



Science.

Working Scientifically (Upper Key Stage 2)

Planning different types of scientific enquines to answer questions, including recognising and controlling variables where necessary

aking measurements, using arange discientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate

ecording data and results of increasing complexity using scientific diagrams and labels, therefore these these scient renarks, bar and line graphs

taking repeat readings when appropriate recording data and results of increasing complexity using scientific diagrams and labels, classification keys, bables, scatter graphs, bar and line graphs using test results to make predictions to set up further comparative and fair tests reporting and presenting indings from enquiries, including conclusions, causal relations explanations of and degree of trust in results, in oral and written forms such as displays presentations

describe the changes as humans develop to old age.
 Properties & Changes of Materials
 compare and group together everyday materials on the basis of their properties, including their hardness, polability, transparency, conductivity (electrical and thermal), and response to magnets
 now that some materials will disolve in liquid to form a solution, and describe how to recover a substance from a solution of avaportarily ages 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
 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.

History

Key Stage 2 uppls should continue to develop a chronologically secure knowledge and understanding of British, scal and world history, establishing clear narrotives within and across the periods they study. They hould note connections, contrasts and trends over time and develop the appropriate use of historica erms. They should regularly address and sometimes devise historically valid questions about change, ause, similarly and difference, and significance. They should construct informed responses that in olve thoughful selection and organisation of relevant historical information. They should understand on aur howledge of the past is constructed from a range of sources.

changes in Britain from the Stone Age to the Iron Age the Roman Empire and its impact on Britain Britain's settlement by Anglo-Saxons and Scots the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

deyond hubb 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

a non-European society hat 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.

Design & Jechnology

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

Se 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 qua

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

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

Cooking & Nutrition - understand and apply the principles of a healthy and varied diet - prepare and cook a variety of predominantity 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

cey Stage 2 I 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; ack and answer questions; express opinions and respond to those of others; seek clarification and help² speak in sentences, using familiar vocabulary, phrases and basic language structures e develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases^{*}

accest orign timiter tools thip princes read carefully and show understanding of words, phrases and simple writing appreciate stories, songs, poems and rhymes in the language broaden their vocabluray and develop their ability to understand new words that are introduct into familiar written material, including through using a dictionary write phrases from memory, and adapt these to create new sentences, to express ideas cle describe people, places, things and actions orally' and in writing understand basic grammar appropriate to the language being studied, including (where releva femiline, masculine and neuter forms and the conjugation of high-frequency verbs; key featur and patterns of the language, throu to apply these, to instaince, to build sentences; and how these differ from or are similar to English.

Art & 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, panting and sculpture with a range of materials (for example, pendi, charcoal, paint, clay)
 about great artists, architects and designers in history.

nces, to express ideas clearl

ats and their influ

a local history study a local history study a study of an aspect or theme in British history that extends pupils' chronological k beyond 1066 the achievements of the earliest chronological k

Ancient Greece – a study of Greek life and achie

Forces • explain that unsupported objects fall towards the Earth because of the force between the Earth and the falling object • identify the effects of air resistance, water resistance and friction, that act be surfaces ounaces recognise that some mechanisms, including levers, pulleys ar a greater effect.

identifying scientific evidence that has been used to support or refute ideas or Living Things & their Habitats • describe the differences in the life cycles of a mammal, an amphibian, an ins • describe the life process of reproduction in some plants and animals.

Animals (including humans)

Earth & Space

ey Stage 2

Design • use resea

Make

Evaluate

Upper Key Stage 2

- Upper Key Stage 2
 Spoken Language (Years 1 to 6)
 isten and respond appropriately to adults and their peers
 ask relevant questions to extend their understanding and knowledge
 use relevant strategies to build their vocabulary
 and their vocabulary
 and their vocabulary
 and participate actively in collaborative conversations, staying on topic and
 initiating and responding to comments.
 use spoken language to develop understanding through speculating, inport
 specific 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
 exploring (deas.
 specific and indications meestations, cardinations and debater
 oparticipate in diversions meestations).
- exploring loeas speak audiby and fluently with an increasing command of Standard English participate in discussions, presentations, performances, role piay, improvisations and debates gain, maintain and monitor the interest of the listener(s) consider and evaluate different viewpoints, attending to and building on the contributions of others select and use appropriate registers for effective communication.

Reading: Word Reading = apply their growing knowledge of root words, prefixes and suffixes (morphology and etymole as listed in English Appendix 1, both to read aloud and to understand the meaning of new w that they meet.

Reading: Comprehension

- comprehension initial in positive attitudes to reading and understanding of what they read by: continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reterence books of fextbooks reading books that are structured in different ways and reading for a range of purposes increasing their familiarity with a wide range of books, including myths, legends and traditi stories, modern fiction, fiction from our literary heritage, and books from other cultures traditions
- recommending books that they have read to their peers, giving reasons for their choices identifying and discussing themes and conventions in and across a wide range of writing
- identifying and discussing themes and conventions in and across a wide range of writing making comparisons within and across books
 learning a wider range of poetry by heart
 preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.

- Intonation, tone and volume so that the meaning is clear to an audience. *letratond what they read by:* checking that the book makes sense to them, discussing their understanding and exp meaning diversion is context asking questions to improve their understanding drawing inferences such as inferring characters' feelings, thoughts and motives from the predicting what might happen from details sated and implied summarising the main ideas drawn from more than one paragraph, identifying key do support the main ideas furcture and presentation contribute to meaning discuss and evaluate how authors use language, including figurative language, consider impact on the reader

- Impact on the reader distinguish between statements of fact and opinion eretrieve, record and present information from non-fiction participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously explain and discussions about books that are they have read, including through horeas and they are the standard of the standard of the standard they have read including through horeas provide reasoned justifications for their views.
- Writing: Transcription

- use further prefixes and suffixes and understand the guidance for adding them
 spell some words with 'slent' letters (for example, knight, psaim, solemn)
 continue to distinguish between homophones and other words which are often confused
 use knowledge of morphology and etymology in spelling and understand that the spelling or words needs to be learnt specifically, as listed in English Appendix 1
 use distinguish between spelling and memory of the spelling and understand that the spelling of words
 use the first three or four letters of a word to check spelling, meaning or both of thes dictionary use a th aurus.

- Writing: Handwriting & Presentation
- upently and with increasing speed by: which shape of a letter to use when given choices and deciding whether or not to joi choosing which shape of a letter to use when given choices a specific letters
 choosing the writing implement that is best suited for a task.

Writing: Composition

- Intents, CouldDoStion In their writing by:: i dentifying the audience and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own noting and developing initial ideas, drawing on reading and research where necessary in writing narrives, considering how authors have developed characters and settings in what upplic have read, listened to or seen performed.

- Draft and write by: selecting appropriate grammar and vocabulary, understanding how such choices can change and narratives, describing settings, characters and atmosphere and integrating dialogue to conve aracter and advance the action
- concreter and eventue the Battion summaring longer passages using a wide range of devices to build cohesion within and across paragraphs using further organisational and presentational devices to structure text and to guide the reade [for example, headings, builet points, underlining]. *Wate and with two*.

- [for example, headings, built points, underling) are voted to structure text and to guide the [for example, headings, built points, underling) are assessing the effectiveness of their own and others' writing = proposing changest to vocabulary, grammarandpunctuation to enhance effects and clarify mr ensuring the consistent and correct use of these throughout a piece of writing = ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register = proof-read for spelling and punctuation errors = perform their com compositions, using appropriate intonation, volume, and movement so that

ning is clea

- meaning is clear. Writing: Vocabulary, Grammar & Punctuation 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 average set of the set

- logy in English Appendix 2 accurately and a use and understand the grammatical te in discussing their writing and reading

Physical Education

Key Stage 2 . ing, jumping, thro

- use running, jumping, inrowing and catching in isolation and in combinisuum play competitive games, modified where appropriate (for example, bachiniton, 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
- gymmasucs) perform dances using a range of movement patterns take part in outdoor and adventurous activity challenges both individually and within a team

personal best

- winnning & Water Safety All schools must provide swimming instruction either in KS1 or KS2. swim competently, confidently and proliciently over a distance of at least 25 metres use a range of strokes effectively [for example, front cravk, backstroke and breaststroke] perform safe self-rescein cilditerent water-based situations.

Music

Key Stage 2

- STAGE 2 Ilay and perform in solo and ensemble contexts, using their voices and playing mus shruments with increasing accuracy, fluency, control and expression mprovise and compose music for a range of purposes using the inter-related dime

- 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 volte 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.

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

Number: Addition & Subtraction

- or accuracy solve addition and subtraction multi-step problems in contexts, deciding which or methods to use and why.

mber: Multiplication & Division identify multiples and factors, including finding all factor pairs of a number, and common factors

- identify multiples and factors, including finding all factor pairs of a number, and common factors from 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 numbers 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 divide 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)

- (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.

mber: Fractions

- Jumber: Fractions
 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. (2f + 4/5 = 6/5 = 11/6)
 add and subtract fractions with the same denominator and denominators that are multiples of the same number
 multiply proper fractions and mixed numbers by whole numbers, supported by materials and released.

- 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 bhousandths and relate them to terths, hundreaths and docimal equivalents read, write, order and compare numbers with up to three decimal places solve problems involving number up to three decimal places recognises 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 fractions with a denominator of a multiple of 10 or 2/5.

Measurement

Statistics

Key Stage 2

Place Knowledge

Human & Physical Geography
 Describe and understand key a

Geographical Skills & Fieldwork

Key Stage 2

- asurement convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; tire and millitte) understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and prits measure and calculate the perimeter of orngo-pate rectilinears happet in certimetre and metres actuation of the such as inches, pounds and prits measure and calculate the perimeter of orngo-pate rectilinears happet in certimetres and metres estimate volume (for example, using standard units, square continenters (m2) and square metres (m2) and estimate the area of tregular shappet solve problems involving converting texteen units of time use all four operations to solve problems involving measure (for example, using water) money using decimal notation, including actuality.

mentry: Properties of Shapes identify 3-D shapes, including cubes and other cuboids, from 2-D representations use the properties of restangles to deduce related facts and find missing lengths and angles distinguish between regular and irregular polygons based on reasoning about equal is and

distinguish between regular and mergular portunits and compare acute, obtase and reflex angles and angles are measured in degrees; estimate and compare acute, obtase and reflex angles draw given angles, and measure them in degrees (9) identify angles at a point and one whole turn (total 360°) identify angles at a point and straight line and half a turn (total 180°) identify only and the point of a straight line and half a turn (total 180°) identify only and the straight line and half a turn (total 180°) identify only and the straight line and half a turn (total 180°) identify only and the straight line and half a turn (total 180°) identify only and the straight line and half a turn (total 180°) identify other multiples of 90°.

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

Geography

Stage 2 attional Knowledge locate the world's countries, using maps to focus on Europe (including the location of Russia) a North and South America, concentrating on their environmental regions, key physical and hum characteristics, countries, and major cites mane and locate counties and cites of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hils, mountains, coasts and rivers), and land-use patterns, and understand how some of these aspe-identify the position and significance of flattude, 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).

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 county, and a region within North or South America.

Nan & Physical deography Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation beits, rivers, mountains, voicances and earthquakes, and the water cycle human geography, including: types of settlement and land use, economic activity including trade human geography, including: types of settlement and land use, the second activity including trade human geography. Including: types of settlement and land use, economic activity including trade human geography.

es, globes and digital/computer mapping to locate countries and d

reactives sources 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

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

Computing

ign, write and debug programs mat accompusi specific yoars, including yoars, including yoars, and yoar 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

use search technologies effectively, appreciate how results are selected and ranked, and be discernir in evaluating digital content select, use and combine a variety of software (including internet services) on a range of digital devices to design and areate 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, tecogrise acceptable/unacceptable behaviour; identify a range of wrays to report concerns about content and contact.

Egremont Primary School

identify, describe and represent the position of a shape following a reflect the appropriate language, and know that the shape has not changed.