

## Curriculum Overview for Year 1

<p><b>English</b></p> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Match graphemes for all phonemes</li> <li>Read accurately by blending sounds</li> <li>Read words with very common suffixes</li> <li>Read contractions &amp; understand purpose</li> <li>Read phonic books aloud</li> <li>Link reading to own experiences</li> <li>Join in with predictable phrases</li> <li>Discuss significance of title &amp; events</li> <li>Make simple predictions</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Name letters of the alphabet</li> <li>Spell very common 'exception' words</li> <li>Spell days of the week</li> <li>Use very common prefixes &amp; suffixes</li> <li>Form lower case letters correctly</li> <li>Form capital letters &amp; digits</li> <li>Compose sentences orally before writing</li> <li>Read own writing to peers or teachers</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>Leave spaces between words</li> <li>Begin to use basic punctuation: . ? !</li> <li>Use capital letters for proper nouns.</li> <li>Use common plural &amp; verb suffixes</li> </ul> <p><b>Speaking &amp; Listening</b></p> <ul style="list-style-type: none"> <li>Listen &amp; respond appropriately</li> <li>Ask relevant questions</li> <li>Maintain attention &amp; participate</li> </ul>	<p><b>Art &amp; Design (KS1)</b></p> <ul style="list-style-type: none"> <li>Use a range of materials</li> <li>Use drawing, painting and sculpture</li> <li>Develop techniques of colour, pattern, texture, line, shape, form and space</li> <li>Learn about range of artists, craftsmen and designers</li> </ul>	<p><b>Computing (KS1)</b></p> <ul style="list-style-type: none"> <li>Understand use of algorithms</li> <li>Write &amp; test simple programs</li> <li>Use logical reasoning to make predictions</li> <li>Organise, store, retrieve &amp; manipulate data</li> <li>Communicate online safely and respectfully</li> <li>Recognise uses of IT outside of school</li> </ul>	
<p><b>Mathematics</b></p> <p><b>Number/Calculation</b></p> <ul style="list-style-type: none"> <li>Count to / across 100</li> <li>Count in 1s, 2s, 5s and 10s</li> <li>Identify 'one more' and 'one less'</li> <li>Read &amp; write numbers to 20</li> <li>Use language, e.g. 'more than', 'most'</li> <li>Use +, - and = symbols</li> <li>Know number bonds to 20</li> <li>Add and subtract one-digit and two-digit numbers to 20, including zero</li> <li>Solve one-step problems, including simple arrays</li> </ul> <p><b>Geometry &amp; Measures</b></p> <ul style="list-style-type: none"> <li>Use common vocabulary for comparison, e.g. heavier, taller, full, longest, quickest</li> <li>Begin to measure length, capacity, weight</li> <li>Recognise coins &amp; notes</li> <li>Use time &amp; ordering vocabulary</li> <li>Tell the time to hour/half-hour</li> <li>Use language of days, weeks, months &amp; years</li> <li>Recognise &amp; name common 2-d and 3-d shapes</li> <li>Order &amp; arrange objects</li> </ul> <p><b>Fractions</b></p> <ul style="list-style-type: none"> <li>Describe position &amp; movement, including half and quarter turns</li> <li>Recognise &amp; use <math>\frac{1}{2}</math> &amp; <math>\frac{1}{4}</math></li> </ul>	<p><b>Design &amp; Technology (KS1)</b></p> <ul style="list-style-type: none"> <li>Design purposeful, functional &amp; appealing products</li> <li>Generate, model &amp; communicate ideas</li> <li>Use range of tools &amp; materials to complete practical tasks</li> <li>Evaluate existing products &amp; own ideas</li> <li>Build and improve structure &amp; mechanisms</li> <li>Understand where food comes from</li> </ul>	<p><b>Geography (Y1)</b></p> <ul style="list-style-type: none"> <li>Name &amp; locate the four countries and capital cities of the United Kingdom using atlases &amp; globes</li> <li>Identify seasonal / daily weather patterns in the UK and the location of hot and cold areas of the world</li> <li>Use basic geographical vocabulary to refer to local &amp; familiar features</li> <li>Use four compass directions &amp; simple vocab</li> </ul>	
<p><b>Science</b></p> <p><b>Biology</b></p> <ul style="list-style-type: none"> <li>Identify basic plants</li> <li>Identify basic plant parts (roots, leaves, flowers, etc.)</li> <li>Identify &amp; compare common animals</li> <li>Identify &amp; name basic body parts</li> </ul> <p><b>Chemistry</b></p> <ul style="list-style-type: none"> <li>Distinguish between objects &amp; materials</li> <li>Identify &amp; name common materials</li> <li>Describe simple properties of some materials</li> <li>Compare &amp; classify materials</li> </ul> <p><b>Physics</b></p> <ul style="list-style-type: none"> <li>Observe weather associated with changes of season</li> </ul>	<p><b>History (KS1)</b></p> <p><b>Key Concepts</b></p> <ul style="list-style-type: none"> <li>Changes in living memory (linked to aspects of national life where appropriate)</li> </ul> <p><b>Key Individuals</b></p> <ul style="list-style-type: none"> <li>Lives of significant historical figures, including comparison of those from different periods</li> <li>Significant local people</li> </ul> <p><b>Key Events</b></p> <ul style="list-style-type: none"> <li>e.g. Bonfire night</li> <li>Events of local importance</li> </ul>	<p><b>Modern Languages</b></p> <p style="text-align: center;">Not required at KS1</p>	<p><b>Music (KS1)</b></p> <ul style="list-style-type: none"> <li>Sing songs</li> <li>Play tuned &amp; untuned instruments musically</li> <li>Listen &amp; understand live and recorded music</li> <li>Make and combine sounds musically</li> </ul>
	<p><b>Physical Education (KS1)</b></p> <ul style="list-style-type: none"> <li>Master basic movement, e.g. running, jumping, throwing, catching, balance, agility and co-ordination</li> <li>Participate in team games</li> <li>Perform dances using simple movement</li> <li>Swimming proficiency at 25m (KS1 or KS2)</li> </ul>	<p><b>Religious Education</b></p> <p style="text-align: center;">Continue to follow locally-agreed syllabus for RE</p>	

## Curriculum Overview for Year 2

<p><b>English</b></p> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Develop phonics until decoding secure</li> <li>Read common suffixes</li> <li>Read &amp; re-read phonic-appropriate books</li> <li>Read common 'exception' words</li> <li>Discuss &amp; express views about fiction, non-fiction &amp; poetry</li> <li>Become familiar with &amp; retell stories</li> <li>Ask &amp; answer questions; make predictions</li> <li>Begin to make inferences</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Spell by segmenting into phonemes</li> <li>Learn to spell common 'exception' words</li> <li>Spell using common suffixes, etc.</li> <li>Use appropriate size letters &amp; spaces</li> <li>Develop positive attitude &amp; stamina for writing</li> <li>Begin to plan ideas for writing</li> <li>Record ideas sentence-by-sentence</li> <li>Make simple additions &amp; changes after proof-reading</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>Use . ! ? , and '</li> <li>Use simple conjunctions</li> <li>Begin to expand noun phrases</li> <li>Use some features of standard English</li> </ul> <p><b>Speaking &amp; Listening</b></p> <ul style="list-style-type: none"> <li>Articulate &amp; justify answers</li> <li>Initiate &amp; respond to comments</li> <li>Use spoken language to develop understanding</li> </ul>	<p><b>Art &amp; Design (KS1)</b></p> <ul style="list-style-type: none"> <li>Use a range of materials</li> <li>Use drawing, painting and sculpture</li> <li>Develop techniques of colour, pattern, texture, line, shape, form and space</li> <li>Learn about range of artists, craftsmen and designers</li> </ul>	<p><b>Computing (KS1)</b></p> <ul style="list-style-type: none"> <li>Understand use of algorithms</li> <li>Write &amp; test simple programs</li> <li>Use logical reasoning to make predictions</li> <li>Organise, store, retrieve &amp; manipulate data</li> <li>Communicate online safely and respectfully</li> <li>Recognise uses of IT outside of school</li> </ul>	
<p><b>Mathematics</b></p> <p><b>Number/Calculation</b></p> <ul style="list-style-type: none"> <li>Know 2, 5, 10x tables</li> <li>Begin to use place value (T/U)</li> <li>Count in 2s, 3s, 5s &amp; 10s</li> <li>Identify, represent &amp; estimate numbers</li> <li>Compare / order numbers, inc. &lt; &gt; =</li> <li>Write numbers to 100</li> <li>Know number facts to 20 (+ related to 100)</li> <li>Use x and ÷ symbols</li> <li>Recognise commutative property of multiplication</li> </ul> <p><b>Geometry &amp; Measures</b></p> <ul style="list-style-type: none"> <li>Know and use standard measures</li> <li>Read scales to nearest whole unit</li> <li>Use symbols for £ and p and add/subtract simple sums of less than £1 or in pounds</li> <li>Tell time to the nearest 5 minutes</li> <li>Identify &amp; sort 2-d &amp; 3-d shapes</li> <li>Identify 2-d shapes on 3-d surfaces</li> <li>Order and arrange mathematical objects</li> <li>Use terminology of position &amp; movement</li> </ul> <p><b>Fractions</b></p> <ul style="list-style-type: none"> <li>Find and write simple fractions</li> <li>Understand equivalence of e.g. <math>\frac{2}{4} = \frac{1}{2}</math></li> </ul> <p><b>Data</b></p> <ul style="list-style-type: none"> <li>Interpret simple tables &amp; pictograms</li> <li>Ask &amp; answer comparison questions</li> <li>Ask &amp; answer question about totalling</li> </ul>	<p><b>Design &amp; Technology (KS1)</b></p> <ul style="list-style-type: none"> <li>Design purposeful, functional &amp; appealing products</li> <li>Generate, model &amp; communicate ideas</li> <li>Use range of tools &amp; materials to complete practical tasks</li> <li>Evaluate existing products &amp; own ideas</li> <li>Build and improve structure &amp; mechanisms</li> <li>Understand where food comes from</li> </ul>	<p><b>Geography (Y2)</b></p> <ul style="list-style-type: none"> <li>Name &amp; locate world's continents and oceans</li> <li>Compare local area to a non-European country</li> <li>Use basic vocabulary to describe a less familiar area</li> <li>Use aerial images and other models to create simple plans and maps, using symbols</li> <li>Use simple fieldwork and observational skills to study the immediate environment</li> </ul>	
<p><b>Science</b></p> <p><b>Biology</b></p> <ul style="list-style-type: none"> <li>Differentiate living, dead and non-living</li> <li>Growing plants (water, light, warmth)</li> <li>Basic needs of animals &amp; offspring</li> <li>Simple food chains &amp; habitats</li> </ul> <p><b>Chemistry</b></p> <ul style="list-style-type: none"> <li>Identify and compare uses of different materials</li> <li>Compare how things move on different surfaces</li> </ul>	<p><b>History (KS1)</b></p> <p><b>Key Concepts</b></p> <ul style="list-style-type: none"> <li>Changes in living memory (linked to aspects of national life where appropriate)</li> </ul> <p><b>Key Individuals</b></p> <ul style="list-style-type: none"> <li>Lives of significant historical figures, including comparison of those from different periods</li> <li>Significant local people</li> </ul> <p><b>Key Events</b></p> <ul style="list-style-type: none"> <li>e.g. Bonfire night</li> <li>Events of local importance</li> </ul>	<p><b>Modern Languages</b></p> <p style="text-align: center;">Not required at KS1</p>	<p><b>Music (KS1)</b></p> <ul style="list-style-type: none"> <li>Sing songs</li> <li>Play tuned &amp; untuned instruments musically</li> <li>Listen &amp; understand live and recorded music</li> <li>Make and combine sounds musically</li> </ul>
	<p><b>Physical Education (KS1)</b></p> <ul style="list-style-type: none"> <li>Master basic movement, e.g. running, jumping, throwing, catching, balance, agility and co-ordination</li> <li>Participate in team games</li> <li>Perform dances using simple movement</li> <li>Swimming proficiency at 25m (KS1 or KS2)</li> </ul>	<p><b>Religious Education</b></p> <p style="text-align: center;">Continue to follow locally-agreed syllabus for RE</p>	

### Curriculum Overview for Year 3

<b>English</b> <b>Reading</b> <ul style="list-style-type: none"> <li>Use knowledge to read 'excellent' words</li> <li>Read range of fiction &amp; non-fiction</li> <li>Use dictionaries to check meaning</li> <li>Prepare poems &amp; plays to perform</li> <li>Check own understanding of reading</li> <li>Draw inferences &amp; make predictions</li> <li>Retrieve &amp; record information from non-fiction books</li> <li>Discuss reading with others</li> </ul> <b>Writing</b> <ul style="list-style-type: none"> <li>Use prefixes &amp; suffixes in spelling</li> <li>Use dictionary to confirm spellings</li> <li>Write simple dictated sentences</li> <li>Plan to write based on familiar forms</li> <li>Rehearse sentences orally for writing</li> <li>Use varied rich vocabulary</li> <li>Create simple settings &amp; plot</li> <li>Assess effectiveness of own and others' writing</li> </ul> <b>Grammar</b> <ul style="list-style-type: none"> <li>Use range of conjunctions</li> <li>Use perfect tense</li> <li>Use range of nouns &amp; pronouns</li> <li>Use time connectives</li> <li>Introduce speech punctuation</li> <li>Know language of clauses</li> </ul> <b>Speaking &amp; Listening</b> <ul style="list-style-type: none"> <li>Give structured descriptions</li> <li>Participate actively in conversation</li> <li>Consider &amp; evaluate different viewpoints</li> </ul>		<b>Art &amp; Design (UKS2)</b> <ul style="list-style-type: none"> <li>Use sketchbooks to collect, record and evaluate ideas</li> <li>Improve mastery of techniques such as drawing, painting and sculpture with varied materials</li> <li>Learn about great artists, architects &amp; designers</li> </ul>	<b>Computing (UKS2)</b> <ul style="list-style-type: none"> <li>Design &amp; write programs to achieve specific goals, including solving problems <ul style="list-style-type: none"> <li>Use logical reasoning</li> </ul> </li> <li>Understand computer networks</li> <li>Use internet safely and appropriately</li> <li>Collect and present data appropriately</li> </ul>	
<b>Mathematics</b> <b>Number/Calculation</b> <ul style="list-style-type: none"> <li>Learn 3, 4 &amp; 8x tables</li> <li>Secure place value to 100</li> <li>Mentally add &amp; subtract units, tens or hundreds to numbers of up to 3 digits</li> <li>Written column addition &amp; subtraction</li> <li>Solve number problems, including multiplication &amp; simple division and missing number problems</li> <li>Use commutativity to help calculations</li> </ul> <b>Geometry &amp; Measures</b> <ul style="list-style-type: none"> <li>Measure &amp; calculate with metric measures</li> <li>Measure simple perimeter</li> <li>Add/subtract using money in context</li> <li>Use Roman numerals up to XII; tell time</li> <li>Calculate using simple time problems</li> <li>Draw 2-d / Make 3-d shapes</li> <li>Identify and use right angles</li> <li>Identify horizontal, vertical, perpendicular and parallel lines</li> </ul> <b>Fractions &amp; decimals</b> <ul style="list-style-type: none"> <li>Use &amp; count in tenths</li> <li>Recognise, find &amp; write fractions</li> <li>Recognise some equivalent fractions</li> <li>Add/subtract fractions up to &lt;1</li> <li>Order fractions with common denominator</li> <li>Order fractions with common denominator</li> <li>Interpret bar charts &amp; pictograms</li> </ul> <b>Data</b> <ul style="list-style-type: none"> <li>Interpret bar charts &amp; pictograms</li> </ul>		<b>Design &amp; Technology (UKS2)</b> <ul style="list-style-type: none"> <li>Use research &amp; criteria to develop products which are fit for purpose</li> <li>Use annotated sketches and prototypes to explain ideas <ul style="list-style-type: none"> <li>Evaluate existing products and improve own work</li> </ul> </li> <li>Use mechanical systems in own work</li> <li>Understand seasonality; prepare &amp; cook mainly savoury dishes</li> </ul>	<b>Geography (UKS2)</b> <ul style="list-style-type: none"> <li>Locate world's countries, focussing on Europe &amp; Americas focus on key physical &amp; human features</li> <li>Study a region of the UK (not local area)</li> <li>Use 8 points of compass, symbols &amp; keys</li> <li>Describe &amp; understand climate, rivers, mountains, volcanoes, earthquakes, settlements, trade links, etc.</li> <li>Use fieldwork to observe, measure &amp; record</li> </ul>	
<b>Science</b> <b>Biology</b> <ul style="list-style-type: none"> <li>Plants, incl. parts, lifecycle and requirements for life</li> <li>Animals: skeletons &amp; nutrition</li> </ul> <b>Chemistry</b> <ul style="list-style-type: none"> <li>Classification of rock types</li> <li>Simple understanding of fossilisation</li> </ul> <b>Physics</b> <ul style="list-style-type: none"> <li>Sources of light; shadows &amp; reflections</li> <li>Simple forces, including magnetism</li> </ul>	<b>History</b> <b>British History (taught chronologically)</b> <ul style="list-style-type: none"> <li>Stone Age to Iron Age Britain, including: <ul style="list-style-type: none"> <li>hunter-gatherers and early farmers</li> <li>Bronze age religion, technology &amp; travel</li> <li>Iron age hill forts</li> </ul> </li> </ul> <b>Broader History Study</b> <ul style="list-style-type: none"> <li>A local history study, e.g. <ul style="list-style-type: none"> <li>A depth study linked to a studied period</li> <li>A study over a period of time</li> <li>A post-1066 study of a relevant period in local history</li> </ul> </li> </ul>		<b>Modern Languages (UKS2)</b> <ul style="list-style-type: none"> <li>Listen &amp; engage</li> <li>Ask &amp; answer questions</li> <li>Speak in sentences using familiar vocabulary</li> <li>Develop appropriate pronunciation</li> <li>Show understanding of words &amp; phrases</li> <li>Appreciate stories, songs, poems &amp; rhymes</li> <li>Broaden vocabulary</li> </ul>	<b>Music (UKS2)</b> <ul style="list-style-type: none"> <li>Use voice &amp; instruments with increasing accuracy, control and expression <ul style="list-style-type: none"> <li>Improvise &amp; compose music</li> </ul> </li> <li>Listen with attention to detail</li> <li>Appreciate wide range of live &amp; recorded music</li> <li>Begin to develop understanding of history</li> </ul>
		<b>Physical Education (UKS2)</b> <ul style="list-style-type: none"> <li>Use running, jumping, catching and throwing in isolation and in combination</li> <li>Play competitive games, modified as appropriate</li> <li>Develop flexibility &amp; control in gym, dance &amp; athletics</li> <li>Compare performances to achieve personal bests</li> <li>Swimming proficiency at 25m (KS1 or KS2)</li> </ul>	<b>Religious Education</b> <ul style="list-style-type: none"> <li>Continue to follow locally-agreed syllabus for RE</li> </ul>	

### Curriculum Overview for Year 4

<b>English</b> <b>Reading</b> <ul style="list-style-type: none"> <li>Secure decoding of unfamiliar words</li> <li>Read for a range of purposes</li> <li>Retell some stories orally</li> <li>Discuss words &amp; phrases that capture the imagination</li> <li>Identify themes &amp; conventions</li> <li>Retrieve &amp; record information</li> <li>Make inferences &amp; justify predictions</li> <li>Recognise a variety of forms of poetry</li> <li>Identify &amp; summarise ideas</li> </ul> <b>Writing</b> <ul style="list-style-type: none"> <li>Correctly spell common homophones</li> <li>Increase regularity of handwriting</li> <li>Plan writing based on familiar forms</li> <li>Organise writing into paragraphs</li> <li>Use simple organisational devices</li> <li>Proof-read for spelling &amp; punctuation errors</li> <li>Evaluate own and others' writing</li> <li>Read own writing aloud</li> </ul> <b>Grammar</b> <ul style="list-style-type: none"> <li>Use wider range of conjunctions</li> <li>Use perfect tense appropriately</li> <li>Select pronouns and nouns for clarity</li> <li>Use &amp; punctuate direct speech</li> <li>Use commas after front adverbials</li> </ul> <b>Speaking &amp; Listening</b> <ul style="list-style-type: none"> <li>Articulate &amp; justify opinions</li> <li>Speak audibly in Standard English</li> <li>Gain, maintain &amp; monitor interest of listeners</li> </ul>		<b>Art &amp; Design (UKS2)</b> <ul style="list-style-type: none"> <li>Use sketchbooks to collect, record and evaluate ideas</li> <li>Improve mastery of techniques such as drawing, painting and sculpture with varied materials</li> <li>Learn about great artists, architects &amp; designers</li> </ul>	<b>Computing (UKS2)</b> <ul style="list-style-type: none"> <li>Design &amp; write programs to achieve specific goals, including solving problems <ul style="list-style-type: none"> <li>Use logical reasoning</li> </ul> </li> <li>Understand computer networks</li> <li>Use internet safely and appropriately</li> <li>Collect and present data appropriately</li> </ul>	
<b>Mathematics</b> <b>Number/Calculation</b> <ul style="list-style-type: none"> <li>Know all tables to 12 x 12</li> <li>Secure place value to 1000</li> <li>Use negative whole numbers</li> <li>Round numbers to nearest 10, 100 or 1000</li> <li>Use Roman numerals to 100 (C)</li> <li>Column addition &amp; subtraction up to 4 digits</li> <li>Multiply &amp; divide mentally</li> <li>Use standard short multiplication</li> </ul> <b>Geometry &amp; Measures</b> <ul style="list-style-type: none"> <li>Compare 2-d shapes, including quadrilaterals &amp; triangles</li> <li>Find area by counting squares</li> <li>Calculate rectangle perimeters</li> <li>Estimate &amp; calculate measures</li> <li>Identify acute, obtuse &amp; right angles</li> <li>Identify symmetry</li> <li>Use first quadrant coordinates</li> <li>Introduce simple translations</li> </ul> <b>Data</b> <ul style="list-style-type: none"> <li>Use bar charts, pictograms &amp; line graphs</li> </ul>		<b>Design &amp; Technology (UKS2)</b> <ul style="list-style-type: none"> <li>Use research &amp; criteria to develop products which are fit for purpose</li> <li>Use annotated sketches and prototypes to explain ideas <ul style="list-style-type: none"> <li>Evaluate existing products and improve own work</li> </ul> </li> <li>Use mechanical systems in own work</li> <li>Understand seasonality; prepare &amp; cook mainly savoury dishes</li> </ul>	<b>Geography (UKS2)</b> <ul style="list-style-type: none"> <li>Locate world's countries, focussing on Europe &amp; Americas focus on key physical &amp; human features</li> <li>Study a region of the UK (not local area)</li> <li>Use 8 points of compass, symbols &amp; keys</li> <li>Describe &amp; understand climate, rivers, mountains, volcanoes, earthquakes, water cycle, settlements, trade links, etc.</li> <li>Use fieldwork to observe, measure &amp; record</li> </ul>	
<b>Science</b> <b>Biology</b> <ul style="list-style-type: none"> <li>Classify living things</li> <li>Digestive system &amp; teeth</li> <li>Food chains</li> </ul> <b>Chemistry</b> <ul style="list-style-type: none"> <li>Changes of state</li> <li>The water cycle</li> </ul> <b>Physics</b> <ul style="list-style-type: none"> <li>Sound as vibrations</li> <li>Electricity: simple circuits &amp; conductors</li> </ul>	<b>History</b> <b>British History (taught chronologically)</b> <ul style="list-style-type: none"> <li>Roman Empire &amp; impact on Britain: <ul style="list-style-type: none"> <li>Julius Caesar's attempted invasion</li> <li>Roman Empire &amp; successful invasion</li> <li>British resistance, e.g. Boudicca</li> <li>Romanisation of Britain</li> </ul> </li> </ul> <b>Broader History Study</b> <ul style="list-style-type: none"> <li>Earliest ancient civilisations, i.e. <ul style="list-style-type: none"> <li>Ancient Sumer;</li> <li>Indus Valley;</li> <li>Ancient Egypt; or</li> <li>Shang Dynasty of Ancient China</li> </ul> </li> </ul>		<b>Modern Languages (UKS2)</b> <ul style="list-style-type: none"> <li>Listen &amp; engage</li> <li>Ask &amp; answer questions</li> <li>Speak in sentences using familiar vocabulary</li> <li>Develop appropriate pronunciation</li> <li>Show understanding of words &amp; phrases</li> <li>Appreciate stories, songs, poems &amp; rhymes</li> <li>Broaden vocabulary</li> </ul>	<b>Music (UKS2)</b> <ul style="list-style-type: none"> <li>Use voice &amp; instruments with increasing accuracy, control and expression <ul style="list-style-type: none"> <li>Improvise &amp; compose music</li> </ul> </li> <li>Listen with attention to detail</li> <li>Appreciate wide range of live &amp; recorded music</li> <li>Begin to develop understanding of history</li> </ul>
		<b>Physical Education (UKS2)</b> <ul style="list-style-type: none"> <li>Use running, jumping, catching and throwing in isolation and in combination</li> <li>Play competitive games, modified as appropriate</li> <li>Develop flexibility &amp; control in gym, dance &amp; athletics</li> <li>Compare performances to achieve personal bests</li> <li>Swimming proficiency at 25m (KS1 or KS2)</li> </ul>	<b>Religious Education</b> <ul style="list-style-type: none"> <li>Continue to follow locally-agreed syllabus for RE</li> </ul>	

### Curriculum Overview for Year 5

<b>English</b> <b>Reading</b> <ul style="list-style-type: none"> <li>Apply knowledge of morphology &amp; etymology when reading new words</li> <li>Reading &amp; discuss a broad range of genres &amp; texts</li> <li>Identifying &amp; discussing themes</li> <li>Make recommendations to others</li> <li>Learn poetry by heart</li> <li>Draw inference &amp; make predictions</li> <li>Discuss authors' use of language</li> <li>Retrieve &amp; present information from non-fiction texts.</li> <li>Formal presentations &amp; debates</li> </ul>			<b>Art &amp; Design (UKS2)</b> <ul style="list-style-type: none"> <li>Use sketchbooks to collect, record, review, revisit &amp; evaluate ideas</li> <li>Improve mastery of techniques such as drawing, painting and sculpture with varied materials</li> <li>Learn about great artists, architects &amp; designers</li> </ul>			<b>Computing (UKS2)</b> <ul style="list-style-type: none"> <li>Design &amp; write programs to solve problems                             <ul style="list-style-type: none"> <li>Use sequences, repetition, inputs, variables and outputs in programs</li> <li>Detect &amp; correct errors in programs</li> </ul> </li> <li>Understand uses of networks for collaboration &amp; communication</li> <li>Be discerning in evaluating digital content</li> </ul>		
<b>Mathematics</b> <b>Number/Calculation</b> <ul style="list-style-type: none"> <li>Secure place value to 1,000,000</li> <li>Use negative whole numbers in context</li> <li>Use Roman numerals to 1000 (M)</li> <li>Use standard written methods for all four operations</li> <li>Confidently add &amp; subtract mentally</li> <li>Use vocabulary of prime, factor &amp; multiple</li> <li>Multiply &amp; divide by powers of ten</li> <li>Use square and cube numbers</li> </ul>			<b>Design &amp; Technology (UKS2)</b> <ul style="list-style-type: none"> <li>Use research &amp; criteria to develop products which are fit for purpose and aimed at specific groups</li> <li>Use annotated sketches, cross-section diagrams &amp; computer-aided design                             <ul style="list-style-type: none"> <li>Analyse &amp; evaluate existing products and improve own work</li> <li>Use mechanical &amp; electrical systems in own products, including programming</li> </ul> </li> <li>Cook savoury dishes for a healthy &amp; varied diet</li> </ul>			<b>Geography (UKS2)</b> <ul style="list-style-type: none"> <li>Name &amp; locate counties, cities, regions &amp; features of UK</li> <li>Understand latitude, longitude, Equator, hemispheres, tropics, polar circles &amp; time zones</li> <li>Study a region of Europe, and of the Americas</li> <li>Understand biomes, vegetation belts, land use, economic activity, distribution of resources, etc.</li> <li>Use 4- and 6-figure grid references on OS maps</li> <li>Use fieldwork to record &amp; explain areas</li> </ul>		
<b>Science</b> <b>Biology</b> <ul style="list-style-type: none"> <li>Life cycles of plants &amp; animals (inc. mammal, insect, bird, amphibian)</li> <li>Describe changes as humans develop &amp; mature</li> </ul> <b>Chemistry</b> <ul style="list-style-type: none"> <li>Classify materials according to a variety of properties</li> <li>Understand mixtures &amp; solutions</li> <li>Know about reversible changes; identify irreversible</li> </ul> <b>Physics</b> <ul style="list-style-type: none"> <li>Understand location and interaction of Sun, Earth &amp; Moon</li> <li>Introduce gravity, resistance &amp; mechanical forces</li> </ul>			<b>Modern Languages (UKS2)</b> <ul style="list-style-type: none"> <li>Listen &amp; engage</li> <li>Engage in conversations, expressing opinions</li> <li>Speak in simple language &amp; be understood</li> <li>Develop appropriate pronunciation</li> <li>Present ideas &amp; information orally</li> <li>Show understanding in simple reading</li> <li>Adapt known language to create new ideas</li> <li>Describe people, places &amp; things</li> <li>Understand basic grammar, e.g. gender</li> </ul>			<b>Music (UKS2)</b> <ul style="list-style-type: none"> <li>Perform with control &amp; expression solo &amp; in ensembles                             <ul style="list-style-type: none"> <li>Improvise &amp; compose using dimensions of music</li> </ul> </li> <li>Listen to detail and recall aurally</li> <li>Use &amp; understand basics of staff notation</li> <li>Develop an understanding of the history of music, including great musicians &amp; composers</li> </ul>		
<b>History</b> <b>British History (taught chronologically)</b> <ul style="list-style-type: none"> <li>Anglo-Saxons &amp; Vikings, including:                             <ul style="list-style-type: none"> <li>Roman withdrawal from Britain; Scots invasion</li> <li>Invasions, settlements &amp; kingdoms</li> <li>Viking invasions; Danegeld</li> <li>Edward the Confessor</li> </ul> </li> </ul> <b>Broader History Study</b> <ul style="list-style-type: none"> <li>Ancient Greece, i.e.                             <ul style="list-style-type: none"> <li>A study of Greek life and achievements and their influence on the western world</li> </ul> </li> </ul>			<b>Physical Education (UKS2)</b> <ul style="list-style-type: none"> <li>Use running, jumping, catching and throwing in isolation and in combination</li> <li>Play competitive games, applying basic principles</li> <li>Develop flexibility &amp; control in gym, dance &amp; athletics</li> <li>Take part in Outdoor &amp; Adventurous activities</li> <li>Compare performances to achieve personal bests</li> <li>Swimming proficiency at 25m (KS1 or KS2)</li> </ul>			<b>Religious Education</b> <ul style="list-style-type: none"> <li>Continue to follow locally-agreed syllabus for RE</li> </ul>		

### Curriculum Overview for Year 6

<b>English</b> <b>Reading</b> <ul style="list-style-type: none"> <li>Read a broad range of genres</li> <li>Recommend books to others</li> <li>Make comparisons within/across books</li> <li>Support inferences with evidence</li> <li>Summarising key points from texts</li> <li>Identify how language, structure, etc. contribute to meaning</li> <li>Discuss use of language, inc. figurative</li> <li>Discuss &amp; explain reading, providing reasoned justifications for views</li> </ul>			<b>Art &amp; Design (UKS2)</b> <ul style="list-style-type: none"> <li>Use sketchbooks to collect, record, review, revisit &amp; evaluate ideas</li> <li>Improve mastery of techniques such as drawing, painting and sculpture with varied materials</li> <li>Learn about great artists, architects &amp; designers</li> </ul>			<b>Computing (UKS2)</b> <ul style="list-style-type: none"> <li>Design &amp; write programs to solve problems                             <ul style="list-style-type: none"> <li>Use sequences, repetition, inputs, variables and outputs in programs</li> <li>Detect &amp; correct errors in programs</li> </ul> </li> <li>Understand uses of networks for collaboration &amp; communication</li> <li>Be discerning in evaluating digital content</li> </ul>		
<b>Mathematics</b> <b>Number/Calculation</b> <ul style="list-style-type: none"> <li>Secure place value &amp; rounding to 10,000,000, including negatives</li> <li>All written methods, including long division</li> <li>Use order of operations (not indices)</li> <li>Identify factors, multiples &amp; primes</li> <li>Solve multi-step number problems</li> </ul>			<b>Design &amp; Technology (UKS2)</b> <ul style="list-style-type: none"> <li>Use research &amp; criteria to develop products which are fit for purpose and aimed at specific groups</li> <li>Use annotated sketches, cross-section diagrams &amp; computer-aided design                             <ul style="list-style-type: none"> <li>Analyse &amp; evaluate existing products and improve own work</li> <li>Use mechanical &amp; electrical systems in own products, including programming</li> </ul> </li> <li>Cook savoury dishes for a healthy &amp; varied diet</li> </ul>			<b>Geography (UKS2)</b> <ul style="list-style-type: none"> <li>Name &amp; locate counties, cities, regions &amp; features of UK</li> <li>Understand latitude, longitude, Equator, hemispheres, tropics, polar circles &amp; time zones</li> <li>Study a region of Europe, and of the Americas</li> <li>Understand biomes, vegetation belts, land use, economic activity, distribution of resources, etc.</li> <li>Use 4- and 6-figure grid references on OS maps</li> <li>Use fieldwork to record &amp; explain areas</li> </ul>		
<b>Science</b> <b>Biology</b> <ul style="list-style-type: none"> <li>Classification, including micro-organisms</li> <li>Health &amp; Lifestyles, incl. circulatory system</li> <li>Evolution &amp; Adaptation</li> </ul> <b>Physics</b> <ul style="list-style-type: none"> <li>Light &amp; Shadows: the eye</li> <li>Forces, including gravity</li> <li>Electricity: investigating circuits</li> </ul>			<b>Modern Languages (UKS2)</b> <ul style="list-style-type: none"> <li>Listen &amp; engage</li> <li>Engage in conversations, expressing opinions</li> <li>Speak in simple language &amp; be understood</li> <li>Develop appropriate pronunciation</li> <li>Present ideas &amp; information orally</li> <li>Show understanding in simple reading</li> <li>Adapt known language to create new ideas</li> <li>Describe people, places &amp; things</li> <li>Understand basic grammar, e.g. gender</li> </ul>			<b>Music (UKS2)</b> <ul style="list-style-type: none"> <li>Perform with control &amp; expression solo &amp; in ensembles                             <ul style="list-style-type: none"> <li>Improvise &amp; compose using dimensions of music</li> </ul> </li> <li>Listen to detail and recall aurally</li> <li>Use &amp; understand basics of staff notation</li> <li>Develop an understanding of the history of music, including great musicians &amp; composers</li> </ul>		
<b>History</b> <b>British History (taught chronologically)</b> <ul style="list-style-type: none"> <li>An extended period study, e.g.                             <ul style="list-style-type: none"> <li>The changing power of monarchs</li> <li>Significant turning points in British history</li> <li>Crime &amp; punishment</li> <li>Leisure</li> </ul> </li> </ul> <b>Broader History Study</b> <ul style="list-style-type: none"> <li>Non-European society, i.e.                             <ul style="list-style-type: none"> <li>Islamic civilization, including Baghdad</li> <li>Mayan civilization</li> <li>Benin (West Africa)</li> </ul> </li> </ul>			<b>Physical Education (UKS2)</b> <ul style="list-style-type: none"> <li>Use running, jumping, catching and throwing in isolation and in combination</li> <li>Play competitive games, applying basic principles</li> <li>Develop flexibility &amp; control in gym, dance &amp; athletics</li> <li>Take part in Outdoor &amp; Adventurous activities</li> <li>Compare performances to achieve personal bests</li> <li>Swimming proficiency at 25m (KS1 or KS2)</li> </ul>			<b>Religious Education</b> <ul style="list-style-type: none"> <li>Continue to follow locally-agreed syllabus for RE</li> </ul>		