

The Curriculum at St Paul's CE Primary School

The UKS2 Curriculum at St Paul's CE Primary School

<i>Subject</i>	<i>Year Five</i>	<i>Year Six</i>
<i>Science</i>	<p><i>Working Scientifically</i></p> <p><i>With support, can plan an investigation that will generate data to answer posed scientific questions.</i></p> <p><i>Can use scientific equipment with increasing accuracy.</i></p> <p><i>Understands that the data collected can be used to answer the initial question.</i></p> <p><i>Can identify the variable and the constants in an experiment (although may not know these words).</i></p> <p><i>With support, can draw scientific conclusions from the data.</i></p>	<p><i>Working Scientifically</i></p> <p><i>Can identify ways to generate data that would provide evidence to test a scientific theory or idea.</i></p> <p><i>Can use a range of measuring equipment accurately to collect scientific data.</i></p> <p><i>Can record and display data in a variety of ways.</i></p> <p><i>Can use evidence to make predictions about scientific theories and ideas. Can identify ways that these might be tested</i></p> <p><i>Can identify relationships between variables and constants in tests.</i></p> <p><i>Can make comparative statements about these. Can identify any anomalies in their results.</i></p> <p><i>Can identify how their evidence supports or refutes a scientific idea or theory.</i></p>

Biology

Can state the main characteristics of the four animal life cycles studied.

Can make simple comparisons between life cycles – birds and insects grow from eggs – only mammals produce milk to feed their young.

Knows that some plants don't need male and female parts to reproduce.

Knows that during puberty the human body gets ready to become a parent.

Can group a varied set of organism into groups based on their own criteria.

Knows that living things can be grouped into animals, plants and microorganisms.

Can state ways that humans can keep themselves healthy and state activities that are damaging to their health.

Know that a child may show some of the same physical characteristics as its parents.

Can state how an organism is adapted to its environment.

Biology

Can identify and describe the similarities and differences between the life cycles of mammals, birds, amphibians and insects.

Can explain the main differences between sexual and asexual reproduction and identify species that reproduce in these ways.

Can indicate the stages of growth and development for a human and state the changes that will happen during puberty.

Can state how and why plants and animals are grouped into subgroups based on similarities

Can identify the main parts of the circulatory system and the functions of each.

Understands how nutrients and water are used by the body and how they are transported through the body

Can explain how to keep themselves healthy and how substances such as drugs can damage the body.

Know that living things produce offspring that are often non-

Know that over time, animals evolve as a result of the conditions in which they live.

Chemistry

Can group materials based on their properties.

Knows that a mixture is formed when a material is dissolved in a liquid and that both substances still exist.

Can use sieving to separate solids of varying sizes.

With support, can use filtering to separate a solid and a liquid.

Can make plausible suggestions on how to reclaim solute from a solution.

Can identify experiments that can be reversed and those that can't

Physics

Knows that the Earth travels around the sun and that the

identical to the parents and why this can happen.

Explain how organisms are suited to their environment and how evolution leads to species adaptations over time and that fossils offer evidence of this.

Chemistry

Can group and regroup materials based on a range of properties.

Can identify materials that dissolve in liquids and describe how to recover the substance from the solution.

Can suggest how mixtures can be separated based on their knowledge of solids, liquids and gases,

Can suggest uses for everyday materials based on the data generated from scientific testing.

Can explain what reversible reactions are using first-hand experiences.

Knows that irreversible reactions result in new materials being formed and can identify examples of this.

Physics

Can describe that the Earth's, and other planets in the solar

sun is a stationary object at the centre of the solar system.

Can describe the shapes of the Earth, Sun and Moon – may not use precise mathematical vocabulary.

Knows that the moon orbits the Earth.

Knows that the sun's perceived movement through the sky is a result of the earth spinning on its own axis.

Knows that gravity is a force that pulls objects to the centre of the Earth.

Can make observations about the speed of an object travelling over different surfaces.

Knows that components in a circuit require electrical power to work.

Can build simple circuits to match a given criteria

Can fix simple circuits that are not working.

Knows the electrical symbols for the main parts of an electrical circuit.

system, orbit the Sun.

Know that the Sun, Earth and Moon are roughly spherical in shape.

Can explain day and night relative to Earth's rotation on its axis.

Can describe the Moon's orbit of Earth and how this affects the moon appearance in the sky

Can explain the effect of gravity on unsupported objects.

Can identify when and how air/water resistance are acting upon an object.

Can identify when friction is occurring

Can explain why light makes objects visible.

Understands that light travels in a straight line and uses this knowledge to explain why shadows exist and how they form.

Can use circuit diagrams to represent circuits.

Understands the relationship between the voltage in a circuit and the electrical output of its components.

Can diagnose and solve problems involving electrical circuits.

Computing

1. using several programming applications including a text based language
2. plan and write complex programs that are sequence correctly and, where appropriate, use apply the concepts of selection and repetition.
3. understand what variables are and create variables appropriate to the program
4. write programs that control a range of external devices and modify programs for use with external input.
5. explain how their programs and the programs od others work and identify and fix bugs in their program by using logical reasoning.
6. combine software applications to produce digital multimedia content to support topic learning , using:
 - Presentation software
 - Video editing software
 - 3d Modelling software
 - Spreadsheets
 - Databases
7. select search engines based on the information required
8. use advanced search functions.
9. evaluate the information returned.
10. understand that the internet is largely unmonitored and the potential dangers of this
11. understand the key parts of a computer network
12. explain what the internet is and some services it provides

- 13. explain how information is passed through the internet
- 14. knows how to act safely, respectful and responsible in all online interactions
- 15. identify a range of measure they use to keep themselves safe when online
- 16. explain a range of ways to report concerns about content and contact

Art

- | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> 1. Engage in open ended research and exploration in the process of initiating and developing their own personal ideas. 2. Confidently use sketchbooks for a variety of purposes including: recording observations; developing ideas; testing materials; planning and recording information. 3. Confidently investigate and exploit the potential of new and unfamiliar materials (for instance, try out several different ways of using tools and materials that are new to them). 4. Use their acquired technical expertise to make work which effectively reflects their ideas and intentions. 5. Regularly analyse and reflect on their progress taking account of what they hoped to achieve. 6. Research and discuss the ideas and approaches of a various artists, craftspeople, designers and architects, taking | <ul style="list-style-type: none"> 1. Independently develop a range of ideas which show curiosity, imagination and originality. 2. Systematically investigate, research and test ideas and plans using sketchbooks and other appropriate approaches. (for instance. Sketchbooks will show in advance how work will be produced and how the qualities of materials will be used). 3. Independently take action to refine their technical and craft skills in order to improve their mastery of materials and techniques. 4. Independently select and effectively use relevant processes in order to create successful and finished work. 5. Provide a reasoned evaluation of both their own and professionals' work which takes account of the starting points, intentions and context behind the work. 6. How to describe, interpret and explain the work, ideas and |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

	<p>account of their particular cultural context and intentions.</p> <p>7. How to describe the processes they are using and how they hope to achieve high quality outcomes.</p>	<p>working practices of some significant artists, craftspeople, designers and architects taking account of the influence of the different historical, cultural and social contexts in which they worked.</p> <p>7. About the technical vocabulary and techniques for modifying the qualities of different materials and processes.</p>
<p>Design and Technology</p>	<p>1. With support, 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</p> <p>2. With guidance, generate, develop, model and begin to communicate ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>3. Use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p>4. Use a wider range of materials and components, including construction materials, textiles and ingredients, according to</p>	<p>1. 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</p> <p>2. Generate, develop, model and communicate ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>3. Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p>4. Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and</p>

	<p>their functional properties and aesthetic qualities</p> <ol style="list-style-type: none"> 5. Investigate and analyse an existing product 6. Evaluate ideas and products against a design criteria and consider the views of others to improve their work 7. Share an understanding of how key events and individuals in design and technology have helped shape the world 8. Apply their understanding of how to strengthen, stiffen and reinforce structures with guidance 9. Share an understanding and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] 10. Share an understanding and with support use electrical systems in their products [for example, series circuits, incorporating switches, bulbs, buzzers and motors] 11. Apply some understanding of computing to program, monitor and control products with support. 	<p>aesthetic qualities</p> <ol style="list-style-type: none"> 5. Investigate and analyse a range of existing products 6. Evaluate ideas and products against their own design criteria and consider the views of others to improve their work 7. Understand how key events and individuals in design and technology have helped shape the world 8. Apply their understanding of how to strengthen, stiffen and reinforce more complex structures 9. Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] 10. Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] 11. Apply an understanding of computing to program, monitor and control products.
<p>Music</p>	<ol style="list-style-type: none"> 1. copy and improvise rhythmic phrases 2. tap/ clap the metre of a song whilst others clap the rhythm 	<ol style="list-style-type: none"> 1. copy and improvise rhythmic phrases (4 and 8 beat phrases) 2. combine ostinato phrases

3. explore different metres
4. combine ostinato phrases vocally and instrumentally
5. play/ sing an ostinato accompaniment to a song
6. develop increased leadership skills within an ensemble group
7. choose appropriate dynamics, tempo and instrumental sounds
8. sing an ostinato accompaniment
9. sing in 2 parts
10. organise rhythmic and melodic phrases in a simple structure
11. create an up and down tme
12. add a drone accompaniment to a tune
13. play an accompaniment to a tune
14. invert a melodic phrase
15. improvise melodic phrases
16. create and play an instrumental accompaniment
17. organise musical phrases into a simple structure
18. create tunes for word phrases

3. explore different metres
4. combine ostinato phrases vocally and instrumentally
5. develop increased leadership skills within an ensemble group
6. choose appropriate dynamics, tempo, instrument sounds and vocal quality for the performance of songs and compositions
7. sing in 2 and 3 parts
8. organise rhythmic and melodic phrases in a simple structure
9. create a tune using 2/ 3 phrases
10. accompany a tune with a 2 note ostinato
11. create a melodic cycle
12. combine melody and ostinato accompaniment
13. create harmony by adding notes in parallel to a tune
14. listen to an individual rhythm in a five part structure
15. play simple tunes by ear
16. match the metre of recorded music
17. analyse phrase structure
18. notate compositions using the most appropriate method

	<p>19. listen to an individual part in three and four part music</p> <p>20. play simple tunes by ear</p> <p>21. identify repeated and contrasting sections in recorded music</p> <p>22. match the metre of recorded music</p> <p>23. copy melodic phrases</p> <p>24. trace the shape of an up and down tune and match it to conventional notation</p> <p>25. analyse the phrase structure of a song</p> <p>26. read, play and write 4 and 8 beat rhythm notation (crochets, crochet rest, quavers, minim, dotted crochets and semi breeves)</p> <p>27. play from pitch notation</p> <p>28. write simple melodic phrases</p> <p>29. match conventional notation to known phrases</p> <p>30. explore scales, chords and chord sequences</p>	<p>where applicable</p> <p>19. read a chord sequence from a chord chart</p> <p>20. notate simple melodic phrases from dictation</p> <p>21. read conventional notation from known phrases</p> <p>22. explore major and minor scales, chords and triads</p> <p>23. explore the pentatonic scale</p>
<p>PE</p>	<ol style="list-style-type: none"> 1. Sustain physical efforts. 2. Concentrate for sustained periods of time. 3. Follow instructions relating to the lesson. 	<ol style="list-style-type: none"> 1. Sustain physical efforts. 2. Concentrate for sustained periods of time. 3. Follow instructions relating to the lesson.

4. Stay on task for sustained period of time.
5. Work with others.
6. Evaluate others work and say how to make improvements.
7. Throw and catch accurately.
8. Hit a ball accurately and with control.
9. Keep possession of a ball.
10. Use tactics in a game.
11. Work in a controlled way.
12. Plan and create sequences that show change in speed and direction.
13. Include a range of shapes in my sequences.
14. Create a sequence with 3 movements.
15. Use dance to communicate an idea.
16. Express freely ideas from a stimulus.
17. Take a lead when working in a group.
18. Repeat, remember and perform phrases with control.

4. Stay on task for sustained period of time.
5. Work with others.
6. Explain rules of a game.
7. Apply skills in a competitive situation.
8. Lead others in a game situation. 4.
9. Apply skills to a linked sequence off the apparatus.
10. Apply skills to a linked sequence on the apparatus.
11. Use creative ability to compose own sequence.
12. Develop and compose creative sequences in response to dance stimuli.
13. Use quality dance movements showing fluency accuracy and clarity.
14. Cognitively and creatively solve problems.
15. Lead a group.
16. Negotiate when problem solving.
17. Take into account safety and danger.
18. Throw with accuracy in different ways
19. Demonstrate stamina.
20. Control taking off and landing.

History

1. Understand the correct order of the people, events and main changes in the period they are studying.
2. Use dates and terms correctly
3. Understand that while some things change, others stay the same.
4. Show their knowledge and understanding of the main events, people and changes studied.
5. Describe aspects of life in the periods they have learned about.
 - Battle of Britain
 - Islamic Golden Age
 - Anglo-Saxons / Vikings
 - Egyptians
6. Understand that all events and changes have reasons for them, and results of them.
7. Beginning to understand some of the different ways in which the past has been represented and interpreted - why people saw things the way they did

21. Apply tactics to running.

1. Place events people and changes within a time framework.
2. Make correct use of dates and time words in their work, for example; BC, AD, century and decade.
3. Demonstrate their factual knowledge and understanding of parts of the history of Britain and the wider world.
4. Use their knowledge and understanding to describe typical features of past societies and periods.
 - Battle of Britain
 - Islamic Golden Age
 - Anglo-Saxons / Vikings
 - Egyptians
5. Identify changes that took place within a period of history and across different periods of time.
6. Describe some of the main events, people and changes they have studied.
7. Give some reasons for, and results of, the main events and changes they have learned about
8. Understand that events and people from the past have

	<p>8. Ask their own historical questions, and use sources of information to answer them.</p> <p>9. Present their knowledge and the information they have found out about the past in different ways</p> <p>10. Use historical words and dates correctly in their work</p>	<p>been represented and interpreted in different ways</p> <p>9. Choose information from different sources and put it together in an organised piece of work so it makes sense</p> <p>10. Organise their work using dates and historical terms correctly and accurately</p>
<p>Geography</p>	<p>1. locate a desert on a map and name a country that has a desert in it.</p> <p>2. point out the location of the Arctic and Antarctic on a globe</p> <p>3. point out the location of the tropic of cancer/Capricorn on a globe.</p> <p>4. name some countries in the world.</p> <p>5. use a map/globe to find a location.</p> <p>6. point out North/South America on a map.</p> <p>7. talk about features of towns and cities in relation to water sources.</p> <p>8. talk about the different time zones of two places.</p> <p>9. talk about how the location of a place can affect people</p>	<p>1. name the largest desert in the world and locate desert regions in an atlas.</p> <p>2. identify and name the Tropics of Cancer and Capricorn as well as the Arctic and Antarctic Circles.</p> <p>3. ask and answer geographical questions, collecting and analysing information in order to draw simple conclusions about locations e.g. how did it get like this? Why is it changing? Etc.</p> <p>4. name and locate some of the countries of the world, and their key identifying human and physical characteristics.</p> <p>5. use maps, aerial photographs, plans and e-resources to describe what a locality might be like.</p> <p>6. name and locate the main countries of North and South</p>

	<p>living there.</p>	<p>America and identify their main human and physical characteristics.</p> <p>7. describe some of the ways in which different places relate to each other - interdependence</p> <p>8. describe how come places are similar and dissimilar in relation to their human and physical features.</p> <p>9. explain how time zones work and calculate time differences around the world.</p> <p>10. identify how the physical features of a location affect human activity in that location - the kind of jobs people do.</p> <p>11. use a range of resources to describe and explain the key physical and human features of a location</p>
<p>Religious Education</p>	<p>1. show what I know about religious beliefs, ideas and teachings</p> <p>2. show what I know about:</p> <ul style="list-style-type: none"> - Religious objects and how they are used - Religious places and how they are used <p>Religious people and how they behave within religious practices and life styles</p>	<p>1. explain the significance of some religious beliefs, teachings and events for members of faith communities</p> <p>2. explain the practices and lifestyles involved in belonging to a faith community</p> <p>3. explain some of the differing ways that believers show their beliefs, ideas and teachings</p> <p>4. ask questions and suggest answers about the significant</p>

	<p>3. identify religious symbolism in literature and in the arts</p> <p>4. show that I understand that personal experiences and feelings can influence my attitudes and actions</p> <p>5. ask questions that have no universally agreed answers</p> <p>6. explain how shared beliefs about what is right or wrong affect people's behaviour</p>	<p>experiences of others, including religious believers</p> <p>5. explain my own ideas and beliefs about ultimate questions</p> <p>6. ask questions about matters of right and wrong and suggest answers which show I have an understanding of moral and religious teachings</p>
<p>PSHE</p>	<p>1) Make choices about how to develop healthy lifestyles (for example by knowing the importance of a healthy diet and regular exercise)</p> <p>2) Identify some factors that affect emotional health and well-being (for example exercise or dealing with emotions)</p> <p>3) Make judgements and decisions and list some ways of resisting negative peer pressure around issues affecting their health and wellbeing</p> <p>4) List the commonly available substances and drugs that are legal and illegal, and describe some of the effects and risks of these</p> <p>5) Identify and explain how to manage the risks in different familiar situations (for example discussing issues connected to personal safety)</p> <p>6) Discuss some of the bodily and emotional changes at puberty, and demonstrate some ways of dealing with these in a positive way</p> <p>7) Identify positive ways to face new challenges (for example the transition to secondary school)</p> <p>8) Demonstrate that they recognise their own worth and that of others (for example by making positive comments about</p>	

themselves and classmates)

9) Express their views confidently and listen to and show respect for the views of others

10) Explain how their actions have consequences for themselves and others

11) Describe the nature and consequences of bullying, and can express ways of responding to it

12) Identify different types of relationship (for example marriage or friendships), and can show ways to maintain good relationships (for example listening, supporting, caring)

13) Respond to, or challenge, negative behaviours such as stereotyping and aggression

14) Know why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules (British values)

15) Know that there are some cultural practices which are against British law and universal human rights, such as female genital mutilation (British values)

16) Know that there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment

17) Talk about a range of jobs, and explain how they will develop skills to work in the future

18) Know about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer

19) Describe some of the different beliefs and values in society, and demonstrate respect and tolerance towards people different from themselves (British values)

Foreign

Language

1. Accurately pronounce common foods from China
2. Name and identify common Chinese drinks
3. Ask questions of a friend that require food and drink as an answer
4. Know words relating to appearance such as hair, skin, eyes
5. Describe their appearance to a friend
6. Ask a friend questions relating to his/her appearance
7. Learn about Xiaboa and his friends