



## Mathematics

Number and Place Value	Addition and Subtraction	Multiplication and Division	Fractions (including decimals and percentages)
count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number	read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs	solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher	recognise, find and name a half as one of two equal parts of an object, shape or quantity
count, read and write numbers to 100 in numerals; count in multiples of two, five and tens	represent and use number bonds and related subtraction facts within 20		
given a number, identify one more and one less	add and subtract one-digit and two-digit numbers to 20, including zero		recognise, find and name a quarter as one of four equal parts of an object, shape or quantity
identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least	solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$		
read and write numbers from 1 to 20 in numerals and words.			
Geometry - properties of shapes	Measurement		
recognise and name common 2-D and 3-D shapes, including: o 2-D shapes [for example, rectangles (including squares), circles and triangles] o 3-D shapes [for example, cuboids (including cubes), pyramids and spheres].	compare, describe and solve practical problems for: o lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] o mass/weight [for example, heavy/light, heavier than, lighter than] o capacity and volume [for example, full/empty, more than, less than, half, half full, quarter] o time [for example, quicker, slower, earlier, later]		
	measure and begin to record the following: o lengths and heights o mass/weight o capacity and volume o time (hours, minutes, seconds)		
Geometry - position and direction	recognise and know the value of different denominations of coins and notes		
describe position, direction and movement, including whole, half, quarter and three-quarter turns	sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]		
	recognise and use language relating to dates, including days of the week, weeks, months and years		
	tell the time to the hour and half past the hour and draw the hands on a clock face to show these times		

## Science

Working scientifically (KS1)	Everyday Materials	Animals, including humans	Seasonal changes
asking simple questions and recognising that they can be answered in different ways	distinguish between an object and the material from which it is made	identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals	observe changes across the four seasons
observing closely, using simple equipment	identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock	identify and name a variety of common animals that are carnivores, herbivores and omnivores	observe and describe weather associated with the seasons and how day length varies
performing simple tests	describe the simple physical properties of a variety of everyday materials	describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)	Plants
identifying and classifying			identify and name a variety of common wild and garden plants, including deciduous and evergreen trees
using their observations and ideas to suggest answers to questions	compare and group together a variety of everyday materials on the basis of their simple physical properties	identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense	identify and describe the basic structure of a variety of common flowering plants, including trees
gathering and recording data to help in answering questions			

## Other Subjects (KS1)

Geography	Design and technology	History	Art and design
Locational knowledge o name and locate the world's seven continents and five oceans o name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas	Design o design purposeful, functional, appealing products for themselves and other users based on design criteria o generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology	changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life	to use a range of materials creatively to design and make products
Place knowledge o understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country		events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]	to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
Human and physical geography o identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles o use basic geographical vocabulary to refer to: o key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather o key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop	Make o select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] o select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics	the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]	to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
Geographical skills and fieldwork o use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage o use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map o use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key o use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment	Evaluate o explore and evaluate a range of existing products o evaluate their ideas and products against design criteria	significant historical events, people and places in their own locality	about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work
	Technical knowledge o build structures, exploring how they can be made stronger, stiffer and more stable o explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products	Computing understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions	Physical Education master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
		create and debug simple programs	participate in team games, developing simple tactics for attacking and defending
	Cooking and nutrition o use the basic principles of a healthy and varied diet to prepare dishes o understand where food comes from	use logical reasoning to predict the behaviour of simple programs	perform dances using simple movement patterns
		use technology purposefully to create, organise, store, manipulate and retrieve digital content	Swimming and water safety (KS1 or KS2) o swim competently, confidently and proficiently over a distance of at least 25 metres o use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] o perform safe self-rescue in different water-based situations
		recognise common uses of information technology beyond school	Music use their voices expressively and creatively by singing songs and speaking chants and rhymes play tuned and untuned instruments musically
		use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies	listen with concentration and understanding to a range of high-quality live and recorded music experiment with, create, select and combine sounds using the inter-related dimensions of music

○ 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)

Word Reading	Comprehension
<ul style="list-style-type: none"> <li><input type="checkbox"/> apply phonic knowledge and skills as the route to decode words</li> <li><input type="checkbox"/> respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</li> <li><input type="checkbox"/> read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</li> <li><input type="checkbox"/> read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li><input type="checkbox"/> read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings</li> <li><input type="checkbox"/> read other words of more than one syllable that contain taught GPCs</li> <li><input type="checkbox"/> read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)</li> <li><input type="checkbox"/> read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words</li> <li><input type="checkbox"/> re-read these books to build up their fluency and confidence in word reading</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> develop pleasure in reading, motivation to read, vocabulary and understanding by:               <ul style="list-style-type: none"> <li>o listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>o being encouraged to link what they read or hear read to their own experiences</li> <li>o becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li> <li>o recognising and joining in with predictable phrases</li> <li>o learning to appreciate rhymes and poems, and to recite some by heart</li> <li>o discussing word meanings, linking new meanings to those already known</li> </ul> </li> <li><input type="checkbox"/> understand both the books they can already read accurately and fluently and those they listen to by:               <ul style="list-style-type: none"> <li>o drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>o checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>o discussing the significance of the title and events</li> <li>o making inferences on the basis of what is being said and done</li> <li>o predicting what might happen on the basis of what has been read so far</li> </ul> </li> <li><input type="checkbox"/> participate in discussion about what is read to them, taking turns and listening to what others say</li> <li><input type="checkbox"/> explain clearly their understanding of what is read to them</li> </ul>

Transcription	Handwriting and Presentation	Vocabulary, Grammar and Punctuation	Composition
<p><b>Spelling (See English Appendix 1)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>spell:</b> <ul style="list-style-type: none"> <li>o words containing each of the 40+ phonemes already taught</li> <li>o common exception words    o the days of the week</li> </ul> </li> <li><input type="checkbox"/> <b>name the letters of the alphabet:</b> <ul style="list-style-type: none"> <li>o naming the letters of the alphabet in order</li> <li>o using letter names to distinguish between alternative spellings of the same sound</li> </ul> </li> <li><input type="checkbox"/> <b>add prefixes and suffixes:</b> <ul style="list-style-type: none"> <li>o using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs    o using the prefix un–</li> <li>o using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]</li> </ul> </li> <li><input type="checkbox"/> <b>apply simple spelling rules and guidance, as listed in English Appendix 1</b></li> <li><input type="checkbox"/> <b>write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far</b></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>sit correctly at a table, holding a pencil comfortably and correctly</b></li> <li><input type="checkbox"/> <b>begin to form lower-case letters in the correct direction, starting and finishing in the right place</b></li> <li><input type="checkbox"/> <b>form capital letters</b></li> <li><input type="checkbox"/> <b>form digits 0-9</b></li> <li><input type="checkbox"/> <b>understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these</b></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>develop their understanding of the concepts set out in English Appendix 2 by:</b> <ul style="list-style-type: none"> <li>o leaving spaces between words</li> <li>o joining words and joining clauses using and</li> <li>o beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> <li>o using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’</li> <li>o learning the grammar for year 1 in English Appendix 2</li> </ul> </li> <li><input type="checkbox"/> <b>use the grammatical terminology in English Appendix 2 in discussing their writing</b></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>write sentences by:</b> <ul style="list-style-type: none"> <li>o saying out loud what they are going to write about</li> <li>o composing a sentence orally before writing it</li> <li>o sequencing sentences to form short narratives</li> <li>o re-reading what they have written to check that it makes sense</li> </ul> </li> <li><input type="checkbox"/> <b>discuss what they have written with the teacher or other pupils</b></li> <li><input type="checkbox"/> <b>read aloud their writing clearly enough to be heard by their peers and the teacher</b></li> </ul>

Word Structure	Sentence Structure	Punctuation	Terminology for Pupils
Regular <b>plural noun suffixes</b> –s or –es [for example, <i>dog, dogs; wish, wishes</i> ], including the effects of these suffixes on the meaning of the noun	How <b>words</b> can combine to make <b>sentences</b>	Separation of <b>words</b> with spaces	letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark
<b>Suffixes</b> that can be added to <b>verbs</b> where no change is needed in the spelling of root words (e.g. helping, <i>helped, helper</i> )	Joining <b>words</b> and joining <b>clauses</b> using and	Introduction to capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b>	
	<u>Text Structure</u>		
How the <b>prefix</b> un– changes the meaning of <b>verbs</b> and <b>adjectives</b> [negation, for example, unkind, <i>or undoing: untie the boat</i> ]	Sequencing <b>sentences</b> to form short narratives	Capital letters for names and for the personal <b>pronoun</b> I	

New work for Year 1									
<b>-tch</b> The /tʃ/ (/ch/) sound is usually spelt as tch if it comes straight after a single vowel letter. Exceptions: rich, which, much, such.	<b>The /v/ sound at the end of words</b> English words hardly ever end with the letter v, so if a word ends with a /v/ sound, the letter e usually needs to be added after the 'v'.	<b>Adding s and es to words (plural of nouns and the third person singular of verbs)</b> If the ending sounds like /s/ or /z/, it is spelt as -s. If the ending sounds like /ɪz/ and forms an extra syllable or 'beat' in the word, it is spelt as -es	<b>Adding the endings -ing, -ed and -er to verbs where no change is needed to the root word</b> -ing and -er always add an extra syllable to the word and -ed sometimes does. The past tense of some verbs may sound as if it ends in /ɪd/ (extra syllable), /d/ or /ʊ/ (no extra syllable), but all these endings are spelt -ed. If the verb ends in two consonants (the same or different), the ending is simply added on.	<b>Adding -er and -est to adjectives where no change is needed to the root word</b> As with verbs (see left), if the adjective ends in two consonants (the same or different), the ending is simply added on.					
<b>Vowel digraphs and trigraphs:</b> Some should already be known, depending on the programme used, but some will be new.									
<b>ai, oi</b> The digraphs ai and oi are never used at the end of English words	<b>ay, oy</b> ay and oy are used for those sounds at the end of words and at the end of syllables	<b>a-e</b>	<b>e-e</b>	<b>i-e</b>	<b>o-e</b>	<b>u-e</b> Both the /yoo/ and /loo/ sounds can be spelt u-e	<b>ar</b>		
<b>ee</b>	<b>ea (/i:/, /e'e/)</b>	<b>ea (/ɛ:/, /e'h/)</b>	<b>er (stressed sound)</b>	<b>er (/ə/, unstressed schwa sound)</b>	<b>ir</b>	<b>ur</b>	<b>oo (/u:/)</b> Very few words end with the letters oo, although the few that do are often words that primary children in year 1 will encounter, for example, zoo.		
<b>oo (/u:/, /uh/)</b>	<b>oa</b> The digraph oa is rarely used at the end of an English word	<b>oe</b>	<b>ou</b> The only common English word ending in ou is you	<b>ow (/aʊ/, /oʊ/), ow (/əʊ/, /oə/), ue, ew</b> Both the /u:/ and /u:/ ('oo' and 'yoo') sounds can be spelt u-e, ue and ew. If words end in the /oo/ sound, ue and ew are more common spellings than oo.	<b>ie (/aɪ/, /i'gh/)</b>	<b>ie (/i:/, /e'e/)</b>	<b>igh</b>		
<b>or</b>	<b>ore</b>	<b>aw</b>	<b>au</b>	<b>air</b>	<b>ear</b>	<b>ear (/ɛə/, /aɪr/)</b>	<b>are (/ɛə/, /aɪr/)</b>		
<b>Words ending -y (/i:/ or /ɪ/ /e'e/) depending on accent)</b>	<b>New consonant spellings ph and wh</b> The /f/ sound is not usually spelt as ph in short everyday words (e.g. fat, fill, fun).	<b>Using k for the /k/ sound</b> The /k/ sound is spelt as k rather than as c before e, i and y	<b>Adding the prefix -un</b> The prefix -un- is added to the beginning of a word without any change to the spelling of the root word	<b>Compound Words</b> Compound words are two words joined together. Each part of the longer word is spelt as it would be if it were on its own.	<b>Common exception words</b> Pupils' attention should be drawn to the grapheme-phoneme correspondences that do and do not fit in with what has been taught so far.				





Number and Place Value	Addition and Subtraction	Multiplication and Division	Fractions (including decimals and percentages)
count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward	solve problems with addition and subtraction: o using concrete objects and pictorial representations, including those involving numbers, quantities and measures o applying their increasing knowledge of mental and written methods	recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers	recognise, find, name and write fractions $\frac{1}{2}$ , $\frac{1}{4}$ , $\frac{3}{4}$ and $\frac{1}{10}$ of a length, shape, set of objects or quantity
recognise the place value of each digit in a two-digit number (tens, ones)	recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100	calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication ( $\times$ ), division ( $\div$ ) and equals (=) signs	
identify, represent and estimate numbers using different representations, including the number line	add and subtract numbers using concrete objects, pictorial representations, and mentally, including: o a two-digit number and ones o a two-digit number and tens o two two-digit numbers o adding three one-digit numbers	show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot	write simple fractions for example, $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{1}{2}$ and $\frac{2}{4}$
compare and order numbers from 0 up to 100; use <, > and = signs	show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot	solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts	
read and write numbers to at least 100 in numerals and in words	recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems		
use place value and number facts to solve problems.			
Measurement	Geometry - properties of shapes	Statistics	
choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ( $^{\circ}$ C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels	identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line	interpret and construct simple pictograms, tally charts, block diagrams and simple tables	
compare and order lengths, mass, volume/capacity and record the results using >, < and =	identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces		
recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value	identify 2-D shapes on the surface of 3-D shapes [for example, a circle on a cylinder and a triangle on a pyramid]	ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity	
find different combinations of coins that equal the same amounts of money	compare and sort common 2-D and 3-D shapes and everyday objects		
solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change	Geometry - position and direction	ask and answer questions about totalling and comparing categorical data	
compare and sequence intervals of time	order and arrange combinations of mathematical objects in patterns and sequences		
tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times	use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise)		
know the number of minutes in an hour and the number of hours in a day			

## Science

Working scientifically (KS1)	Animals, including humans	Living things and their habitats	Uses of everyday Materials
asking simple questions and recognising that they can be answered in different ways	notice that animals, including humans, have offspring which grow into adults	explore and compare the differences between things that are living, dead, and things that have never been alive	identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses
observing closely, using simple equipment	find out about and describe the basic needs of animals, including humans, for survival (water, food and air)	identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other	find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching
performing simple tests		identify and name a variety of plants and animals in their habitats, including micro-habitats	Plants
identifying and classifying			observe and describe how seeds and bulbs grow into mature plants
using their observations and ideas to suggest answers to questions	describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene	describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food	find out and describe how plants need water, light and a suitable temperature to grow and stay healthy
gathering and recording data to help in answering questions			

## Other Subjects (KS1)

Geography	Design and technology	History	Art and design
Locational knowledge o name and locate the world's seven continents and five oceans o name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas	Design o design purposeful, functional, appealing products for themselves and other users based on design criteria o generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology	changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life	to use a range of materials creatively to design and make products
Place knowledge o understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country		events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]	to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
Human and physical geography o identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles o use basic geographical vocabulary to refer to: o key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather o key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop	Make o select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] o select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics	the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]	to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
Geographical skills and fieldwork o use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage o use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map o use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key o use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment	Evaluate o explore and evaluate a range of existing products o evaluate their ideas and products against design criteria	significant historical events, people and places in their own locality	Physical Education
	Technical knowledge o build structures, exploring how they can be made stronger, stiffer and more stable o explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products	Computing	about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work
	Cooking and nutrition o use the basic principles of a healthy and varied diet to prepare dishes o understand where food comes from	understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions	master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
		create and debug simple programs	participate in team games, developing simple tactics for attacking and defending
		use logical reasoning to predict the behaviour of simple programs	perform dances using simple movement patterns
		use technology purposefully to create, organise, store, manipulate and retrieve digital content	Swimming and water safety (KS1 or KS2) o swim competently, confidently and proficiently over a distance of at least 25 metres o use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] o perform safe self-rescue in different water-based situations
		recognise common uses of information technology beyond school	Music
		use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies	use their voices expressively and creatively by singing songs and speaking chants and rhymes
			play tuned and untuned instruments musically
			listen with concentration and understanding to a range of high-quality live and recorded music
			experiment with, create, select and combine sounds using the inter-related dimensions of music



- 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
- use spoken language to develop understanding through performances, role play, improvisations and debates
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## Reading

Word Reading	Comprehension
<ul style="list-style-type: none"> <li>continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</li> <li>read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</li> <li>read accurately words of two or more syllables that contain the same graphemes as above</li> <li>read words containing common suffixes</li> <li>read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</li> <li>read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</li> <li>re-read these books to build up their fluency and confidence in word reading</li> </ul>	<ul style="list-style-type: none"> <li>develop pleasure in reading, motivation to read, vocabulary and understanding by:                             <ul style="list-style-type: none"> <li>listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</li> <li>discussing the sequence of events in books and how items of information are related</li> <li>becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li> <li>being introduced to non-fiction books that are structured in different ways</li> <li>recognising simple recurring literary language in stories and poetry</li> <li>discussing and clarifying the meanings of words, linking new meanings to known vocabulary</li> <li>discussing their favourite words and phrases</li> <li>continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</li> </ul> </li> <li>understand both the books that they can already read accurately and fluently and those that they listen to by:                             <ul style="list-style-type: none"> <li>drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>making inferences on the basis of what is being said and done</li> <li>answering and asking questions</li> <li>predicting what might happen on the basis of what has been read so far</li> </ul> </li> <li>participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say</li> <li>explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</li> </ul>

## Writing

Transcription	Handwriting and Presentation	Vocabulary, Grammar and Punctuation	Composition
<b>Spelling (See English Appendix 1)</b> <ul style="list-style-type: none"> <li>spell by:                             <ul style="list-style-type: none"> <li>segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li> <li>learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones</li> <li>learning to spell common exception words</li> <li>learning to spell more words with contracted forms</li> <li>learning the possessive apostrophe (singular) [for example, the girl's book]</li> <li>distinguishing between homophones and near-homophones</li> </ul> </li> <li>add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly</li> <li>apply spelling rules and guidance, as listed in English Appendix 1</li> <li>write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far</li> </ul>	<ul style="list-style-type: none"> <li>form lower-case letters of the correct size relative to one another</li> <li>start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</li> <li>write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</li> <li>use spacing between words that reflects the size of the letters</li> </ul>	<ul style="list-style-type: none"> <li>develop their understanding of the concepts set out in English Appendix 2 by:                             <ul style="list-style-type: none"> <li>learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</li> </ul> </li> <li>learn how to use:                             <ul style="list-style-type: none"> <li>sentences with different forms: statement, question, exclamation, command</li> <li>expanded noun phrases to describe and specify [for example, the blue butterfly]</li> <li>the present and past tenses correctly and consistently including the progressive form</li> <li>subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</li> <li>the grammar for year 2 in English Appendix 2</li> <li>some features of written Standard English</li> </ul> </li> <li>use and understand the grammatical terminology in English Appendix 2 in discussing their writing</li> </ul>	<ul style="list-style-type: none"> <li>develop positive attitudes towards and stamina for writing by:                             <ul style="list-style-type: none"> <li>writing narratives about personal experiences and those of others (real and fictional)</li> <li>writing about real events</li> <li>writing poetry</li> <li>writing for different purposes</li> </ul> </li> <li>consider what they are going to write before beginning by:                             <ul style="list-style-type: none"> <li>planning or saying out loud what they are going to write about</li> <li>writing down ideas and/or key words, including new vocabulary</li> <li>encapsulating what they want to say, sentence by sentence</li> </ul> </li> <li>make simple additions, revisions and corrections to their own writing by:                             <ul style="list-style-type: none"> <li>evaluating their writing with the teacher and other pupils</li> <li>re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</li> <li>proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]</li> </ul> </li> <li>read aloud what they have written with appropriate intonation to make the meaning clear</li> </ul>

## Grammar, Punctuation and Spelling (Appendix 2)

Word Structure	Sentence Structure	Punctuation	Text Structure	Terminology for Pupils
Formation of <b>nouns</b> using <b>suffixes</b> such as -ness, -er and by compounding [for example, whiteboard, superman]	<b>Subordination</b> (using when, if, that, or because) and <b>co-ordination</b> (using or, and, or but)	Use of capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b>	Correct choice and consistent use of <b>present tense</b> and <b>past tense</b> throughout writing	noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma
Formation of <b>adjectives</b> using <b>suffixes</b> such as -ful, -less (A fuller list of <b>suffixes</b> can be found in the spelling appendix)	Expanded <b>noun phrases</b> for description and specification [for example, the blue butterfly, plain flour, the man in the moon]	Commas to separate items in a list	Use of the <b>progressive</b> form of <b>verbs</b> in the <b>present</b> and <b>past tense</b> to mark actions in progress [for example, she is drumming, he was shouting]	
Use of the <b>suffixes</b> -er, -est in <b>adjectives</b> and the use of -ly in Standard English to turn <b>adjectives</b> into <b>adverbs</b>	How the grammatical patterns in a <b>sentence</b> indicate its function as a statement, question, exclamation or command	<b>Apostrophes</b> to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]		

## Spelling (Appendix 1)

New work for Year 2 As words with new GPCs are introduced, many previously-taught GPCs can be revised at the same time as these words will usually contain them.						
<b>The /dʒ/ ('j') sound</b> spelt as <b>ge</b> and <b>dge</b> at the end of words, and sometimes spelt as <b>g</b> elsewhere in words before <b>e, i</b> and <b>y</b> The letter <b>j</b> is never used for the /dʒ/ ('j') sound at the end of English words. At the end of a word, the /dʒ/ ('j') sound is spelt -dge straight after the /æ/ ('a'), /e/ ('e'), /i/ ('i'), /o/ ('o'), /u/ ('u') and /u/ ('oo') sounds (sometimes called 'short' vowels). After all other sounds, whether vowels or consonants, the /dʒ/ ('j') sound is spelt as -ge at the end of a word. In other positions in words, the /dʒ/ ('j') sound is often (but not always) spelt as <b>g</b> before <b>e, i</b> , and <b>y</b> . The /dʒ/ ('j') sound is always spelt as <b>j</b> before <b>a, o</b> and <b>u</b> .		<b>The /s/ sound</b> spelt <b>c</b> before <b>e, i</b> and <b>y</b>	<b>The /n/ sound</b> spelt <b>kn</b> and (less often) <b>gn</b> at the beginning of words The 'k' and 'g' at the beginning of these words was sounded hundreds of years ago.	<b>The /r/ sound</b> spelt <b>wr</b> at the beginning of words This spelling probably also reflects an old pronunciation.	<b>The /l/ or /ə/ ('schwa-l') sound</b> spelt <b>-le</b> at the end of words The <b>-le</b> spelling is the most common spelling for this sound at the end of words.	
<b>The /l/ or /ə/ ('schwa-l') sound</b> spelt <b>-el</b> at the end of words The <b>-el</b> spelling is much less common than <b>-le</b> . The <b>-el</b> spelling is used after <b>m, n, r, s, v, w</b> and more often than not after <b>s</b> .	<b>The /l/ or /ə/ ('schwa-l') sound</b> spelt <b>-al</b> at the end of words Not many nouns end in <b>al</b> , but many adjectives do.	<b>Words ending -il</b> There are not many of these words	<b>The /aɪ/ ('igh') sound</b> spelt <b>y</b> at the end of words This is by far the most common spelling for this sound at the end of words.	<b>Adding -es to nouns and verbs ending in -y</b> The <b>y</b> is changed to <b>i</b> before <b>-es</b> is added.	<b>Adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before it</b> The <b>y</b> is changed to <b>i</b> before <b>-ed, -er</b> and <b>-est</b> are added, but not before <b>-ing</b> as this would result in <b>ii</b> . The only ordinary words with <b>ii</b> are <i>skiing</i> and <i>taxiing</i> .	
<b>Adding the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it</b> The <b>-e</b> at the end of the root word is dropped before <b>-ing, -ed, -er, -est, -y</b> or any other suffix beginning with a vowel letter is added. <b>Exception:</b> <i>being</i> .		<b>Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter</b> The last consonant letter of the root word is doubled to keep the /æ/ ('a'), /e/ ('e'), /i/ ('i'), /o/ ('o') and /u/ ('u') sound (i.e. to keep the vowel 'short'). <b>Exception:</b> The letter 'x' is never doubled: <i>mixing, mixed, boxer, sixes</i> .		<b>The /ɔ:/ ('or') sound</b> spelt <b>a</b> before <b>I</b> and <b>II</b> The /ɔ:/ sound ('or') is usually spelt <b>a</b> before <b>I</b> and <b>II</b> .	<b>The /u:/ ('u') sound</b> spelt <b>o</b>	<b>The /i:/ ('ee') sound</b> spelt <b>ey</b> The plural of these words is formed by the addition of <b>-s</b> ( <i>donkeys, monkeys</i> etc.).
<b>The /b/ ('o') sound</b> spelt <b>a</b> after <b>w</b> and <b>qu</b> <b>a</b> is the most common spelling for the /b/ ('b') sound after <b>w</b> and <b>qu</b> .	<b>The /ɜ:/ ('ur') sound</b> spelt <b>or</b> after <b>w</b> There are not many of these words.	<b>The /ɔ:/ ('aw') sound</b> spelt <b>ar</b> after <b>w</b> There are not many of these words.	<b>The /ʒ/ ('zh') sound</b> spelt <b>s</b>	<b>The suffixes -ment, -ness, -ful, -less and -ly</b> If a suffix starts with a consonant letter, it is added straight on to most root words without any change to the last letter of those words. <b>Exceptions:</b> (1) argument (2) root words ending in -y with a consonant before it but only if the root word has more than one syllable.		<b>Contractions</b> In contractions, the apostrophe shows where a letter or letters would be if the words were written in full (e.g. can't - cannot). It's means it is (e.g. It's raining) or sometimes it has (e.g. It's been raining), but it's is never used for the possessive.
<b>The possessive apostrophe (singular nouns)</b>	<b>Words ending in -tion</b>	<b>Homophones and near-homophones</b> It is important to know the difference in meaning between homophones.	<b>Common exception words</b> Some words are exceptions in some accents but not in others – e.g. <i>past, last, fast, path</i> and <i>bath</i> are not exceptions in accents where the <b>a</b> in these words is pronounced /æ/, as in <i>cat, Great, break</i> and <i>steak</i> are the only common words where the /æ/ sound is spelt <b>ea</b> .			



## Mathematics

Number and Place Value	Addition and Subtraction	Multiplication and Division	Fractions (including decimals and percentages)
count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number	add and subtract numbers mentally, including: o a three-digit number and ones o a three-digit number and tens o a three-digit number and hundreds	recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables	count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10
recognise the place value of each digit in a three-digit number (hundreds, tens, ones)		write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods	recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators
compare and order numbers up to 1000	add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction		recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators
identify, represent and estimate numbers using different representations	estimate the answer to a calculation and use inverse operations to check answers	solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects	recognise and show, using diagrams, equivalent fractions with small denominators
read and write numbers up to 1000 in numerals and in words	solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction		add and subtract fractions with the same denominator within one whole [for example, $\frac{2}{5} + \frac{1}{5} = \frac{3}{5}$ ]
solve number problems and practical problems involving these ideas.			compare and order unit fractions, and fractions with the same denominators
			solve problems that involve all of the above
Measurement		Geometry - properties of shapes	Statistics
measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)		draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them	interpret and present data using bar charts, pictograms and tables
measure the perimeter of simple 2-D shapes		recognise angles as a property of shape or a description of a turn	
add and subtract amounts of money to give change, using both £ and p in practical contexts		identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle	solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables
tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks		identify horizontal and vertical lines and pairs of perpendicular and parallel lines	
estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight			
know the number of seconds in a minute and the number of days in each month, year and leap year			
compare durations of events [for example to calculate the time taken by particular events or tasks]			

## Science

Working scientifically (LKS2)	Light	Animals, including humans	Plants	Forces and magnets
asking relevant questions and using different types of scientific enquiries to answer them	recognise that they need light in order to see things and that dark is the absence of light	identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat	identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers	compare how things move on different surfaces
setting up simple practical enquiries, comparative and fair tests	notice that light is reflected from surfaces			notice that some forces need contact between two objects, but magnetic forces can act at a distance
making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers	recognise that light from the sun can be dangerous and that there are ways to protect their eyes		explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant	observe how magnets attract or repel each other and attract some materials and not others
gathering, recording, classifying and presenting data in a variety of ways to help in answering questions	recognise that shadows are formed when the light from a light source is blocked by a solid object	identify that humans and some other animals have skeletons and muscles for support, protection and movement	investigate the way in which water is transported within plants	compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials
reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions	find patterns in the way that the size of shadows change		explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal	describe magnets as having two poles
using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions				predict whether two magnets will attract or repel each other, depending on which poles are facing
identifying differences, similarities or changes related to simple scientific ideas and processes				compare and group together different kinds of rocks on the basis of their appearance and simple physical properties
using straightforward scientific evidence to answer questions or to support their findings				describe in simple terms how fossils are formed when things that have lived are trapped within rock
				recognise that soils are made from rocks and organic matter

## Other Subjects (KS2)

History	Geography	Design and technology	Languages	Physical Education
changes in Britain from the Stone Age to the Iron Age. Examples: o late Neolithic hunter-gatherers and early farmers, for example, Skara Brae o Bronze Age religion, technology and travel, for example, Stonehenge o Iron Age hill forts: tribal kingdoms, farming, art and culture	Locational knowledge o 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	Design o 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 o generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design	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	Swimming and water safety (KS1 or KS2) o swim competently, confidently and proficiently over a distance of at least 25 metres o use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] o perform safe self-rescue in different water-based situations
the Roman Empire and its impact on Britain. Examples: o Julius Caesar's attempted invasion in 55-54 BC o the Roman Empire by AD 42 and the power of its army o successful invasion by Claudius and conquest, including Hadrian's Wall o British resistance, for example, Boudica o 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity	o name and locate counties 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 o 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)	Make o select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately o 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	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	use running, jumping, throwing and catching in isolation and in combination
Britain's settlement by Anglo-Saxons and Scots. Examples: o Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire o Scots invasions from Ireland to north Britain (now Scotland) o Anglo-Saxon invasions, settlements and kingdoms: place names and village life o Anglo-Saxon art and culture o Christian conversion – Canterbury, Iona and Lindisfarne	Place knowledge o 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	Evaluate o investigate and analyse a range of existing products o evaluate their ideas and products against their own design criteria and consider the views of others to improve their work o understand how key events and individuals in design and technology have helped shape the world	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	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
a local history study. Examples: o a depth study linked to one of the British areas of study listed above o a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) o a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality	Human and physical geography o describe and understand key aspects of: o physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle o 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	Technical knowledge o apply their understanding of how to strengthen, stiffen and reinforce more complex structures o understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] o understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] o apply their understanding of computing to program, monitor and control their products	The starred (*) content above will not be applicable to ancient languages Computing 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	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
the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. Examples: o Viking raids and invasion o resistance by Alfred the Great and Athelstan, first king of England o further Viking invasions and Danegeld o Anglo-Saxon laws and justice o Edward the Confessor and his death in 1066	Geographical skills and globwork o use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied o use the eight points of a compass, four and six-figure grid references, symbols and key information including the use of Ordnance Survey maps to build their knowledge of the United Kingdom and the wider world o 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	Cooking and nutrition o understand and apply the principles of a healthy and varied diet o prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques o understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed	about great artists, architects and designers in history Music 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	compare their performances with previous ones and demonstrate improvement to achieve their personal best
a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. Examples: o the changing power of monarchs using case studies such as John, Anne and Victoria o changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century o the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day o a significant turning point in British history, for example, the first railways or the Battle of Britain				
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				





# Year 4 National Curriculum



## Mathematics

Number and Place Value	Fractions (inc. decimals and percentages)	Multiplication and Division	Measurement	Geometry - properties of shapes
count in multiples of 6, 7, 9, 25 and 1000	recognise and show, using diagrams, families of common equivalent fractions	recall multiplication and division facts for multiplication tables up to 12 × 12	Convert between different units of measure (for example, kilometre to metre; hour to minute)	compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes
find 1000 more or less than a given number	count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten	use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers	measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres	identify acute and obtuse angles and compare and order angles up to two right angles by size
count backwards through zero to include negative numbers	solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number	recognise and use factor pairs and commutativity in mental calculations	find the area of rectilinear shapes by counting squares	identify lines of symmetry in 2-D shapes presented in different orientations
recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)	add and subtract fractions with the same denominator	multiply two-digit and three-digit numbers by a one-digit number using formal written layout	estimate, compare and calculate different measures, including money in pounds and pence	complete a simple symmetric figure with respect to a specific line of symmetry
order and compare numbers beyond 1000	recognise and write decimal equivalents of any number of tenths or hundredths	solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects	read, write and convert time between analogue and digital 12- and 24-hour clocks	interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs
identify, represent and estimate numbers using different representations	recognise and write decimal equivalents to ¼, ½, ¾		solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days	
round any number to the nearest 10, 100 or 1000	find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths	<b>Addition and Subtraction</b>	<b>Geometry - position and direction</b>	<b>Statistics</b>
solve number and practical problems that involve all of the above and with increasingly large positive numbers	round decimals with one decimal place to the nearest whole number	add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate	describe positions on a 2-D grid as coordinates in the first quadrant	
read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value.	compare numbers with the same number of decimal places up to two decimal places	estimate and use inverse operations to check answers to a calculation	describe movements between positions as translations of a given unit to the left/right and up/down	solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs
	solve simple measure and money problems involving fractions and decimals to two decimal places	solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why	plot specified points and draw sides to complete a given polygon	

## Science

Working scientifically (LKS2)	Animals, including humans	States of matter	Sound
asking relevant questions and using different types of scientific enquiries to answer them	describe the simple functions of the basic parts of the digestive system in humans	compare and group materials together, according to whether they are solids, liquids or gases	identify how sounds are made, associating some of them with something vibrating
setting up simple practical enquiries, comparative and fair tests	identify the different types of teeth in humans and their simple functions	observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)	recognise that vibrations from sounds travel through a medium to the ear
making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers	construct and interpret a variety of food chains, identifying producers, predators and prey	identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature	find patterns between the pitch of a sound and features of the object that produced it
gathering, recording, classifying and presenting data in a variety of ways to help in answering questions	<b>Living things and their habitats</b>	<b>Electricity</b>	find patterns between the volume of a sound and the strength of the vibrations that produced it
recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables	recognise that living things can be grouped in a variety of ways	identify common appliances that run on electricity	recognise that sounds get fainter as the distance from the sound source increases
reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions	explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment	construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers	
using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions	recognise that environments can change and that this can sometimes pose dangers to living things	identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery	
identifying differences, similarities or changes related to simple scientific ideas and processes		recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit	
using straightforward scientific evidence to answer questions or to support their findings		recognise some common conductors and insulators, and associate metals with being good conductors	

## Other Subjects (KS2)

History	Geography	Design and technology	Languages	Physical Education
changes in Britain from the Stone Age to the Iron Age. Examples: <ul style="list-style-type: none"><li>late Neolithic hunter-gatherers and early farmers, for example, Skara Brae</li><li>Bronze Age religion, technology and travel, for example, Stonehenge</li><li>Iron Age hill forts: tribal kingdoms, farming, art and culture</li></ul>	<b>Locational knowledge</b> <ul style="list-style-type: none"><li>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</li><li>name and locate counties 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</li><li>identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</li></ul>	<b>Design</b> <ul style="list-style-type: none"><li>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</li><li>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li></ul> <b>Make</b> <ul style="list-style-type: none"><li>select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li><li>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</li></ul>	listen attentively to spoken language and show understanding by joining in and responding <ul style="list-style-type: none"><li>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li><li>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</li><li>speak in sentences, using familiar vocabulary, phrases and basic language structures</li><li>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</li><li>present ideas and information orally to a range of audiences</li><li>read carefully and show understanding of words, phrases and simple writing</li><li>appreciate stories, songs, poems and rhymes in the language</li><li>broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li><li>write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li></ul>	Swimming and water safety (KS1 or KS2) <ul style="list-style-type: none"><li>swim competently, confidently and proficiently over a distance of at least 25 metres</li><li>use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</li><li>perform safe self-rescue in different water-based situations</li></ul>
the Roman Empire and its impact on Britain. Examples: <ul style="list-style-type: none"><li>Julius Caesar's attempted invasion in 55-54 BC</li><li>the Roman Empire by AD 42 and the power of its army</li><li>successful invasion by Claudius and conquest, including Hadrian's Wall</li><li>British resistance, for example, Boudica</li><li>'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity</li></ul>	<b>Place knowledge</b> <ul style="list-style-type: none"><li>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</li></ul> <b>Human and physical geography</b> <ul style="list-style-type: none"><li>describe and understand key aspects of:<ul style="list-style-type: none"><li>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li><li>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</li></ul></li></ul>	<b>Evaluate</b> <ul style="list-style-type: none"><li>investigate and analyse a range of existing products</li><li>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li><li>understand how key events and individuals in design and technology have helped shape the world</li></ul>	describe people, places, things and actions orally* and in writing <ul style="list-style-type: none"><li>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</li></ul> <p>The starred (*) content above will not be applicable to ancient languages</p>	use running, jumping, throwing and catching in isolation and in combination
Britain's settlement by Anglo-Saxons and Scots. Examples: <ul style="list-style-type: none"><li>Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire</li><li>Scots invasions from Ireland to north Britain (now Scotland)</li><li>Anglo-Saxon invasions, settlements and kingdoms: place names and village life</li><li>Anglo-Saxon art and culture</li><li>Christian conversion – Canterbury, Iona and Lindisfarne</li></ul>	<b>Geographical skills and fieldwork</b> <ul style="list-style-type: none"><li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li><li>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</li><li>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</li></ul>	<b>Technical knowledge</b> <ul style="list-style-type: none"><li>apply their understanding of how to strengthen, stiffen and reinforce more complex structures</li><li>understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</li><li>understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</li><li>apply their understanding of computing to program, monitor and control their products</li></ul>	present ideas and information orally to a range of audiences* <ul style="list-style-type: none"><li>read carefully and show understanding of words, phrases and simple writing</li><li>appreciate stories, songs, poems and rhymes in the language</li><li>broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li><li>write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li></ul>	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
the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. Examples: <ul style="list-style-type: none"><li>Viking raids and invasion</li><li>resistance by Alfred the Great and Athelstan, first king of England</li><li>further Viking invasions and Danegeld</li><li>Anglo-Saxon laws and justice</li><li>Edward the Confessor and his death in 1066</li></ul>			write phrases from memory, and adapt these to create new sentences, to express ideas clearly	perform dances using a range of movement patterns
a local history study. Examples: <ul style="list-style-type: none"><li>a depth study linked to one of the British areas of study listed above</li><li>a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)</li><li>a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality</li></ul>			describe people, places, things and actions orally* and in writing	take part in outdoor and adventurous activity challenges both individually and within a team
a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. Examples: <ul style="list-style-type: none"><li>the changing power of monarchs using case studies such as John, Anne and Victoria</li><li>changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century</li><li>the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day</li><li>a significant turning point in British history, for example, the first railways or the Battle of Britain</li></ul>			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	compare their performances with previous ones and demonstrate improvement to achieve their personal best
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			The starred (*) content above will not be applicable to ancient languages	
Ancient Greece – a study of Greek life and achievements and their influence on the western world				<b>Art and design</b> to create sketch books to record their observations and use them to review and revisit ideas
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				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
			<b>Computing</b> 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	<b>Music</b> 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



- 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
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- gain, maintain and monitor the interest of the listener(s)
- use relevant strategies to build their vocabulary
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- participate in discussions, presentations, performances, role play, improvisations and debates

### Reading (LKS2)

Word Reading	Comprehension
<ul style="list-style-type: none"> <li>apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet</li> <li>read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</li> </ul>	<ul style="list-style-type: none"> <li>develop positive attitudes to reading and understanding of what they read by:                             <ul style="list-style-type: none"> <li>listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>reading books that are structured in different ways and reading for a range of purposes</li> <li>using dictionaries to check the meaning of words that they have read</li> <li>increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li>identifying themes and conventions in a wide range of books</li> <li>preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>discussing words and phrases that capture the reader's interest and imagination</li> <li>recognising some different forms of poetry [for example, free verse, narrative poetry]</li> </ul> </li> <li>understand what they read, in books they can read independently, by:                             <ul style="list-style-type: none"> <li>checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>asking questions to improve their understanding of a text</li> <li>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>predicting what might happen from details stated and implied</li> <li>identifying main ideas drawn from more than one paragraph and summarising these</li> <li>identifying how language, structure, and presentation contribute to meaning</li> </ul> </li> <li>retrieve and record information from non-fiction</li> <li>participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say</li> </ul>

### Writing (LKS2)

Transcription	Handwriting and Presentation	Vocabulary, Grammar and Punctuation	Composition
<b>Spelling (See English Appendix 1)</b> <ul style="list-style-type: none"> <li>use further prefixes and suffixes and understand how to add them (English Appendix 1)</li> <li>spell further homophones</li> <li>spell words that are often misspelt (English Appendix 1)</li> <li>place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</li> <li>use the first two or three letters of a word to check its spelling in a dictionary</li> <li>write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</li> </ul>	<ul style="list-style-type: none"> <li>use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</li> <li>increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]</li> </ul>	<ul style="list-style-type: none"> <li>develop their understanding of the concepts set out in English Appendix 2 by:                             <ul style="list-style-type: none"> <li>extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> <li>using the present perfect form of verbs in contrast to the past tense</li> <li>choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>using conjunctions, adverbs and prepositions to express time and cause</li> <li>using fronted adverbials</li> <li>learning the grammar for years 3 and 4 in English Appendix 2</li> </ul> </li> <li>indicate grammatical and other features by:                             <ul style="list-style-type: none"> <li>using commas after fronted adverbials</li> <li>indicating possession by using the possessive apostrophe with plural nouns</li> <li>using and punctuating direct speech</li> </ul> </li> <li>use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading</li> </ul>	<ul style="list-style-type: none"> <li>plan their writing by:                             <ul style="list-style-type: none"> <li>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>discussing and recording ideas</li> </ul> </li> <li>draft and write by:                             <ul style="list-style-type: none"> <li>composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)</li> <li>organising paragraphs around a theme</li> <li>in narratives, creating settings, characters and plot</li> <li>in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li> </ul> </li> <li>evaluate and edit by:                             <ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> </ul> </li> <li>proof-read for spelling and punctuation errors</li> <li>read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</li> </ul>

### Grammar, Punctuation and Spelling (Appendix 2)

Word Structure	Sentence Structure	Text Structure	Punctuation	Terminology for Pupils
The grammatical difference between <b>plural</b> and <b>possessive -s</b>	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher expanded to: the strict maths teacher with curly hair</i> )	Use of paragraphs to organise ideas around a theme	Use of inverted commas and other <b>punctuation</b> to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, "Sit down!"</i> ]	determiner, pronoun, possessive pronoun, adverbial
Standard English forms for <b>verb inflections</b> instead of local spoken forms (e.g. <i>we were</i> instead of <i>we was</i> , or <i>I did</i> instead of <i>I done</i> )	<b>Fronted adverbials</b> [for example, <i>Later that day, I heard the bad news.</i> ]	Appropriate choice of <b>pronoun</b> or <b>noun</b> within and across <b>sentences</b> to aid <b>cohesion</b> and avoid repetition	<b>Apostrophes</b> to mark <b>plural possession</b> [for example, <i>the girl's name, the girls' names</i> ]	
			Use of commas after <b>fronted adverbials</b>	

### Spelling (Appendix 1)

New work for Years 3 and 4					
Revision of work from years 1 and 2 (Pay special attention to the rules for adding suffixes.)					
<b>Adding suffixes beginning with vowel letters to words of more than one syllable</b> If the last syllable of a word is stressed and ends with one consonant letter which has just one vowel letter before it, the final consonant letter is doubled before any ending beginning with a vowel letter is added. The consonant letter is not doubled if the syllable is unstressed.	<b>The /ɪ/ ('i') sound spelt y elsewhere than at the end of words</b> These words should be learnt as needed.	<b>The /ʌ/ ('u') sound spelt ou</b> These words should be learnt as needed.	<b>More Prefixes</b> Most prefixes are added to the beginning of root words without any changes in spelling, but see <i>in-</i> below. Before a root word starting with <i>l</i> , <i>in-</i> becomes <i>il-</i> . Before a root word starting with <i>m</i> or <i>p</i> , <i>in-</i> becomes <i>im-</i> . Before a root word starting with <i>r</i> , <i>in-</i> becomes <i>ir-</i> . <i>re-</i> means 'again' or 'back'. <i>sub-</i> means 'under'. <i>inter-</i> means 'between' or 'among'. <i>super-</i> means 'above'. <i>anti-</i> means 'against'. <i>auto-</i> means 'self' or 'own'.	<b>The suffix -ation</b> The suffix <i>-ation</i> is added to verbs to form nouns. The rules already learnt still apply.	<b>The suffix -ly</b> The suffix <i>-ly</i> is added to an adjective to form an adverb. The rules already learnt still apply. The suffix <i>-ly</i> starts with a consonant letter, so it is added straight on to most root words. <b>Exceptions:</b> (1) If the root word ends in <i>-y</i> with a consonant letter before it, the <i>y</i> is changed to <i>i</i> , but only if the root word has more than one syllable. (2) If the root word ends with <i>-le</i> , the <i>-le</i> is changed to <i>-ly</i> . (3) If the root word ends with <i>-ic</i> , <i>-ally</i> is added rather than just <i>-ly</i> , except in the word <i>publicly</i> . (4) The words <i>truly</i> , <i>duly</i> , <i>wholly</i> .
<b>Words with endings sounding like /ʒə/ ('zhuh') or /tʃə/ ('chuh')</b> The ending sounding like /ʒə/ is always spelt <i>-sure</i> . The ending sounding like /tʃə/ is often spelt <i>-ture</i> , but check that the word is not a root word ending in (t)ch with an <i>er</i> ending – e.g. <i>teacher</i> , <i>catcher</i> , <i>richer</i> , <i>stretch</i> .	<b>Endings which sound like /ʒən/ ('zhun')</b> If the ending sounds like /ʒən/, it is spelt as <i>-sion</i> .	<b>The suffix -ous</b> Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowel letters. Sometimes there is no obvious root word. <i>-our</i> is changed to <i>-or</i> before <i>-ous</i> is added. A final 'e' of the root word must be kept if the /dʒ/ sound of 'g' is to be kept. If there is an /i/ sound before the <i>-ous</i> ending, it is usually spelt as <i>i</i> , but a few words have <i>e</i> .	<b>Endings which sound like /ʃən/ ('shun')</b> , spelt <i>-tion</i> , <i>-sion</i> , <i>-ssion</i> , <i>-cian</i> Strictly speaking, the suffixes are <i>-ion</i> and <i>-ian</i> . Clues about whether to put <i>t</i> , <i>s</i> , <i>ss</i> or <i>c</i> before these suffixes often come from the last letter or letters of the root word. <i>-tion</i> is the most common spelling. It is used if the root word ends in <i>t</i> or <i>te</i> . <i>-ssion</i> is used if the root word ends in <i>ss</i> or <i>-mit</i> . <i>-sion</i> is used if the root word ends in <i>d</i> or <i>se</i> . <b>Exceptions:</b> <i>attend</i> – <i>attention</i> , <i>intend</i> – <i>intention</i> . <i>-cian</i> is used if the root word ends in <i>c</i> or <i>cs</i> .	<b>Words with the /f/ ('sh') sound spelt ch (Greek in origin)</b>	<b>Words with the /f/ ('sh') sound spelt ch (mostly French in origin)</b>
<b>Words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que (French in origin)</b>	<b>Words with the /s/ sound spelt sc (Latin in origin)</b> In the Latin words from which these words come, the Romans probably pronounced the <i>c</i> and the <i>k</i> as two sounds rather than one – <i>/s/ /k/</i> .	<b>Words with the /eɪ/ ('ay') sound spelt ei, eigh, or ey</b>	<b>Possessive apostrophe with plural words</b> The apostrophe is placed after the plural form of the word; <i>-s</i> is not added if the plural already ends in <i>-s</i> , but is added if the plural does not end in <i>-s</i> (i.e. is an irregular plural – e.g. <i>children's</i> ).	<b>Homophones or near-homophones</b>	





## Year 5 National Curriculum

## Mathematics

Number and Place Value	Multiplication and Division	Fractions (including decimals and percentages)	Measurement
read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit	identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers	compare and order fractions whose denominators are all multiples of the same number	convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre)
count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000	know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers	identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths	understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints
interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero	establish whether a number up to 100 is prime and recall prime numbers up to 19	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, $\frac{3}{2} + \frac{1}{2} = 1\frac{1}{2}$ ]	measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres
round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000	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	add and subtract fractions with the same denominator and denominators that are multiples of the same number	calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres ( $\text{cm}^2$ ) and square metres ( $\text{m}^2$ ) and estimate the area of irregular shapes
solve number problems and practical problems that involve all of the above	multiply and divide numbers mentally drawing upon known facts	multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams	estimate volume [for example, using 1 $\text{cm}^3$ blocks to build cuboids (including cubes)] and capacity [for example, using water]
read Roman numerals to 1000 (M) and recognise years written in Roman numerals.	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	read and write decimal numbers as fractions [for example, $0.71 = \frac{71}{100}$ ]	solve problems involving converting between units of time
	multiply and divide whole numbers and those involving decimals by 10, 100 and 1000	recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents	use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling
<b>Addition and Subtraction</b>	recognise and use square numbers and cube numbers, and the notation for squared ( $^2$ ) and cubed ( $^3$ )	round decimals with two decimal places to the nearest whole number and to one decimal place	<b>Geometry - properties of shapes</b>
add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)	solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes	read, write, order and compare numbers with up to three decimal places	identify 3-D shapes, including cubes and other cuboids, from 2-D representations
add and subtract numbers mentally with increasingly large numbers	solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign	solve problems involving number up to three decimal places	know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles
use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy	solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates	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	draw given angles, and measure them in degrees ( $^\circ$ )
solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why		solve problems which require knowing percentage and decimal equivalents of $\frac{1}{4}$ , $\frac{1}{2}$ , $\frac{3}{4}$ , $\frac{1}{5}$ , $\frac{2}{5}$ and those fractions with a denominator of a multiple of 10 or 25	identify: o angles at a point and one whole turn (total $360^\circ$ ) o angles at a point on a straight line and a turn (total $180^\circ$ ) o other multiples of $90^\circ$
			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
			<b>Statistics</b>
			solve comparison, sum and difference problems using information presented in a line graph
			<b>Geometry - position and direction</b>
			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

## Science

Working scientifically UKS2	Earth and space	Living things and their habitats	Properties and changes of materials
planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary	describe the movement of the Earth, and other planets, relative to the Sun in the solar system	describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird	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
taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate	describe the movement of the Moon relative to the Earth		know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution
recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs	describe the Sun, Earth and Moon as approximately spherical bodies	describe the life process of reproduction in some plants and animals	use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating
using test results to make predictions to set up further comparative and fair tests	use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky		give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic
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	<b>Forces</b> explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object	<b>Animals, including humans</b> describe the changes as humans develop to old age	demonstrate that dissolving, mixing and changes of state are reversible changes
identifying scientific evidence that has been used to support or refute ideas or arguments	identify the effects of air resistance, water resistance and friction, that act between moving surfaces		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
	recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect		

## Other Subjects (KS2)

History	Geography	Design and technology	Languages	Physical Education
changes in Britain from the Stone Age to the Iron Age. Examples: o late Neolithic hunter-gatherers and early farmers, for example, Skara Brae o Bronze Age religion, technology and travel, for example, Stonehenge o Iron Age hill forts: tribal kingdoms, farming, art and culture	<b>Locational knowledge</b> o 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	<b>Design</b> o 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 o generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design	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	<b>Swimming and water safety (KS1 or KS2)</b> o swim competently, confidently and proficiently over a distance of at least 25 metres o use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] o perform safe self-rescue in different water-based situations
the Roman Empire and its impact on Britain. Examples: o Julius Caesar's attempted invasion in 55-54 BC o the Roman Empire by AD 42 and the power of its army o successful invasion by Claudius and conquest, including Hadrian's Wall o British resistance, for example, Boudica o 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity	o name and locate counties 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 o 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)	<b>Make</b> o select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately o 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	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	use running, jumping, throwing and catching in isolation and in combination
Britain's settlement by Anglo-Saxons and Scots. Examples: o Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire o Scots invasions from Ireland to north Britain (now Scotland) o Anglo-Saxon invasions, settlements and kingdoms: place names and village life o Anglo-Saxon art and culture o Christian conversion – Canterbury, Iona and Lindisfarne	<b>Place knowledge</b> o 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	<b>Evaluate</b> o investigate and analyse a range of existing products o evaluate their ideas and products against their own design criteria and consider the views of others to improve their work o understand how key events and individuals in design and technology have helped shape the world	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	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
a local history study. Examples: o a depth study linked to one of the British areas of study listed above o a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) o a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality	<b>Human and physical geography</b> o describe and understand key aspects of: o physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle o 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	<b>Technical knowledge</b> o apply their understanding of how to strengthen, stiffen and reinforce more complex structures o understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] o understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] o apply their understanding of computing to program, monitor and control their products	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	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
the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. Examples: o Viking raids and invasion o resistance by Alfred the Great and Athelstan, first king of England o further Viking invasions and Danegeld o Anglo-Saxon laws and justice o Edward the Confessor and his death in 1066	<b>Geographical skills and fieldwork</b> o use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied o 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 o 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	<b>Cooking and nutrition</b> o understand and apply the principles of a healthy and varied diet o prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques o understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed	compare 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 <b>Computing</b> 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	compare their performances with previous ones and demonstrate improvement to achieve their personal best
a local history study. Examples: o a depth study linked to one of the British areas of study listed above o a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) o a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality				<b>Art and design</b> to create sketch books to record their observations and use them to review and revisit ideas
a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. Examples: o the changing power of monarchs using case studies such as John, Anne and Victoria o changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century o the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day o a significant turning point in British history, for example, the first railways or the Battle of Britain				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
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				<b>Music</b> 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
Ancient Greece – a study of Greek life and achievements and their influence on the western world				listen with attention to detail and recall sounds with increasing aural memory
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				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



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

### Reading (UKS2)

Word Reading	Comprehension
<p><input type="checkbox"/> 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</p>	<p><input type="checkbox"/> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> maintain positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> <li><input type="checkbox"/> continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li><input type="checkbox"/> reading books that are structured in different ways and reading for a range of purposes</li> <li><input type="checkbox"/> 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</li> <li><input type="checkbox"/> recommending books that they have read to their peers, giving reasons for their choices</li> <li><input type="checkbox"/> identifying and discussing themes and conventions in and across a wide range of writing</li> <li><input type="checkbox"/> making comparisons within and across books</li> <li><input type="checkbox"/> learning a wider range of poetry by heart</li> <li><input type="checkbox"/> preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</li> </ul> </li> <li><input type="checkbox"/> understand what they read by: <ul style="list-style-type: none"> <li><input type="checkbox"/> checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li><input type="checkbox"/> asking questions to improve their understanding</li> <li><input type="checkbox"/> drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li><input type="checkbox"/> predicting what might happen from details stated and implied</li> <li><input type="checkbox"/> summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</li> <li><input type="checkbox"/> identifying how language, structure and presentation contribute to meaning</li> </ul> </li> <li><input type="checkbox"/> discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li><input type="checkbox"/> distinguish between statements of fact and opinion</li> <li><input type="checkbox"/> retrieve, record and present information from non-fiction</li> <li><input type="checkbox"/> 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</li> <li><input type="checkbox"/> 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</li> <li><input type="checkbox"/> provide reasoned justifications for their views</li> </ul>

### Writing (UKS2)

Transcription	Handwriting and Presentation	Vocabulary, Grammar and Punctuation	Composition
<p>Spelling (See English Appendix 1)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> use further prefixes and suffixes and understand the guidance for adding them</li> <li><input type="checkbox"/> spell some words with 'silent' letters [for example, knight, psalm, solemn]</li> <li><input type="checkbox"/> continue to distinguish between homophones and other words which are often confused</li> <li><input type="checkbox"/> use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1</li> <li><input type="checkbox"/> use dictionaries to check the spelling and meaning of words</li> <li><input type="checkbox"/> use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</li> <li><input type="checkbox"/> use a thesaurus</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> write legibly, fluently and with increasing speed by: <ul style="list-style-type: none"> <li><input type="checkbox"/> choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> <li><input type="checkbox"/> choosing the writing implement that is best suited for a task</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> <li><input type="checkbox"/> recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li> <li><input type="checkbox"/> using passive verbs to affect the presentation of information in a sentence</li> <li><input type="checkbox"/> using the perfect form of verbs to mark relationships of time and cause</li> <li><input type="checkbox"/> using expanded noun phrases to convey complicated information concisely</li> <li><input type="checkbox"/> using modal verbs or adverbs to indicate degrees of possibility</li> <li><input type="checkbox"/> using relative clauses beginning with <i>who</i>, <i>which</i>, <i>where</i>, <i>when</i>, <i>whose</i>, <i>that</i> or with an implied (i.e. omitted) relative pronoun</li> <li><input type="checkbox"/> learning the grammar for years 5 and 6 in English Appendix 2</li> </ul> </li> <li><input type="checkbox"/> indicate grammatical and other features by: <ul style="list-style-type: none"> <li><input type="checkbox"/> using commas to clarify meaning or avoid ambiguity in writing</li> <li><input type="checkbox"/> using hyphens to avoid ambiguity</li> <li><input type="checkbox"/> using brackets, dashes or commas to indicate parenthesis</li> <li><input type="checkbox"/> using semi-colons, colons or dashes to mark boundaries between independent clauses</li> <li><input type="checkbox"/> using a colon to introduce a list</li> <li><input type="checkbox"/> punctuating bullet points consistently</li> </ul> </li> <li><input type="checkbox"/> use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> plan their writing by: <ul style="list-style-type: none"> <li><input type="checkbox"/> identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li><input type="checkbox"/> noting and developing initial ideas, drawing on reading and research where necessary</li> <li><input type="checkbox"/> in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> </ul> </li> <li><input type="checkbox"/> draft and write by: <ul style="list-style-type: none"> <li><input type="checkbox"/> selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li><input type="checkbox"/> in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li><input type="checkbox"/> precisising longer passages</li> <li><input type="checkbox"/> using a wide range of devices to build cohesion within and across paragraphs</li> <li><input type="checkbox"/> using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li> </ul> </li> <li><input type="checkbox"/> evaluate and edit by: <ul style="list-style-type: none"> <li><input type="checkbox"/> assessing the effectiveness of their own and others' writing</li> <li><input type="checkbox"/> proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li><input type="checkbox"/> ensuring the consistent and correct use of tense throughout a piece of writing</li> <li><input type="checkbox"/> ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> </ul> </li> <li><input type="checkbox"/> proof-read for spelling and punctuation errors</li> </ul>

### Grammar, Punctuation and Spelling (Appendix 2)

Word Structure	Sentence Structure	Text Structure	Punctuation	Terminology for Pupils
<p>Converting <b>nouns</b> or <b>adjectives</b> into <b>verbs</b> using <b>suffixes</b> [for example, <i>-ate</i>; <i>-ise</i>; <i>-ify</i>]</p>	<p><b>Relative clauses</b> beginning with <i>who</i>, <i>which</i>, <i>where</i>, <i>when</i>, <i>whose</i>, <i>that</i>, or an omitted relative pronoun</p>	<p>Devices to build <b>cohesion</b> within a paragraph (e.g. then, after that, this, firstly)</p>	<p>Brackets, dashes or commas to indicate parenthesis</p>	<p>modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity</p>
<p><b>Verb prefixes</b> (e.g. <i>dis-</i>, <i>de-</i>, <i>mis-</i>, <i>over-</i> and <i>re-</i>)</p>	<p>Indicating degrees of possibility using <b>adverbs</b> [for example, <i>perhaps</i>, <i>surely</i>] or <b>modal verbs</b> [for example, <i>might</i>, <i>should</i>, <i>will</i>, <i>must</i>]</p>	<p>Linking ideas across paragraphs using <b>adverbials</b> of time [for example, <i>later</i>], place [for example, <i>nearby</i>] and number [for example, <i>secondly</i>] or tense choices [for example, <i>he had seen her before</i>]</p>	<p>Use of commas to clarify meaning or avoid ambiguity</p>	

### Spelling (Appendix 1)

New work for Years 5 and 6 <small>Revise work done in previous years</small>				
<p><b>Endings which sound like /ʃəs/ ('shus')</b></p> <p><b>spelt -cious or -tious</b></p> <p>Not many common words end like this. If the root word ends in <i>-ce</i>, the /ʃ/ sound is usually spelt as <i>c</i> – e.g. <i>vicious</i>, <i>grace</i> – <i>gracious</i>, <i>space</i> – <i>spacious</i>, <i>malice</i> – <i>malicious</i>. <b>Exception:</b> <i>anxious</i>.</p>	<p><b>Endings which sound like /ʃəl/ ('shul')</b></p> <p><i>-cial</i> is common after a vowel letter and <i>-tial</i> after a consonant letter, but there are some exceptions. <b>Exceptions:</b> <i>initial</i>, <i>financial</i>, <i>commercial</i>, <i>provincial</i> (the spelling of the last three is clearly related to <i>finance</i>, <i>commerce</i> and <i>province</i>).</p>	<p><b>Words ending in -ant, -ance/-ancy, -ent, -ence/-ency</b></p> <p>Use <i>-ant</i> and <i>-ance/-ancy</i> if there is a related word with a /æ/ (/a/) or /eɪ/ (/ay/) sound in the right position; <i>-ation</i> endings are often a clue. Use <i>-ent</i> and <i>-ence/-ency</i> after soft <i>c</i> (/s/ sound), soft <i>g</i> (/dʒ/ sound) and <i>qu</i>, or if there is a related word with a clear /ɛl/ (/eɪ/) sound in the right position. There are many words, however, where the above guidance does not help. These words just have to be learnt.</p>	<p><b>Words ending in -able and -ible, Words ending in -ably and -ibly</b></p> <p>The <i>-able/-ably</i> endings are far more common than the <i>-ible/-ibly</i> endings. As with <i>-ant</i> and <i>-ance/-ancy</i>, the <i>-able</i> ending is used if there is a related word ending in <i>-ation</i>. If the <i>-able</i> ending is added to a word ending in <i>-ce</i> or <i>-ge</i>, the <i>e</i> after the <i>c</i> or <i>g</i> must be kept as those letters would otherwise have their 'hard' sounds (as in <i>cap</i> and <i>gap</i>) before the <i>a</i> of the <i>-able</i> ending. The <i>-able</i> ending is usually but not always used if a complete root word can be heard before it, even if there is no related word ending in <i>-ation</i>. The first five examples opposite are obvious; in <i>reliable</i>, the complete word <i>rely</i> is heard, but the <i>y</i> changes to <i>i</i> in accordance with the rule. The <i>-ible</i> ending is common if a complete root word can't be heard before it but it also sometimes occurs when a complete word can be heard (e.g. <i>sensible</i>).</p>	<p><b>Adding suffixes beginning with vowels to words ending in -fer</b></p> <p>The <i>r</i> is doubled if the <i>-fer</i> is still stressed when the ending is added. The <i>r</i> is not doubled if the <i>-fer</i> is no longer stressed.</p>
<p><b>Use of the hyphen</b></p> <p>Hyphens can be used to join a prefix to a root word, especially if the prefix ends in a vowel letter and the root word also begins with one.</p>	<p><b>Words with the /i:/ ('ee') sound spelt <i>ei</i> after <i>c</i></b></p> <p>The 'i' before <i>e</i> except after <i>c</i>' rule applies to words where the sound spelt by <i>ei</i> is /i:/. <b>Exceptions:</b> <i>protein</i>, <i>caffeine</i>, <i>seize</i> (and either and neither if pronounced with an initial /i:/ sound).</p>	<p><b>Words containing the letter-string <i>ough</i></b></p> <p><i>ough</i> is one of the trickiest spellings in English – it can be used to spell a number of different sounds.</p>	<p><b>Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)</b></p> <p>Some letters which are no longer sounded used to be sounded hundreds of years ago: e.g. in <i>knight</i>, there was a /k/ sound before the /n/, and the <i>gh</i> used to represent the sound that 'ch' now represents in the Scottish word <i>loch</i>.</p>	<p><b>Homophones and other words that are often confused</b></p> <p>In some pairs of words, nouns end in <i>-ce</i> and verbs end in <i>-se</i>. <i>Advice</i> and <i>advise</i> provide a useful clue as the word <i>advise</i> (verb) is pronounced with a /z/ sound – which could not be spelt <i>e</i>.</p>





## Year 6 National Curriculum

## Mathematics

Number and Place Value	Fractions (inc. decimals and percentages)	Measurement	Geometry - properties of shapes
read, write, order and compare numbers up to 10 000 000 and determine the value of each digit	use common factors to simplify fractions; use common multiples to express fractions in the same denominator	solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate	draw 2-D shapes using given dimensions and angles
round any whole number to a required degree of accuracy	compare and order fractions, including fractions > 1	use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places	recognise, describe and build simple 3-D shapes, including making nets
use negative numbers in context, and calculate intervals across zero	add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions	convert between miles and kilometres	compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons
solve number and practical problems that involve all of the above	multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, $\frac{1}{4} \times \frac{2}{3} = \frac{1}{6}$ ]	recognise that shapes with the same areas can have different perimeters and vice versa	illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius
All Operations	Ratio and Proportion	Geometry - position and direction	
multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication	divide proper fractions by whole numbers [for example, $\frac{1}{2} \div 2 = \frac{1}{4}$ ]	solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts	describe positions on the full coordinate grid (all four quadrants)
divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context	associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375 for a simple fraction (for example, $\frac{3}{8}$ )]	solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison	draw and translate simple shapes on the coordinate plane, and reflect them in the axes
divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context	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	solve problems involving similar shapes where the scale factor is known or can be found	Algebra
perform mental calculations, including with mixed operations and large numbers	multiply one-digit numbers with up to two decimal places by whole numbers	solve problems involving unequal sharing and grouping using knowledge of fractions and multiples	use simple formulae
identify common factors, common multiples and prime numbers	use written division methods in cases where the answer has up to two decimal places	Statistics	generate and describe linear number sequences
use their knowledge of the order of operations to carry out calculations involving the four operations	solve problems which require answers to be rounded to specified degrees of accuracy	interpret and construct pie charts and line graphs and use these to solve problems	express missing number problems algebraically
solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why	recall and use equivalences between simple fractions, decimals and percentages, including in different contexts	calculate and interpret the mean as an average	find pairs of numbers that satisfy an equation with two unknowns
			enumerate possibilities of combinations of two variables

## Science

Working scientifically UKS2	Animals, including humans	Living things and their habitats	Light
planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary	identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood		recognise that light appears to travel in straight lines
taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate	recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function	describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals	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
recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs	describe the ways in which nutrients and water are transported within animals, including humans		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
using test results to make predictions to set up further comparative and fair tests	Evolution and inheritance		use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them
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	recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago		associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit
identifying scientific evidence that has been used to support or refute ideas or arguments	recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents	give reasons for classifying plants and animals based on specific characteristics	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
	identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution		use recognised symbols when representing a simple circuit in a diagram

## Other Subjects (KS2)

History	Geography	Design and technology	Languages	Physical Education
changes in Britain from the Stone Age to the Iron Age. Examples: o late Neolithic hunter-gatherers and early farmers, for example, Skara Brae o Bronze Age religion, technology and travel, for example, Stonehenge o Iron Age hill forts: tribal kingdoms, farming, art and culture	Locational knowledge o 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	Design o 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 o generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design	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	Swimming and water safety (KS1 or KS2) o swim competently, confidently and proficiently over a distance of at least 25 metres o use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] o perform safe self-rescue in different water-based situations
the Roman Empire and its impact on Britain. Examples: o Julius Caesar's attempted invasion in 55-54 BC o the Roman Empire by AD 42 and the power of its army o successful invasion by Claudius and conquest, including Hadrian's Wall o British resistance, for example, Boudica o 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity	o name and locate counties 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 o 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)	Make o select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately o 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	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	use running, jumping, throwing and catching in isolation and in combination
Britain's settlement by Anglo-Saxons and Scots. Examples: o Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire o Scots invasions from Ireland to north Britain (now Scotland) o Anglo-Saxon invasions, settlements and kingdoms: place names and village life o Anglo-Saxon art and culture o Christian conversion – Canterbury, Iona and Lindisfarne	Place knowledge o 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	Evaluate o investigate and analyse a range of existing products o evaluate their ideas and products against their own design criteria and consider the views of others to improve their work o understand how key events and individuals in design and technology have helped shape the world	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	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
a local history study. Examples: o a depth study linked to one of the British areas of study listed above o a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) o a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality	Human and physical geography o describe and understand key aspects of: o physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle o 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	Technical knowledge o apply their understanding of how to strengthen, stiffen and reinforce more complex structures o understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] o understand and use electrical systems in their products [for example, series circuits (incorporating switches, bulbs, buzzers and motors)] o apply their understanding of computing to program, monitor and control their products	Computing 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	develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] perform dances using a range of movement patterns
the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. Examples: o Viking raids and invasion o resistance by Alfred the Great and Athelstan, first king of England o further Viking invasions and Danegeld o Anglo-Saxon laws and justice o Edward the Confessor and his death in 1066	Geographical skills and fieldwork o use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied o 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 o 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	Cooking and nutrition o understand and apply the principles of a healthy and varied diet o prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques o understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed	compare their performances with previous ones and demonstrate improvement to achieve their personal best	take part in outdoor and adventurous activity challenges both individually and within a team
a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. Examples: o the changing power of monarchs using case studies such as John, Anne and Victoria o changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century o the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day o a significant turning point in British history, for example, the first railways or the Battle of Britain			Art and design 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	compare their performances with previous ones and demonstrate improvement to achieve their personal best
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			Musical 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	play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
Ancient Greece – a study of Greek life and achievements and their influence on the western world				improvise and compose music for a range of purposes using the inter-related dimensions of music
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				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



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

### Reading (UKS2)

Word Reading	Comprehension
<ul style="list-style-type: none"> <li>□ 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</li> </ul>	<ul style="list-style-type: none"> <li>□ Pupils should be taught to:                             <ul style="list-style-type: none"> <li>□ maintain positive attitudes to reading and understanding of what they read by:                                     <ul style="list-style-type: none"> <li>□ continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>□ reading books that are structured in different ways and reading for a range of purposes</li> <li>□ 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</li> <li>□ recommending books that they have read to their peers, giving reasons for their choices</li> <li>□ identifying and discussing themes and conventions in and across a wide range of writing</li> <li>□ making comparisons within and across books</li> <li>□ learning a wider range of poetry by heart</li> <li>□ preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</li> </ul> </li> <li>□ understand what they read by:                                     <ul style="list-style-type: none"> <li>□ checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>□ asking questions to improve their understanding</li> <li>□ drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>□ predicting what might happen from details stated and implied</li> <li>□ summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</li> <li>□ identifying how language, structure and presentation contribute to meaning</li> </ul> </li> <li>□ discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>□ distinguish between statements of fact and opinion</li> <li>□ retrieve, record and present information from non-fiction</li> <li>□ 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</li> <li>□ 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</li> <li>□ provide reasoned justifications for their views</li> </ul> </li> </ul>

### Writing (UKS2)

Transcription	Handwriting and Presentation	Vocabulary, Grammar and Punctuation	Composition
<p>Spelling (See English Appendix 1)</p> <ul style="list-style-type: none"> <li>□ use further prefixes and suffixes and understand the guidance for adding them</li> <li>□ spell some words with 'silent' letters [for example, knight, psalm, solemn]</li> <li>□ continue to distinguish between homophones and other words which are often confused</li> <li>□ use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1</li> <li>□ use dictionaries to check the spelling and meaning of words</li> <li>□ use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</li> <li>□ use a thesaurus</li> </ul>	<ul style="list-style-type: none"> <li>□ write legibly, fluently and with increasing speed by:                             <ul style="list-style-type: none"> <li>□ choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> <li>□ choosing the writing implement that is best suited for a task</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>□ develop their understanding of the concepts set out in English Appendix 2 by:                             <ul style="list-style-type: none"> <li>o recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li> <li>o using passive verbs to affect the presentation of information in a sentence</li> <li>o using the perfect form of verbs to mark relationships of time and cause</li> <li>o using expanded noun phrases to convey complicated information concisely</li> <li>o using modal verbs or adverbs to indicate degrees of possibility</li> <li>o using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</li> <li>o learning the grammar for years 5 and 6 in English Appendix 2</li> </ul> </li> <li>□ indicate grammatical and other features by:                             <ul style="list-style-type: none"> <li>o using commas to clarify meaning or avoid ambiguity in writing</li> <li>o using hyphens to avoid ambiguity</li> <li>o using brackets, dashes or commas to indicate parenthesis</li> <li>o using semi-colons, colons or dashes to mark boundaries between independent clauses</li> <li>o using a colon to introduce a list</li> <li>o punctuating bullet points consistently</li> </ul> </li> <li>□ use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading</li> </ul>	<ul style="list-style-type: none"> <li>□ plan their writing by:                             <ul style="list-style-type: none"> <li>o identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>o noting and developing initial ideas, drawing on reading and research where necessary</li> <li>o in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> </ul> </li> <li>□ draft and write by:                             <ul style="list-style-type: none"> <li>o selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>o in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>o precisising longer passages</li> <li>o using a wide range of devices to build cohesion within and across paragraphs</li> <li>o using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li> </ul> </li> <li>□ evaluate and edit by:                             <ul style="list-style-type: none"> <li>o assessing the effectiveness of their own and others' writing</li> <li>o proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>o ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>o ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> </ul> </li> <li>□ proof-read for spelling and punctuation errors</li> </ul>

### Grammar, Punctuation and Spelling (Appendix 2)

Word Structure	Sentence Structure	Text Structure	Punctuation	Terminology for Pupils
<p>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]</p> <p>How words are related by meaning as synonyms and antonyms [for example, big, large, little]</p>	<p>Use of the <b>passive</b> to affect the presentation of information in a <b>sentence</b> [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)]</p> <p>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 <b>subjunctive</b> forms such as If I were or Were they to come in some very formal writing and speech]</p>	<p>Linking ideas across paragraphs using a wider range of <b>cohesive devices</b>: repetition of a word or phrase, grammatical connections [for example, the use of <b>adverbials</b> such as on the other hand, in contrast, or as a consequence], and <b>ellipsis</b></p> <p>Layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text</p>	<p>Use of the semi-colon, colon and dash to mark the boundary between independent <b>clauses</b> [for example, It's raining; I'm fed up]</p> <p>Use of the colon to introduce a list and use of semi-colons within lists</p> <p><b>Punctuation</b> of bullet points to list information</p> <p>How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]</p>	<p>subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points</p>

### Spelling (Appendix 1)

New work for Years 5 and 6 Revise work done in previous years				
<p><b>Endings which sound like /ʃəs/ ('shus')</b></p> <p><b>spelt -cious or -tious</b></p> <p>Not many common words end like this. If the root word ends in -ce, the /ʃ/ sound is usually spelt as c – e.g. vice – vicious, grace – gracious, space – spacious, malice – malicious. <b>Exception:</b> anxious.</p>	<p><b>Endings which sound like /ʃəl ('shul')</b> -cial is common after a vowel letter and -tial after a consonant letter, but there are some exceptions.</p> <p><b>Exceptions:</b> initial, financial, commercial, provincial (the spelling of the last three is clearly related to finance, commerce and province).</p>	<p><b>Words ending in -ant, -ance/-ancy, -ent, -ence/-ency</b> Use -ant and -ance/-ancy if there is a related word with a /æ/ (/a/) or /eɪ/ (/ay/) sound in the right position; -ation endings are often a clue. Use -ent and -ence/-ency after soft c (/s/ sound), soft g (/dʒ/ sound) and qu, or if there is a related word with a clear /el/ (/eɪ/) sound in the right position. There are many words, however, where the above guidance does not help. These words just have to be learnt.</p>	<p><b>Words ending in -able and -ible, Words ending in -ably and -ibly</b></p> <p>The -able/-ably endings are far more common than the -ible/-ibly endings. As with -ant and -ance/-ancy, the -able ending is used if there is a related word ending in -ation. If the -able ending is added to a word ending in -ce or -ge, the e after the c or g must be kept as those letters would otherwise have their 'hard' sounds (as in cap and gap) before the a of the -able ending. The -able ending is usually but not always used if a complete root word can be heard before it, even if there is no related word ending in -ation. The first five examples opposite are obvious; in reliable, the complete word rely is heard, but the y changes to i in accordance with the rule. The -ible ending is common if a complete root word can't be heard before it but it also sometimes occurs when a complete word can be heard (e.g. sensible).</p>	<p><b>Adding suffixes beginning with vowels to words ending in -fer</b> The r is doubled if the -fer is still stressed when the ending is added. The r is not doubled if the -fer is no longer stressed.</p>
<p><b>Use of the hyphen</b></p> <p>Hyphens can be used to join a prefix to a root word, especially if the prefix ends in a vowel letter and the root word also begins with one.</p>	<p><b>Words with the /i:/ ('ee') sound spelt ei after c</b> The 'i' before e except after c' rule applies to words where the sound spelt by ei is /i/. <b>Exceptions:</b> protein, caffeine, seize (and neither if pronounced with an initial /i:/ sound).</p>	<p><b>Words containing the letter-string ough</b> ough is one of the trickiest spellings in English – it can be used to spell a number of different sounds.</p>	<p><b>Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)</b> Some letters which are no longer sounded used to be sounded hundreds of years ago: e.g. in knight, there was a /k/ sound before the /n/, and the gh used to represent the sound that 'ch' now represents in the Scottish word loch.</p>	<p><b>Homophones and other words that are often confused</b> In some pairs of words, nouns end -ce and verbs end -se. Advice and advise provide a useful clue as the word advise (verb) is pronounced with a /z/ sound – which could not be spelt e.</p>