



	Autumn	Spring	Summer
R.E. (COME & SEE)	DOMESTIC CHURCH – LOVING: God who never stops loving	LOCAL CHURCH - SOURCES: The Bible, the special book for the Church	PENTECOST – WITNESSES: The Holy Spirit enables people to become witnesses
	BAPTISM/CONFIRMATION – VOCATION AND COMMITMENT: The vocation of priesthood and religious life	EUCCHARIST – UNITY: Eucharist enabling people to live in communion	RECONCILIATION/ANOINTING OF THE SICK – HEALING: Sacrament of the Sick
	ADVENT/CHRISTMAS – EXPECTATIONS: Jesus born to show God to the world	LENT/EASTER – DEATH & NEW LIFE: Celebrating Jesus' death and resurrection	UNIVERSAL CHURCH – COMMON GOOD: Work of the worldwide Christian family
	JUDAISM – Rosh Hashanah, Yom Kippur		ISLAM – Guidance for Muslims

	Aut 1	Aut 2	Spr 1	Spr 2	Su 1	Su2
PSHE	<p>What are human rights? Why and how laws are made; taking part in making and changing rules; importance of human rights; rights of the child; right to protect their bodies (including FGM or forced marriage); confidentiality and when to break a confidence L2, L3, L4, L5, L9 R10, R13, R17 H20</p>	<p>What makes a healthy and happy relationship? Different relationships; what makes positive; healthy relationships; recognise when relationships are unhealthy; committed; loving relationships (including marriage, civil partnership) R2, R3, R4 R5, R10, R14, R19, R20, R21</p>	<p>What makes a healthy and happy relationship? Human reproduction R10, R21 h19</p>	<p>How can we stay healthy? What positively and negatively affects health; informed choices; balanced lifestyle; how drugs can affect health and safety; the law and drugs; who is responsible for their health and wellbeing H1, H2, H3, H17, H23</p>	<p>How can money affect us? Finance and its role in people's lives; being a critical consumer; what is meant by interest, loan, debt, tax; how resources are allocated and how this affects individuals, communities and the environment; research and debate health and wellbeing issues L1, L13, L14, L15(RE Cafod) H4,</p>	<p>How can we manage risk? Increased independence and responsibility; strategies for managing risk; different influences; resisting unhelpful pressure; personal safety; managing requests for images; how anti-social behaviours affect wellbeing; how to handle anti-social or aggressive behaviours H8, H9, H10, H13, H14/22, H21, H25 L6 RISK AVERT PROGRAMME Follow up from Y5 What is discrimination R14, R18 To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber-bullying, use of prejudice-based language, 'trolling', how to respond and ask for help How to recognise abuse and bullying in all its forms (including prejudice based bullying both in person, online and through social media)</p>

English	National Curriculum Objectives	Aut 1	Aut 2	Spr 1	Spr 2	Su1	Su2
English Spoken Language	listen and respond appropriately to adults and their peers	X	X	X	X	X	X
	ask relevant questions to extend their understanding and knowledge	X	X	X	X	X	X
	use relevant strategies to build their vocabulary	X	X	X	X	X	X
	articulate and justify answers, arguments and opinions		X		X		
	give well-structured descriptions, explanations and narratives for different purposes, including expressing feelings	X		X	X		

	maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments		X		X	X	
	use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas		X	X	X		
	speak audibly and fluently with an increasing command of Standard English	X	X	X	X	X	X
	participate in discussions, presentations, performances, role play, improvisations and debates	X					X
	gain, maintain and monitor the interest of the listener(s)	X					X
	consider and evaluate different viewpoints, attending to and building on the contributions of others		X				
	select and use appropriate registers for effective communication.	X					X
Word Reading	apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.	X	X	X	X	X	X
Reading Comprehension	maintain positive attitudes to reading and understanding of what they read by:						
	continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbook	X	X	X	X	X	X
	reading books that are structured in different ways and reading for a range of purposes	X	X	X	X	X	X
	increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions	X				X	
	recommending books that they have read to their peers, giving reasons for their choices	X	X	X	X	X	X
	identifying and discussing themes and conventions in and across a wide range of writing	X	X	X	X	X	X
	making comparisons within and across books		X	X		X	
	learning a wider range of poetry by heart	X	X			X	
	preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience	X	X			X	
	understand what they read by:	X	X	X	X	X	X
	checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context	X	X	X	X	X	X
	asking questions to improve their understanding	X	X	X	X	X	X
	drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, justifying inferences with evidence	X	X	X	X	X	X
	predicting what might happen from details stated and implied	X	X	X	X	X	X
	summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas	X	X	X	X	X	X
	identifying how language, structure and presentation contribute to meaning	X	X	X	X	X	X
	discuss and evaluate how authors use language, including figurative language, considering the impact on the reader	X	X	X		X	X
distinguish between statements of fact and opinion		X		X	X		
retrieve, record and present information from non-fiction	X	X		X	X		
participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously	X	X	X	X	X	X	
explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary		X		X			
provide reasoned justifications for their views.	X	X	X	X	X	X	

Writing Transcripti on	use further prefixes and suffixes and understand the guidance for adding them	X	X	X	X	X	X
	spell some words with 'silent' letters [for example, knight, psalm, solemn]	X	X	X	X		
	continue to distinguish between homophones and other words which are often confused	X	X	X	X	X	X
	use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1	X	X	X	X		
	use dictionaries to check the spelling and meaning of words	X	X	X	X	X	X
	use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary	X	X	X	X	X	X
Handwritin g	write legibly, fluently and with increasing speed by:						
	choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters	X	X	X	X	X	X
	choosing the writing implement that is best suited for a task.	X	X	X	X	X	X
Writing Compositio n	plan their writing by:						
	identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own	X	X	X	X	X	X
	noting and developing initial ideas, drawing on reading and research where necessary	X			X		
	in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed	X		X	X		X
	draft and write by:						
	selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning	X	X	X	X	X	X
	in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action		X	X			
	précising longer passages			X	X		
	using a wide range of devices to build cohesion within and across paragraphs	X	X	X	X	X	X
	using further organisational and presentational devices to structure text and to guide the reader [e.g. headings, bullet points, underlining]	X	X		X		
	evaluate and edit by:						
	assessing the effectiveness of their own and others' writing	X	X	X	X	X	X
	proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning	X	X	X	X	X	X
	ensuring the consistent and correct use of tense throughout a piece of writing	X	X	X	X	X	X
	ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register	X	X	X	X	X	X
proof-read for spelling and punctuation errors	X	X	X	X	X	X	
perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.	X	X	X	X	X	X	
Vocabulary , Grammar & Punctuatio n	develop their understanding of the concepts set out in English Appendix 2 by:						
	recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms			X	X		
	using passive verbs to affect the presentation of information in a sentence			X	X		
	using the perfect form of verbs to mark relationships of time and cause		X	X			
	using expanded noun phrases to convey complicated information concisely	X	X				

	using modal verbs or adverbs to indicate degrees of possibility			X	X		
	using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun			X	X		
	learning the grammar for years 5 and 6 in English Appendix 2	X	X	X	X	X	X
	indicate grammatical and other features by:						
	using commas to clarify meaning or avoid ambiguity in writing	X	X	X	X	X	
	using hyphens to avoid ambiguity		X	X	X	X	
	using brackets, dashes or commas to indicate parenthesis		X	X	X	X	
	using semi-colons, colons or dashes to mark boundaries between independent clauses		X	X	X	X	
	using a colon to introduce a list		X	X	X	X	
	punctuating bullet points consistently	X					
	use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading	X	X	X	X	X	X
Maths	National Curriculum Objectives	Aut 1	Aut 2	Spr 1	Spr 2	Su 1	Su 2
Number & Place Value	read, write, order and compare numbers up to 10 000 000 and determine the value of each digit	X			X		
	round any whole number to a required degree of accuracy	X			X		
	use negative numbers in context, and calculate intervals across zero	X			X		
	solve number and practical problems that involve all of the above	X			X		
Addition, Subtraction, Multiplication & Division	multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication	X	X			X	
	divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context	X	X			X	
	divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context	X	X			X	
	perform mental calculations, including with mixed operations and large numbers	X	X			X	X
	identify common factors, common multiples and prime numbers	X	X			X	X
	use their knowledge of the order of operations to carry out calculations involving the four operations	X	X			X	X
	solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why	X	X			X	X
	solve problems involving addition, subtraction, multiplication and division	X	X			X	X
	use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy	X	X			X	X
Fractions (including decimals & percentages)	use common factors to simplify fractions; use common multiples to express fractions in the same denomination		X				
	compare and order fractions, including fractions > 1		X				

	add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions		X				
	multiply simple pairs of proper fractions, writing the answer in its simplest form [for example $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$]		X				
	divide proper fractions by whole numbers [for example $\frac{1}{3} \div 2 = \frac{1}{6}$]		X				
	associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example $\frac{3}{8}$]		X	X			
	identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places		X	X			
	multiply one-digit numbers with up to two decimal places by whole numbers		X	X			
	use written division methods in cases where the answer has up to two decimal places		X	X			
	solve problems which require answers to be rounded to specified degrees of accuracy		X				
	recall and use equivalences between simple fractions, decimals and percentages, including in different contexts		X	X			
Ratio & Proportion	solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts				X		
	solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison				X		
	solve problems involving similar shapes where the scale factor is known or can be found				X		
	solve problems involving unequal sharing and grouping using knowledge of fractions and multiples				X		
Algebra	use simple formulae			X			
	generate and describe linear number sequences			X			
	express missing number problems algebraically			X			
	find pairs of numbers that satisfy an equation with two unknowns			X			
	enumerate possibilities of combinations of two variables			X			
Measurement	solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate				X		
	use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places				X		
	convert between miles and kilometres				X		
	recognise that shapes with the same areas can have different perimeters and vice versa				X		
	recognise when it is possible to use formulae for area and volume of shapes				X		
	calculate the area of parallelograms and triangles				X		
	calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm^3) and cubic metres (m^3), and extending to other units [for example, mm^3 and km^3]				X		

Geometry: Properties of Shapes	draw 2-D shapes using given dimensions and angles					X	
	recognise, describe and build simple 3-D shapes, including making nets					X	
	compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons					X	
	illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius					X	
	recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles					X	
Geometry: Position & Direction	describe positions on the full coordinate grid (all four quadrants)					X	
	draw and translate simple shapes on the coordinate plane, and reflect them in the axes					X	
Statistics	interpret and construct pie charts and line graphs and use these to solve problems				X		
	calculate and interpret the mean as an average				X		

TOPIC		Autumn	Spring	Summer	
		World War II	The Great, The Bold and The Brave	Mountains, Volcanoes and Earthquakes	
Art	To create sketch books to record their observations and use them to review and revisit ideas	X	X	X	
	To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]	X	X	X	
	About great artists, architects and designers in history	X			
G e o g r a p h y	Location knowledge	Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical	X	X	X
		Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time	X	X	
		Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)	X		X
	Place knowledge	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America			X
	Human & physical geography	Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle			X
		Describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	X		X
	Geographical skills & fieldwork	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	X	X	X
		Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world	X	X	X
		Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.		X	
History	The Roman Empire and its impact on Britain		X	X	
	Britain's settlement by Anglo-Saxons and Scots				
	The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor				
	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	X	X		

		Ancient Greece – a study of Greek life and achievements and their influence on the western world			
		Non-European society that provides contrasts with British history - one study chosen from: Early Islamic civilization, including a study of Baghdad c.AD 900; Myan civilization c.AD 900; Benin (West Africa) c.AD 900-1300			
Music		Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	X		
		Improvise and compose music for a range of purposes using the inter-related dimensions of music	X		
		Listen with attention to detail and recall sounds with increasing aural memory	X		
		Use and understand staff and other musical notations			
		Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	X		
		Develop an understanding of the history of music.	X		
D & T	Design	Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups	X		
		Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design	X		
	Make	Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately	X		
		Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities	X		
	Evaluate	Investigate and analyse a range of existing products	X		
		Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work	X		
		Understand how key events and individuals in design and technology have helped shape the world	X		
	Technical Knowledge	Apply their understanding of how to strengthen, stiffen and reinforce more complex structures			
		Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]			
		Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]	X		
		Apply their understanding of computing to program, monitor and control their products		X	
	Cooking & Nutrition	Understand and apply the principles of a healthy and varied diet		X	
		Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques		X	
		Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.		X	
	Computing	Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts		X	
Use sequence, selection, and repetition in programs; work with variables and various forms of input and output			X		
Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs			X		
Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration		X	X	X	
Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content		X	X	X	
Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information		X	X	X	
Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.		X	X	X	
	Use running, jumping, throwing and catching in isolation and in combination	X	X	X	

	Perform dances using a range of movement patterns		X	
	Take part in outdoor and adventurous activity challenges both individually and within a team	X	X	X
	Compare their performances with previous ones and demonstrate improvement to achieve their personal best	X	X	X
Languages	Listen attentively to spoken language and show understanding by joining in and responding	X		
	Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words	X		
	Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*			
	Speak in sentences, using familiar vocabulary, phrases and basic language structures	X		
	Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*	X		
	Present ideas and information orally to a range of audiences*			
	Read carefully and show understanding of words, phrases and simple writing			
	Appreciate stories, songs, poems and rhymes in the language	X		
	Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary			
	Write phrases from memory, and adapt these to create new sentences, to express ideas clearly			
	Describe people, places, things and actions orally* and in writing			
	Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.			

Science (IPC)			Autumn		Spring		Summer	
			Classification Famous Scientists	Evolution and Inheritance (Out of Africa) Microorganisms	Being Human (Humans and other animals)	Forces	Electricity	Light
Animals, including humans	describe the changes as humans develop to old age			X				
	identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood			X				
	recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function			X				
	describe the ways in which nutrients and water are transported within animals, including humans			X				
	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				X	X		
	know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution							
	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							

	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						
Earth & Space	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						
Forces	explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object				X		
	identify the effects of air resistance, water resistance and friction, that act between moving surfaces				X		
	recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.				X		
Living Things & their Habitats	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 microorganisms, plants and animals	X					
	give reasons for classifying plants and animals based on specific characteristics	X					
Evolution & Inheritance	recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago		X				
	recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents		X	X			
	identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.		X	X			
Light	recognise that light appears to travel in straight lines				X		X
	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				X		X
	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				X		X
	use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.				X		X
Electricity	associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit		X			X	
	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		X			X	
	use recognised symbols when representing a simple circuit in a diagram.		X			X	