



Year 6 Overview

Autumn 1

Autumn 2

Spring 1

Spring 2

Summer 1

Summer2

Geography

North America

KLP:

- Understand the significance of the Bering Strait
- Understand climate zones, weather patterns and ocean currents
- Understand the agricultural diversity between the Caribbean and North America.
- Understand the route of the transcontinental railroad in the United States of America.
- Recognise mountainous areas and the extraction of natural resources.
- Understand the difference between metropolitan and cosmopolitan.
- Understand the pattern of population growth and spread.
- Understand how rivers are used for trade and transport
- Understand the physical features and route of the Colorado river.

Biomes and Climate Zones

KLP:

- Investigate biomes throughout the world
- Know about Tundra, Freshwater, Grassland, Ice, Marine, Savannah, Taiga and Temperate deciduous biomes
- Recognise physical features of biomes
- Understand how biomes are damaged and how to preserve them
- Understand and recognise the factors that affect an eco-system
- Understand how humans respond to the conditions within a biome

History

The Ancient Mayans

History – A non-European society that provides contrast with British History.

KLP:

- Geographical location of the Mayan region.
- How the Mayan civilisation developed over time and has impacted on modern day life.
- Importance of Mayan masks.
- Discovery of cocoa and how it is used today.
- Hierarchy of Mayan society.
- Mayan beliefs.

The Vikings

History – The Viking and Anglo-Saxon struggle for the kingdom of England.

KLP:

- The battle of Lindisfarne and where Vikings originated.
- Viking warrior and their weaponry.
- Viking Shields.
- Everyday life for Vikings.
- Viking Gods.
- Viking chronology of significant events.
- Viking long boats.
- Viking clothing and jewellery.
- How the Viking era came to an end.

World War II

Battle of Britain

History – Hitler's invasion of Europe and its impact on Britain.

KLP:

- Identify the axis and allies in World War 2.
- What life was like during World War 2: Evacuation, rationing.
- Who was Anne Frank?
- What life was like for soldiers in World War 1 and 2.
- The Blitz.
- Anderson/Morrison Shelters.
- Propaganda.

A journey through your body

KLP:

- Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.
- Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.
- Describe the ways in which nutrients and water are transported within animals, including humans.

Working scientifically

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

Classifying Living things

KLP:

- Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals
- Give reasons for classifying plants and animals based on specific characteristics.

Working Scientifically

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- Identify scientific evidence that has been used to support or refute ideas or arguments.

Evolution and inheritance

KLP:

- Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.
- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.
- Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.

Working scientifically

- Identify scientific evidence that has been used to support or refute ideas or arguments

How can you light up your life?

KLP:

- Recognise that light appears to travel in straight lines.
- Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye.
- Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.
- Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.

Working Scientifically

- Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.
- Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.
- Use test results to make predictions to set up further comparative and fair test

Sex and Relationships Education

KLP:

- Puberty
- How babies are made

Electricity

KLP

- Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.
- Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on / off position of switches.
- Use recognised symbols when representing a simple circuit in a diagram.

Working Scientifically

- Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.
- Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.
- Record data and results of increasing complexity.
- Use test results to make predictions to set up further comparative and fair tests
- Report and present findings from enquiries, including conclusions, presentations.
- Identify scientific evidence that has been used to support or

					<ul style="list-style-type: none"> How babies are born 	refute ideas or arguments
R.E. (PSHE)	<p>Why is Diwali celebrated by both Hindus and Sikhs?</p> <p>KLP:</p> <ul style="list-style-type: none"> Hindus beliefs about different forms of God. Festival of Diwali. The significance of Rama and Sita. Rangoli Patterns and their importance during Diwali celebrations. 	<p>What is prayer and meditation?</p> <p>KLP:</p> <ul style="list-style-type: none"> Importance of prayer for Christians, Jews and Hindus. To examine how people of different faiths worship/pray at home. To learn how important prayer is within a religious community Temple/church/synagogue/mosque. The aspects of prayer (forgiveness, adoration, intercession, supplication). The importance of meditation and its origins. 	<p>How do different religions celebrate birth, coming of age and marriage?</p> <p>KLP:</p> <ul style="list-style-type: none"> Understand what a marriage is. Compare how different religions celebrate marriage. Understand the Christian beliefs relating to baptism, confirmation and marriage. Jewish bar/bat Mitzvah-importance and celebrations 	<p>What do people believe happens after someone dies?</p> <p>KLP:</p> <ul style="list-style-type: none"> Understand the interpretation of death from the perspective of different religions and beliefs. 	<p>How can religious meaning be expressed through art?</p> <p>KLP:</p> <ul style="list-style-type: none"> Islamic patterns and buildings, art and architecture Christian art e.g. analysing stain glass windows Buddhists mandalas How music is used as a form of worship 	<p>What matters most to Christians and Humanists?</p> <ul style="list-style-type: none"> This investigation enables pupils to learn in depth from Christianity and from Humanism, a non-religious way of life. What is humanism? What does a non religious way of life mean? What are the similarities and differences between humanism and Christianity.
Art & Design	<p>Rangoli Patterns (Diwali Art) Gods and Goddesses sketches/watercolours.</p> <p>KLP:</p> <ul style="list-style-type: none"> Choosing and explaining their own style of painting. Using a wide range of techniques within painting such as: brush strokes, foreground, background Understand why they have used a technique. 	<p>Landscape art- Mountains and Rivers</p> <p>KLP:</p> <ul style="list-style-type: none"> Using a sketchbook to develop skills and ideas Looking at the work of Georgia O'Keefe and David Hockney, comparing and contrasting landscape styles and re-creating local landscapes in this style using paint, pastels and collage 	<p>Designing and making a Viking shield.</p> <p>Viking Gods and Goddesses - watercolours.</p> <p>Shakespeare portraits - sketching.</p> <p>KLP:</p> <ul style="list-style-type: none"> Selecting tools to create drawings. Developing the techniques sketching shading and tinting. Create work, which is open to interpretation by the audience. Include both visual and tactile elements to their work. Combining pattern, tone and shape. 	<p>Sketches of WW2 soldiers. Propaganda Posters.</p> <p>KLP:</p> <ul style="list-style-type: none"> Selecting tools to create drawings. Developing the techniques sketching shading and tinting. Justify the materials chosen for collage. Combining pattern, tone and shape. Include technical aspects in their work. Describe what their work is influenced by. 	<p>Biome illustrations</p> <p>KLP:</p> <ul style="list-style-type: none"> Understand the geographical elements of a biome Look at shape, colour and texture of elements inside a biome Identify blocks of colour and how the colour can be made lighter or darker to create shade and light patterns Create biome illustrations using wax, pastel and pen to be displayed in circular 'windows' <p>Sketches responding to 'Preludes' by T.S. Eliot</p> <p>KLP:</p> <ul style="list-style-type: none"> Understanding and responding to light and dark Experimenting with charcoal Looking at perspective Using shading to develop depth and movement 	

			<ul style="list-style-type: none"> • Include technical aspects in their work. • Choosing and explaining their own style of painting. • Using a wide range of techniques within painting such as: brush strokes, foreground, background • Understand why they have used a technique. 		
Design & Technology	<p>Design and make a Mayan Mask. KLP:</p> <ul style="list-style-type: none"> • Research the historical factors that link to their design. • Consider culture and society in their designs. • Justify and evaluate their plan. • Adapt plans, tools and materials if required. • Use tools and materials precisely to shape clay. <p>Making a healthy sandwich. KLP:</p> <ul style="list-style-type: none"> • Use market research to inform plans. • Work within constraints. Follow and refine their plans. • Justify and evaluate their plan. • Adapt plans, tools and materials if required. • Use tools and materials precisely and safely i.e. knives to cut, spread and slice. • Taste test and evaluate their final product. 	-	<p>Viking Jewellery. KLP:</p> <ul style="list-style-type: none"> • Consider culture and society in their designs. • Use tools and materials precisely to shape clay. • Adapt plans, tools and materials if required. <p>Designing and making a Viking long boat. KLP:</p> <ul style="list-style-type: none"> • Research the historical factors that link to their design. • Follow and refine their plans. • Adapt plans, tools and materials if required. • Use tools and materials precisely and safely (household materials). 	<p>Design and make a WW2 Anderson Shelter. KLP:</p> <ul style="list-style-type: none"> • Research the historical factors that link to their design. • Follow and refine their plans. • Adapt plans, tools and materials if required. • Use tools and materials precisely and safely (household materials). • Discuss whether it is fit for purpose. 	<p>Biome Shoebox KLP:</p> <ul style="list-style-type: none"> • Creating miniature biomes using a range of carefully selected materials to represent a chosen biome. • Design, plan and improve • Review and evaluate, identifying successes and points for improvement
Music	<p>Happy!</p> <ul style="list-style-type: none"> • learning in this unit is focused around one song: Happy, a Pop song by Pharrell Williams • games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked. 	<p>Classroom Jazz 2</p> <ul style="list-style-type: none"> • This is a six-week Unit of Work that builds on previous learning. • Learning is focused around two tunes and improvising: • Bacharach Anorak and Meet The Blues 	<p>A New Year Carol</p> <ul style="list-style-type: none"> • Pulse games. • Rhythm games. • Pitch Games. • Vocal Warm-ups. • Learning is focused around one song from Benjamin Britten's Friday Afternoons: A New Year Carol. 	<p>You've Got A Friend</p> <ul style="list-style-type: none"> • Warm-up games. • Option: Flexible Games. • Vocal warm ups and start to learn the song. • Play instrumental parts. • Improvise. • Compose. • Vocal improvisation within the song. • Play your compositions within the song. 	<p>Music and Me</p> <ul style="list-style-type: none"> • explore the concept of 'identity' – the various elements that shape us. • How social and cultural differences influence music. • Children try out different ways of making their own <p>Reflect, Rewind and Replay</p> <ul style="list-style-type: none"> • this consolidates the learning that has occurred during the year. • Revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.

		Christmas Performance: Skills will vary depending upon the performance chosen but may include: <ul style="list-style-type: none"> <i>Singing together/solo/duets.</i> <i>Performance to a live audience</i> <i>Singing in harmony/different parts</i> <i>Using music alongside drama and dance</i> 	Opportunity to research Benjamin Britten's life and to listen to many of his other works through links to Fridayafternoonsmusic.co.uk	Choose and play two performance options, then decide which one to practise for the end of unit performance.	music, while exploring the work of some of the most influential women in music over the last 100 years. <ul style="list-style-type: none"> Shiva Feshareki Eska Mtungwazi: Afrodeutsche: Anna Meredith. Discover that music offers a way of exploring and expressing our identity, giving us confidence, power and purpose 	<ul style="list-style-type: none"> Listen and Appraise Classical music Continue to embed the foundations of the interrelated dimensions of music using voices and instruments Singing Play instruments within a song Improvisation using voices and instruments Composition Share and perform the learning that has taken place
Computing	Internet communication KLP: <ul style="list-style-type: none"> Recognising how the WWW can be used to communicate and be searched to find information. 	Webpage creation KLP: <ul style="list-style-type: none"> Designing and creating webpages, giving consideration to copyright, aesthetics and navigation. 	Variables in games KLP: <ul style="list-style-type: none"> Exploring variables when designing and coding a game. 	Introduction to spreadsheets KLP: <ul style="list-style-type: none"> Answering questions by using spreadsheets to organise and calculate data. 	3D modelling KLP: <ul style="list-style-type: none"> Planning, developing, and evaluating 3D computer models of physical objects. 	Sensing KLP: <ul style="list-style-type: none"> Designing and coding a project that captures inputs from a physical device.
P.E.	Netball. KLP: <ul style="list-style-type: none"> To further develop knowledge of attacking and defending. To know how to intercept a pass. To know how to invade as a team. To communicate effectively with team mates. To develop sportsmanship Sports Leader Sessions – Led by Chance Camp. This includes: <ul style="list-style-type: none"> Small team games Play leader training Evaluating activities and perfecting games Following and setting rules 	Invasion Games - Hockey KLP: <ul style="list-style-type: none"> To develop teamwork. To further develop knowledge of defending. To dribble a ball with control and fluency using foot or hockey stick. To further develop knowledge of attacking. To strike a ball or object towards a target or goal with power and accuracy 	Circuit training Invasion Games KLP: <ul style="list-style-type: none"> To develop teamwork. To further develop knowledge of defending. To dribble a ball with control and fluency using foot or hockey stick. To further develop knowledge of attacking. To strike a ball or object towards a target or goal with power and accuracy 	World War 2 Dance KLP: <ul style="list-style-type: none"> Able to move with a range of dynamics to express different emotions. Able to execute jitterbug actions. Able to develop relationships – leading and following. Able to demonstrate unison as a group. Able to demonstrate and create shapes representing unity Bleep Test – Running Skills. Sports hall Athletics	Athletics KLP: <ul style="list-style-type: none"> To develop the technique in order to race walk. Learn to measure & record performance To train the body to run for a longer duration. To sustain pace over longer distances. To choose appropriate techniques for specific events Striking and Fielding KLP to understand: <ul style="list-style-type: none"> To field as a collaborative team unit. 	Athletics (As Summer 1) Striking and Fielding (As Summer 1) Coach

	<ul style="list-style-type: none"> Explaining games/activities to others Use of equipment sensibly and safely. 				<ul style="list-style-type: none"> To strike a ball or object 'cleanly' using different equipment. To retrieve, intercept and stop a ball when fielding. To strike a ball or object using both sides of the body. Recognise their own and other's strengths Rounders 	
English	Skellig KLP: <ul style="list-style-type: none"> Protagonist study. Explore key themes and setting. Detailed setting description. Balanced argument for and against home schooling. Film adaptation. Poetry Writing in role Diary entry William Blake 	There's a boy in a girl's bathroom. KLP: <ul style="list-style-type: none"> Poetry. Protagonist study. Diary from the perspective of a child. Dialogue between characters. Formal education report about the main character. Writing an email in role Drama and hot seating 	Macbeth KLP: <ul style="list-style-type: none"> To explore the themes of a Shakespeare tragedy. To explore complex relationships within story To begin to understand the language of Shakespeare. Setting description of the heaths. Re-enactment of the battle. A detailed description of the battle. Letter from the perspective of the protagonist. Biography of Shakespeare's life. Links to Viking myths and legends. 	Goodnight Mister Tom KLP: <ul style="list-style-type: none"> Protagonist thoughts and feelings. Poetry. Newspaper article for the declaration of war. Emotive letter from a soldier's perspective with a focus on flashbacks. Diary entry from Williams perspective – focus on character tone. Film adaptation review Drama/hot seating Drawing characters and settings Writing in role, letters as Mr Tom. Film review Character analysis 	Floodland KLP: <ul style="list-style-type: none"> To engage children with a story with which they will empathise To explore themes and issues, and develop and sustain ideas through discussion To develop creative responses to the text through drama, storytelling and artwork To write in role in order to explore and develop empathy for characters. To write with confidence for real purposes and audiences Description of Eel's island. Protagonist study. Newspaper report. Letter writing Writing in role Poetry Persuasive speeches Free writing opportunities . 	<ul style="list-style-type: none"> SENSATIONAL Poems Inspired by the senses by Roger McGough KLP: <ul style="list-style-type: none"> The Magic of the Brain Jenny Joseph Performance poetry (Vegan Delight Benjamin Zephaniah) Preludes TS Elliott Creating poems in the style of a poet Poetic features of simile, metaphor, syllables, onomatopoeia. To read, enjoy and respond to poetry To broaden understanding of writers' use of language To prepare poems to read aloud and perform. To compose poetry
SPaG	Punctuation <ul style="list-style-type: none"> Using relative clauses beginning with who, which, where, when, whose, that or with an 	Punctuation <ul style="list-style-type: none"> Subjunctive Form- recognising vocabulary and structures that is appropriate for formal speech and writing, including subjunctive forms 	Punctuation <ul style="list-style-type: none"> Using a colon to introduce a list Use of semicolons within lists Punctuating bullet points consistently 	Punctuation <ul style="list-style-type: none"> Recognising vocabulary and structures that is appropriate for formal speech and writing, 	Punctuation <ul style="list-style-type: none"> Cohesion Linking ideas across paragraphs using a wider range of cohesive devices: 	<ul style="list-style-type: none"> Consolidation (Key Stage 2) Coverage of all KS2 Grammar,

	<p>implied relative pronoun</p> <ul style="list-style-type: none"> Using modal verbs to indicate degrees of possibility Using adverbs to indicate degrees of possibility Using brackets, dashes or commas to indicate parenthesis Using expanded noun phrases to convey complicated information concisely Using the perfect form of verbs to mark relationships of time and cause Using commas to clarify meaning or avoid ambiguity in writing Synonyms and Antonyms - how words are related by meaning as synonyms and antonyms [for example, big, large, little] <p>Spelling</p> <ul style="list-style-type: none"> Homophones & Near Homophones: Nouns that end in -ce/-cy and verbs that end in -se/-sy Adjectives ending in -ant into nouns ending in -ance/-ancy Adjectives ending in -ent into nouns ending in -ence/-ence 	<ul style="list-style-type: none"> The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter] The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He’s your friend, isn’t he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech]] <p>Recognising subjunctive forms</p> <p>Spelling</p> <ul style="list-style-type: none"> Words ending in -able Words ending in -ably Word families based on common words, showing how words are related in form and meaning Creating diminutives using prefixes microor mini 	<ul style="list-style-type: none"> Punctuation of bullet points to list information Active and Passive – using passive verbs to affect the presentation of information in a sentence using semi-colons to mark boundaries between independent clauses Using colons to mark boundaries between independent clauses. Using dashes to mark boundaries between independent clauses Hyphens - using hyphens to avoid ambiguity [for example, man eating shark versus maneating shark, or recover versus recover <p>Spelling</p> <ul style="list-style-type: none"> Adding suffixes beginning with vowel letters to words ending in -fer Words with a long /e/ sound spelt ‘ie’ or ‘ei’ after c (and exceptions) Words with the long /e/ sound spelt ‘ie’ or ‘ei’ after c (and exceptions) Word families based on common words, showing how words are related in form and meaning Statutory spellings challenge 	<p>including subjunctive forms</p> <ul style="list-style-type: none"> The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter] The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He’s your friend, isn’t he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech] <p>Spelling</p> <ul style="list-style-type: none"> Words with endings which sound like /shuhl/ Words with a ‘soft c’ spelt /ce/ Word families based on common words, showing how words are related in form and meaning Statutory Spelling Challenge Words 	<p>repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]</p> <p>Spelling</p> <ul style="list-style-type: none"> Word families based on common words, showing how words are related in form and meaning Words that can be nouns or verbs Words with a long /o/sound spelt ou or ow Words ending in ible Words ending in ibly 	<p>Vocabulary and Punctuation objectives</p> <ul style="list-style-type: none"> Review of statutory spellings Review of spelling rules learned throughout the year
Maths	<p>Place Value</p> <ul style="list-style-type: none"> Read, write, order and compare numbers up to 10 000 000 Round any whole number Use negative numbers in context, and calculate intervals across zero. Count forwards or backwards in steps of integers, decimals 	<p>Fractions, percentages, ratio and proportion</p> <ul style="list-style-type: none"> Identify common factors, common multiples and prime numbers. Compare and order fractions, including fractions >1 Add and subtract fractions with different denominators and mixed numbers Associate a fraction with division and calculate decimal fraction equivalents (e.g. 0.375) for a simple fraction (e.g. $\frac{3}{8}$). 	<p>Place value</p> <ul style="list-style-type: none"> Count forwards or backwards in steps of integers, decimals or powers of 10 for any number. Describe and extend number sequences Use simple formulae. Generate and describe linear number sequences. <p>Geometry</p> <ul style="list-style-type: none"> Describe positions on the full 	<p>Addition & Subtraction</p> <ul style="list-style-type: none"> Add and subtract whole numbers and decimals using formal written methods Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why. Use their knowledge of the 	<p>Place Value</p> <ul style="list-style-type: none"> Count forwards or backwards in steps of integers, decimals or powers of 10 for any number. Order and compare numbers including integers, decimals and negative numbers. Identify, represent and estimate numbers using 	<p>Place Value & Decimals</p> <ul style="list-style-type: none"> Count forwards or backwards in steps of integers, decimals or powers of 10 for any number. Order and compare numbers including integers, decimals and negative numbers. Calculate differences in temperature

	<p>or powers of 10 for any number.</p> <ul style="list-style-type: none"> Order and compare numbers including integers, decimals and negative numbers. Find 0.001, 0.01, 0.1, 1, 10 and powers of 10 more or less than a given number. Recall and use addition and subtraction facts for 1 (with decimal numbers to two decimal places). Round decimals with three places to the nearest whole number or one or two decimal places. 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. <p>Addition & Subtraction</p> <ul style="list-style-type: none"> Perform mental calculations, including with mixed operations and large numbers and decimals. Choose an appropriate strategy to solve a calculation Solve addition and subtraction multi-step problems Express missing number problems algebraically. Find pairs of numbers that satisfy an equation with two unknowns. Use estimation and inverse to check answers to calculations Add and subtract whole numbers and decimals using column addition and subtraction Solve problems which require answers to be rounded to specified degrees of accuracy. <p>Multiplication & Division</p> <ul style="list-style-type: none"> Multiply multi-digit numbers up to 4 digits by a two-digit whole number using long multiplication. 	<ul style="list-style-type: none"> Recall and use equivalences between simple fractions, decimals and percentages Solve problems involving fractions. Find simple percentages of amounts. Solve problems involving the calculation of percentages Solve problems involving similar shapes where the scale factor is known or can be found. Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples. <p>Geometry</p> <ul style="list-style-type: none"> Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles. <p>Statistics</p> <ul style="list-style-type: none"> Interpret and construct pie charts and line graphs and use these to solve problems. Solve comparison, sum and difference problems using information presented in all types of graph. <p>Measures</p> <ul style="list-style-type: none"> Solve problems involving the calculation and conversion of units of measure (including money and time) Use, read, write and convert between standard units, converting measurements of length and mass Convert between miles and kilometres. Recognise that shapes with the same areas can have different perimeters and vice versa. Calculate the area of parallelograms and triangles. Recognise when it is possible to use the formulae for area and volume of shapes. Calculate, estimate and compare volume of cubes and cuboids using standard units 	<p>coordinate grid (all four quadrants).</p> <ul style="list-style-type: none"> Draw and translate simple shapes on the coordinate plane, and reflect them in the axes. <p>Measures</p> <ul style="list-style-type: none"> Use negative numbers in context Order and compare numbers including integers, decimals and negative numbers. Calculate and interpret the mean as an average. <p>Fractions</p> <ul style="list-style-type: none"> Identify common factors, common multiples and prime numbers. Use common factors to simplify fractions; use common multiples to express fractions in the same denomination. Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions. Multiply simple pairs of proper fractions, writing the answer in its simplest form Divide proper fractions by whole numbers Calculate decimal fraction equivalents for a simple fraction <p>Multiplication & Division</p> <ul style="list-style-type: none"> Divide numbers up to 4 digits by a two-digit whole number using long division Divide numbers up to 4 digits by a two-digit number using short division Use written division methods where the answer has up to two decimal places. Multiply multi-digit numbers up to 4 digits by a two-digit whole number using long multiplication. Multiply one-digit numbers with up to two decimal places by whole numbers. 	<p>order of operations to carry out calculations involving the four operations.</p> <p>Measurement, Ratio and proportion</p> <ul style="list-style-type: none"> Solve problems involving similar shapes where the scale factor is known or can be found. Use, read, write and convert between standard units, converting measurements of length, mass, volume and time Solve problems involving the calculation and conversion of units of measure (including money and time) Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts. Solve problems involving the calculation of percentages Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples. Convert between miles and kilometres. <p>Geometry</p> <ul style="list-style-type: none"> Draw 2-D shapes using given dimensions and angles. Recognise, describe and build simple 3-D shapes, including making nets. Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons. Continue to complete and interpret information in a variety of sorting diagrams 	<p>the number line.</p> <ul style="list-style-type: none"> Find 0.001, 0.01, 0.1, 1, 10 and powers of 10 more or less than a given number. Round decimals Simplify fractions Compare and order fractions, Add and subtract fractions Calculate decimal fraction equivalents <p>Multiplication & Written Calculation</p> <ul style="list-style-type: none"> Perform mental calculations, including with mixed operations and large numbers and decimals. Add and subtract whole numbers and decimals using formal written methods Solve problems involving addition, subtraction, multiplication and division, using formal written methods. Use estimation and inverse to check answers to calculations <p>Fractions, ratio and proportion</p> <ul style="list-style-type: none"> Multiply simple pairs of proper fractions Divide proper fractions by whole numbers Solve problems involving the calculation of percentages Solve problems involving similar shapes where the scale factor is known or can be found. <p>Geometry</p> <ul style="list-style-type: none"> Draw 2-D shapes using given dimensions and angles. Describe positions on the full coordinate grid (all four quadrants). 	<ul style="list-style-type: none"> Find 0.001, 0.01, 0.1, 1, 10 and powers of 10 more or less than a given number. Round decimals with three places Describe and extend number sequences <p>Measures</p> <ul style="list-style-type: none"> Solve problems involving the calculation and conversion of units of measure Use, read, write and convert between standard units Calculate, estimate and compare volume of cubes and cuboids using standard units <p>Addition, Subtraction, Multiplication & Division</p> <ul style="list-style-type: none"> Perform mental calculations, including with mixed operations and large numbers and decimals. Add and subtract whole numbers and decimals using formal written methods Solve problems involving addition, subtraction, multiplication and division using formal written methods Use estimation and inverse to check answers to calculations <p>Fractions</p> <ul style="list-style-type: none"> Use common factors to simplify fractions Compare and order fractions, including fractions >1 Add and subtract fractions with different denominators Multiply simple pairs of proper fractions Divide proper fractions by whole numbers
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	<ul style="list-style-type: none"> • Multiply one-digit numbers with up to two decimal places by whole numbers. • Divide numbers up to 4 digits by a two-digit whole number using long division • Divide numbers up to 4 digits by a two-digit number using short division, interpreting remainders • Use written division methods in cases where the answer has up to two decimal places. • Perform mental calculations, including with mixed operations and large numbers and decimals. • Solve problems involving addition, subtraction, multiplication and division. • Express missing number problems algebraically. <p>Geometry</p> <ul style="list-style-type: none"> • Draw 2-D shapes using given dimensions and angles. • Recognise, describe and build simple 3-D shapes, including making nets. • Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons. • Continue to complete and interpret information in a variety of sorting diagrams (including those used to sort properties of numbers and shapes). 			<ul style="list-style-type: none"> • Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius. • Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles. • Recognise that shapes with the same areas can have different perimeters and vice versa. • Recognise when it is possible to use the formulae for area and volume of shapes. • Calculate the area of parallelograms and triangles. • Calculate, estimate and compare volume of cubes and cuboids <p>Statistics</p> <ul style="list-style-type: none"> • Interpret and construct pie charts and line graphs and use these to solve problems. • Solve comparison, sum and difference problems using information presented in all types of graph. 	<ul style="list-style-type: none"> • Draw and translate simple shapes on the coordinate plane, and reflect them in the axes. <p>Algebra & Sequences</p> <ul style="list-style-type: none"> • Describe and extend number sequences including those with multiplication and division steps, inconsistent steps, alternating steps and those where the step size is a decimal. • Use simple formulae. • Generate and describe linear number sequences. <p>Measures</p> <ul style="list-style-type: none"> • Solve problems involving the calculation and conversion of units of measure (including money and time), using decimal notation up to three decimal places • Use, read, write and convert between standard units • Calculate and interpret the mean as an average. <p>Statistics</p> <ul style="list-style-type: none"> • Solve comparison, sum and difference problems using information presented in all types of graph. 	<p>Geometry</p> <ul style="list-style-type: none"> • Draw 2-D shapes using given dimensions and angles • Recognise, describe and build simple 3-D shapes, including making nets. • Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons. • Continue to complete and interpret information in a variety of sorting diagrams • Illustrate and name parts of circles, including radius, diameter and circumference • Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.
Enrichment	Science React Show Mayan Workshop Mayan Cocoa	The Great British Sandwich Off Remembrance Assembly	Macbeth Drama Workshop Tullie House Outreach Programme Christian marriage workshop.	WWII Trip Darwin Workshop	Water Workshop Heritage Trust Visit	Residential Courts Visit