



Meet the Teacher

Autumn 1 2025



Welcome to Y5

Mrs Parish

Timetable & Routines

We have consistency within our timetable as much as possible.



AM

- Morning work
- Assembly
- Guided Reading
- Writing
- Playtime
- Maths

PM

- Class story
- PE days are Wednesday and Thursday
- Foundation subjects (PSHE, Geography, History, Science, Music, Computing, RE, Art, DT, Spanish)

National Curriculum Year Group Expectations

Relationships Education and Health Education

Relationships Education

By the end of primary school:

Families and people who care for me

Pupils should know:

- ☐ that families are important for children growing up because they can give love, security and stability
- ☐ 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
- ☐ 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
- ☐ 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
- ☐ that marriage¹² represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong
- ☐ how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed

Caring friendships

Pupils should know

- ☐ how important friendships are in making us feel happy and secure, and how people choose and make friends
- ☐ the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties
- ☐ that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded
- ☐ 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
- ☐ 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

Pupils should know

- ☐ 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
- ☐ practical steps they can take in a range of different contexts to improve or support respectful relationships
- ☐ the conventions of courtesy and manners
- ☐ the importance of self-respect and how this links to their own happiness
- ☐ 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
- ☐ 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
- ☐ what a stereotype is, and how stereotypes can be unfair, negative or destructive
- ☐ the importance of permission-seeking and giving in relationships with friends, peers and adults

Online relationships

Pupils should know

- ☐ that people sometimes behave differently online, including by pretending to be someone they are not
- ☐ 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
- ☐ the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them
- ☐ how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met
- ☐ how information and data is shared and used online

Being safe

Pupils should know

- ☐ what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
- ☐ 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
- ☐ that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact
- ☐ how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know

Being safe (continued)

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

Physical Health and Mental Wellbeing

By the end of primary school:

Mental wellbeing

Pupils should know:

- ☐ that mental wellbeing is a normal part of daily life, in the same way as physical health
- ☐ 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
- ☐ 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
- ☐ how to judge whether what they are feeling and how they are behaving is appropriate and proportionate
- ☐ the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness
- ☐ simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests
- ☐ isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support
- ☐ that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing
- ☐ 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)
- ☐ 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

Pupils should know:

- ☐ that for most people the internet is an integral part of life and has many benefits

- ☐ about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing
- ☐ how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private
- ☐ why social media, some computer games and online gaming, for example, are age restricted
- ☐ that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health
- ☐ how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted
- ☐ where and how to report concerns and get support with issues online

Physical health and fitness

Pupils should know:

- ☐ the characteristics and mental and physical benefits of an active lifestyle
- ☐ 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
- ☐ the risks associated with an inactive lifestyle (including obesity)
- ☐ how and when to seek support including which adults to speak to in school if they are worried about their health

Healthy eating

Pupils should know:

- ☐ what constitutes a healthy diet (including understanding calories and other nutritional content)
- ☐ the principles of planning and preparing a range of healthy meals
- ☐ 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

Pupils should know:

- ☐ the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking

Health and prevention

Pupils should know:

- ☐ how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body

Health and prevention (continued)

- ☐ about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer
- ☐ the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn
- ☐ about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist
- ☐ about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing
- ☐ the facts and science relating to allergies, immunisation and vaccination

Basic first aid

Pupils should know:

- ☐ how to make a clear and efficient call to emergency services if necessary
- ☐ concepts of basic first-aid, for example dealing with common injuries, including head injuries

Changing adolescent body

Pupils should know:

- ☐ key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes
- ☐ about menstrual wellbeing including the key facts about the menstrual cycle

Music

Key stage 2

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:

- ☐ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- ☐ improvise and compose music for a range of purposes using the inter-related dimensions of music
- ☐ listen with attention to detail and recall sounds with increasing aural memory
- ☐ use and understand staff and other musical notations
- ☐ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- ☐ develop an understanding of the history of music

Geography

Key Stage 2

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Pupils should be taught to:

Locational knowledge

- ☐ locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- ☐ name and locate countries and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- ☐ 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)

Place knowledge

- ☐ understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America

Human and physical geography

Pupils should be taught to:

- ☐ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- ☐ human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Geographical skills and fieldwork

- ☐ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- ☐ use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- ☐ use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies

Computing

Key stage 2

Pupils should be taught to:

- ☐ design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- ☐ use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- ☐ use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
- ☐ 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
- ☐ use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- ☐ 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
- ☐ use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact

Design and Technology

Key stage 2

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment].

When designing and making, pupils should be taught to:

Design

- ☐ use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
- ☐ generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

Make

- ☐ select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
- ☐ select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

Evaluate

- ☐ investigate and analyse a range of existing products
- ☐ evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- ☐ understand how key events and individuals in design and technology have helped shape the world

Technical knowledge

- ☐ apply their understanding of how to strengthen, stiffen and reinforce more complex structures
- ☐ understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]
- ☐ understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]
- ☐ apply their understanding of computing to program, monitor and control their products

Cooking and nutrition

As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.

Pupils should be taught to:

- ☐ understand and apply the principles of a healthy and varied diet
- ☐ prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
- ☐ understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed

Languages

Key stage 2: Foreign language

Teaching may be of any modern or ancient foreign language and should focus on enabling pupils to make substantial progress in one language. The teaching should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at key stage 3. It should enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary.

The focus of study in modern languages will be on practical communication. If an ancient language is chosen the focus will be to provide a linguistic foundation for reading comprehension and an appreciation of classical civilisation. Pupils studying ancient languages may take part in simple oral exchanges, while discussion of what they read will be conducted in English. A linguistic foundation in ancient languages may support the study of modern languages at key stage 3.

Pupils should be taught to:

- ☐ listen attentively to spoken language and show understanding by joining in and responding
- ☐ explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- ☐ engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*
- ☐ speak in sentences, using familiar vocabulary, phrases and basic language structures
- ☐ develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*
- ☐ present ideas and information orally to a range of audiences*
- ☐ read carefully and show understanding of words, phrases and simple writing
- ☐ appreciate stories, songs, poems and rhymes in the language
- ☐ broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- ☐ write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- ☐ describe people, places, things and actions orally* and in writing

- ☐ understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English

The starred (*) content above will not be applicable to ancient languages.

History

Key stage 2

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Pupils should be taught about:

- ☐ changes in Britain from the Stone Age to the Iron Age
- ☐ the Roman Empire and its impact on Britain
- ☐ Britain's settlement by Anglo-Saxons and Scots
- ☐ the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- ☐ a local history study
- ☐ a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- ☐ the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer, The Indus Valley, Ancient Egypt, The Shang Dynasty of Ancient China
- ☐ Ancient Greece – a study of Greek life and achievements and their influence on the western world
- ☐ a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300

Physical Education

Key stage 2

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- ☐ use running, jumping, throwing and catching in isolation and in combination
- ☐ play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- ☐ develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- ☐ perform dances using a range of movement patterns
- ☐ take part in outdoor and adventurous activity challenges both individually and within a team
- ☐ compare their performances with previous ones and demonstrate improvement to achieve their personal best

Swimming and water safety

All schools must provide swimming instruction either in key stage 1 or key stage 2.

In particular, pupils should be taught to:

- ☐ swim competently, confidently and proficiently over a distance of at least 25 metres
- ☐ use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- ☐ perform safe self-rescue in different water-based situations

Art and Design

Key stage 2

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

- ☐ to create sketch books to record their observations and use them to review and revisit ideas
- ☐ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- ☐ about great artists, architects and designers in history

English

Spoken language

Pupils should be taught to:

- ☐ listen and respond appropriately to adults and their peers
- ☐ ask relevant questions to extend their understanding and knowledge
- ☐ use relevant strategies to build their vocabulary
- ☐ articulate and justify answers, arguments and opinions
- ☐ give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- ☐ maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- ☐ use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- ☐ speak audibly and fluently with an increasing command of Standard English
- ☐ participate in discussions, presentations, performances, role play, improvisations and debates
- ☐ gain, maintain and monitor the interest of the listener(s)
- ☐ consider and evaluate different viewpoints, attending to and building on the contributions of others
- ☐ select and use appropriate registers for effective communication

Reading – word reading

Pupils should be taught to:

- ☐ apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in [English Appendix 1](#), both to read aloud and to understand the meaning of new words that they meet.

Reading – comprehension

Pupils should be taught to:

- ☐ maintain positive attitudes to reading and understanding of what they read by:
 - ☐ continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
 - ☐ reading books that are structured in different ways and reading for a range of purposes
 - ☐ increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
 - ☐ recommending books that they have read to their peers, giving reasons for their choices

- ☐ identifying and discussing themes and conventions in and across a wide range of writing
- ☐ making comparisons within and across books
- ☐ learning a wider range of poetry by heart
- ☐ 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
- ☐ understand what they read by:
 - ☐ checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
 - ☐ asking questions to improve their understanding
 - ☐ drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
 - ☐ predicting what might happen from details stated and implied
 - ☐ summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
 - ☐ identifying how language, structure and presentation contribute to meaning
 - ☐ discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
 - ☐ distinguish between statements of fact and opinion
 - ☐ retrieve, record and present information from non-fiction
 - ☐ 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
 - ☐ explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
 - ☐ provide reasoned justifications for their views

Writing – transcription

Spelling (see [English Appendix 1](#))

Pupils should be taught to:

- ☐ use further prefixes and suffixes and understand the guidance for adding them
- ☐ spell some words with 'silent' letters [for example, knight, psalm, solemn]
- ☐ continue to distinguish between homophones and other words which are often confused
- ☐ 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](#)

Spelling (continued)

- ☐ use dictionaries to check the spelling and meaning of words
- ☐ use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
- ☐ use a thesaurus

Handwriting and presentation

Pupils should be taught to:

- ☐ 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 – composition

Pupils should be taught to:

- ☐ plan their writing by:
 - ☐ identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
 - ☐ noting and developing initial ideas, drawing on reading and research where necessary
 - ☐ in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
- ☐ draft and write by:
 - ☐ selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
 - ☐ in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
 - ☐ précis longer passages
 - ☐ using a wide range of devices to build cohesion within and across paragraphs
 - ☐ using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
- ☐ evaluate and edit by:
 - ☐ assessing the effectiveness of their own and others' writing
 - ☐ proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
 - ☐ ensuring the consistent and correct use of tense throughout a piece of writing

- ☐ ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- ☐ proof-read for spelling and punctuation errors
- ☐ perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

Writing – vocabulary, grammar and punctuation

Pupils should be taught to:

- ☐ develop their understanding of the concepts set out in [English Appendix 2](#) by:
 - ☐ recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
 - ☐ using passive verbs to affect the presentation of information in a sentence
 - ☐ using the perfect form of verbs to mark relationships of time and cause
 - ☐ using expanded noun phrases to convey complicated information concisely
 - ☐ using modal verbs or adverbs to indicate degrees of possibility
 - ☐ using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
 - ☐ learning the grammar for years 5 and 6 in [English Appendix 2](#)
- ☐ indicate grammatical and other features by:
 - ☐ using commas to clarify meaning or avoid ambiguity in writing
 - ☐ using hyphens to avoid ambiguity
 - ☐ using brackets, dashes or commas to indicate parenthesis
 - ☐ using semi-colons, colons or dashes to mark boundaries between independent clauses
 - ☐ using a colon to introduce a list
 - ☐ punctuating bullet points consistently
- ☐ use and understand the grammatical terminology in [English Appendix 2](#) accurately and appropriately in discussing their writing and reading



Mathematics

Number – number and place value

Pupils should be taught to:

- ☐ read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit
- ☐ count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000
- ☐ interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero
- ☐ round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000
- ☐ solve number problems and practical problems that involve all of the above
- ☐ read Roman numerals to 1000 (M) and recognise years written in Roman numerals

Number – addition and subtraction

Pupils should be taught to:

- ☐ add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)
- ☐ add and subtract numbers mentally with increasingly large numbers
- ☐ use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy
- ☐ solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why

Number – multiplication and division

Pupils should be taught to:

- ☐ identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers
- ☐ know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers
- ☐ establish whether a number up to 100 is prime and recall prime numbers up to 19
- ☐ 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
- ☐ multiply and divide numbers mentally drawing upon known facts
- ☐ 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

- ☐ multiply and divide whole numbers and those involving decimals by 10, 100 and 1000
- ☐ recognise and use square numbers and cube numbers, and the notation for squared (°) and cubed (°)
- ☐ solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes
- ☐ solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign
- ☐ solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates

Number – fractions (including decimals and percentages)

Pupils should be taught to:

- ☐ compare and order fractions whose denominators are all multiples of the same number
- ☐ identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths
- ☐ recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number [for example, $\frac{2}{5} + \frac{1}{5} = \frac{3}{5} = 1\frac{2}{5}$]
- ☐ add and subtract fractions with the same denominator and denominators that are multiples of the same number
- ☐ multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams
- ☐ read and write decimal numbers as fractions [for example, $0.71 = \frac{71}{100}$]
- ☐ recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents
- ☐ round decimals with two decimal places to the nearest whole number and to one decimal place
- ☐ read, write, order and compare numbers with up to three decimal places
- ☐ solve problems involving number up to three decimal places
- ☐ 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
- ☐ solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{3}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ and those fractions with a denominator of a multiple of 10 or 25

Measurement

Pupils should be taught to:

- ☐ convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre)
- ☐ understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints
- ☐ measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres
- ☐ calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm²) and square metres (m²) and estimate the area of irregular shapes
- ☐ estimate volume [for example, using 1 cm³ blocks to build cuboids (including cubes)] and capacity [for example, using water]
- ☐ solve problems involving converting between units of time
- ☐ use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling.

Geometry – properties of shapes

Pupils should be taught to:

- ☐ identify 3-D shapes, including cubes and other cuboids, from 2-D representations
- ☐ know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles
- ☐ draw given angles, and measure them in degrees (°)
- ☐ identify:
 - ☐ angles at a point and one whole turn (total 360°)
 - ☐ angles at a point on a straight line and $\frac{1}{2}$ a turn (total 180°)
 - ☐ other multiples of 90°
- ☐ use the properties of rectangles to deduce related facts and find missing lengths and angles
- ☐ distinguish between regular and irregular polygons based on reasoning about equal sides and angles

Geometry – position and direction

Pupils should be taught to:

- ☐ 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

Statistics

Pupils should be taught to:

- ☐ solve comparison, sum and difference problems using information presented in a line graph
- ☐ complete, read and interpret information in tables, including timetables.

Science

Working scientifically

Pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

- ☐ planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- ☐ taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
- ☐ recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
- ☐ using test results to make predictions to set up further comparative and fair tests
- ☐ reporting 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
- ☐ identifying scientific evidence that has been used to support or refute ideas or arguments.

Living things and their habitats

Pupils should be taught to:

- ☐ describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- ☐ describe the life process of reproduction in some plants and animals

Animals including humans

Pupils should be taught to:

- ☐ describe the changes as humans develop to old age

Properties and changes of materials

Pupils should be taught to:

- ☐ 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
- ☐ know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution
- ☐ use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating

- ☐ give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic
- ☐ demonstrate that dissolving, mixing and changes of state are reversible changes
- ☐ explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda

Earth and Space

Pupils should be taught to:

- ☐ describe the movement of the Earth, and other planets, relative to the Sun in the solar system
- ☐ describe the movement of the Moon relative to the Earth
- ☐ describe the Sun, Earth and Moon as approximately spherical bodies
- ☐ use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky

Forces

Pupils should be taught to:

- ☐ explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object
- ☐ identify the effects of air resistance, water resistance and friction, that act between moving surfaces
- ☐ recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect

Autumn Term Learning

Dynamic Dynasties

In Dynamic Dynasties, your child will learn about periods of ancient Chinese history. They will explore a timeline of the first five Chinese dynasties and learn about the legends surrounding the beginning of Chinese civilisation. They will take a deep dive into the history of the Bronze Age Shang Dynasty and explore evidence found in the ancient city of Yin. They will study oracle bones, learn about religious beliefs and explore bronze artefacts that set the Shang Dynasty apart from other civilisations. They will also study the hierarchy of the Shang Dynasty and discover who was powerful and who was powerless. They will look at warfare and find out how bronze technology gave the Shang Dynasty an advantage over their enemies. They will learn about the life of the great military leader, Fu Hao. The children will then look at significant aspects of life after the Shang Dynasty, including the work of Confucius in the Zhou Dynasty, the short but significant reign of Emperor Qin Shi Huang of the Qin Dynasty and the importance of the Silk Road created by the Han Dynasty. To end the project, your child will find out how ancient China's lasting legacy can be seen in the world today.

Autumn Term Learning

Forces and Mechanisms

In the Forces and Mechanisms project, your child will revisit prior learning about forces, identifying what a force is and discussing the two types, including contact and non-contact forces. They will learn that gravity is a force of attraction and follow instructions to observe gravity in action. They will learn the meanings of the terms 'mass' and 'weight' and their units of measurement, following instructions to record the mass and weight of various everyday objects using a piece of equipment called a force meter. They will revisit learning about friction, discussing situations where it can be helpful or where we need to minimise its effects. They will learn about the frictional forces called air and water resistance in detail and conduct investigations to observe these frictional forces in action. They will learn about mechanisms, including gears, pulleys and levers and follow instructions to investigate how these simple machines use forces to make tasks easier. They will generate scientific questions they wish to study further on the theme of forces and mechanisms and research to find the answers. They will complete their learning by examining the forces involved in riding a bicycle and the parts that are gears, pulleys and levers.

Autumn Term Learning

Earth and Space

In the Earth and Space project, your child will learn the names of the planets in the Solar System before creating a model outdoors to describe its scale, movement and features. They will learn how scientists throughout history used different methods to study the Solar System and came to understand how the planets orbited the Sun. They will make a model and use it to explain the orbits of the Moon around the Earth and the Earth around the Sun. They will identify the spherical shape of the Sun, Earth and Moon. They will learn how people in ancient civilisations believed the Earth was flat and how evidence proved the Earth was a sphere. They will know that the Earth's rotation creates a range of phenomena, including day and night and the appearance of the Sun rising above the horizon in the east at sunrise, moving across the sky and then setting below the horizon in the west at sunset, and use equipment to model these phenomena. They will make and use sundials to learn how people in the past used the Earth's rotation, the angle of the sunlight, and the length and direction of shadows to tell the time. They will learn that the Earth's tilt and rotation as it orbits the Sun creates different seasons and day lengths in the Northern and Southern Hemispheres and the effect of similar amounts of direct sunlight all year round in the tropics. They will research the times of day on the Earth in different locations and describe how Earth's rotation creates this phenomenon. They will learn about the Moon's orbit and name and explain the eight phases of the Moon. They will research how solar and lunar eclipses occur and create labelled diagrams to show their findings. Children will complete their learning by conducting an in-depth study of either Mercury, Venus, Mars, Jupiter, Saturn, Uranus or Neptune and compare the planet's scale, features and movement to that of the Earth.

Autumn Term Learning

Investigating Our World

During the Investigating Our World project, your child will study Ordnance Survey maps to write a description of the local area. They will learn about contour lines and revise six-figure grid references to locate features on maps. Your child will learn about the Prime, or Greenwich, Meridian and find out that Greenwich Mean Time, or GMT, is taken from the Prime Meridian. They will know that the Earth is split into 24 time zones and calculate the time in places worldwide. Your child will learn about climate zones, vegetation belts and biomes. They will find out that the climate and vegetation in an area determine the animals that live there. Your child will learn about the human geography of the continents and locate capital cities around the world. They will identify relative locations and use the scale bars on maps to find the distance between places. They will study the motorway network across the United Kingdom, learning how they connect towns, cities and transport links across the country. Your child will explore a settlement hierarchy diagram and learn about the relative size, significance and populations of settlements. At the end of the project, they will carry out a fieldwork enquiry to discover which settlement types are in their local area.

Moving Mechanisms - This project teaches children about pneumatic systems. They experiment with pneumatics before designing, making and evaluating a pneumatic machine that performs a useful function.

Colour in Landscapes - This project teaches children about colour theory by studying tints, shades and tones. They learn about the features of landscapes before using this knowledge to create landscape paintings.

Spring Term Learning

Sow, Grow and Farm



In the Sow, Grow and Farm project, your child will learn about allotments in the United Kingdom and how the government encouraged people to have them to support food rationing during the Second World War. They will learn about food webs and animal life cycles, including how living things are dependent on one another within a habitat. They will investigate the different ways that plants reproduce and will dissect flowering plants to identify the different structures. They will have the opportunity to learn about farming in the United Kingdom and the techniques used in modern farming, including the challenges that farmers face. They will learn about the benefits of eating seasonally and about the pros and cons of importing food. They will also learn about world farming and how the different climate zones affect where different foods can be grown.

Eat the Seasons - This project teaches children about the meaning and benefits of seasonal eating, including food preparation and cooking techniques.

Spring Term Learning

Human Reproduction and Ageing

In the Human Reproduction and Ageing project, your child will learn what life cycles are, order the stages of life cycles for different animal species and compare them. They will learn what mammals are and the five key mammalian characteristics. They will sort vertebrates, deciding whether or not they are mammals. They will look closely at different mammalian life cycles and make comparisons. They will investigate the relationship between the mass of mammals and how long they carry their young by creating and interpreting scatter graphs. They will learn about the stages and processes of the human life cycle. They will learn about human gestation from embryo to birth. They will investigate how humans change and develop from infant to adolescence in the juvenile stage. They will learn about the changes that happen during puberty. They will interpret data about human growth and learn about the human reproductive system and sexual reproduction. They will learn about how humans change as they get older. They will investigate how ageing affects reaction times.

Line, Light and Shadows - This project teaches children about the visual qualities of line, light and shadow. They explore the work of Pablo Picasso and Rembrandt and are introduced to a range of shading techniques. They take black and white photographs and use pencil, pen and ink wash to reimagine their photographs in a shaded drawing.

Natures Art - This project teaches children about the genre of land art. They work outdoors to sketch natural forms and explore the sculptural potential of natural materials before working collaboratively to create land art installations.

Summer Term Learning

Groundbreaking Greeks



In the Groundbreaking Greeks project, your child will learn about different periods of Greek history, exploring the earliest civilisations, the devastation of the Dark Age and the breakthroughs and developments of the Archaic and Classical periods. They will understand how the geography of Greece affected the development of city states and explore Athens, learning about the structure of the government and society. They will get to know some of the most significant Athenians and understand why Greek art, culture, architecture, philosophy, medicine and mathematics were so significant. Your child will learn about the leadership of Alexander the Great and discover how ancient Greece became part of the Roman Empire after the Hellenistic period. They will explore how the Romans respected and developed Greek ideas, making them their own and spreading them throughout the Roman Empire. To end the project, your child will decide which was the ancient Greeks' greatest idea, and explore how the legacy of ancient Greece affects their lives today.

Architecture - This project teaches children about how architectural style and technology has developed over time and then use this knowledge to design a building with specific features.

Summer Term Learning

Properties and Changes of Materials

In the Properties and Changes of Materials project, your child will revisit prior learning about the properties of materials. They will plan and carry out tests to determine the properties of a range of materials. They will use their results to suggest suitable materials for different purposes. They will learn about the property of thermal conductivity and identify materials that are thermal conductors and insulators. They will also learn about the property of solubility and test various materials to discover which are soluble and insoluble. They will find out about heterogeneous and homogeneous mixtures and will separate heterogeneous mixtures using sieving and filtration. They will also separate homogeneous mixtures, investigating how to reverse dissolving by evaporation. They will ask scientific questions about separating unusual mixtures and research to find out the answers. They will learn the difference between reversible and irreversible changes and follow instructions to observe the signs of an irreversible change firsthand. They will complete their learning by finding out about materials scientists and their innovative materials.

Mixed Media - This project teaches children about paper crafts, papermaking and collage techniques, including paper, fabric, mixed media and photo collage. They use their learning to create a final piece of small-scale, mixed media collage.

Expression - This project teaches children about the Expressionist art movement and the 'Father of Expressionism', Edvard Munch. They explore different ways to portray feelings and emotions in art to create an imaginative self-portrait.

Home Learning

- Aim to listen to your child read at least 3 times a week and record this in their reading record.
- Spellings each week linked to the RWI focus for that week and 3 or 4 Year 5/6 statutory spellings.
- Times Table Rock Stars
- Oxford Owl
- Purple Mash