standing triple jump with increased confidence.</p> <p>Develop an effective technique for the standing vertical jump (jumping for height) including take-off and flight.</p> <p>Land safely and with control.</p> <p>Measure the distance and height jumped with accuracy.</p> <p>Investigate different jumping techniques.</p> <p>Throw a variety of implements using a range of throwing techniques.</p> <p>Measure and record the distance of their throws.</p> <p>Choose and use criteria to evaluate own and others' performance.</p> <p>Explain why they have used particular skills or techniques, and the effect they have had on their performance.</p>	<p>Start to orientate themselves with increasing confidence and accuracy around an orienteering course.</p> <p>Design an orienteering course that can be followed and offers some challenge to others.</p> <p>Begin to use navigation equipment to orientate around a trail.</p> <p>Use clear communication to effectively complete a particular role in a team.</p> <p>Complete orienteering activities both as part of a team and independently.</p> <p>Identify a key on a map and begin to use the information in activities.</p> <p>Create a simple plan of an activity for others to follow.</p> <p>Identify the quickest route to accurately navigate an orienteering course.</p> <p>Communicate clearly and effectively with others.</p> <p>Work effectively as part of a team.</p> <p>Successfully use a map to complete an orienteering course.</p> <p>Begin to use a compass for navigation.</p>

PSHE	Being Me in My World	Celebrating Difference	Dreams & Goals	Healthy Me	Relationship	Changing Me
	<p>I can compare my life with other people in my country and explain why we have rules, rights and responsibilities to try and make the school and the wider community a fair place.</p>	<p>I can explain the differences between direct and indirect types of bullying and can offer a range of strategies to help myself and others if we become involved (directly or indirectly) in a bullying situation.</p>	<p>I can compare my hopes and dreams with those of young people from different cultures.</p> <p>I can reflect on the hopes and dreams of young people from</p>	<p>I can explain different roles that food and substances can play in people's lives. I can also explain how people can develop eating problems (disorders) relating to body image pressures and how smoking</p>	<p>I can compare different types of friendships and the feelings associated with them. I can also explain how to stay safe when using technology to communicate with my friends, including how to stand up for myself, negotiate and to resist peer pressure.</p>	<p>I can explain how boys and girls change during puberty and why looking after myself physically and emotionally is important. I can also summarise the process of conception.</p> <p>I can express how I feel about the changes that will happen to me during puberty, and that I accept these changes might happen at different times to my friends.</p>



	I can explain how the actions of one person can affect another and can give examples of this from school and a wider community context.	I can explain why racism and other forms of discrimination are unkind. I can express how I feel about discriminatory behaviour.	another culture and explain how this makes me feel.	and alcohol misuse is unhealthy. I can summarise different ways that I respect and value my body.	I can apply strategies to manage my feelings and the pressures I may face to use technology in ways that may be risky or cause harm to myself or others.	
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MFL	Speaking Skills	Listening Skills	Reading Skills	Writing Skills	Grammar Skills
	<p>Take part in short conversations using sentences and familiar vocabulary.</p> <p>Present to another person or group of people using sentences and authentic pronunciation, gesture and intonation to convey accurate meaning.</p> <p>Understand and express simple opinions using familiar topics and vocabulary.</p>	<p>Listen attentively and understand more complex phrases and sentences in longer passages of the foreign language (e.g. instructions given, stories, fairy tales, songs and extended listening exercises).</p> <p>Undertake longer listening exercises and be able to identify key words or phrases so as to answer questions.</p>	<p>Read a variety of simple texts in different but authentic formats (e.g. stories, song lyrics (covering familiar topics), reading exercises with set questions, emails or letters from a partner school).</p>	<p>Write simple sentences and short paragraphs from memory or using supported written materials (e.g. using a word bank).</p> <p>Use verbs in the correct form (e.g. first person "I" or third person "he", "she", "you" in their writing to express what they and other people do, like etc.)</p> <p>Check spellings with a dictionary</p>	<p>Understand the concept of gender (masculine & feminine) and which article (definite or indefinite) to use correctly with different nouns.</p> <p>Use the negative form, possessives and connectives.</p> <p>Understand what the different parts of a fully conjugated verb look like and what each of the personal pronouns are.</p>