



Year 6 National Curriculum Overview

Subject	Skills to be taught
English	<p>Reading Words:</p> <ul style="list-style-type: none">- I can apply my growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that I meet. <p>Reading Comprehension:</p> <ul style="list-style-type: none">- I can maintain a positive attitude to reading and understanding what I read by: continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks; reading books that are structured in different ways and reading for a range of purposes; increasing my 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.- I can recommend books that I have read to my peers, giving reasons for my choices.- I can identify and discuss themes and conventions in and across a wide range of writing.- I can make comparisons within and across books.- I can learn a wide range of poetry by heart.- I can prepare 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.- I can understand what I read by: checking that the book makes sense to them, discussing my understanding and exploring the meaning of words in context.- I can ask questions to improve my understanding.- I can draw inferences, such as inferring characters' feelings, thoughts and motives from my actions, and justifying inferences with evidence.- I can predict what might happen from details stated and implied.- I can summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.- I can identify how language, structure and presentation contribute to meaning.- I can discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.- I can distinguish between statements of fact and opinion.- I can retrieve, record and present information from non-fiction.- I can participate in discussions about books that are read to me and those I can read for myself, building on my

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own and others' ideas and challenging views courteously.

- I can explain and discuss my understanding of what I have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.
- I can provide reasoned justifications for my views.

Spelling:

- I can use further prefixes and suffixes and understand the guidance for adding them.
- I can spell some words with 'silent' letters [for example, knight, psalm, solemn].
- I can continue to distinguish between homophones and other words which are often confused.
- I can use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically.
- I can use dictionaries to check the spelling and meaning of words.
- I can use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.
- I can use a thesaurus.
- I can spell most words correctly from the Year 5/6 spelling list and use a dictionary to check the spelling of uncommon or more ambitious vocabulary.

Handwriting:

- I can 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; choosing the writing implement that is best suited for a task.

Writing:

- I can write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader.
- In narratives, I can describe settings, characters and atmosphere.
- I can integrate dialogue in narratives to convey character and to advance the action.
- I can select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately. Including: contracted forms (e.g. wasn't), passive verbs (e.g. the chair was sat on – hide the 'do-er') and modal verbs (e.g. could, should, would, must, may, might, ought, shall).
- I can use a range of devices to build cohesion within and across a paragraph. Including: conjunctions (FANBOYS/subordinating, e.g. because, although), adverbials (when, where or how types), pronouns (he, she, they) and synonyms.
- I can use verb tenses consistently and correctly throughout the writing (e.g. past, present, future).
- I can use the range of punctuation taught at KS2 mostly correctly. Including: inverted commas, commas for clarity, parenthesis (dashes/brackets/commas).

Working at greater depth within the expected standard

- I can write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what I have read as models for my writing.
- I can distinguish between the language of speech (dialogue – writing a speech/appropriate audience) and

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	<p>writing and choose the appropriate register (e.g. levels of formality).</p> <ul style="list-style-type: none">- I can exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this (e.g. excellent and appropriate author's voice).- I can use the range of punctuation taught at Key Stage 2 correctly. Including: semicolons, colons, dashes and hyphens.
Mathematics	<p>Number and Place Value:</p> <ul style="list-style-type: none">- I can read, write, order and compare numbers up to 10 000 000 and determine the value of each digit.- I can round any whole number to a required degree of accuracy.- I can use negative numbers in context, and calculate intervals across zero.- I can solve number and practical problems that involve all of the above. <p>Number – Addition, Subtraction, Multiplication and Division:</p> <ul style="list-style-type: none">- I can multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication.- I can 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.- I can 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.- I can perform mental calculations, including with mixed operations and large numbers.- I can identify common factors, common multiples and prime numbers.- I can use their knowledge of the order of operations to carry out calculations involving the four operations.- I can solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.- I can solve problems involving addition, subtraction, multiplication and division.- I can use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy. <p>Fractions (including decimals and percentages):</p> <ul style="list-style-type: none">- I can use common factors to simplify fractions; use common multiples to express fractions in the same denomination.- I can compare and order fractions, including fractions > 1.- I can add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions.- I can multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$].- I can divide proper fractions by whole numbers [for example, $\frac{1}{3} \div 2 = \frac{1}{6}$].- I can associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, $\frac{3}{8}$].

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- I can 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.
- I can multiply one-digit numbers with up to two decimal places by whole numbers.
- I can use written division methods in cases where the answer has up to two decimal places.
- I can solve problems which require answers to be rounded to specified degrees of accuracy.
- I can recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.

Ratio and Proportion:

- I can solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts.
- I can solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison.
- I can solve problems involving similar shapes where the scale factor is known or can be found.
- I can solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.

Algebra:

- I can use simple formulae.
- I can generate and describe linear number sequences.
- I can express missing number problems algebraically.
- I can find pairs of numbers that satisfy an equation with two unknowns.
- I can enumerate possibilities of combinations of two variables.

Measurement:

- I can solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate.
- I can 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.
- I can convert between miles and kilometres.
- I can recognise that shapes with the same areas can have different perimeters and vice versa.
- I can recognise when it is possible to use formulae for area and volume of shapes.
- I can calculate the area of parallelograms and triangles.
- I can 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].

Properties of Shapes:

- I can draw 2-D shapes using given dimensions and angles.
- I can recognise, describe and build simple 3-D shapes, including making nets.
- I can compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons.

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- I can illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius.
 - I can recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.
- Position and Direction:**
- I can describe positions on the full coordinate grid (all four quadrants).
 - I can draw and translate simple shapes on the coordinate plane, and reflect them in the axes.
- Statistics:**
- I can interpret and construct pie charts and line graphs and use these to solve problems.
 - I can calculate and interpret the mean as an average.

Science

- Planning:**
- I can explore different ways to test an idea and choose the best way, and give reasons.
 - I can use information from different sources to answer a question and plan an investigation.
 - I can vary one factor whilst keeping the others the same in an experiment. I can explain why I do this.
 - I can identify the key factors when planning a fair test.
 - I can make a prediction with reasons.
 - I can use information and science knowledge to help make a prediction.
 - I can use test results to make further predictions and set up further comparative and fair tests.
- Obtaining and Presenting Evidence:**
- I can explain why I have chosen specific equipment (inc ICT based equipment).
 - I can decide which units of measurement I need to use.
 - I can take measurements using a range of scientific equipment with increasing accuracy and precision.
 - I can explain why a measurement needs to be repeated.
 - I can record my measurements and observations systematically.
 - I can record my measurements in different ways (inc bar charts, tables, line graphs and scatter graphs).
 - I can record more complex data and results using scientific diagrams, classification keys, tables, bar charts, line graphs and models.
 - I can explain qualitative and quantitative data.
 - I can present a report of my findings through writing, display and oral presentation.
- Considering Evidence and Evaluating:**
- I can find a pattern from my data and explain what it shows.
 - I can explain causal relationships.
 - I can use a graph to answer scientific questions.
 - I can draw conclusions from my work.
 - I can link what I have found out to other science.
 - I can evaluate how trustworthy my results are.

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- I can suggest how to improve my work and say why I think this.
- I can explain (in simple terms) a scientific idea and what evidence supports it.

Living Things and Habitats:

- I can explain the classification of living things into broad groups based on common observable characteristics. (five kingdoms of all living things, vertebrates, mammals, marsupials)
- I can explain why classification is important.
- I can sub divide my original groupings and explain my divisions.
- I can group animals into vertebrates and invertebrates.
- I can readily group animals into reptiles, fish, amphibians, birds and mammals.
- I can give reasons for how I have classified animals and plants, using my characteristics.

Animals, including Humans:

- I can identify and explain the function of the organs of the human circulatory system. (heart, blood vessels, blood, blood pressure, clotting)
- I can describe how oxygen, nutrients and water are transported within animals and humans.
- I can explain the importance of a healthy, balanced diet.
- I can investigate the effects of exercise and healthy lifestyle on the body.
- I can explain the effects of drugs on the body.

Evolution and Inheritance:

- I can give reasons for why living things produce offspring of the same kind.
- I can give reasons for why offspring are not identical with each other or with my parents.
- I can begin to understand what is meant by DNA.
- I can explain the process of evolution and describe the evidence for this.
- I can begin to appreciate that variation in offspring over time can make animals more or less able to survive in particular environments.
- I can talk about the life of Charles Darwin.
- I can explain how some living things adapt to survive in extreme conditions.
- I can analyse the advantages and disadvantages of specific adaptations, such as being on two rather than four feet.
- I can give reasons for how I have classified animals and plants, using my characteristics and how they are suited to my environment.
- I can recognise that living things have changed over time and that fossils provide the information about living things that inhabited the Earth millions of years ago.

Light:

- I can explain how light travels in straight lines.
- I can explain how to change the size of shadows.
- I can explain how the human eye sees objects.
- I can explain how light behaves at reflective surfaces.

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- I can explain how different colours of light can be created.

Electricity:

- I can identify and name the basic parts of a simple electric series circuit. (cells, wires, bulbs, switches, buzzers)
- I can explain how to make a circuit work.
- I can use symbols to represent circuits.
- I can explain how to make changes in a circuit.
- I can explain the impact of changes in a circuit.
- I can explain the effect of changing the voltage of a battery.
- I can explain what a fuse is.

Computing

Computing systems and networks: Communication and collaboration

- I can design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.
- I can 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.
- I can 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.

Creating media: Webpage creation

- I can use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.
- I can 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.
- I can use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

Programming A: Variables in games

- I can design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.
- I can use sequence, selection, and repetition in programs; work with variables and various forms of input and output.
- I can use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.
- I can 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.
- I can use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour;

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identify a range of ways to report concerns about content and contact.

Data and information: Introduction to spreadsheets

-I can 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.

Creating media: 3D modelling

- I can 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.

-I can use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

Programming B: Sensing movement

-I can design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.

-I can use sequence, selection, and repetition in programs; work with variables and various forms of input and output.

-I can use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.

- I can 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.

History

Chronological Understanding:

- I can say where a period of history fits on a timeline.

- I can place a specific event on a timeline by decade.

- I can place features of historical events, and people from past societies and periods, in a chronological framework.

Knowledge and Interpretation:

- I can summarise the main events from World War II (particularly in regard to the Battle of Britain) explaining the order in which key events happened.

- I can summarise how Britain's involvement in the Battle of Britain had a major impact on World War II.

- I can summarise what Britain may have learnt from the early Mayan civilizations.

- I can describe features of historical events and people from past societies and periods I have studied.

Historical Enquiry:

- I can look at two different versions of the same event and say how the author may be attempting to persuade or give a specific viewpoint.

- I can identify and explain my understanding of propaganda.

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	<ul style="list-style-type: none">- I can describe the Battle of Britain's past, using a range of evidence from different sources.- I can pose and answer my own historical questions.
Geography	<p>Geographical Enquiry:</p> <ul style="list-style-type: none">- I can use maps, aerial photos and a variety of media to explain the locality of a Brazil and the UK.- I can collect data and choose the appropriate units of measure.- I can use and explain scale on a variety of maps.- I can use OS maps to answer questions.- I can use a variety of research skills to find out information about Brazil and UK.- I can use fieldwork, to study a local river. <p>Physical Geography:</p> <ul style="list-style-type: none">- I can describe the physical features of Brazil, compared to the UK.- I can compare the differences between places from their physical and human features.- I can compare the major rivers in Brazil with the UK.- I can describe the importance of the Amazon River.- I can explain the impact that humans have had on the rainforest and Amazon.- I can identify the Brazilian Rainforest and compare its vegetation to the UK. <p>Human Geography:</p> <ul style="list-style-type: none">- I can explain the impact that humans have had on the rainforest and Amazon.- I can explain what importing and exporting is and how locality affects this.- I can identify main trade routes of Brazil and UK.- I can identify and explain major transport links of Brazil and UK. <p>Geographical Knowledge:</p> <ul style="list-style-type: none">- I can name and identify the countries and major cities within South America.- I can name the major, rivers, seas and oceans.- I can name and identify the major mountain ranges of the continent.- I can identify and explain key symbols on an OS map.- I can explain how world time zones work and identify where the UK and Brazil are and their time zones.
RE	<p>Islam and Sikhism:</p> <ul style="list-style-type: none">- I know that Muslims are obliged to fast annually during the month of Ramadan. The purpose and benefits of fasting (sawm), both physical and spiritual.- I know about the rite of Hajj; understand the significance of Hajj and various rites within it.- I know that Sikhs believe in one God (Ik Onkar) and that God is described as the Creator and Sustainer, the Universal Truth.

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- I understand the belief in reincarnation and karma.
- I understand the particular meaning of the word Guru.
- I know that Guru Nanak (1469–1539) founded Sikhism.
- I know the symbol of the Khanda. Know that the Nishan Sahib is the Sikh flag and has the symbol of the Khanda on it.
- I know the Guru Granth Sahib is the revelation of God's message and understand that Sikhs try to live in obedience to it at all times. Know how respect is accorded to it.
- I know that Sikhs believe that everyone should work honestly to earn their living. The importance of service and honesty.
- I know the importance of equality (both by race and sex) in Sikhism and how this value is reflected in Sikh lives.
- I understand the nativity story.

Sikhism, Buddhism and Easter (Christianity):

- I know the significance of holy days, ceremonies and stories. Birthdays of Guru Nanak, Guru Gobind Singh and Vaisakhi.
- I know the importance of the Gurdwara as the centre of the community, The langar and its example of charity to the wider community.
- I can appreciate how the Buddhist community (Sangha) is made up.
- I know about the lifestyle of monks and nuns, and understand the symbols of the robes, shaven heads and alms bowls.
- I know how an alms bowl is used and understand its significance.
- I know the importance of equality (both by race and sex) in Sikhism and how this value is reflected in Sikh lives.
- I understand the events of Holy week and of Jesus' resurrection appearances.
- I know some stories which suggest that Jesus was divine and which teach beliefs about him.
- I understand that Christians believe that Jesus is still present in the world.

Buddhism and Faiths and Values:

- I know that the Buddha formulated a four-part understanding of the nature of life, which is known as the four noble truths.
- I understand how Buddhist values permeate a Buddhist lifestyle.
- I can appreciate how the Buddhist community (Sangha) is made up.
- I know how an alms bowl is used and understand its significance.
- I know that Buddhists give reverence to the Buddha with shrines at home and in temples.
- I understand that what I believe may be different to what others believe.
- I know what I value, what choices I have and how to exercise these.
- I can compare what I believed when I was younger to what I believe now.
- I know if my beliefs have/have not changed and why.

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Design Technology

Nutrition:

- I can understand how additives and preservatives aid in the storage/shelf life of food.
- I can understand the reasons why additives and preservatives are used to extend shelf life.
- I can build on my knowledge of the food groups to research how much of my diet is processed.
- I can use market research such as surveys to gain a picture of the Whitehall Junior cohort's diet and use of process foods.
- I can conduct research into food labels to look at the Nutrition information and GDA percentages.
- I can visit a local factory that manufactures processed foods to further my understanding of the process from factory to shop.

Cooking:

- I can design a meal for Secondary school visitors that is fit for purpose.
- I can work within the time/ dietary restraints given.
- I can build upon my knowledge of freshly grown produce in Year 5 to grow my own vegetables.
- I can take into account the time required to grow different foods.
- I can cook these vegetables using a WW2 rationed recipe that I have found through research, considering culture and society of that era.
- I can research the diet of the Ancient Mayan Civilisation.
- I can test and evaluate my stew through taste tests and opinion.

Textiles:

- I can consider culture and society in my design - What is fashionable/current?
- I can use this knowledge to justify my plan to someone else.
- I can think about the target audience of my product and cost it accordingly.
- I can decide where and how my product could be sold. E.g. Vintage market.
- I can evaluate the ways in which I have improved the product from its original state.

Mechanical and Electrical Components:

- I can research the hydro-electric Itaipu dam.
- I can design a system using pulleys and levers that will open and close the dam gates.
- I can think of ways in which adding a circuit may improve my dam. E.g. Turning the lever electronically.
- I can ensure my dam meets my design criteria.
- I can test my design and make improvements if necessary.

Stiff Materials:

- I can use a range of information regarding shelters to inform my design.
- I can justify why I have selected specific materials for my shelter.
- I can use scale drawings to ensure my design is precise and accurate
- I can consider ways to hide joints so as to improve the look of my shelter.
- I can select and use tools and materials precisely.

Mouldable Materials:

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	<ul style="list-style-type: none">- I can justify why the chosen material (salt dough) was the best for the task (Mayan-inspired artefacts).- I can decide the target audience and use this to inform my design.- I can follow my plan and make adjustments if necessary.- I can consider whether different resources would have improved my product. E.g. finishing techniques- I can consider whether more or different information would have made it even better.
Art	<p>Painting:</p> <ul style="list-style-type: none">- I can explain what my own style is.- I can use a wide range of techniques in my work.- I can explain why I have chosen specific painting techniques.- I can create a self-portrait in the style of Frida Kahlo.- I can create a still-life. <p>Drawing:</p> <ul style="list-style-type: none">- I can communicate emotions and a sense of self with accuracy and imagination within my sketches.- I can explain why I have combined different tools to create my drawings.- I can explain why I have chosen specific drawing techniques.- I can begin to show perspective within my drawing.- I can use shade to create mood and feeling.- I can combine pattern, tone and shape.- I can make a record about the styles and qualities in my work.- I can say what my work is influenced by. <p>Printing:</p> <ul style="list-style-type: none">- I can overprint using different colours.- I can look very carefully at the methods I use and make decisions about the effectiveness of my printing methods.- I can include both visual and tactile elements in my work. <p>Artists:</p> <ul style="list-style-type: none">- I can justify the materials I have chosen.- I can compare the works of artists/sculptors.- I can use my sketchbook to write notes and quotes explaining items.- I can create models on a range of scales.- I can include both visual and tactile elements. <p>Architects:</p> <ul style="list-style-type: none">- I can compare and contrast designs of modern architect with buildings from early civilisation.- I can include technical aspects in my work, e.g. architectural design.- I can comment on the selection of materials used; ancient civilization vs. modern age. <p>Sculptor/Designer:</p>

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	<ul style="list-style-type: none">- I can make a record about the styles and qualities of my work.- I can say what my work is influenced by and consider the influences on the work of known artists/sculptors.- I can include technical aspects in my work, e.g. architectural design.- I can create work which is open to interpretation by the audience- I can include both visual and tactile elements in my work.- I can explore the historical context which influences the work of artists/sculptors. <p>Sketch Book Skills:</p> <ul style="list-style-type: none">- My sketch book contains detailed notes and quotes explaining about items.- I can compare my methods to those of others and keep notes in my sketch books.- I can combine graphics and text-based research of commercial design, for example magazines etc. to influence the layout of my sketch book.- I can adapt and refine my work to reflect its meaning and purpose, keeping notes and annotations in my sketch book.
Music	<p>Performing:</p> <ul style="list-style-type: none">- I can sing a harmony part confidently and accurately.- I can perform parts from memory.- I can perform using notations.- I can take the lead in a performance.- I can take on a solo part.- I can provide backing to a piece of music.- I can perform a piece of music which contains two (or more) distinct melodic or rhythmic parts, knowing how the parts will fit together. <p>Composing/Improvising:</p> <ul style="list-style-type: none">- I can compose/improvise a melody over a piece of music.- I can use a variety of different musical devices in my composition/improvisation.(melody, rhythms and chords)- I can use different forms of notation and recognise that different forms of notation serve different purposes.- I can experiment with tempo and dynamics in my improvisation. <p>Appraising:</p> <ul style="list-style-type: none">- I can evaluate how the venue, occasion and purpose affects the way a piece of music is created.- I can analyse features within different pieces of music.- I can compare and contrast the impact that different composers from different times will have had on the people of the time.- I can appraise the introductions, interludes and endings for songs and compositions I have created and listened to.- I can refine and improve my work.- I can recognise the work of at least three South American composers: Heitor Villa-Lobos (South American

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	<p>Orchestral), Ástor Piazzolla (Tango) and Daniel Alomía Robles (Panpipes).</p> <ul style="list-style-type: none">- I can listen to and appraise music from the country of our PLAN child.- I can experience a live music performance (e.g. Orchestra).
Languages	<p>Speaking:</p> <ul style="list-style-type: none">- I can use spoken language to initiate and sustain simple conversations on familiar topics or to tell stories from my own experience.- I can present to an audience about familiar topics (e.g. role-play, presentation or read / repeat from a text or passage).- I can use connectives to link together what I say, so as to add fluency. <p>Listening:</p> <ul style="list-style-type: none">- I can understand the main points in passages of language spoken with authentic pronunciation and at authentic speed.- I can understand and identify longer and more complex phrases and sentences (e.g. descriptions, information, instructions) in listening exercises and I am able to answer questions based on what I hear. <p>Reading:</p> <ul style="list-style-type: none">- I can read aloud with expression and accurate pronunciation.- I can 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>Writing:</p> <ul style="list-style-type: none">- I can write longer sentences and short paragraphs from memory or using supported materials (e.g. a word bank).- I can 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 I and other people do, like, etc.)- I can identify and correctly use adjectives (e.g. colours or size) and connectives, placing them correctly in a sentence and I can understand the concept of adjectival agreement (where relevant). <p>Grammar:</p> <ul style="list-style-type: none">- I can understand the concept of gender (masculine, feminine, neuter (if applicable) and which article (definite or indefinite) to use correctly with different nouns.- I can 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.- I am able to identify and correctly use adjectives (e.g. colours or size) and connectives and understand the concept of adjectival agreement (where relevant). <p>Content:</p> <ul style="list-style-type: none">- I can understand numbers 1-100 and I am able to use them in context (e.g. the date, age, prices).

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- I can identify and tell the time (in speaking, listening, reading and writing exercises). This includes all full hour times plus quarter past the hour, half past the hour, quarter to the hour.
- I can understand, express and I am able to justify opinions orally and in writing (e.g. school subjects I like and don't like, leisure activities I like, foods I don't like, etc.)
- I am able to express a statement in the positive (e.g. I like history) and the negative (I do not like history)
- I can understand and use transactional language (e.g. in a role play "I would like", "how much" etc.)
- I can use adjectives (e.g. colour or size, etc.) to make my sentences more descriptive. I must make sure the adjectives agree (where relevant) with the noun I am describing. Where agreement is necessary gender and plurality of the noun will determine the correct use, spelling and pronunciation of the adjective.
- I can use connectives to make my sentences more descriptive and fluent (e.g. "after", "also", "and", "later on", "finally" etc.)
- I am able to read or listen to longer passages of text and answer more detailed questions (orally or in writing) about the passage I have read (e.g. a reading exercise about what people eat to stay healthy, or a listening exercise about WW2).
- I can study cross-curricular topics (e.g. healthy lifestyles, the planet or Vikings) and use my subject knowledge to allow myself to be challenged by longer passages of unknown text or language in the foreign language. I should now be able to use the language learning skills I have developed to help me decode meaning and gist from more complex passages.
- I can understand what a fully conjugated verb looks like and understand what each of the personal pronouns are so that I can use them in speaking, listening, reading and writing activities (e.g. the first-person form "I" but also third person forms "he", "she", "you" and plural forms "we" and "they"). I should also be able to identify the stem of a verb, the ending of the verb in its infinitive form and how this enables the verb to be categorised and the impact this will have on the pattern of changes to the endings of the verb for each personal pronoun.

PE

Acquiring and Developing Skills:

- I can apply my skills, techniques and ideas consistently.
- I show precision, control and fluency.

Evaluating and Improving:

- I can analyse and explain why they have used specific skills or techniques.
- I can modify use of skills or techniques to improve their work.
- I can create my own success criteria for evaluating.

Health and Fitness:

- I can explain how the body reacts to different kinds of exercise.
- I can choose appropriate warm ups and cool downs.
- I can explain why we need regular and safe exercise.

Dance:

- I can develop imaginative dances in a specific style.
- I can choose my own music, style and dance.

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	<p>Games:</p> <ul style="list-style-type: none">- I can explain complicated rules.- I can make a team plan and communicate it to others.- I can lead others in a game situation. <p>Gymnastics:</p> <ul style="list-style-type: none">- I can combine my own work with that of others.- I can link my sequences to specific timings. <p>Athletics:</p> <ul style="list-style-type: none">- I can demonstrate stamina.- I can use their skills in different situations <p>Outdoor/Adventurous Activities:</p> <ul style="list-style-type: none">- I can follow a map in an unknown location.- I can use clues and compass directions to navigate a route.- I can change my route if there is a problem.- I can change my plan if I get new information.
PSHE	<p>Families and people who care for me:</p> <ul style="list-style-type: none">- I can learn that families are important for children growing up because they can give love, security and stability.- I know the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.- I know that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care- I know that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.- I can learn that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.- I can learn how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. <p>Caring friendships:</p> <ul style="list-style-type: none">- I understand how important friendships are in making us feel happy and secure, and how people choose and make friends.- I can learn about the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.- I know that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.

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- I can understand that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.

- I can learn how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

Respectful relationships:

- I know about the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.

- I can learn practical steps they can take in a range of different contexts to improve or support respectful relationships.

- I can demonstrate the conventions of courtesy and manners.

- I understand the importance of self-respect and how this links to their own happiness.

- I know that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority

- I can learn about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.

- I can understand what a stereotype is, and how stereotypes can be unfair, negative or destructive.

- I can learn about the importance of permission-seeking and giving in relationships with friends, peers and adults.

Online relationships:

- I know that people sometimes behave differently online, including by pretending to be someone they are not.

- I know that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.

- I can understand the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.

- I know how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.

- I can understand how information and data is shared and used online.

Being safe:

- I know what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).

- I understand about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.

- I can learn that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.

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

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- I can learn how to recognise and report feelings of being unsafe or feeling bad about any adult.
- I know how to ask for advice or help for themselves or others, and to keep trying until they are heard.
- I know how to report concerns or abuse, and the vocabulary and confidence needed to do so.
- I know where to get advice e.g. family, school and/or other sources.

Mental wellbeing:

- I can understand that mental wellbeing is a normal part of daily life, in the same way as physical health.
- I know that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.
- I can learn how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
- I know how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- I can appreciate the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.
- I know simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.
- I can understand how isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.
- I know that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
- I know where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).
- I can understand that it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

Internet safety and harms:

- I can learn how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.

Physical health and fitness:

- I know the characteristics and mental and physical benefits of an active lifestyle.
- I can understand the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.
- I know about the risks associated with an inactive lifestyle (including obesity).
- I can learn how and when to seek support including which adults to speak to in school if they are worried about their health.

Healthy eating:

- I know what constitutes a healthy diet (including understanding calories and other nutritional content).
- I can learn the principles of planning and preparing a range of healthy meals.

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- I know the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

Drugs, alcohol and tobacco:

- I can learn the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

Health and prevention:

- I can learn about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.

- I understand the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.

- I can learn about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.

- I know the facts and science relating to allergies, immunisation and vaccination.

Basic first aid:

- I know how to make a clear and efficient call to emergency services if necessary.

- I can learn concepts of basic first-aid, for example dealing with common injuries, including head injuries.

Changing adolescent body:

- I can learn the key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.

- I can learn about menstrual wellbeing including the key facts about the menstrual cycle.

Economic understanding:

- I can understand what charity is and explain why people donate to charity.

- I can fundraise money for a charity.