

**All Saints' C of E Primary School**  
**Year 5 Curriculum Map**

2025-26	Autumn Term		Spring Term		Summer Term	
	1 <sup>st</sup> half	2 <sup>nd</sup> half	1 <sup>st</sup> half	2 <sup>nd</sup> half	1 <sup>st</sup> half	2 <sup>nd</sup> half
<b>English</b>	Narrative Biography	Poetry Non-Chronological report	Myths and Legends Instructions	Persuasive Writing Poetry	Narrative Persuasive/Discussion	Newspapers Letter Writing
<b>Mathematics</b>	Place Value Addition and Subtraction	Multiplication and Division Fractions A	Multiplication and Division Fractions B	Decimals and Percentages Perimeter and Area Statistics	Shape Position and Direction Decimals	Negative Numbers Converting Units Volume
<b>Science</b>	Earth and Space	Unbalanced Forces	Mixtures and separation	Properties and changes	Animals	Life cycles and reproduction
<b>Computing</b>	Online Safety Mars Rover		Search Engines		Programming music Stop motion	
<b>History</b>	Mayans		Greeks		Tudors	
<b>Geography</b>	What is life like in the Alps?		Why do oceans matter?		Would you like to live in the desert?	
<b>Art</b>	Space Imagery		Installations		Portraits	
<b>DT</b>	Electrical systems: Doodlers		Mechanisms: pop-up book		Food: what could be healthier?	
<b>RE</b>						
<b>PSHE</b>	Families and Relationships	Health and Wellbeing	Economic Wellbeing		Citizenship	Safety and the Changing Body
<b>PE</b>	Football/Tag Rugby	Hockey/Basketball	Dance	Gymnastics/Tennis	Swimming	Athletics/Cricket
<b>Spanish</b>	Los Planetas	La Fecha	Las Olimpiadas	¿Qué Tiempo Hace?	¿Tienes una Mascota?	Hábitats
<b>Music</b>	Livin' On A Prayer		The Fresh Prince of Bel Air		Dancing In The Street	

	Autumn	Spring	Summer
<p>Writing Targets shown when first introduced</p> <p>Spelling Handwriting Composition Grammar and punctuation</p>	<ul style="list-style-type: none"> <li>• Spell word endings which sound like 'shush' spelt -cious or -tious</li> <li>• Spell word endings which sound like 'shil' spelt -cial or -tial</li> <li>• Spell word endings in -ant, -ance/-ancy, -ent, -ence/ency</li> <li>• Spell word endings in -able and -ible also -ably and -ibly</li> <li>• Spell words containing the letter string 'ough' <ul style="list-style-type: none"> <li>• spell some words with 'silent' letters</li> </ul> </li> <li>• use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary <ul style="list-style-type: none"> <li>• use a thesaurus.</li> </ul> </li> <li>• Write increasingly legibly</li> <li>• plan their writing by noting and developing initial ideas, drawing on reading where necessary</li> <li>• plan their writing of narratives by considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> <li>• draft and write by précising longer passages <ul style="list-style-type: none"> <li>• draft and write by using a wide range of devices to build cohesion within and across paragraphs</li> </ul> </li> <li>• draft and write by using further organisational and presentational devices to structure text and to guide the reader <ul style="list-style-type: none"> <li>• <u>evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</u></li> <li>• <u>evaluate and edit by ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing</u></li> </ul> </li> <li>• proof-read for spelling and punctuation errors linked to spelling statements for year 5 <ul style="list-style-type: none"> <li>• Understand verb prefixes</li> <li>• Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Spell some of the year 5 and 6 words correctly <ul style="list-style-type: none"> <li>• continue to distinguish between homophones and other words which are often confused</li> <li>• 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</li> </ul> </li> <li>• write increasingly legibly, fluently and with increasing speed through improving choices of which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> <li>• plan their writing by identifying the audience for and purpose of the writing using other similar writing as models for their own <ul style="list-style-type: none"> <li>• draft and write by selecting appropriate grammar and vocabulary</li> <li>• draft and write narratives by describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>• draft and write by linking ideas across paragraphs using adverbials of time, place and number</li> </ul> </li> <li>• Use different verb forms mostly accurately with consideration for audience and purpose <ul style="list-style-type: none"> <li>• evaluate and edit by assessing the effectiveness of their own and others' writing</li> <li>• <u>evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</u></li> <li>• <u>evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing</u></li> <li>• <u>evaluate and edit by ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing</u></li> </ul> </li> <li>• Indicate degrees of possibility using adverbs or modal verbs</li> </ul>	<ul style="list-style-type: none"> <li>• proof-read for punctuation errors, including use of brackets, dashes or commas to indicate parenthesis; use of commas to clarify meaning or avoid ambiguity</li> <li>• perform their own compositions using appropriate intonation, volume, and movement so that the meaning is clear</li> <li>• convert nouns or adjectives into verbs using suffixes</li> <li>• Understand the following terminology: modal verb, relative pronoun; relative clause; parenthesis, bracket, dash; and cohesion, ambiguity</li> </ul>

	<ul style="list-style-type: none"> <li>Use devices to build cohesion within a paragraph</li> <li>Use commas to clarify meaning or avoid ambiguity</li> </ul>	<ul style="list-style-type: none"> <li>Link ideas across paragraphs using adverbials of time, place and number or tense choices</li> <li>Use brackets, dashes or commas to indicate parenthesis</li> </ul>	
<p>Reading</p> <p><i>Targets shown when first introduced</i></p>	<p>Read aloud and understand the meaning of new words that he/she meets linked to the expectations of year 5 spelling</p> <p>Maintain positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> <li>continuing to read and discuss an increasingly wide range of <u>fiction, poetry, plays</u>, non-fiction and reference books or textbooks</li> <li>increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, <u>fiction from our literary heritage</u>, and books from other cultures and traditions</li> <li>recommending books that they have read to their peers, giving reasons for their choices</li> <li>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</li> </ul> <p>Understand what they read by:</p> <ul style="list-style-type: none"> <li>checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>predicting what might happen from details stated and implied</li> </ul> <p>Retrieve, record and present information from non-fiction</p>	<p>Maintain positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> <li>continuing to read and discuss an increasingly wide range of <u>fiction, poetry, plays, non-fiction</u> and <u>reference books or textbooks</u></li> <li>increasing their familiarity with a wide range of books, including myths, legends and traditional stories, <u>modern fiction, fiction from our literary heritage</u>, and books from other cultures and traditions</li> <li>making comparisons within a book</li> </ul> <p>Understand what they read by:</p> <ul style="list-style-type: none"> <li>asking questions to improve their understanding</li> <li>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> </ul> <p>Distinguish between statements of fact and opinion</p>	<p>Maintain positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> <li>continuing to read and discuss an increasingly wide range of <u>fiction, poetry, plays, non-fiction</u> and reference books or textbooks</li> <li>increasing their familiarity with a wide range of books, including <u>myths, legends and traditional stories</u>, modern fiction, fiction from our literary heritage, and <u>books from other cultures and traditions</u></li> <li>identifying and discussing themes and conventions in and across a wide range of writing</li> </ul> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>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</p>
<p>Maths</p> <p><i>Targets shown when first introduced</i></p>	<ul style="list-style-type: none"> <li>read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit <ul style="list-style-type: none"> <li>count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000</li> </ul> </li> <li>interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero</li> <li>round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000</li> <li>solve number problems and practical problems that involve all of the above</li> <li>read Roman numerals to 1000 (M) and recognise years written in Roman numerals.</li> </ul>	<ul style="list-style-type: none"> <li>multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers <ul style="list-style-type: none"> <li>multiply and divide numbers mentally drawing upon known facts</li> </ul> </li> <li>divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context</li> <li>solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes</li> <li>solve problems involving addition,</li> </ul>	<ul style="list-style-type: none"> <li>multiply and divide whole numbers and those <u>involving decimals</u> by 10, 100 and 1000</li> <li>solve problems involving number up to three decimal places</li> <li>identify 3-D shapes, including cubes and other cuboids, from 2-D representations</li> <li>know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles</li> <li>draw given angles, and measure them in degrees</li> <li>identify angles at a point and one whole</li> </ul>

	<ul style="list-style-type: none"> <li>• add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)</li> <li>• add and subtract numbers mentally with increasingly large numbers</li> <li>• use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy</li> <li>• solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.</li> <li>• solve comparison, sum and difference problems using information presented in a line graph</li> <li>• complete, read and interpret information in tables, including timetables.</li> <li>• identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers <ul style="list-style-type: none"> <li>• know and use the vocabulary of prime numbers, prime factors and composite (nonprime) numbers</li> </ul> </li> <li>• establish whether a number up to 100 is prime and recall prime numbers up to 19</li> <li>• multiply and divide <u>whole numbers</u> and those involving decimals by 10, 100 and 1000</li> <li>• recognise and use square numbers and cube numbers, and the notation for squared (<sup>2</sup>) and cubed (<sup>3</sup>)</li> <li>• solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes</li> <li>• measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres</li> <li>• calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm<sup>2</sup>) and square metres (m<sup>2</sup>) and estimate the area of irregular shapes</li> </ul>	<p>subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign</p> <ul style="list-style-type: none"> <li>• solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates. <ul style="list-style-type: none"> <li>• compare and order fractions whose denominators are all multiples of the same number</li> </ul> </li> <li>• identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths <ul style="list-style-type: none"> <li>• recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements &gt; 1 as a mixed number</li> </ul> </li> <li>• add and subtract fractions with the same denominator and denominators that are multiples of the same number</li> <li>• multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams</li> <li>• read and write decimal numbers as fractions</li> <li>• recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents</li> <li>• round decimals with two decimal places to the nearest whole number and to one decimal place</li> <li>• read, write, order and compare numbers with up to three decimal places <ul style="list-style-type: none"> <li>• recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal</li> <li>• solve problems which require knowing percentage and decimal equivalents of <math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>, <math>\frac{1}{5}</math>, <math>\frac{2}{5}</math>, <math>\frac{4}{5}</math> and those fractions with a denominator of a multiple of 10 or 25.</li> </ul> </li> </ul>	<p>turn (total 360° )</p> <ul style="list-style-type: none"> <li>• identify angles at a point on a straight line and <math>\frac{1}{2}</math> a turn (total 180° ) <ul style="list-style-type: none"> <li>• identify other multiples of 90°</li> <li>• use the properties of rectangles to deduce related facts and find missing lengths and angles</li> <li>• distinguish between regular and irregular polygons based on reasoning about equal sides and angles.</li> </ul> </li> <li>• identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.</li> <li>• convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre) <ul style="list-style-type: none"> <li>• understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints</li> </ul> </li> <li>• estimate volume [for example, using 1 cm<sup>3</sup> blocks to build cuboids (including cubes)] and capacity [for example, using water] solve problems involving converting between units of time <ul style="list-style-type: none"> <li>• use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling.</li> </ul> </li> </ul>
Science	<ul style="list-style-type: none"> <li>• Describe the Sun, Earth and Moon as approximately spherical bodies</li> <li>• Describe the movement of the Earth, and other planets, relative to the Sun in the solar system</li> <li>• Use the idea of the Earth's rotation to explain</li> </ul>	<ul style="list-style-type: none"> <li>• Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</li> <li>• Know that some materials will dissolve in liquid to form a solution, and describe how to</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</li> <li>• Describe the changes as humans develop to old age.</li> </ul>

	<p>day and night and the apparent movement of the sun across the sky.</p> <ul style="list-style-type: none"> <li>Describe the movement of the Moon relative to the Earth</li> <li>Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</li> <li>Identify the effects of air resistance, water resistance and friction, that act between moving surfaces</li> <li>Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</li> </ul> <ul style="list-style-type: none"> <li>Identify scientific evidence that has been used to support or refute ideas or arguments.</li> <li>Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary <ul style="list-style-type: none"> <li>Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</li> </ul> </li> <li>Use test results to make predictions to set up further comparative and fair tests</li> <li>Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</li> <li>Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations</li> </ul>	<p>recover a substance from a solution</p> <ul style="list-style-type: none"> <li>Demonstrate that dissolving, mixing and changes of state are reversible changes</li> <li>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. <ul style="list-style-type: none"> <li>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</li> <li>Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</li> </ul> </li> </ul> <ul style="list-style-type: none"> <li>Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary <ul style="list-style-type: none"> <li>Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</li> </ul> </li> <li>Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations <ul style="list-style-type: none"> <li>Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</li> </ul> </li> <li>Use test results to make predictions to set up further comparative and fair tests</li> <li>Identify scientific evidence that has been used to support or refute ideas or arguments.</li> </ul>	<ul style="list-style-type: none"> <li>Describe the life process of reproduction in some plants and animals.</li> </ul> <ul style="list-style-type: none"> <li>Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</li> <li>Report and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations</li> <li>Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</li> </ul>
Computing	<ul style="list-style-type: none"> <li>Design, input and test increasingly complex set of instructions to a programme or device to accomplish specific goals</li> <li>Design, write and test simple programs that allow a sequence of instructions to be repeated.</li> <li>Design, write and test simple programs with opportunities for selection where a particular result will happen based on the action of the user</li> <li>Use logical reasoning to explain increasingly complex algorithms which ensure a program's</li> </ul>	<ul style="list-style-type: none"> <li>Independently select and use appropriate software for a task, including combining different software to create content for a given audience</li> <li>Use filters in search technologies effectively and appreciate how results are selected and ranked <ul style="list-style-type: none"> <li>Understand the need to only select age appropriate content</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Independently select and use appropriate software for a task, including combining different software to create content for a given audience</li> </ul>

	efficiency		
History	<ul style="list-style-type: none"> <li>Use dates to order and place events on a timeline</li> <li>Describe chronologically secure knowledge and understanding of British and world history</li> <li>Use historical terms in the correct context</li> <li>Compare sources of information available</li> <li>Give some reasons for important historical events <ul style="list-style-type: none"> <li>Address historically valid questions</li> </ul> </li> <li>Construct informed responses using relevant historical information</li> </ul>	<ul style="list-style-type: none"> <li>Use dates to order and place events on a timeline</li> <li>Use historical terms in the correct context, including words to describe connections, contrasts and trends <ul style="list-style-type: none"> <li>Make comparisons between aspects of periods of history and the present day.</li> </ul> </li> <li>Address and devise some historically-valid questions</li> <li>Construct informed responses that involve thoughtful selection and organisation of relevant historical information, sometimes through independent research</li> </ul>	<ul style="list-style-type: none"> <li>Use dates to order and place events on a timeline <ul style="list-style-type: none"> <li>Describe chronologically secure knowledge and understanding of British and world history</li> <li>Use historical terms in the correct context, including words to describe connections, contrasts and trends</li> <li>Give some reasons for important historical events</li> </ul> </li> <li>Address and devise some historically-valid questions.</li> </ul>
Geography	<ul style="list-style-type: none"> <li>Locate the world's countries, using maps to focus on Europe and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities <ul style="list-style-type: none"> <li>Name and locate counties, cities of the UK, geographical regions and their identifying human and physical characteristics, and land-use patterns; understand how some of these aspects have changed over time</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Understand and use a widening range of geographical terms.</li> <li>Locate the world's countries, using maps to focus on Europe and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities <ul style="list-style-type: none"> <li>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)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Understand and use a widening range of geographical terms.</li> <li>Locate the world's countries, using maps to focus on Europe and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities</li> <li>Identify the physical characteristics and key topographical features of the countries within North America</li> <li>Know and describe where a variety of places are in relation to physical and human features <ul style="list-style-type: none"> <li>Compare the physical and human features of a region of the UK and a region in North America, identifying similarities and differences</li> </ul> </li> <li>Use fieldwork to observe, measure, record and present the human and physical features in the local area</li> <li>Describe and understand key aspects of physical and human geography</li> </ul>
Art	<ul style="list-style-type: none"> <li>Select ideas based on first hand observations, experience or imagination and develop these through open ended research. <ul style="list-style-type: none"> <li>Evaluate and adapt their own final work following feedback or discussion based on their preparatory ideas</li> </ul> </li> <li>Describe the work of various artists, <u>architects</u> and designers, using appropriate vocabulary, referring to historical and cultural contexts and</li> </ul>	<ul style="list-style-type: none"> <li>Select ideas based on first hand observations, experience or imagination and develop these through open ended research. <ul style="list-style-type: none"> <li>Describe the work of various <u>artists</u>, architects and designers, using appropriate vocabulary, referring to historical and cultural contexts and explain how these were used to inform their finished products.</li> </ul> </li> <li>Use line, tone and shading to represent</li> </ul>	<ul style="list-style-type: none"> <li>Select ideas based on first hand observations, experience or imagination and develop these through open ended research.</li> <li>Evaluate and adapt their own final work following feedback or discussion based on their preparatory ideas <ul style="list-style-type: none"> <li>Describe the work of various <u>artists</u>, architects and designers, using appropriate vocabulary, referring to historical and cultural</li> </ul> </li> </ul>

	<p>explain how these were used to inform their finished products.</p>	<p>things seen, remembered or imagined in 3 dimensions.</p> <ul style="list-style-type: none"> <li>Mix colours to express mood, divide foreground from background or demonstrate tones.</li> </ul>	<p>contexts and explain how these were used to inform their finished products.</p> <ul style="list-style-type: none"> <li>Explain and justify preferences towards different styles and artists. <ul style="list-style-type: none"> <li><u>Mix colours to express mood</u>, divide foreground from background or <u>demonstrate tones</u></li> </ul> </li> </ul>
DT	<ul style="list-style-type: none"> <li>Confidently research, plan and prepare a series of healthy meals based on the principles of a healthy and varied diet, understanding how food is grown, reared, caught and processed.</li> <li>Use information on food labels to inform choices.</li> <li>Generate, develop, model and communicate their ideas through discussion, annotated sketches, diagrams, prototypes and ICT.</li> </ul>	<ul style="list-style-type: none"> <li>Use research they have done into famous designers and inventors to inform the design of their own innovative products.</li> <li>Generate, develop, model and communicate their ideas through discussion, annotated sketches, diagrams, prototypes and ICT.</li> <li>Use technical knowledge to problem solve during the making process.</li> <li>Understand and use mechanical systems—gears, pulleys, cams and levers. <ul style="list-style-type: none"> <li>Apply their knowledge of materials and techniques to refine and rework their product to improve its functional properties and aesthetic qualities.</li> </ul> </li> <li>Use their knowledge of famous designs to further explain the effectiveness of existing products and products they have made</li> </ul>	<ul style="list-style-type: none"> <li>Use research they have done into famous designers and inventors to inform the design of their own innovative products. <ul style="list-style-type: none"> <li>Generate, develop, model and communicate their ideas through discussion, annotated sketches, diagrams, prototypes and ICT.</li> </ul> </li> <li>Use technical knowledge to problem solve during the making process. <ul style="list-style-type: none"> <li>Understand and use mechanical systems—gears, pulleys, cams and levers</li> </ul> </li> <li>Understand and use electrical systems— switches, bulbs, buzzers and motors.</li> <li>Apply their knowledge of materials and techniques to refine and rework their product to improve its functional properties and aesthetic qualities.</li> <li>Use their knowledge of famous designs to further explain the effectiveness of existing products and products they have made.</li> </ul>
PSHE	<ul style="list-style-type: none"> <li>Know how to support those who are being bullied and encourage others to make the right choices</li> </ul>	<ul style="list-style-type: none"> <li>Reflect on how our own successes compare to those of children in other cultures <ul style="list-style-type: none"> <li>Show respect for their body</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Recognise and resist pressures to use technology in a harmful way</li> <li>Express their feelings about upcoming changes during puberty</li> </ul>
PE	<ul style="list-style-type: none"> <li>See challenges as opportunities to develop and recognising their own strengths and weaknesses <ul style="list-style-type: none"> <li>Give and receive sensitive feedback to improve myself and others</li> </ul> </li> <li>Recognise and suggest patterns of play which will increase changes of success, developing methods to outwit opponents</li> <li>Respond imaginatively to different situations, adapting and adjusting skills, movements and tactics independently</li> <li>Show clear technique in a range of disciplines through flexibility, strength, control and balance.</li> <li>Identify possible dangers when planning an activity, including the ability to conduct appropriate</li> </ul>	<ul style="list-style-type: none"> <li>See challenges as opportunities to develop and recognising their own strengths and weaknesses <ul style="list-style-type: none"> <li>Give and receive sensitive feedback to improve myself and others</li> </ul> </li> <li>Recognise and suggest patterns of play which will increase changes of success, developing methods to outwit opponents</li> <li>Respond imaginatively to different situations, adapting and adjusting skills, movements and tactics independently</li> <li>Show clear technique in a range of disciplines through flexibility, strength, control and balance.</li> <li>Identify possible dangers when planning an</li> </ul>	<ul style="list-style-type: none"> <li>See challenges as opportunities to develop and recognising their own strengths and weaknesses <ul style="list-style-type: none"> <li>Recognise and suggest patterns of play which will increase changes of success, developing methods to outwit opponents <ul style="list-style-type: none"> <li>Respond imaginatively to different situations, adapting and adjusting skills, movements and tactics independently</li> </ul> </li> <li>Use combinations of skills effectively in sport-specific contexts, including running, jumping, throwing and catching <ul style="list-style-type: none"> <li>Use a range of swimming strokes effectively</li> </ul> </li> </ul> </li> </ul>

	<p>warm-up and cool-down activities</p> <ul style="list-style-type: none"> <li>•</li> </ul>	<p>activity, including the ability to conduct appropriate warm-up and cool-down activities</p>	<ul style="list-style-type: none"> <li>• Identify possible dangers when planning an activity, including the ability to conduct appropriate warm-up and cool-down activities</li> </ul>
Spanish	<ul style="list-style-type: none"> <li>• Accurately repeat the sounds heard in songs and rhymes</li> <li>• Ask and answer simple questions about different topics</li> <li>• Change simple sentences they have heard to make new sentences <ul style="list-style-type: none"> <li>• Read aloud with good pronunciation</li> </ul> </li> <li>• Understand and read aloud several familiar phrases and sentences</li> <li>• Follow the words of a text when it is being read aloud <ul style="list-style-type: none"> <li>• Write a range of words and some short phrases from memory</li> </ul> </li> <li>• Use pronouns and articles appropriately before a noun</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the main points from a short spoken passage</li> <li>• Ask and answer simple questions about different topics</li> <li>• Change simple sentences they have heard to make new sentences</li> <li>• Understand and read aloud several familiar phrases and sentences <ul style="list-style-type: none"> <li>• Learn a new song or poem through the written word</li> <li>• Write a range of words and some short phrases from memory</li> </ul> </li> <li>• Use pronouns and articles appropriately before a noun</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the main points from a short spoken passage</li> <li>• Change simple sentences they have heard to make new sentences</li> <li>• Ask and answer simple questions about different topics</li> <li>• Change tone to show the difference between a question and statement</li> <li>• Prepare a short speech to say in front of an audience <ul style="list-style-type: none"> <li>• Write sentences to describe people and things using a range of adjectives, using remembered words and example sentences for support <ul style="list-style-type: none"> <li>• Use pronouns and articles appropriately before a noun</li> </ul> </li> </ul> </li> </ul>
Music	<ul style="list-style-type: none"> <li>• Distinguish differences in timbre and texture between a wide variety of instruments and instrumentation</li> <li>• Compare two pieces of instrumental music from different countries/times and discuss the similarities and differences</li> <li>• Sing confidently in a wide variety of styles with expression <ul style="list-style-type: none"> <li>• Maintain own part in a round</li> </ul> </li> <li>• Perform songs from memory with attention to phrasing, dynamics and accuracy of pitch for a special occasion</li> <li>• Perform on a range of instruments in mixed groups</li> </ul>	<ul style="list-style-type: none"> <li>• Maintain a rhythmic or melodic accompaniment to a song</li> <li>• Create own simple songs reflecting the meaning of the words</li> <li>• Use symbols to record compositions</li> <li>• Perform on a range of instruments in mixed groups</li> </ul>	<ul style="list-style-type: none"> <li>• Distinguish differences in timbre and texture between a wide variety of instruments and instrumentation</li> <li>• Compare two pieces of instrumental music from different countries/times and discuss the similarities and differences</li> <li>• Sing confidently in a wide variety of styles with expression <ul style="list-style-type: none"> <li>• Maintain a rhythmic or melodic accompaniment to a song <ul style="list-style-type: none"> <li>• Lead a group of instrumental performers</li> </ul> </li> </ul> </li> <li>• Use symbols to record compositions</li> </ul>