Year 5 Curriculum

In Year 5, our topics are:

Autumn Term	**Spring Term**	**Summer Term**
Survival Friends	Greeks Apprentice	PGL Romans

In Year 5 we cover the following objectives:

Maths

Number and Place Value

Pupils should be taught to:

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

Addition and Subtraction

Pupils should be taught to:

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

Multiplication and Division

Pupils should be taught to:

- identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.
- know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers
- establish whether a number up to 100 is prime and recall prime numbers up to 19
- multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers
- multiply and divide numbers mentally drawing upon known facts
- divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context
- multiply and divide whole numbers and those involving decimals by 10, 100 and 1000
- recognise and use square numbers and cube numbers, and the notation for squared (^{2}) and cubed (^{3})

- solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes
- solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign
- solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates

Fractions (including decimals and percentages)

Pupils should be taught to:

- compare and order fractions whose denominators are all multiples of the same number
- identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths
- recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number [for example, $^{2}/_{5} + {}^{4}/_{5} = {}^{6}/_{5} = 1{}^{1}/_{5}$]
- add and subtract fractions with the same denominator and multiples of the same number
- multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams
- read and write decimal numbers as fractions [for example, $0.71 = {}^{71}/_{100}$]
- recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents
- round decimals with two decimal places to the nearest whole number and to one decimal place
- read, write, order and compare numbers with up to three decimal places
- solve problems involving number up to three decimal places
- recognise the per cent symbol (%) and understand that per cent relates to "number of parts per hundred", and write percentages as a fraction with denominator 100, and as a decimal
- solve problems which require knowing percentage and decimal equivalents of $^{1}/_{2}$, $^{1}/_{4}$, $^{1}/_{5}$, $^{2}/_{5}$, $^{4}/_{5}$ and those with a denominator of a multiple of 10 or 25.

Measurement

Pupils should be taught to:

- convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre)
- understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints
- measure and calculate the perimeter of composite shapes in centimetres and metres
- calculate and compare the area of rectangles (including squares) using standard units, square centimetres (cm^2) and square metres (m^2) and estimate the area of irregular shapes
- estimate volume [for example, using 1 cm^3 blocks to build cuboids(including cubes)] and capacity [for example, using water]
- solve problems involving converting between units of time
- use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation including scaling

Geometry – properties of shapes and position and direction

Pupils should be taught to:

- identify 3-D shapes, including cubes and other cuboids, from 2-D representations
- know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles
- draw given angles, and measure them in degrees (^{o})

identify:

- angles at a point and one whole turn (total 360°)
- angles at a point on a straight line and ½ a turn (total 180°)
- other multiples of 90°

- use the properties of rectangles to deduce related facts and find missing lengths and angles

distinguish between regular and irregular polygons based on reasoning about equal sides and angles.

- identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed

Statistics

Pupils should be taught to:

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

English

Reading

Within the context of reading appropriately pitched books, the pupils' skills and understanding will be assessed on the following features:

- booksdemandingsomeresilienceofthereaderintermsoflengthandcomplexityofvocabularyandsentencestructuree.g.examplesofsentenceswithmultiplesubordinateclauses
- increase familiarity with a wide range of books including myths, legends and traditional stories
- modernfiction,fictionfromourliteraryheritageandbooksfromotherculturesandtraditions(includingpre-twentiethcenturytitles)
- titles by classical children'sauthors
- chapters that are less likely to have a heading and are muchlonger
- writingthatdemandsthatthereaderunderstandsmeaningbeyondtheliteralandcanpickupsignificant'clues'inthetext
- lessfamiliargenresacrossfiction,non-fictionandpoetry(suspense,discursivetexts,ballads)
- more challenging contexts – historical, other places, range of culturalperspectives
- precise use of technical vocabulary innon-fiction
- non-linear narratives - stories with shifts in time or voice, parallel plots, stories within stories, dreamimmersion
- sustainedimagery(extendmetaphor,recurringsymbolism)thatshedslightoncharacters,mood,atmosphereorarethematic
- scope for inference to be drawn through character and settingclues
- full range of punctuation used, including quite sophisticated marks e.g. colon,semi-colon

-Booksshouldbeselectedfromanincreasinglywiderangeoffiction,non-fiction,poetry,plays,non-fictionandreferencebooksortextbooks.
-During guided reading sessions, textswillincludemodernfiction,fictionfromourliteraryheritageandbooksfromotherculturesandtraditions(includingpre-twentiethcenturytitles)andtitlesbyclassical children'sauthors.
-Childrenshowincreasingindependenceintheirchoiceofreading.Theymayneedsupporttobeintroducedtobookst hatwillchallengethemandextendtheirskills.

Comprehension

Pupils should be taught to:

- analyse paragraph structures in similar texts noting and commenting on similarities and differences
- check the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- **note how cohesion (the flow of text) is achieved in different ways**
- **identify how the author signals change in the narration, time and place and notes the effect that this has on them as the reader**
- recognise the style of different authors and recognise their intended audience
- **retrieves information, referring to more than one place in the text, and where there is competing (distracting) information**
- **identify balanced or biased viewpoints and discuss texts which explore more than one perspective on an issue**
- check whether viewpoint changes in the story
- identify how an author varies pace by using direct or reported speech at different points in a story
- **comment on how a character is built and presented, referring to dialogue, action and description**
- **refine questions to deepen understanding of a text e.g. can generate a further question based on an initial question that takes the group's thinking further**
- retrieve, record and present ideas from non-fiction in a different format e.g. retrieves information from a report to inform a persuasive text
- **summarise main ideas from more than one text to support note taking**
- summarise ideas across paragraphs, identifying key details that support the main ideas
- identifies examples of dialogue that show different degrees of formality and considers what this implies about the relationships and context

Inference

Pupils should be taught to:

- draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predict what might happen from details stated and implied
- **provide evidence of characters changing during a story and discusses possible reasons where reasons are not obviously stated in the text**
- identify whether changes in characters met or challenged the reader's expectations
- **recognise that characters may have different perspectives in the story**
- analyse characters' appearance, actions and relationships and makes deductions about differences in patterns of relationships and attitudes
- **consider the time and place where a story is set and looks for evidence of how that affects characters' behaviour and/or plot development**
- justify personal response to particular texts and characters with evidence
- **use a range of strategies to identify the meaning of new vocabulary**
  comments on use of language using terminology including onomatopoeia, metaphor, personification

Language for effect

Pupils should be taught to:

- **identify examples of effective description that evoke time or place commenting both on word and sentence choice**
- use technical and other terms needed for discussing what they hear and read e.g. *metaphor, simile, analogy, imagery, style and effect*
- **explore in-depth the meaning of particular multi-layered(figurative)word/phrases, deciding what effect the author most probably intended on the reader and justifying this with further evidence from the text**
- identify precision in the use of technical terminology and considers the different reasons for why an author might use this e.g. for genuinely informative reasons, or to 'bamboozle' the reader!
- show understanding of audience through emphasis, intonation and volume when reading aloud and performing poems and plays

Themes and conventions

Pupils should be taught to:

- **identify and compares underlying themes within and across a range of narrative texts e.g. can track words/phrases linked with the theme throughout a narrative and note how the author keeps reinforcing the theme throughout.**
- identifies conventions across a range of non-fiction text types and forms e.g.*first person in autobiographies* and can identify where a common convention ha been broken/breached/ignored! Offer reasons for why the author may have chosen to do this
  notes words and phrases in pre twentieth century writing which have changed their meaning overtime

Spelling and Grammar

Pupils should be taught to:

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

Writing

Effect on audience

Pupils should be taught to:

- write in a variety of genres and forms, taking account of different audiences and purposes
- in writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen perform
- in narrative, develops some aspects of characterisation through what characters say and do ('showing not telling')
- maintain an appropriate balance between dialogue and narrative

- in narrative, engages reader with a problem and sustains interest to a suitable climax
- uses vocabulary choice, word order, sentence length, sentence complexity and punctuation for effect
- clearlyestablishfeaturesoftheselectedform,sometimesincludinggraphicdevicessuchaschartsanddiagrams,withsomeadaptiontopurpose
- make consistent use of style, appropriate to form, subject or audience to maintain interest
- make use of structures that do not reflect spoken language
- consider and evaluates different viewpoints (own and others, biased and balanced)
- use the features of the chosen form independently and confidently in a range of conventional text types

Text organization

Pupils should be taught to:

- plan by noting and developing initial ideas
- use devices to build cohesion within a paragraph afterwards, eventually; pronouns: Friday had arrived at last. It had been a long time coming)
- link ideas across paragraphs using adverbials of time (
- control the length, pacing and detail in their writing; varies pace through the use of different sentence lengths, moving between dialogue and reported speech or verb strings (he dashed to the waiting limo, wrenched the door open and leapt into the driver's seat)
- sustain and develop ideas in interesting ways
- ensure that ideas or materials and their development are generally logical, but the overall direction of the writing may not always be clearly signalled
- construct appropriate introductions and conclusions in non-fiction and varies openings and endings in narrative *(e.g. opening with dialogue or action; closing with a reflective comment or amoral)*

Handwriting

Pupils should be taught to:

- write legibly, fluently and with increasing speed by:
- choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
- choosing the writing implement that is best suited for a task

Spelling

- converts nouns or adjectives into verbs using suffixes and understands the guidance for adding them e.g. –ate, -ise, -ify
- transforms verbs using a range of prefixes (*e.g. dis-,de-, mis-, over- and re-*)and understands how this alters the meaning of root words

- spells some words with 'silent' letters *(e.g. knight, psalm, solemn)*
- continues to distinguish between homophones and other words which are often confused
- uses knowledge of morphology and etymology in spelling and understands that the spelling of some words needs to be learnt specifically as listed in English Appendix 1
- uses dictionaries to check the spelling and meaning of words
- uses the first three or four letters of a word to check spelling, meaning or both of these in a dictionary *(Support for spelling p114)*
- makes appropriate use of a thesaurus

Science

Animals, including humans

Pupils should be taught to:

- identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood

- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- describe the ways in which nutrients and water are transported within animals, including humans.

Properties and changes of materials
Pupils should be taught to:

- compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, thermal conductivity
- know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution
- use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating
- give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic
- demonstrate that dissolving, mixing and changes of state are reversible changes
- explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.
- identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.

Sound
Pupils should be taught to:

- identify how sounds are made, associating some of them with something vibrating
- recognise that vibrations from sounds travel through a medium to the ear
- find patterns between the pitch of a sound and features of the object that produced it
- find patterns between the volume of a sound and the strength of the vibrations that produced it
- recognise that sounds get fainter as the distance from the sound source increases.

Earth and Space
Pupils should be taught to:

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

Forces
Pupils should be taught to:

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

Art and design

Pupils should be taught to:

- develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
- 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

PSHE and Citizenship

The National Curriculum PSHE & Citizenship guidelines are divided into five sections:

- Developing confidence and responsibility and making the most of their abilities.
- Preparing to play an active role as a citizen.
- Developing a healthy, safer lifestyle.
- Developing good relationships and respecting the differences between people.
- Breadth of opportunities.

PSHE and Citizenship at Birch Copse will also be taught through the use of the Social and Emotional Aspects of Learning (SEAL) materials. These materials provide important opportunities to enhance our school's PSHE and Citizenship provision as they were issued after the introduction of the National Curriculum. The objectives of these SEAL materials will be met through a whole school 'SEAL Day' at the start of each half term (see list below) and some of the PSHE and Citizenship objectives taken from the National Curriculum will also be covered during these days (see Key Stage tables). Specific PSHE and Citizenship objectives may also be covered through annual whole school 'Themed Days' e.g. 'Healthy Living Day'. At BirchCopseSchool our day to day classroom and whole school ethos also supports the coverage of PSHE and Citizenship objectives.

SEAL Days

SEAL Day 1- New Beginnings

SEAL Day 2- Getting on and falling out/ Say no to bullying

SEAL day 3- Going for goals!

SEAL Day 4- Good to be me

SEAL Day 5-Relationships

SEAL Day 6- Changes

Breadth of opportunities

1. During the key stage, pupils should be taught the Knowledge, skills and understanding through opportunities to:
    a. take and share responsibility [for example, for their own behaviour; by helping to make classroom rules and following them; by looking after pets well (SEAL Day 1)]
    b. feel positive about themselves [for example by having their achievements recognised and by being given positive feedback about themselves (SEAL Day 3 & 4)]
    c. take part in discussions [for example, talking about topics of school, local, national, European, Commonwealth and global concern, such as 'where our food and raw materials for industry come from']
    d. make real choices [for example, between healthy options in school meals, what to watch on television, what games to play, how to spend and save money sensibly]
    e. meet and talk with people [for example, with outside visitors such as religious leaders, police officers, the school nurse]
    f. develop relationships through work and play [for example, by sharing equipment with other pupils or their friends in a group task]
    g. consider social and moral dilemmas that they come across in everyday life [for example, aggressive behaviour, questions of fairness, right and wrong, simple political issues, use of money, simple environmental issues (SEAL Day 2)]

h. ask for help [for example, from family and friends, midday supervisors, older pupils, the police].

Developing confidence and responsibility and making the most of their abilities
Pupils should be taught

- to talk and write about their opinions, and explain their views, on issues that affect themselves and society

Preparing to play an active role as citizens

Pupils should be taught:

- to resolve differences by looking at alternatives, making decisions and explaining choices
- that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment
- to research, discuss and debate topical issues, problems and events to explore how the media present information

Developing a healthy, safer lifestyle
Pupils should be taught:

- about how the body changes as they approach puberty
- to recognise the different risks in different situations and then decide how to behave responsibly, including sensible road use, and judging what kind of physical contact is acceptable or unacceptable
- what makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health, and how to make informed choices

Developing good relationships and respecting the differences between people
Pupils should be taught:

- to recognise and challenge stereotypes
- to be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships
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Computing

We are game developers
Pupils should be taught to:

- create original artwork and sound for a game
- design and create a computer program for a computer game, which uses sequence, selection, repetition and variables
- detect and correct errors in their computer game
- use iterative development techniques (making and testing a series of small changes) to improve their game.

We are cryptographers
Pupils should be taught to:

- be familiar with semaphore and Morse code
- understand the need for private information to been crypted
- encrypt and decrypt messages in simple ciphers
- appreciate the need to use complex passwords and to keep them secure
- have some understanding of how encryption works on the web.

We are artists
Pupils should be taught to:

- develop an appreciation of the links between geometry and art
- become familiar with the tools and techniques of a vector graphics package
- develop an understanding of turtle graphics
- experiment with the tools available, refining and developing their work as they apply their own criteria to evaluate it and receive feedback from their peers
- develop some awareness of computer-generated art, in particular fractal-based landscapes.

We are web developers
Pupils should be taught to:

- develop their research skills to decide what information is appropriate
- understand some elements of how search engines select and rank results
- question the plausibility and quality of information
- develop and refine their ideas and text collaboratively
- develop their understanding of e-safety and responsible use of technology.

We are bloggers
Pupils should be taught to:

- become familiar with blogs as a medium and a genre of writing
- create a sequence of blog posts on a theme
- incorporate additional media
- comment on the posts of others
- develop a critical, reflective view of a range of media, including text.

We are architects
Pupils should be taught to:

- understand the work of architects, designers and engineers working in 3D
- develop familiarity with a simple CAD (computer aided design) tool
- develop spatial awareness by exploring and experimenting with a 3D virtual environment
- develop greater aesthetic awareness.

Design and Technology

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

When designing and making, pupils should be taught to:

Design

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

Make

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

Evaluate

- Investigate and analyse a range of existing products

- Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- Understand how key events and individuals in design and technology have helped shape the world – Architect themed day

Technical knowledge

- Apply their understanding of how to strengthen, stiffen and reinforce more complex structures
- Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]
- Apply their understanding of computing to program, monitor and control their products.

Cooking and nutrition

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

Pupils should be taught to:

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

Languages

Pupils should be taught to:

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

Geography

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

Locational knowledge

Pupils should be taught to:

- 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 – Southern Europe.
- 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.

Place knowledge

Pupils should be taught to:

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

Human and physical geography

Pupils should be taught to describe and understand key aspects of:

- Physical geography, including: climate zones, biomes and vegetation belts and volcanoes – Southern Europe
- 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 – Southern Europe.

Geographical skills and fieldwork

Pupils should be taught to:

- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world

History

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

Pupils should be taught:

- About Ancient Greece – a study of Greek life and achievements and their influence on the western world.
- About the Roman Empire and its impact on Britain

Music

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

Pupils should be taught to:

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- Improvise and compose music for a range of purposes using the inter-related dimensions of music

- 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.

Physical Education

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

Pupils should be taught to:

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

Swimming and water safety

All schools must provide swimming instruction either in key stage 1 or key stage 2.
In particular, pupils should be taught to:

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

Religious Education

Religion: Sikhism

Key Questions:

How far would a Sikh go for his/ her religion?

Are Sikh stories important today?

What is the best way for a Sikh to show commitment to God?

Religion: Christianity

Key Questions:

Is the Christmas story true?

Did God intend Jesus to be crucified?

What is the best way for a Christian to show commitment to God?