

Year 6 Curriculum

In Year 6, our topics are:

<u>Autumn Term</u>	<u>Spring Term</u>	<u>Summer Term</u>
Animals in their Environment Production	North America Britain since the 1930's	Cornwall

In Year 6 we cover the following objectives:

Maths

Children will be taught to:

Number

- solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why
- add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions
- perform mental calculations, including with mixed operations and large numbers
- identify common factors, common multiples and prime numbers
- multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication
- identify the value of each digit to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places
- multiply one-digit numbers with up to two decimal places by whole numbers
- divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context
- multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$]
- 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
- use written division methods in cases where the answer has up to two decimal places
- divide proper fractions by whole numbers [for example, $\frac{1}{3} \div 2 = \frac{1}{6}$]
- 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 addition, subtraction, multiplication and division
- use their knowledge of the order of operations to carry out calculations involving the four operations
- use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy
- solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate
- solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts
- solve problems involving unequal sharing and grouping using knowledge of fractions and multiples
- calculate and interpret the mean as an average

Algebra

- use simple formulae
- generate and describe linear number sequences
- express missing number problems algebraically
- find pairs of numbers that satisfy an equation with two unknowns
- enumerate possibilities of combinations of two variables
- recognise when it is possible to use formulae for area and volume of shapes
- calculate the area of parallelograms and triangles

Fractions

- use common factors to simplify fractions; use common multiples to express fractions in the same denomination
- compare and order fractions, including fractions >1
- add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions
- multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$]
- divide proper fractions by whole numbers [for example, $\frac{1}{3} \div 2 = \frac{1}{6}$]
- associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, $\frac{3}{8}$]
- identify the value of each digit to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places
- multiply one-digit numbers with up to two decimal places by whole numbers
- use written division methods in cases where the answer has up to two decimal places
- solve problems which require answers to be rounded to specified degrees of accuracy
- recall and use equivalences between simple fractions, decimals and percentages, including in different contexts
- solve problems involving the calculation of percentages [for example, of measures such as 15% of 360] and the use of percentages for comparison
- solve problems involving unequal sharing and grouping using knowledge of fractions and multiples

Geometry

- draw 2-D shapes using given dimensions and angles
- recognise, describe and build simple 3-D shapes, including making nets
- compare and classify geometric shapes based on their properties and sizes
- calculate the area of parallelograms and triangles
- recognise that shapes with the same areas can have different perimeters and vice versa
- recognise when it is possible to use formulae for area and volume of shapes
- calculate, estimate and compare volume of cubes and cuboids using standard units, including centimetre cubed (cm³) and cubic metres (m³) and extending to other units [for example mm³ and km³]
- find unknown angles in any triangles, quadrilaterals, and regular polygons
- recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles
- illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius
- describe positions on the full coordinate grid (all four quadrants)
- draw and translate simple shapes on the coordinate plane, and reflect them in the axes

- solve problems involving similar shapes where the scale factor is known or can be found
- generate and describe linear number sequences

Measurement

- 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
- solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate
- convert between miles and kilometres
- recognise that shapes with the same areas can have different perimeters and vice versa
- recognise when it is possible to use formulae for area
- recognise when it is possible to use formulae for volume of shapes
- use simple formulae
- calculate the area of parallelograms and triangles
- calculate, estimate and compare volume of cubes and cuboids using standard units, including centimetre cubed (cm^3) and cubic metres (m^3), and extending to other units [for example mm^3 and km^3]
- solve problems involving similar shapes where the scale factor is known or can be found
- express missing number problems algebraically
- interpret and construct pie charts and line graphs and use these to solve problems

Number and Place Value

- read, write, order and compare numbers up to 10 000 000 and determine the value of each digit
- round any whole number to a required degree of accuracy
- use negative numbers in context, and calculate intervals across zero
- compare and order fractions, including fractions >1
- generate and describe linear number sequences
- solve number and practical problems that involve all of the above

Ratio and Proportion

- solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts
- solve problems involving the calculation of percentages [for example, of measures such as 15% of 360] and the use of percentages for comparison
- solve problems involving similar shapes where the scale factor is known or can be found
- solve problems involving unequal sharing and grouping using knowledge of fractions and multiples
- solve problems involving addition, subtraction, multiplication and division
- interpret and construct pie charts and line graphs and use these to solve problems

Statistics

- interpret and construct pie charts and line graphs and use these to solve problems
- calculate and interpret the mean as an average
- solve problems involving the calculation of percentages [for example, of measures such as 15% of 360] and the use of percentages for comparison
- describe positions on the full coordinate grid (all four quadrants)

English

Reading

The following skills and understanding should be assessed within the context of reading books that are pitched appropriately, including these features:

- titles that are playful with genre conventions e.g. parody
- a range within a given non-fiction genre to support analysis of text-type conventions
- non-fiction texts of increasing sophistication (for example sustained use of impersonal language, some use of the passive voice or subjunctive mood)
- increasingly technical vocabulary that requires the use of context and deduction to retain sense and meaning (together with appropriate use of dictionary/internet)
- books demanding more resilience of the reader in terms of length and complexity of vocabulary and sentence structures, and passages made up of sentences with multiple subordinate clauses
- books with increasingly complex structures and mature themes (for example cyclical tales, bitter sweet memoirs)
- more sustained imagery (allegory, foreshadowing, mirroring) that prompts reflection
- greater scope for inference to be drawn through character and setting clues
- deliberate use of ambiguity that support speculation

Books should be *selected from an increasingly wide range of fiction, non-fiction, poetry, plays, non-fiction and reference books or textbooks. Texts will include modern fiction, fiction from our literary heritage and books from other cultures and traditions (including pre-twentieth century titles).*

Children show increasing independence in their choice of reading. They may need support to be introduced to books that will challenge them and extend their skills.

Assessment should take place through a variety of approaches, including spoken language, drama, writing, drawing etc.

Comprehension

- identifies how authors use a range of narrative structures e.g. *stories within stories, flashbacks* and can demonstrate understanding by re-telling/writing the narrative using a different structure
- notices where the author uses a wider range of cohesive language to create more sophisticated links between and within paragraphs e.g. *where the author has avoided over-use of obvious adverbials/conjunctions such as 'on the other hand*
- retrieves, records and presents from non-fiction information, referring to more than one place in the text, and where there is competing (distracting) information
- analyses dialogue at certain points in a story and summarises its purpose
- e.g. *to explain plot, show character and relationships, convey mood or create humour*
- analyses why and how scene changes are made and how they affect characters and events
- recognises how the author of non-fiction texts expresses, sequences and links points
- distinguishes between statements of fact and opinion and implicit and explicit points of view
- summarises competing views
- draws reasoned conclusions from non-fiction texts which present differences of opinion
- explains and discusses their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
- explains the intent of the author e.g. explains how the author has tried to manipulate the emotions/bias of the reader
- expresses and justifies personal preferences regarding significant authors/poets
- explains how poets create shades of meaning, justifying own views with reference to the text and to other sources of evidence e.g. wider reading
- generates open questions to explore a range of possibilities and justifies responses in relation to the text

- discusses books that are read to them and those they can read themselves building on their own and others' ideas and challenging views courteously
- discusses main ideas from texts within a group and summarises the discussion

Comprehension/Inference

- identifies stock characters in particular genres and looks for evidence of characters that challenge stereotypes and surprise the reader e.g. *in parody*

Inference

- justifies personal response to narratives with suitable expansion e.g.
- *whether it was believable, whether dilemmas were resolved satisfactorily*
- considers when a story was first published, and discusses the audience that the author had in mind, when reading texts from our literary heritage
- explains how a personal response has altered at various points across a text as the narrative viewpoint changes e.g. *'I didn't like this character at the beginning because but now I understand why.....'*
- justifies agreement or disagreement with narrator's point of view when evaluating a text
- compares the way characters are portrayed in a book and the film version noting where a character has been portrayed in subtly different ways in the two media, drawing on precise, and sometimes implicit, evidence from the text

Language for effect

- analyses, and explains the impact on reader of, authors' techniques and use of language e.g. *expressive or figurative language, range of sentence structure, repetition etc*

Themes and conventions

- identifies and summarises underlying themes in a range of narrative texts noting where there are several themes competing in a text
- identifies and analyses conventions across a range of non-fiction text types and forms looking at the differences in conventions within the same text type e.g. categorise sub-sets of persuasive texts into groups
- provides evidence to explain how themes emerge and conventions are applied in a range of fiction and non-fiction genres
- explains underlying themes across a range of poetry e.g. can form compilations of poems based on themes explaining choices for the grouping, and considering the order of the poems in the compilation.
- recommend books they have read to their peers, giving reasons for their choices

Uses the terminology outlined in the Vocabulary, Grammar and Punctuation appendix of the Programme of Study when discussing their reading: (in addition to previous terminology) subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points

Writing

In all the stated aspects of writing, pupils will be expected to explain and justify their choices in relation to the impact on the reader

Effect on audience

- maintains a clear focus when selecting content; plans quickly and effectively
- makes precise vocabulary, sentence length, sentence complexity and punctuation choices
- moves between standard and non-standard forms of English appropriately
- **in narrative and poetry, creates vivid imagery through expressive and figurative language consistent with mood/atmosphere and can develop these images throughout the narrative/poem e.g. a recurring motif**

- chooses register (formal/informal, personal/impersonal) appropriately and for effect and varies writing for interest
- writes well-structured openings and ensures that the ending relates convincingly to central plot
- shows flexibility in the use of narrative (e.g. *ability to experiment with story opening-starting in the midst of circumstances or with snatches of dialogue or with narrator's synopsis*)
- inter-weaves elements of dialogue to convey character, advance action and describe settings and atmosphere appropriately
- develops points of view and 'narrative voice' (e.g. *asides to reader, comments on action, indication of character's thoughts and/or feelings, contrasts/balances viewpoints in discursive texts*)
- evaluates and edits own and others' writing against specific criteria for audience and purpose
- perform their own compositions using appropriate intonation, volume and movement so that meaning is clear

Uses the grammatical terminology when talking about own and other's writing: subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points

Sentence structure and punctuation

- varies length and focus of sentences to express subtleties in meaning and focus on key ideas
- using pronouns to avoid repetition where appropriate but uses repetition of the noun to aid clarity in complex texts
- uses a variety of simple, compound and complex sentences where appropriate according to the demands of the text type, including embedded subordinate clauses for economy of expression
- uses conditional structures to persuade, e.g. using *if...then*, *might*, *could*, *would* in deduction, speculation, supposition
- can manipulate sentence subjects and objects and use passive constructions where appropriate, justifying why a passive construction is preferable to an active and vice versa e.g. 'I broke the window in the green house' versus 'The window in the greenhouse was broken (by me)'
- uses and distinguishes informal and formal structures in speech and writing (e.g. *question tags in informal passages: 'He's your friend, isn't he?'* or the subjunctive mood for very formal texts: *'If I were'* or *'Were they to come'*, or *'I demand that Mrs Trent pay back the money immediately'*)
- knows how words are related by meaning as synonyms and antonyms e.g. big, large
- uses full range of punctuation accurately to demarcate sentences; within sentences uses commas to mark grammatical boundaries (with occasional lapses in accuracy), apostrophes and ellipsis for omission or to suggest a shift in time, place, mood or subject
- understands the use of semi-colons, colons and dashes to mark the boundary between independent clauses and demonstrates this in writing e.g. *It's raining, I'm fed up*)
- uses colons to introduce lists and semi-colons to separate items consisting of more than one word
- begins to use the colon for wider purposes e.g. to lead the reader to an explanation or a concluding remark/revelation
- uses hyphens to avoid ambiguity (e.g. *'man eating shark'* versus *'man-eating shark'*)
- proposes changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning

Text organisation

- uses paragraphs purposefully and creatively to clearly structure main ideas across the text, experimenting with order and length e.g. *effective use of one-word paragraphs*
- uses cohesive devices within paragraphs (*secure use of pronouns, conjunctions, adverbials, including prepositions*)

Makes some links across paragraphs using a wider range of cohesive devices which may include:

- signalling forwards or backwards (e.g. questions /statements to bridge: *'It was at this point that Dr Barnardo decided he must take action and the next stage of his work began...'*, *'Dr Barnardo knew that providing children with an education...'*)

- confident use of a range of adverbials of time/ frequency and subordinating conjunctions to link, compare or contrast
- ellipsis
- repetition of a word or phrase
- makes appropriate choices in presenting information and ideas, uses presentational features (*e.g. bullet lists, headings/subheadings, diagrams, graphs, captions*) to organise information

Handwriting

- writes 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, *e.g. using unjoined script for captions, diagram labels, headings in non-fiction, slogans in posters, filling in a form, in algebra*
- choosing the writing implement that is best suited for a task

Spellings

- spells words featuring unstressed vowels
- spells some words with 'silent' letters [for example, 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
- 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
- uses a thesaurus

Science

The principal focus of science teaching in upper key stage 2 is to enable pupils to develop a deeper understanding of a wide range of scientific ideas. They should do this through exploring and talking about their ideas; asking their own questions about scientific phenomena; and analysing functions, relationships and interactions more systematically. At upper key stage 2, they should encounter more abstract ideas and begin to recognise how these ideas help them to understand and predict how the world operates. They should also begin to recognise that scientific ideas change and develop over time. They should select the most appropriate ways to answer science questions using different types of scientific enquiry, including observing changes over different periods of time, noticing patterns, grouping and classifying things, carrying out comparative and fair tests and finding things out using a wide range of secondary sources of information. Pupils should draw conclusions based on their data and observations, use evidence to justify their ideas, and use their scientific knowledge and understanding to explain their findings.

'Working and thinking scientifically' is described separately at the beginning of the programme of study, but must always be taught through and clearly related to substantive science content in the programme of study. Throughout the notes and guidance, examples show how scientific methods and skills might be linked to specific elements of the content.

Pupils should read, spell and pronounce scientific vocabulary correctly.

Working scientifically

During Year 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

- planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- taking measurements, using a range of scientific equipment, with increasing accuracy and precision
- recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, and bar and line graphs

- using test results to make predictions to set up further comparative and fair tests
- using simple models to describe scientific ideas
- reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of results, in oral and written forms such as displays and other presentations
- identifying scientific evidence that has been used to support

Living things and their habitats

- I can 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
- I can give reasons for classifying plants and animals based on specific characteristics.
- I can describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- I can describe the life process of reproduction in some plants and animals.

Animals, including humans

- I can describe the changes as humans develop to old age. (sex ed)
- I can construct and interpret a variety of food chains, identifying producers, predators and prey. (animals in the environment)

Evolution and inheritance

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

Light

- I can 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
- I can 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
- I can use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.

Electricity

- I can associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit
- I can 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
- I can use recognised symbols when representing a simple circuit in a diagram.

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.

Pupils should be taught:

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

- about great artists, architects and designers in history (Artist themed day - Pop art (E.g: Andy Warhol, Roy Lichtenstein, Roy Hamilton, Jasper Johns, Robert Rauschenberg and Claes Oldenburg) and architects and designers themed day - Graphic designer –Peter Saville)

PSHE & 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 BirchCopeSchool 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

During the key stage, pupils should be taught the knowledge, skills and understanding through opportunities to:

- take responsibility (for example, for planning and looking after the school environment; for the needs of others, such as by acting as a peer supporter, as a befriender, or as a playground mediator for younger pupils; for looking after animals properly; for identifying safe, healthy and sustainable means of travel when planning their journey to school);
- feel positive about themselves (for example, by producing personal diaries, profiles and portfolios of achievements; by having opportunities to show what they can do and how much responsibility they can take);
- participate (for example, in the school's decision-making process, relating it to democratic structures and processes such as councils, parliaments, government and voting);
- meet and talk with people (for example, people who contribute to society through environmental pressure groups or international aid organisations; people who work in the school and the neighbourhood, such as religious leaders, community police officers);
- develop relationships through work and play (for example, taking part in activities with groups that have particular needs, such as children with special needs and the elderly; communicating with children in other countries by satellite, email or letters);

- prepare for change (for example, transferring to secondary school.)

Breadth of opportunities

Developing confidence and responsibility and making the most of their abilities

Pupils should be taught:

- to recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals;
- to face new challenges positively by collecting information, looking for help, making responsible choices, and taking action;
- about the range of jobs carried out by people they know, and to understand how they can develop skills to make their own contribution in the future;

Preparing to play an active role as citizens

Pupils should be taught:

- to realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities;
- that there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other;
- to resolve differences by looking at alternatives, making decisions and explaining choices;

Developing a healthy, safer lifestyle

Pupils should be taught:

- what makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health, and how to make informed choices;
- that bacteria and viruses can affect health and that following simple, safe routines can reduce their spread;
- about how the body changes as they approach puberty;
- which commonly available substances and drugs are legal and illegal, their effects and risks;
- 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;
- school rules about health and safety, basic emergency aid procedures and where to get help.

Developing good relationships and respecting the differences between people

Pupils should be taught:

- that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view;
- 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;
- to realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help;

Computing

Pupils should be taught to:

- 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 (Internet, email, learning platform)
- 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 (Powerpoint, Word, Movie Maker, Publisher, Access)
- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact (Police Talk)

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, exploded diagrams.

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 and designer themed day - Graphic designer –Peter Saville – (Year 6)

Technical knowledge

- apply their understanding of how to strengthen, stiffen and reinforce more complex structures
- Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]

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.

Key stage 2

- Understand and apply the principles of a healthy and varied diet (Healthy Living Day)
- 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. (UK homework project)

Languages

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

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

Pupils should be taught to:

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

Languages – key stage 2 3

- 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.

Geography

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

Pupils should be taught to:

Locational knowledge

- Locate the world's countries, using maps to focus on North America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- 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

- Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom (Cornwall) and a region within North America

Human and physical geography

Describe and understand key aspects of:

- Physical geography, including: climate zones, biomes and vegetation belts and earthquakes
- Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Geographical skills and fieldwork

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

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.

In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

History topics include:

Changes in Britain from the Stone Age to the Iron Age, covered through the Cornwall topic

A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066, covered through the Britain since the 1930's

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 (production, assemblies)
- 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 (Composer and Musician themed name -The Beatles)
- Develop an understanding of the history of music. (Composer and Musician themed name -The Beatles)

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
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Religious Education

Throughout this key stage, pupils will explore religion through an encounter with **Christianity, Hinduism, Sikhism and Islam** recognising their impact locally, nationally and globally. They will consider theme related questions during their study of these religions.

The theme-related questions have been grouped into three main areas of focus:

What people believe

- *How do people's beliefs about God, the world and others impact on their lives?*
- *How do sacred texts and others sources help people to understand God, the world and human life?*

Lifestyles

- *What and how are people influential and inspired by others?*
- *What is expected of a person in following a religion or belief?*
- *How do religious families and communities practise their faith, and what contributions do they make to local life?*
- *How do religions and beliefs respond to global issues of human rights, fairness, social justice and the importance of the environment?*

Expressions of Faith.

- *What, where and how do people worship?*
- *Why are some occasions sacred to believers?*
- *How do people's beliefs about life after death influence the way they live?*
- *How and why are religious and spiritual ideas expressed and in what ways?*

Christianity

Expressions of faith

- How and why do Christians celebrate marriage?
- How and why do Christians mark a person's death?
- What do Christians believe about life after death and why?
- How do Christian beliefs about life after death influence the ways in which people live their lives?

Inspirational people

- Why and how are people influenced and inspired by others.
- How have people's religions and beliefs in response to global issues of human rights, fairness, social justice and the environment made them inspirational people?