



## Year 6 Learning Map Overview

| Year 6 Learning Map Overview |   |  |  |  |   |   |  |  |
|------------------------------|---|--|--|--|---|---|--|--|
| 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><b>Fantastic - feeling</b><br/>Consider how different characters can emotionally respond differently to the same event (s).</p> <p><b>Fantastic - asking</b><br/>Ask pertinent questions about a text.</p> <p><b>Fantastic - noticing</b><br/>Explain what an author wants the reader to see and the details that reveal this.</p> <p><b>Fantastic - touching</b><br/>Assess characters’ perceptions of other characters and consider the physical interactions between them</p> <p><b>Fantastic - action</b><br/>Consider how action can be used to reinforce a character’s development or to challenge our perceptions.</p> <p><b>Fantastic - smelling</b><br/>Evaluate if ‘smells’ are a strong feature of an author’s work.</p> <p><b>Fantastic - tasting</b><br/>Reflect on when ‘taste’ is used in a narrative, and access its impact.</p> <p><b>Fantastic - imagining</b></p> | <p><b>Stylistic - setting</b><br/>Analyse how a story is set during a certain era, season or time of day.</p> <p><b>Stylistic - text layout / structure</b><br/>Consider the benefits of a themed and linked approach across a non-fiction/narrative text.</p> <p><b>Stylistic - yes/no relationships</b><br/>Reflect on character’s personalities through the relationships they foster/reject.</p> <p><b>Stylistic - logical meaning-making</b><br/>Explore a text’s meaning for different readers.</p> <p><b>Stylistic - interrogating facts / opinions</b><br/>Explore in detail the potential interpretations of an author and his/her opinions.</p> <p><b>Stylistic - solving problems</b><br/>Identify when an author builds an increasing sense that something is problematic.</p> | <p><b>Analytics - author assessment</b><br/>Explain in detail, using multiple examples, how a writer creates particular effects on readers.</p> <p><b>Analytics - navigating genres</b><br/>Precisely summarise the genre and trace evidence of its execution.</p> <p><b>Analytics - accessing phonics and spelling</b><br/>Identify patterns in words used by the author, e.g. root words, prefixes, suffixes, hyphens.</p> <p><b>Analytics - language</b><br/>Explain in detail how language is used at different points in a text.</p> <p><b>Analytics - your opinion</b><br/>Explain a writer’s point of view, providing clear examples from across a text.</p> <p><b>Analytics - trawling for evidence</b><br/>Incorporate a text references when discussing any aspects.</p> <p><b>Analytics - inferring and deducting</b><br/>Consider possible alternative meanings of a text.</p> | <p>Narrative - Flashback stories</p> <p>Narrative - Contemporary fictions</p> <p>Narrative - Legends</p> <p>Narrative - Dialogue</p> <p>Non-fiction - Explanation</p> <p>Non-fiction - Recount</p> <p>Non-fiction - Report</p> <p>Non-fiction - Persuasion</p> <p>Non-fiction - Discussion</p> <p>Non-fiction - Debate</p> <p>Poetry - Free Verse</p> <p>Poetry - Monologues</p> | <p><b>Purpose &amp; Impact: Write whole texts that are interesting, engaging and thoughtful</b></p> <p>Manipulate the reader through the telling of a narrative e.g. use of humour</p> <p>Control the direction of NF through a range of strategies such as persuasive devices</p> <p>Convey a convincing viewpoint using the point of view of others to support or contrast writers’ own opinion</p> <p><b>Purpose &amp; Impact: Produce texts that are appropriate to the reader and purpose</b></p> <p>Choose style/genre features to maintain and challenge the reader's interest e.g. elaborate detail in narrative; use of succinctness in a report</p> <p>Adapt well known genres to create different effects e.g. fairy tales with a twist; exploring a new viewpoint</p> <p><b>Structure &amp; Shape: Organise &amp; Present Writing</b></p> <p>Navigate a reader through a text in a logical, chronological way or subvert this e.g. flashbacks, flash-forward, opposing viewpoint</p> <p>Use subversive techniques deliberately and effectively e.g. flashbacks, flash-forward, opposing viewpoint</p> <p>Use a range of layout devices e.g. headings, subheadings, column, bullets, tables etc.</p> <p><b>Structure &amp; Shape: Construct a cohesive piece with logical links and breaks</b></p> | <p><b>Tense</b></p> <p>Use the subjunctive form of the verb to emphasise formality, urgency or importance e.g. the teacher insists that her pupils be on time</p> <p><b>Passive Voice</b></p> <p>Use passive voice to affect the presentation of information in a sentence</p> <p><b>Conjunctions/Complex Sentences</b></p> <p>Use a range of construction strategies to build subordinating clauses with verb starts ending in 'ing', 'ed' or adverbs 'ly' followed by verbs, relative clauses and subordinating conjunction starts</p> <p><b>Writerly Techniques: Deploy poetic (within and beyond poetry) style to engage the reader</b></p> | <p>Write from memory dictated sentences which include words and punctuation from KS2 curriculum.</p> <p>Use the appropriate words according to formality e.g. discover/find out, ask for/request</p> <p>Discover synonyms and antonyms for a word and choose the degree of meaning in a sentence</p> | <p>Writing is legible and becoming increasingly fluent which may not be maintained at speed.</p> <p>Correct choice is made about whether to join handwriting or print letters.</p> <p>Write speedily in a joined, legible style</p> <p>Choose the right handwriting style according to purpose e.g. neat and joined for final version.</p> |



|  |   |  |  |   |  |   |  |                               |
|--|---|--|--|---|--|---|--|-------------------------------|
|  | <p>Identify occasions when an author alters the reader's insight into a character's mind.</p> <p><b>Fantastic - checking</b><br/>Trace different soundscapes in a narrative and their effects</p> <p><b>Stylistic - setting</b><br/>Analyse how a story is set during a certain era, season or time of day.</p> | <p><b>Stylistic - themes</b><br/>Identify the main theme in a text, as well as subsidiary themes.</p> <p><b>Stylistic - impact</b><br/>Analyse 'hard-hitting' aspects of a text and explain why they are so powerful.</p> <p><b>Stylistic - characters</b><br/>Provide clear evidence of a character's motivations, decisions and actions.</p> | <p><b>Analytics - considering deeper meaning</b><br/>Identify explicit messages compared to implicit messages of a text.</p> <p><b>Analytics - stating prediction</b><br/>Predict what might happen from some implied details.</p> | <p><b>Terminology</b></p> <p>Subject<br/>Object<br/>Active<br/>Passive<br/>Synonym<br/>Antonym<br/>Ellipsis<br/>Hyphen<br/>Colon<br/>Semi-colon<br/>Bullet points<br/>Informal/formal/formality<br/>Subjunctive</p> | <p>Link ideas across paragraphs using a wider range of cohesive devices e.g. repetition of word or phrase; use of an ellipsis as a cliff-hanger etc.</p> <p>Apply paragraphs across the whole text to support the "ease of engagement" of the reader</p> <p><b>Sentence Structure: Vary sentences for clarity, purpose and effect</b><br/>Write formally or informally appropriate to genre/ text type<br/>Vary the types of sentence within a piece of writing across simple, compound and complex constructions</p> <p>Proof read, edit and revise own writing.</p> <p><b>Editing: Evaluate, Proof-read and edit</b><br/>Proofread work to precis longer passages by removing unnecessary repetition or irrelevant details.<br/>Assess the effectiveness of their own and others' writing<br/>Ensuring the consistent and correct use of tense throughout a piece of writing</p> | <p>Use personification to give human attributes to inanimate objects/things<br/>Use symbolism as a recurring idea to emphasise a themed motif e.g. ongoing reference to the water</p> <p><b>Vocabulary</b><br/>Use some PINK ambitious vocabulary appropriately<br/>Use varied and precise vocabulary to create particular stylistic effects</p> <p><b>Adverbs/Adverbial Phrases</b><br/>Use more complicated adverbial phrases to link ideas e.g. on the other hand<br/>Use adverbs or adverbial phrases to qualify, intensify or emphasise e.g. incredibly, exceptionally</p> <p><b>Punctuation: Write with technical accuracy and punctuation</b><br/>Use semi-colon, colon and dash to mark the boundary between independent clauses e.g. It is snowing; I am delighted<br/>Use the colon to introduce a list and use semi colons within lists<br/>Use bullet points to list information<br/>Use hyphens to avoid ambiguity e.g. recover and re-cover</p> |  | <p>unjoined for labelling</p> |
|--|---|--|--|---|--|---|--|-------------------------------|



| Maths | Number & Place Value  | Addition & Subtraction  | Multiplication & Division   | Fractions & Decimals  | Measurement   | Geometry   | Statistics   | Ratio and Proportion   |
|-------|---|---|---|---|---|--|--|--|
|       | Represent 7-digit numbers<br>Recognise the value of digits in 7-digit numbers<br><b>Read and write 7-digit numbers in words and numerals, including zero as a place holder</b><br>Identify and represent 7-digit numbers on a number line<br><b>Compare numbers up to 10,000,000</b><br><b>Order numbers up to 10,000,000</b><br>Round whole numbers to different degrees of accuracy<br>Understand and use negative numbers when working in context, such as temperature<br><b>Calculate intervals across zero</b> | Carry out calculations involving a mixture of addition and subtraction<br>Carry out calculations involving a mixture of multiplication and division<br>Carry out calculations involving a mixture of addition/subtraction<br>Carry out calculations involving all four operations, including brackets<br>Carry out calculations involving all four operations, including brackets<br>Carry out calculations involving a mixture of multiplication and/or division and indices | Find common multiples of two numbers<br>Find common factors of two numbers<br>Identify prime numbers<br><b>Multiply a four-digit number by a two-digit number using long multiplication</b><br><b>Divide a three-digit number by a two-digit number using a formal written method with no remainder</b><br><b>Divide a three-digit number by a two-digit number using a formal written method with a whole number remainder</b><br>Divide a three-digit number by a two-digit number using a formal written method with a remainder expressed as a fraction<br>Divide a three-digit number by a two-digit number using a formal written method with a remainder rounding to two decimal places<br><b>Divide a four-digit number by a two-digit number using a formal written method with no remainder</b><br><b>Divide a four-digit number by a two-digit number using a formal written method with a whole number remainder</b><br>Divide a four-digit number by a two-digit number using a formal written method with a remainder expressed as a fraction<br>Divide a four-digit number by a two-digit number using a formal written method with a remainder rounding to two decimal places | Know simple fractions and decimal equivalences for 10%, 20%, 25%, 50%, 75%, 100%<br><b>Find equivalencies between simple fractions, decimals and percentages</b><br><b>Add proper fractions (denominators not multiples of each other) within the whole</b><br><b>Add proper fractions (denominators not multiples of each other) beyond the whole (mixed number answer)</b><br><b>Add mixed number and proper fractions (denominators not multiples of each other) fractions within whole (mixed number answer)</b><br><b>Add mixed and proper fractions (denominators not multiples of each other) fractions beyond the whole (mixed number answer)</b><br><b>Add mixed numbers (same denominators), fractions within and beyond the whole (mixed number answer)</b><br><b>Add mixed numbers (denominators multiples of each other) fractions within the whole (mixed number answer)</b><br><b>Add mixed numbers (denominators multiples of each other) fractions beyond the whole (mixed number answer)</b><br><b>Add mixed numbers (denominators not multiples of each other) fractions within the whole (mixed number answer)</b><br><b>Add mixed numbers (denominators not multiples of each other) fractions beyond the whole (mixed number answer)</b><br><b>Subtract proper fractions (denominators not multiples of each other) within the whole</b><br><b>Subtract proper fractions from mixed numbers, fractions within the whole (denominators not multiples of each other)</b><br><b>Subtract proper fractions from mixed numbers, fractions across the whole (denominators not multiples of each other)</b><br><b>Subtract mixed number from mixed numbers (same denominators), fractions within the whole</b><br><b>Subtract mixed number from mixed numbers (same denominators), fractions across the whole</b><br><b>Subtract mixed number from mixed numbers (denominators multiples of each other), fractions within the whole</b><br><b>Subtract mixed number from mixed numbers (denominators multiples of each other), fractions across the whole</b><br><b>Subtract mixed number from mixed numbers (denominators not multiples of each other), fractions within the whole</b><br><b>Subtract mixed number from mixed numbers (denominators not multiples of each other), fractions across the whole</b><br><b>Multiply simple pairs of proper fractions</b><br><b>Divide unit fraction by whole number</b><br><b>Divide fraction by whole number (numerator = divisor)</b><br><b>Divide fraction by whole number (numerator = multiple of divisor)</b><br><b>Divide fraction by whole number (numerator = multiple of divisor)</b> | Recognise that shapes with the same areas can have different perimeters and vice versa<br><b>Calculate the area of a parallelogram</b><br><b>Calculate the area of a triangle</b><br><b>Calculate the volume of cuboids, including cubes</b><br><b>Measurement:</b><br><b>Converting Units</b><br><b>Convert between metric units from the smaller unit to the larger unit</b><br><b>Convert between metric units from the larger unit to the smaller unit</b><br><b>Convert between units of time</b><br><b>Convert between miles and km</b> | <b>Find missing angles where they meet at a point</b><br><b>Find missing angles where they meet on a straight line</b><br><b>Find missing angles where they are vertically opposite</b><br><b>Find unknown angles in a triangle</b><br><b>Find unknown angles in an isosceles triangle when only one angle is known</b><br><b>Find unknown angles in a quadrilateral</b><br><b>Find unknown angles in regular polygons</b><br><b>Classify 2D shapes using given categories; e.g. number of sides, symmetry</b><br><b>Draw 2-D shapes given angles</b><br><b>Draw 2-D shapes given dimensions and/or angles</b><br>Recognise and describe 3-D shapes<br><b>Classify 3-D shapes including cylinders, cones and spheres</b><br>Draw nets of 3-D shapes<br>Construct diagrams of 3-D shapes on isometric paper<br>Know the names and relationships of the parts of a circle<br><b>Geometry: Position and Direction</b><br><b>Use coordinates to describe the position of a point in all four quadrants</b><br><b>Use coordinates to plot the position of a point in any of the four quadrants</b><br><b>Draw and translate simple shapes</b><br><b>Carry out a reflection using one of the axes as a mirror line</b> | Interpret and construct line graphs<br>Interpret pie charts<br>Construct a pie chart by measuring angles<br>Understand the meaning of 'average' and calculate the mean of a set of discrete data<br>Interpret the mean of a set of discrete data | <b>Find 10%, 25%, 50% and 75% of an amount</b><br><b>Find simple percentages of an amount (multiples of 10% and 5%)</b><br><b>Find complex percentages of an amount (eg 17%, 28%, 63%)</b><br>Use percentages to make comparisons<br><b>Find the value of the parts, given the whole</b><br><b>Find the value of the whole and parts, given one part</b><br>Use scale factors to calculate dimensions in similar shapes<br>Use scale drawings  |
|       |   |   |   |   |   |  |  | Algebra  |
|       |   |   |   |   |   |  |  | Use simple formulae expressed in words (e.g. time needed to cook a chicken: allow 20 minutes plus 40 minutes per kilogram)<br>Know the basic rules of algebraic notation<br>Express missing number problems algebraically<br>Find combinations of two variables<br><b>Find pairs of numbers that satisfy an equation with two unknowns e.g. <math>a + b = 15</math></b><br>Generate a linear sequence from its description<br>Describe and find the next terms of a linear sequence<br>Find a missing term in a linear sequence<br>Describe a number pattern algebraically |



| Science | Working Scientifically<br>Please refer to Working Scientifically Whole School Progression Map – Identifies differentiated levels for LKS2 & UKS2 |  |   |  |  | Biology  |  | Physics  |  |
|---------|--|--|---|--|--|--|--|--|--|
|         | Working Scientifically stages for all five areas:  | Plan   | Act   | Record   | Evaluate   | Animals inc humans   | Plants   | Light  | Forces & Magnets   |
|         | <p>Pattern seeking<br/>Observing<br/>Research<br/>Identifying,<br/>Classifying and<br/>grouping<br/>Comparative<br/>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><br/>See previous year group objectives and Science objectives</p> <p><u>Maths Y6 objectives:</u><br/>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><br/>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><br/>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> | <p>identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</p> <p>recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p> <p>describe the ways in which nutrients and water are transported within animals, including humans</p> | <p>recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</p> <p>recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</p> <p>identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</p> | <p>recognise that light appears to travel in straight lines</p> <p>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</p> <p>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</p> <p>use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them</p> | <p>Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</p> <p>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</p> <p>use recognised symbols when representing a simple circuit in a diagram</p> <p>Use simple apparatus to construct and control a series circuit and describe how a circuit may be affected when changes are made to it.</p> <p>Electricity section:</p> |



| History | Period in Time   | Knowledge & Understanding   | Chronology Understanding   | Historically Enquiry   |
|---------|--|---|--|--|
|         | <b>Catch Up 2021 – 2022 Only</b><br>Ancient Greeks<br>Indus Valley<br>Stone Age - Croods               | Use dates and historical language in their work<br>Draw a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived, etc.<br>Use their mathematical skills to work exact time scales and differences as need be | Describe historical events from the different period/s they are studying/have studied<br>Make comparisons between historical periods; explaining things that have changed and things which have stayed the same<br>Explain the role that Britain has had in spreading Christian values across the world<br>Begin to appreciate that how we make decisions has been through a Parliament for some time<br>Appreciate that significant events in history has helped shape the country we have today<br>Have a good understanding as to how crime and punishment has changes over the years | Test out a hypothesis in order to answer a question<br>Appreciate how historical artefacts has helped us understand more about British lives in the present and past |
|         | From 2022 – 2023<br>Ancient Greeks<br>Indus Valley/ Shang Dynasty/<br>Ancient Egyptians/ Ancient Sumer |   |  |  |

| Geography   | Geographical Enquiry   | Geographical Knowledge  | Communicate Geographically  |   |
|---|--|---|---|---|
|   | Describe the geographical similarities and differences through human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America<br>Confidently explain scale and use maps with a range of scales<br>Use maps, aerial photos, plans and web resources to describe what a locality might be like.<br>Accurately use a 6 figure grid reference<br>Use OS maps to answer questions<br>Make careful measurements and use the data<br>Choose the best way to collect information needed and decide the most appropriate units of measure | Identify the position and significance of latitude and longitude<br>Explain how the time zones work including the Prime/Greenwich Meridian and time zones (including day and night)<br>Name the largest desert in the world<br>Recognise key symbols used on ordnance survey maps | Physical Geography  | Human Geography   |
| <b>Please refer to Whole School Map Skills Document for a breakdown of skills required when teaching geographical skills.</b> |  |   | Give extended description of the physical features of different places around the world<br>Describe how some places are similar and others are different in relation to their physical and human features<br>Identify and describe biomes and vegetation belts across the world<br>Describe the world's climate zones<br>Create sketch maps when carrying out a field study | Give an extended description of the human features of different places around the world<br>Describe how some places are similar and others are different in relation to their physical features<br>Map land use with their own criteria |

| Art | Develop Ideas  | Master Techniques  |   |   |  |   | Digital Media   | Take Inspiration From the Greats  | Sketch Books  |
|-----|--|--|---|---|--|---|---|---|---|
|     |  | Painting   | Collage   | Sculpture & Textiles  | Drawing  | Print   |   |   |   |
|     | Make a record about the styles and qualities in their work<br>Say what their work is influenced by<br>Include technical aspects in their work, e.g. architectural design | Explain what their own style is<br>Use a wide range of techniques in their work<br>Explain why they have chosen specific painting techniques | Justify the materials they have chosen<br>Combine pattern, tone and shape | Create models on a range of scales<br>Create work which is open to interpretation by the audience<br>Include both visual and tactile elements in their work<br>Independently plan, create and evaluate a sculpture. Use a wide variety of tools and refine skills. Evaluate and edit their sculpture using artistic language. | Do sketches communicate emotions and a sense of self with accuracy and imagination?<br>Explain why they have combined different tools to create their drawings<br>Explain why they have chosen specific drawing techniques | Overprint using different colours<br>Look very carefully at the methods they use and make decisions about the effectiveness of their printing methods | Use software packages to create pieces of digital art to design.<br>Create a piece of art which can be used as part of a wider presentation | Give details (including own sketches) about the style of some notable artists, artisans and designers.<br>Show how the work of those studied was influenced in both society and to other artists.<br>Create original pieces that show a range of influences and styles. | Sketch books contain detailed notes, and quotes explaining about items<br>Compare their methods to those of others and keep notes in their sketch book<br>Combine graphics and text based research of commercial design, for example magazines etc., to influence the layout of their sketch books<br>Adapt and refine their work to reflect its meaning and purpose, keeping notes and annotations in their sketch books |



| 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 including the use of surveys/interviews.<br>Use prototypes, cross-sectional diagrams, exploded diagrams and CAD software to represent designs.<br>Justify their decisions about materials and methods of construction of a product.<br>Ensure products have a high-quality finish, using art skills where appropriate.<br>Identify and implement actions on how their design/product could be improved, with justifications.<br>Consider the views of the user when evaluating their own work. | Assemble or cook ingredients, controlling the temperature of the oven or hob if cooking.<br>Combine ingredients appropriately e.g. beating or rubbing.<br>Measure ingredients to the nearest gram and millilitre and calculate ratios of ingredients to scale up or down from a recipe.<br>Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.<br>Create and refine recipes, including ingredients, methods, cooking times and temperatures.<br>Understand the importance of correct storage and handling of ingredients. | Cut materials with precision and refine the finish with appropriate tools (such as sanding wood).<br>Show an understanding of the qualities of materials to choose appropriate tools to cut and shape. |           |              | Create products using pattern pieces and demonstrate an awareness of seam allowance.<br>Pin and tack fabric pieces together.<br>Join fabrics by over sewing, back stitch, blanket stitch.<br>Make quality products with increasing accuracy and independence. |           | Create circuits that employ a number of components (such as LEDs, resistors and transistors).<br>Create parallel circuits. | Combine element of design from a range of inspirational designs throughout history, giving reasons for choices.<br>Create innovative designs that improve upon existing products.<br>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   |
|-----------|---|--|--|---|---|
|           | <p>I can take photos for a given purpose and use them in my work</p> <p>I can collect audio from a variety of resources including own recordings and internet clips</p> <p>I can plan and create an animation for a given purpose</p> <p>I can edit an animation to improve it / make it more realistic</p> <p>I can combine an animation with other software</p> <p>I can publish an animation and use a movie editing package to edit/refine and add titles</p> <p>I can select and use appropriate multimedia tools, and combine these for a given purpose with confidence</p> <p>I can save, retrieve and organise work</p> | <p>I can design and create a spreadsheet for a specific purpose, incorporating different features of design and function</p> <p>I can construct data on the most appropriate application</p> <p>I know how to interpret data, including spotting inaccurate data and comparing data</p> <p>I can use keyboard shortcuts and functions to input data on spreadsheets and create formulas for spreadsheets</p> <p>I can add data to an existing database</p> | <p>I understand how computer networks work, including the internet</p> <p>I understand the difference between the internet and an internet service, e.g. the world wide web, VOIP</p> <p>I can use search engines effectively, and I know how search results are selected and ranked</p> <p>I can discuss and evaluate my documents, and make amendments as needed</p> <p>I can create a consistent design for my presentation, and present to others</p> <p>I can describe the opportunities computer networks and the internet offer for communication and collaboration</p> | <p>I can design and create a game, app and / or model, incorporating variables and different forms of input and output</p> <p>I can test, debug and modify a program to improve it</p> <p>I can follow a sequence of instructions, e.g. in a flowchart and modify a flowchart using symbols</p> <p>I can decompose a problem into smaller parts to design an algorithm for a specific outcome and use this to write a program</p> | <p>I know different ways to report concerns about content &amp; contact</p> <p>I know that some websites have age restrictions, and why these might be in place</p> <p>I can protect my password and other personal information</p> <p>I can judge what sort of privacy settings might be relevant to reducing risks</p> <p>I can discuss scenarios involving online risk</p> |



| Music | Play & Perform  |  | Create & Compose   | Responding & Appraising  | Listening and applying knowledge and understanding   |
|-------|---|--|--|--|--|
|       | <b>Use voices expressively</b><br>I can sing solo.<br>I can sing in unison and in parts with clear dictation, controlled pitch and a sense of phrase.<br><b>Play tuned and un-tuned instruments</b><br>I can play and perform with accuracy, fluency, control and expression.<br><b>Rehearse and perform with others</b><br>I can think about the audience when performing and how to create a specific effect. |  | <b>Create musical patterns</b><br><b>Explore chose and organise sounds and musical ideas</b><br>I can create and improve melodic and rhythmic phrases as part of a group performance. I can compose by developing my ideas in a range of musical structures. | <b>Explore and express ideas and feelings about music</b><br>I can describe, compare and evaluate different types of music using a range of musical vocabulary<br><b>To make improvements to my own work</b><br>I can evaluate the success of my own and others work. I can suggest specific improvements based on the intended outcomes and can suggest how this could be achieved. | <b>To listen with concentration and recall sounds with increasing aural memory</b><br>I can listen to, internalise and recall sounds and patterns of sounds with accuracy and confidence.<br><b>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</b><br>I can identify and explore the relationship between sounds and how music can reflect different meanings.<br><b>To understand that sounds can be made in different ways and described using given and invented signs, symbols and notation.</b><br>I can use and apply a range of musical notations including staff notation, to plan, revise and refine musical material.<br><b>To know how music is used for particular purposes</b><br>I can develop an understanding of the history of music from different, cultures, traditions, composers and musicians. I can evaluate how venue, occasion and purpose effects the way that music is created and performed. |

| RE | Unit L2.1 What do Christians learn from the creation story? [Creation]   |   |  | Unit L2.2 What is it like for someone to follow God? [People of God]  |   |   | Unit L2.4 What kind of world did Jesus want? [Gospel]   |  |  |
|----|--|---|--|---|---|---|---|--|--|
|    | 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   |
|    | Place the concepts of God and Creation on a timeline of the Bible's 'big story'<br><br>Make clear links between Genesis 1 and what Christians believe about God and Creation<br><br>Recognise that the story of 'the Fall' in Genesis 3 gives an explanation of why things go wrong in the world | Describe what Christians do because they believe God is Creator (e.g. follow God, wonder at how amazing God's creation is; care for the Earth – some specific ways)<br><br>Describe how and why Christians might pray to God, say sorry and ask for forgiveness | Ask questions and suggest answers about what might be important in the Creation story for Christians and for nonChristians living today. | Make clear links between the story of Noah and the idea of covenant   | Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony   | Make links between the story of Noah and how we live in school and the wider world.   | Identify texts that come from a Gospel, which tells the story of the life and teaching of Jesus<br><br>Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'<br><br>Suggest ideas and then find out about what Jesus' actions towards outcasts mean for a Christian | Give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus' teaching in different ways  | Make links between the importance of love in the Bible stories studied and life in the world today, giving a good reason for their ideas.  |
|    | Unit L2.9 How do festivals and worship show what matters to a Muslim? [Ibadah]   |   |  | Unit L2.10 How do festivals and family life show what matters to Jews? [God/Torah/the People]   |   |   | Unit L2.12 How and why do people try to make the world a better place?  |  |  |
|    | 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 beliefs about God in Islam, expressed in Surah 1<br><br>Make clear links between beliefs about God and ibadah (e.g. how God is worth worshipping; how Muslims submit to God).  | Give examples of ibadah (worship) in Islam (e.g. prayer, fasting, celebrating) and describe what they involve.<br><br>Make links between Muslim beliefs about God and a range of  | Raise questions and suggest answers about the value of submission and self-control to Muslims, and whether there are benefits for        | Identify some Jewish beliefs about God, sin and forgiveness and describe what they mean.<br><br>Make clear links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people | Make simple links between Jewish beliefs about God and his people and how Jews live (e.g. through celebrating forgiveness, salvation and freedom at festivals).<br><br>Describe how Jews show their beliefs through | Raise questions and suggest answers about whether it is good for Jews and everyone else to remember the past and look forward to the future.<br><br>Make links with the value of personal | Identify some beliefs about why the world is not always a good place (e.g. Christian ideas of sin).<br><br>Make links between religious beliefs and teachings and why people try to live and make the world a better place.   | Make simple links between teachings about how to live and ways in which people try to make the world a better place (e.g. tikkun olam and the charity Tzedek).<br><br>Describe some examples of how people try to live | Raise questions and suggest answers about why the world is not always a good place, and what are the best ways of making it better.<br><br>Make links between some commands for living from religious traditions, non- |



|  |  |   |  |   |   |   |  |  |  |
|--|--|---|--|---|---|---|--|--|--|
|  |  | ways in which Muslims worship (e.g. in prayer and fasting, as a family and as a community, at home and in the mosque) | people who are not Muslims<br><br>Make links between the Muslim idea of living in harmony with the Creator and the need for all people to live in harmony with each other in the world today, giving good reasons for their ideas. | Offer informed suggestions about the meaning of the Exodus story for Jews today | worship in festivals, both at home and in wider communities | reflection, saying sorry, being forgiven, being grateful, seeking freedom and justice in the world today, including pupils' own lives, and giving good reasons for their ideas. |  | (e.g. individuals and organisations).<br><br>Identify some differences in how people put their beliefs into action | religious worldviews and pupils' own ideas.<br><br>Express their own ideas about the best ways to make the world a better place, making links with religious ideas studied, giving good reasons for their views. |
|--|--|---|--|---|---|---|--|--|--|

| PE | Health & Fitness  | Games  | Dance  | Gymnastics  | Athletics  | Outdoor Adventurous Activities   |
|----|---|--|--|---|--|--|
|    | <p>Understand the importance of warming up and cooling down.</p> <p>Carry out warm-ups and cool-downs safely and effectively.</p> <p>Understand why exercise is good for health, fitness and wellbeing.</p> <p>Know ways they can become healthier.</p> | <p>Hit a bowled ball over longer distances.</p> <p>Use good hand-eye coordination to be able to direct a ball when striking or hitting.</p> <p>Understand how to serve in order to start a game.</p> <p>Throw and catch accurately and successfully under pressure in a game.</p> <p>Show confidence in using ball skills in various ways in a game situation, and link these together effectively.</p> <p>Choose and make the best pass in a game situation and link a range of skills together with fluency, e.g. passing and receiving the ball on the move.</p> <p>Keep and win back possession of the ball effectively and in a variety of ways in a team game.</p> <p>Demonstrate a good awareness of space.</p> <p>Think ahead and create a plan of attack or defence.</p> <p>Apply knowledge of skills for attacking and defending.</p> <p>Work as a team to develop fielding strategies to prevent the opposition from scoring.</p> | <p>Identify and repeat the movement patterns and actions of a chosen dance style.</p> <p>Compose individual, partner and group dances that reflect the chosen dance style.</p> <p>Use dramatic expression in dance movements and motifs.</p> <p>Perform with confidence, using a range of movement patterns.</p> <p>Demonstrate strong and controlled movements throughout a dance sequence.</p> <p>Combine flexibility, techniques and movements to create a fluent sequence.</p> <p>Show a change of pace and timing in their movements.</p> <p>Move rhythmically and accurately in dance sequences.</p> <p>Dance with fluency and control, linking all movements and ensuring that transitions flow.</p> <p>Demonstrate consistent precision when performing dance sequences.</p> <p>Use complex dance vocabulary to compare and improve work.</p> <p>Link actions to create a complex sequence using a full range of movement.</p> <p>Perform and apply a variety of skills and techniques confidently, consistently and with precision.</p> | <p>Create their own complex sequences involving the full range of actions and movements: travelling, balancing, holding shapes, jumping, leaping, swinging, vaulting and stretching.</p> <p>Demonstrate precise and controlled placement of body parts in their actions, shapes and balances.</p> <p>Confidently use equipment to vault and incorporate this into sequences.</p> <p>Apply skills and techniques consistently, showing precision and control.</p> <p>Develop strength, technique and flexibility throughout performances.</p> <p>Link actions to create a complex sequence using a full range of movement that showcases different abilities, performed in time to music.</p> <p>Perform and apply a variety of skills and techniques confidently, consistently and with precision.</p> <p>Begin to record their peers' performances and evaluate these.</p> | <p>Recap, practise and refine an effective sprinting technique, including reaction time.</p> <p>Build up speed quickly for a sprint finish.</p> <p>Run over hurdles with fluency, focusing on the lead leg technique and a consistent stride pattern.</p> <p>Work as a team to competitively perform a relay.</p> <p>Demonstrate endurance and stamina over longer distances in order to maintain a sustained run.</p> <p>Develop the technique for the standing vertical jump.</p> <p>Maintain control at each of the different stages of the triple jump.</p> <p>Land safely and with control.</p> <p>Develop and improve their techniques for jumping for height and distance and support others in improving their performance.</p> <p>Measure and record the distance of their throws.</p> <p>Continue to develop techniques to throw for increased distance and support others in improving their personal best.</p> <p>Develop and refine techniques to throw for accuracy.</p> | <p>Orientate themselves with confidence and accuracy around an orienteering course.</p> <p>Design an orienteering course that is clear to follow and offers challenge to others.</p> <p>Use navigation equipment (maps, compasses) to improve the trail.</p> <p>Use clear communication to effectively complete a particular role in a team.</p> <p>Compete in orienteering activities both as part of a team and independently.</p> <p>Choose the best equipment for an outdoor activity.</p> <p>Prepare an orienteering course for others to follow.</p> <p>Identify the quickest route to accurately navigate an orienteering course.</p> <p>Communicate clearly and effectively with others when under pressure.</p> <p>Work effectively as part of a team, demonstrating leadership skills when necessary.</p> <p>Successfully use a map to complete an orienteering course.</p> <p>Use a compass for navigation.</p> |





|  |  |   |  |  |   |  |
|--|--|---|--|--|---|--|
|  |  | Follow and create complicated rules to play a game successfully.<br><br>Communicate plans to others during a game. Lead others during a game. |  |  | Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements. |  |
|--|--|---|--|--|---|--|

| PSHE | Being Me in My World  | Celebrating Difference  | Dreams & Goals  | Healthy Me  | Relationship  | Changing Me   |
|------|---|---|---|---|---|---|
|      | <p>I can explain how my choices can have an impact on people in my immediate community and globally.</p> <p>I can empathise with others in my community and globally and explain how this can influence the choices I make.</p> | <p>I can explain ways in which difference can be a source of conflict or a cause for celebration.</p> <p>I can show empathy with people in situations where their difference is a source of conflict or a cause for celebration</p> | <p>I can explain different ways to work with others to help make the world a better place.</p> <p>I can explain what motivates me to make the world a better place.</p> | <p>I can explain when substances including alcohol are being used anti-socially or being misused and the impact this can have on an individual and others.</p> <p>I can identify and apply skills to keep myself emotionally healthy and to manage stress and pressure.</p> | <p>I can identify when people may be experiencing feelings associated with loss and also recognise when people are trying to gain power or control.</p> <p>I can explain the feelings I might experience if I lose somebody special and when I need to stand up for myself and my friends in real or online situations. I can offer strategies to help me manage these feelings and situations.</p> | <p>I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born.</p> <p>I recognise how I feel when I reflect on becoming a teenager and how I feel about the development and birth of a baby.</p> |

| MFL | Speaking Skills  | Listening Skills  | Reading Skills  | Writing Skills  | Grammar Skills  |
|-----|--|---|---|---|---|
|     | <p>Use spoken language to initiate and sustain simple conversations on familiar topics or to tell stories from their own experience.</p> <p>Present to an audience about familiar topics (e.g. role-play, presentation or read / repeat from a text or passage).</p> <p>Use connectives to link together what they say so as to add fluency.</p> | <p>Understand the main points in passages of language spoken with authentic pronunciation and at authentic speed.</p> <p>Understand and identify longer and more complex phrases and sentences (e.g. descriptions, information, instructions) in listening exercises and be able to answer questions based on what they hear.</p> | <p>Read aloud with expression and accurate pronunciation.</p> <p>Read and understand the main points and more specific details from a variety of simple texts in different but authentic formats (e.g. stories, reading exercises with set questions, emails, letters from a partner school or internet sites in the target language (supervision required)).</p> | <p>Write longer sentences and short paragraphs from memory or using supported materials (e.g. a word bank).</p> <p>Use verbs in the correct form (e.g. first person "I" or third person "he", "she", "you" and plurals "we" and "they" to express what they and other people do, like etc.)</p> <p>Identify and correctly use adjectives (e.g. colours or size) and connectives placing them correctly in a sentence and understand the concept of adjectival agreement (where relevant).</p> | <p>Understand the concept of gender (masculine, feminine) and which article (definite or indefinite) to use correctly with different nouns.</p> <p>Understand what the different parts of a conjugated verb look like, know what each of the personal pronouns are, understand a verb stem and the different endings (where appropriate) for the main types of verbs.</p> <p>Be able to identify and correctly use adjectives (e.g. colours or size) and connectives and understand the concept of adjectival agreement (where relevant).</p> |