

Programmes of study

| English | | | | | |
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| <p>En R C 1b LKS2</p> <p>Read books that are structured in different ways and read for a range of purposes.</p> | <p>En R C 1h LKS2</p> <p>Recognise some different forms of poetry [for example, free verse, narrative poetry].</p> | <p>En R C 2b LKS2</p> <p>Ask questions to improve their understanding of a text.</p> | <p>En R C 4 LKS2</p> <p>Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p> | <p>En SL 12</p> <p>Select and use appropriate registers for effective communication.</p> | <p>En W H 1 LKS2</p> <p>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</p> |
| <p>En W VGP 1b LKS2</p> <p>Use the present perfect form of verbs in contrast to the past tense.</p> | <p>En W VGP 1c LKS2</p> <p>Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</p> | <p>En R C 1a UKS2</p> <p>Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> | <p>En R C 1b UKS2</p> <p>Read books that are structured in different ways and read for a range of purposes.</p> | <p>En R C 1c UKS2</p> <p>Increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.</p> | <p>En R C 1d UKS2</p> <p>Recommend books that they have read to their peers, giving reasons for their choices.</p> |
| <p>En R C 1e UKS2</p> <p>Identify and discuss themes and conventions in and across a wide range of writing.</p> | <p>En R C 1f UKS2</p> <p>Make comparisons within and across books.</p> | <p>En R C 1g UKS2</p> <p>Learn a wider range of poetry by heart.</p> | <p>En R C 1h UKS2</p> <p>Prepare 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.</p> | <p>En R C 2a UKS2</p> <p>Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.</p> | <p>En R C 2b UKS2</p> <p>Ask questions to improve their understanding.</p> |
| <p>En R C 2c UKS2</p> <p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> | <p>En R C 2d UKS2</p> <p>Predict what might happen from details stated and implied.</p> | <p>En R C 2e UKS2</p> <p>Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.</p> | <p>En R C 2f UKS2</p> <p>Identify how language, structure and presentation contribute to meaning.</p> | <p>En R C 3 UKS2</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p> | <p>En R C 4 UKS2</p> <p>Distinguish between statements of fact and opinion.</p> |

English

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| <p>En R C 5 UKS2</p> <p>Retrieve, record and present information from non-fiction.</p> | <p>En R C 6 UKS2</p> <p>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.</p> | <p>En R C 7 UKS2</p> <p>Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.</p> | <p>En R C 8 UKS2</p> <p>Provide reasoned justifications for their views.</p> | <p>En W C 1a UKS2</p> <p>Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</p> | <p>En W C 1b UKS2</p> <p>Note and develop initial ideas, drawing on reading and research where necessary.</p> |
| <p>En W C 1c UKS2</p> <p>In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed.</p> | <p>En W C 2a UKS2</p> <p>Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p> | <p>En W C 2b UKS2</p> <p>In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action.</p> | <p>En W C 2c UKS2</p> <p>Precis longer passages.</p> | <p>En W C 2d UKS2</p> <p>Use a wide range of devices to build cohesion within and across paragraphs.</p> | <p>En W C 2e UKS2</p> <p>Use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining].</p> |
| <p>En W C 3a UKS2</p> <p>Assess the effectiveness of their own and others' writing.</p> | <p>En W C 3b UKS2</p> <p>Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> | <p>En W C 3c UKS2</p> <p>Ensure the consistent and correct use of tense throughout a piece of writing.</p> | <p>En W C 3d UKS2</p> <p>Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.</p> | <p>En W C 4 UKS2</p> <p>Proof-read for spelling and punctuation errors.</p> | <p>En W C 5 UKS2</p> <p>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p> |
| <p>En W H 1 UKS2</p> <p>Write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and decide whether or not to join specific letters.</p> | <p>En W H 2 UKS2</p> <p>Write legibly, fluently and with increasing speed by choosing the writing implement that is best suited for a task.</p> | <p>En W Sp 5 UKS2</p> <p>Use dictionaries to check the spelling and meaning of words.</p> | <p>En W VGP 2d UKS2</p> <p>Use semi-colons, colons or dashes to mark boundaries between independent clauses.</p> | | |

Mathematics

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| <p>Ma G PS 3 Y3</p> <p>Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle.</p> | <p>Ma M 1 Y3</p> <p>Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml).</p> | <p>Ma M 3 Y3</p> <p>Add and subtract amounts of money to give change, using both £ and p in practical contexts.</p> | <p>Ma M 7 Y3</p> <p>Compare durations of events [for example to calculate the time taken by particular events or tasks].</p> | <p>Ma S 1 Y3</p> <p>Interpret and present data using bar charts, pictograms and tables.</p> | <p>Ma M 1 Y4</p> <p>Convert between different units of measure [for example, kilometre to metre; hour to minute].</p> |
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Mathematics

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| <p>Ma S 1 Y4</p> <p>Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.</p> | <p>Ma G PD 1 Y5</p> <p>Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.</p> | <p>Ma M 4 Y5</p> <p>Calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm²) and square metres (m²) and estimate the area of irregular shapes.</p> | <p>Ma M 6 Y5</p> <p>Solve problems involving converting between units of time.</p> | <p>Ma M 7 Y5</p> <p>Use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling.</p> | <p>Ma N MD 10 Y5</p> <p>Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign.</p> |
| <p>Ma S 2 Y5</p> <p>Complete, read and interpret information in tables, including timetables.</p> | <p>Ma N NPV 3 Y6</p> <p>Use negative numbers in context, and calculate intervals across zero.</p> | <p>Ma N NPV 4 Y6</p> <p>Solve number and practical problems that involve all of the above.</p> | <p>Ma RP 2 Y6</p> <p>Solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison.</p> | <p>Ma S 1 Y6</p> <p>Interpret and construct pie charts and line graphs and use these to solve problems.</p> | <p>Ma S 2 Y6</p> <p>Calculate and interpret the mean as an average.</p> |

Science

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| <p>Sc A 1 Y3</p> <p>Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.</p> | <p>Sc A 2 Y3</p> <p>Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p> | <p>Sc FM 1 Y3</p> <p>Compare how things move on different surfaces.</p> | <p>Sc FM 2 Y3</p> <p>Notice that some forces need contact between two objects, but magnetic forces can act at a distance.</p> | <p>Sc FM 3 Y3</p> <p>Observe how magnets attract or repel each other and attract some materials and not others.</p> | <p>Sc FM 4 Y3</p> <p>Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials.</p> |
| <p>Sc FM 5 Y3</p> <p>Describe magnets as having two poles.</p> | <p>Sc FM 6 Y3</p> <p>Predict whether two magnets will attract or repel each other, depending on which poles are facing.</p> | <p>Sc L 1 Y3</p> <p>Recognise that they need light in order to see things and that dark is the absence of light.</p> | <p>Sc L 2 Y3</p> <p>Notice that light is reflected from surfaces.</p> | <p>Sc L 3 Y3</p> <p>Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.</p> | <p>Sc L 4 Y3</p> <p>Recognise that shadows are formed when the light from a light source is blocked by a solid object.</p> |
| <p>Sc L 5 Y3</p> <p>Find patterns in the way that the size of shadows change.</p> | <p>Sc P 1 Y3</p> <p>Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.</p> | <p>Sc P 2 Y3</p> <p>Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant.</p> | <p>Sc P 3 Y3</p> <p>Investigate the way in which water is transported within plants.</p> | <p>Sc P 4 Y3</p> <p>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p> | <p>Sc R 1 Y3</p> <p>Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.</p> |

Science

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| <p>Sc R 2 Y3</p> <p>Describe in simple terms how fossils are formed when things that have lived are trapped within rock.</p> | <p>Sc R 3 Y3</p> <p>Recognise that soils are made from rocks and organic matter.</p> | <p>Sc SM 3 Y4</p> <p>Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p> | <p>Sc A 1 Y5</p> <p>Describe the changes as humans develop to old age.</p> | <p>Sc ES 1 Y5</p> <p>Describe the movement of the Earth, and other planets, relative to the Sun in the solar system.</p> | <p>Sc ES 2 Y5</p> <p>Describe the movement of the Moon relative to the Earth.</p> |
| <p>Sc ES 3 Y5</p> <p>Describe the Sun, Earth and Moon as approximately spherical bodies.</p> | <p>Sc ES 4 Y5</p> <p>Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</p> | <p>Sc F 1 Y5</p> <p>Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.</p> | <p>Sc F 2 Y5</p> <p>Identify the effects of air resistance, water resistance and friction, that act between moving surfaces.</p> | <p>Sc F 3 Y5</p> <p>Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p> | <p>Sc LT 1 Y5</p> <p>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</p> |
| <p>Sc LT 2 Y5</p> <p>Describe the life process of reproduction in some plants and animals.</p> | <p>Sc PCM 1 Y5</p> <p>Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets.</p> | <p>Sc PCM 2 Y5</p> <p>Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.</p> | <p>Sc PCM 3 Y5</p> <p>Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.</p> | <p>Sc PCM 4 Y5</p> <p>Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.</p> | <p>Sc PCM 5 Y5</p> <p>Demonstrate that dissolving, mixing and changes of state are reversible changes.</p> |
| <p>Sc PCM 6 Y5</p> <p>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.</p> | <p>Sc WS 1 UKS2</p> <p>Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.</p> | <p>Sc WS 2 UKS2</p> <p>Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.</p> | <p>Sc WS 3 UKS2</p> <p>Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</p> | <p>Sc WS 4 UKS2</p> <p>Use test results to make predictions to set up further comparative and fair tests.</p> | <p>Sc WS 5 UKS2</p> <p>Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.</p> |
| <p>Sc WS 6 UKS2</p> <p>Identify scientific evidence that has been used to support or refute ideas or arguments.</p> | <p>Sc A 1 Y6</p> <p>Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.</p> | <p>Sc A 2 Y6</p> <p>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</p> | <p>Sc A 3 Y6</p> <p>Describe the ways in which nutrients and water are transported within animals, including humans.</p> | <p>Sc E 1 Y6</p> <p>Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.</p> | <p>Sc E 2 Y6</p> <p>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.</p> |

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| <p>Sc E 3 Y6</p> <p>Use recognised symbols when representing a simple circuit in a diagram.</p> | <p>Sc EI 1 Y6</p> <p>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.</p> | <p>Sc EI 2 Y6</p> <p>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</p> | <p>Sc EI 3 Y6</p> <p>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p> | <p>Sc L 1 Y6</p> <p>Recognise that light appears to travel in straight lines.</p> | <p>Sc L 2 Y6</p> <p>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.</p> |
| <p>Sc L 3 Y6</p> <p>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.</p> | <p>Sc L 4 Y6</p> <p>Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</p> | <p>Sc LT 1 Y6</p> <p>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.</p> | <p>Sc LT 2 Y6</p> <p>Give reasons for classifying plants and animals based on specific characteristics.</p> | | |

Art & design

All programmes of study are covered in this subject.

Computing

Co 7 KS2

Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

D&T

DT CN 3 KS2

Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

DT TK 4 KS2

Apply their understanding of computing to program, monitor and control their products.

Geography

Ge SF 2 KS2

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.

Ge SF 3 KS2

Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

History

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| <p>Hi 1 KS2</p> <p>Learn about changes in Britain from the Stone Age to the Iron Age.</p> | <p>Hi 3 KS2</p> <p>Learn about Britain's settlement by Anglo-Saxons and Scots.</p> | <p>Hi 4 KS2</p> <p>Learn about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p> | <p>Hi 5 KS2</p> <p>Conduct a local history study.</p> | <p>Hi 7 KS2</p> <p>Learn about 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.</p> | <p>Hi 8 KS2</p> <p>Learn about Ancient Greece & a study of Greek life and achievements and their influence on the western world.</p> |
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Languages

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| <p>La 4 KS2</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> | <p>La 9 KS2</p> <p>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</p> |
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Music

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| <p>Mu 4 KS2</p> <p>Use and understand staff and other musical notations.</p> | |
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PE

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| <p>PE 1 KS2</p> <p>Use running, jumping, throwing and catching in isolation and in combination.</p> | <p>PE 5 KS2</p> <p>Take part in outdoor and adventurous activity challenges both individually and within a team.</p> |
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PSHE (non-statutory)

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| <p>PSHE 1c KS2</p> <p>Face new challenges positively by collecting information, looking for help, making responsible choices, and taking action.</p> | <p>PSHE 1d KS2</p> <p>Recognise, as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way.</p> | <p>PSHE 1e KS2</p> <p>Learn 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.</p> | <p>PSHE 1f KS2</p> <p>Look after their money and realise that future wants and needs may be met through saving.</p> | <p>PSHE 2a KS2</p> <p>Research, discuss and debate topical issues, problems and events.</p> | <p>PSHE 2b KS2</p> <p>Know why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules.</p> |
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PSHE (non-statutory)

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| <p>PSHE 2c KS2</p> <p>Realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities.</p> | <p>PSHE 2d KS2</p> <p>Know 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.</p> | <p>PSHE 2e KS2</p> <p>Reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences.</p> | <p>PSHE 2f KS2</p> <p>Resolve differences by looking at alternatives, making decisions and explaining choices.</p> | <p>PSHE 2g KS2</p> <p>Know what democracy is, and about the basic institutions that support it locally and nationally.</p> | <p>PSHE 2h KS2</p> <p>Recognise the role of voluntary, community and pressure groups.</p> |
| <p>PSHE 2i KS2</p> <p>Appreciate the range of national, regional, religious and ethnic identities in the United Kingdom.</p> | <p>PSHE 2j KS2</p> <p>Recognise that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment.</p> | <p>PSHE 2k KS2</p> <p>Explore how the media present information.</p> | <p>PSHE 3c KS2</p> <p>Know how the body changes as they approach puberty.</p> | <p>PSHE 3d KS2</p> <p>Identify which commonly available substances and drugs are legal and illegal, their effects and risks.</p> | <p>PSHE 3e KS2</p> <p>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.</p> |
| <p>PSHE 3f KS2</p> <p>Recognise that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong.</p> | <p>PSHE 3g KS2</p> <p>Know school rules about health and safety, basic emergency aid procedures and where to get help.</p> | <p>PSHE 4a KS2</p> <p>Recognise 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.</p> | <p>PSHE 4c KS2</p> <p>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.</p> | <p>PSHE 4d KS2</p> <p>Realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help.</p> | <p>PSHE 4e KS2</p> <p>Recognise and challenge stereotypes.</p> |
| <p>PSHE 4f KS2</p> <p>Understand that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability.</p> | <p>PSHE 4g KS2</p> <p>Know where individuals, families and groups can get help and support.</p> | <p>PSHE 5a KS2</p> <p>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].</p> | <p>PSHE 5b KS2</p> <p>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].</p> | <p>PSHE 5c KS2</p> <p>Participate [for example, in the school's decision-making process, relating it to democratic structures and processes such as councils, parliaments, government and voting].</p> | <p>PSHE 5d KS2</p> <p>Make real choices and decisions [for example, about issues affecting their health and well-being such as smoking; on the use of scarce resources; how to spend money, including pocket money and contributions to charities].</p> |

PSHE (non-statutory)

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| PSHE 5e KS2 | PSHE 5f KS2 | PSHE 5g KS2 | PSHE 5h KS2 | PSHE 5i KS2 |
| 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]. | Consider social and moral dilemmas that they come across in life [for example, encouraging respect and understanding between different races and dealing with harassment]. | Find information and advice [for example, through helplines; by understanding about welfare systems in society]. | Prepare for change [for example, transferring to secondary school]. |

Spiritual, moral, social and cultural (SMSC) development

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| SMSC Cd 1 LKS2 | SMSC Cd 2 LKS2 | SMSC Cd 3 LKS2 | SMSC Cd 4 LKS2 | SMSC Cd 5 LKS2 | SMSC M 1 LKS2 |
| Understand and appreciate the wide range of cultural influences that have shaped their heritage and those of others. | Understand and appreciate the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain. | Know about Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain. | Participate in and respond positively to artistic, musical, sporting and cultural opportunities. | Explore and show respect for different faiths, religious, ethnic and socio-economic groups, national and global communities. | Recognise the difference between right and wrong and readily apply this understanding in their lives. |
| SMSC M 2 LKS2 | SMSC M 3 LKS2 | SMSC M 4 LKS2 | SMSC M 5 LKS2 | SMSC M 6 LKS2 | SMSC So 1 LKS2 |
| Understand legal boundaries and, in so doing, respect the civil and criminal law of England. | Understand the consequences of their behaviour and actions. | Investigate and offer reasoned views about moral and ethical issues and understand and appreciate the viewpoints of others on these issues. | Know about and respect the public institutions and services in England. | Develop an acceptance of other people, understanding the importance of identifying and combating discrimination. | Use a range of social skills in different contexts. |
| SMSC So 2 LKS2 | SMSC So 3 LKS2 | SMSC So 4 UKS2 | SMSC Sp 1 LKS2 | SMSC Sp 2 LKS2 | SMSC Sp 3 LKS2 |
| Participate in a variety of communities and social settings. | Cooperate well with others and be able to resolve conflicts effectively. | Know that the rule of law protects the rights of individual citizens and is essential for their well-being and safety. | Reflect on their beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values. | Sense enjoyment and fascination when learning about themselves, others and the world around them. | Use imagination and creativity in their learning. |
| SMSC Sp 4 LKS2 | SMSC Cd 1 UKS2 | SMSC Cd 2 UKS2 | SMSC Cd 3 UKS2 | SMSC Cd 4 UKS2 | SMSC Cd 5 UKS2 |
| Reflect willingly on their experiences. | Understand and appreciate the wide range of cultural influences that have shaped their heritage and those of others. | Understand and appreciate the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain. | Know about Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain. | Participate in and respond positively to artistic, musical, sporting and cultural opportunities. | Explore and show respect for different faiths, religious, ethnic and socio-economic groups, national and global communities. |

Spiritual, moral, social and cultural (SMSC) development

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| <p>SMSC M 1 UKS2</p> <p>Recognise the difference between right and wrong and readily apply this understanding in their lives.</p> | <p>SMSC M 2 UKS2</p> <p>Understand legal boundaries and, in so doing, respect the civil and criminal law of England.</p> | <p>SMSC M 3 UKS2</p> <p>Understand the consequences of their behaviour and actions.</p> | <p>SMSC M 4 UKS2</p> <p>Investigate and offer reasoned views about moral and ethical issues and understand and appreciate the viewpoints of others on these issues.</p> | <p>SMSC M 5 UKS2</p> <p>Know about and respect the public institutions and services in England.</p> | <p>SMSC M 6 UKS2</p> <p>Develop an acceptance of other people, understanding the importance of identifying and combating discrimination.</p> |
| <p>SMSC So 1 UKS2</p> <p>Use a range of social skills in different contexts.</p> | <p>SMSC So 2 UKS2</p> <p>Participate in a variety of communities and social settings.</p> | <p>SMSC So 3 UKS2</p> <p>Cooperate well with others and be able to resolve conflicts effectively.</p> | <p>SMSC So 4 UKS2</p> <p>Know that the rule of law protects the rights of individual citizens and is essential for their well-being and safety.</p> | <p>SMSC Sp 1 UKS2</p> <p>Reflect on their beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values.</p> | <p>SMSC Sp 2 UKS2</p> <p>Sense enjoyment and fascination when learning about themselves, others and the world around them.</p> |
| <p>SMSC Sp 3 UKS2</p> <p>Use imagination and creativity in their learning.</p> | <p>SMSC Sp 4 UKS2</p> <p>Reflect willingly on their experiences.</p> | | | | |

DCF

All programmes of study are covered in this subject.

Physical development

All programmes of study are covered in this subject.

Early learning goals

All programmes of study are covered in this subject.

Communication and language

All programmes of study are covered in this subject.

Personal, social and emotional development

All programmes of study are covered in this subject.

Understanding the world

All programmes of study are covered in this subject.

Expressive arts and design

All programmes of study are covered in this subject.

Discrete programmes of study

Due to the discrete nature of these programmes of study across both key stages, they are not specifically linked to any ILP in the Cornerstones curriculum.

English

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| <p>En R WR 1 LKS2</p> <p>Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet.</p> | <p>En R WR 2 LKS2</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p> | <p>En W Sp 1 LKS2</p> <p>Use further prefixes and suffixes and understand how to add them (English Appendix 1).</p> | <p>En W Sp 1 UKS2</p> <p>Use further prefixes and suffixes and understand the guidance for adding them.</p> | <p>En W Sp 2 LKS2</p> <p>Spell further homophones.</p> | <p>En W Sp 2 UKS2</p> <p>Spell some words with 'silent' letters [for example, knight, psalm, solemn].</p> |
| <p>En W Sp 3 LKS2</p> <p>Spell words that are often misspelt (English Appendix 1).</p> | <p>En W Sp 3 UKS2</p> <p>Continue to distinguish between homophones and other words which are often confused.</p> | <p>En W Sp 4 LKS2</p> <p>Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's].</p> | <p>En W Sp 4 UKS2</p> <p>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1.</p> | <p>En W Sp 5 LKS2</p> <p>Use the first two or three letters of a word to check its spelling in a dictionary.</p> | <p>En W Sp 6 LKS2</p> <p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p> |
| <p>En W Sp 6 UKS2</p> <p>Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.</p> | <p>En W Sp 7 UKS2</p> <p>Use a thesaurus.</p> | <p>En W VGP 1a UKS2</p> <p>Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.</p> | <p>En W VGP 1b UKS2</p> <p>Use passive verbs to affect the presentation of information in a sentence.</p> | <p>En W VGP 1c UKS2</p> <p>Use the perfect form of verbs to mark relationships of time and cause.</p> | <p>En W VGP 1d LKS2</p> <p>Use conjunctions, adverbs and prepositions to express time and cause.</p> |

English

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| En W VGP 1d UKS2 Use expanded noun phrases to convey complicated information concisely. | En W VGP 1e LKS2 Use fronted adverbials. | En W VGP 1e UKS2 Use modal verbs or adverbs to indicate degrees of possibility. | En W VGP 1f LKS2 Learn the grammar for years 3 and 4 in English Appendix 2. | En W VGP 1f UKS2 Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun. | En W VGP 1g UKS2 Learn the grammar for years 5 and 6 in English Appendix 2. |
| En W VGP 2a LKS2 Use commas after fronted adverbials. | En W VGP 2a UKS2 Use commas to clarify meaning or avoid ambiguity in writing. | En W VGP 2b LKS2 Indicate possession by using the possessive apostrophe with plural nouns. | En W VGP 2b UKS2 Use hyphens to avoid ambiguity. | En W VGP 2c LKS2 Use and punctuate direct speech. | En W VGP 2c UKS2 Use brackets, dashes or commas to indicate parenthesis. |
| En W VGP 2e UKS2 Use a colon to introduce a list. | En W VGP 2f UKS2 Punctuate bullet points consistently. | En W VGP 3 LKS2 Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading. | En W VGP 3 UKS2 Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading. | | |

Mathematics

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| Ma A 1 Y6 Use simple formulae. | Ma A 2 Y6 Generate and describe linear number sequences. | Ma A 3 Y6 Express missing number problems algebraically. | Ma A 4 Y6 Find pairs of numbers that satisfy an equation with two unknowns. | Ma A 5 Y6 Enumerate possibilities of combinations of two variables. | Ma G PD 1 Y4 Describe positions on a 2-D grid as coordinates in the first quadrant. |
| Ma G PD 1 Y6 Describe positions on the full coordinate grid (all four quadrants). | Ma G PD 2 Y4 Describe movements between positions as translations of a given unit to the left/right and up/down. | Ma G PD 2 Y6 Draw and translate simple shapes on the coordinate plane, and reflect them in the axes. | Ma G PD 3 Y4 Plot specified points and draw sides to complete a given polygon. | Ma G PS 1 Y3 Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them. | Ma G PS 1 Y4 Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes. |
| Ma G PS 1 Y5 Identify 3-D shapes, including cubes and other cuboids, from 2-D representations. | Ma G PS 1 Y6 Draw 2-D shapes using given dimensions and angles. | Ma G PS 2 Y3 Recognise angles as a property of shape or a description of a turn. | Ma G PS 2 Y4 Identify acute and obtuse angles and compare and order angles up to two right angles by size. | Ma G PS 2 Y5 Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles. | Ma G PS 2 Y6 Recognise, describe and build simple 3-D shapes, including making nets. |

Mathematics

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| <p>Ma G PS 3 Y4</p> <p>Identify lines of symmetry in 2-D shapes presented in different orientations.</p> | <p>Ma G PS 3 Y5</p> <p>Draw given angles, and measure them in degrees (o).</p> | <p>Ma G PS 3 Y6</p> <p>Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons.</p> | <p>Ma G PS 4 Y3</p> <p>Identify horizontal and vertical lines and pairs of perpendicular and parallel lines.</p> | <p>Ma G PS 4 Y4</p> <p>Complete a simple symmetric figure with respect to a specific line of symmetry.</p> | <p>Ma G PS 4 Y6</p> <p>Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius.</p> |
| <p>Ma G PS 4a Y5</p> <p>Identify angles at a point and one whole turn (total 360o).</p> | <p>Ma G PS 4b Y5</p> <p>Identify angles at a point on a straight line and 1/2 a turn (total 180o).</p> | <p>Ma G PS 4c Y5</p> <p>Identify other multiples of 90o.</p> | <p>Ma G PS 5 Y5</p> <p>Use the properties of rectangles to deduce related facts and find missing lengths and angles.</p> | <p>Ma G PS 5 Y6</p> <p>Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.</p> | <p>Ma G PS 6 Y5</p> <p>Distinguish between regular and irregular polygons based on reasoning about equal sides and angles.</p> |
| <p>Ma M 1 Y5</p> <p>Convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre).</p> | <p>Ma M 1 Y6</p> <p>Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate.</p> | <p>Ma M 2 Y3</p> <p>Measure the perimeter of simple 2-D shapes.</p> | <p>Ma M 2 Y4</p> <p>Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres.</p> | <p>Ma M 2 Y5</p> <p>Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints.</p> | <p>Ma M 2 Y6</p> <p>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.</p> |
| <p>Ma M 3 Y4</p> <p>Find the area of rectilinear shapes by counting squares.</p> | <p>Ma M 3 Y5</p> <p>Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres.</p> | <p>Ma M 3 Y6</p> <p>Convert between miles and kilometres.</p> | <p>Ma M 4 Y3</p> <p>Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks.</p> | <p>Ma M 4 Y6</p> <p>Recognise that shapes with the same areas can have different perimeters and vice versa.</p> | <p>Ma M 5 Y3</p> <p>Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight.</p> |
| <p>Ma M 5 Y4</p> <p>Read, write and convert time between analogue and digital 12- and 24-hour clocks.</p> | <p>Ma M 5 Y5</p> <p>Estimate volume [for example, using 1 cm³ blocks to build cuboids (including cubes)] and capacity [for example, using water].</p> | <p>Ma M 5 Y6</p> <p>Recognise when it is possible to use formulae for area and volume of shapes.</p> | <p>Ma M 6 Y3</p> <p>Know the number of seconds in a minute and the number of days in each month, year and leap year.</p> | <p>Ma M 6 Y4</p> <p>Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.</p> | <p>Ma M 6 Y6</p> <p>Calculate the area of parallelograms and triangles.</p> |

Mathematics

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| <p>Ma M 7 Y6</p> <p>Calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm³) and cubic metres (m³), and extending to other units [for example, mm³ and km³].</p> | <p>Ma N AS 1 Y4</p> <p>Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate.</p> | <p>Ma N AS 1 Y5</p> <p>Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction).</p> | <p>Ma N AS 1a Y3</p> <p>Add and subtract numbers mentally, including a three-digit number and ones.</p> | <p>Ma N AS 1b Y3</p> <p>Add and subtract numbers mentally, including a three-digit number and tens.</p> | <p>Ma N AS 1c Y3</p> <p>Add and subtract numbers mentally, including a three-digit number and hundreds.</p> |
| <p>Ma N AS 2 Y3</p> <p>Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction.</p> | <p>Ma N AS 2 Y4</p> <p>Estimate and use inverse operations to check answers to a calculation.</p> | <p>Ma N AS 2 Y5</p> <p>Add and subtract numbers mentally with increasingly large numbers.</p> | <p>Ma N AS 3 Y3</p> <p>Estimate the answer to a calculation and use inverse operations to check answers.</p> | <p>Ma N AS 3 Y4</p> <p>Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.</p> | <p>Ma N AS 3 Y5</p> <p>Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy.</p> |
| <p>Ma N AS 4 Y3</p> <p>Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.</p> | <p>Ma N AS 4 Y5</p> <p>Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.</p> | <p>Ma N ASMD 1 Y6</p> <p>Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication.</p> | <p>Ma N ASMD 2 Y6</p> <p>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.</p> | <p>Ma N ASMD 3 Y6</p> <p>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.</p> | <p>Ma N ASMD 4 Y6</p> <p>Perform mental calculations, including with mixed operations and large numbers.</p> |
| <p>Ma N ASMD 5 Y6</p> <p>Identify common factors, common multiples and prime numbers.</p> | <p>Ma N ASMD 6 Y6</p> <p>Use their knowledge of the order of operations to carry out calculations involving the four operations.</p> | <p>Ma N ASMD 7 Y6</p> <p>Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.</p> | <p>Ma N ASMD 8 Y6</p> <p>Solve problems involving addition, subtraction, multiplication and division.</p> | <p>Ma N ASMD 9 Y6</p> <p>Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.</p> | <p>Ma N F 1 Y3</p> <p>Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10.</p> |
| <p>Ma N F 1 Y4</p> <p>Recognise and show, using diagrams, families of common equivalent fractions.</p> | <p>Ma N F 1 Y5</p> <p>Compare and order fractions whose denominators are all multiples of the same number.</p> | <p>Ma N F 1 Y6</p> <p>Use common factors to simplify fractions; use common multiples to express fractions in the same denomination.</p> | <p>Ma N F 2 Y3</p> <p>Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators.</p> | <p>Ma N F 2 Y4</p> <p>Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.</p> | <p>Ma N F 2 Y5</p> <p>Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths.</p> |

Mathematics

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| <p>Ma N F 2 Y6</p> <p>Compare and order fractions, including fractions > 1.</p> | <p>Ma N F 3 Y3</p> <p>Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators.</p> | <p>Ma N F 3 Y4</p> <p>Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number.</p> | <p>Ma N F 3 Y5</p> <p>Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number [for example, $2/5 + 4/5 = 6/5 = 1 \frac{1}{5}$].</p> | <p>Ma N F 3 Y6</p> <p>Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions.</p> | <p>Ma N F 4 Y3</p> <p>Recognise and show, using diagrams, equivalent fractions with small denominators.</p> |
| <p>Ma N F 4 Y4</p> <p>Add and subtract fractions with the same denominator.</p> | <p>Ma N F 4 Y5</p> <p>Add and subtract fractions with the same denominator and denominators that are multiples of the same number.</p> | <p>Ma N F 4 Y6</p> <p>Multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, $\frac{1}{2} \times \frac{1}{4} = \frac{1}{8}$].</p> | <p>Ma N F 5 Y3</p> <p>Add and subtract fractions with the same denominator within one whole [for example, $5/7 + 1/7 = 6/7$].</p> | <p>Ma N F 5 Y4</p> <p>Recognise and write decimal equivalents of any number of tenths or hundredths.</p> | <p>Ma N F 5 Y5</p> <p>Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams.</p> |
| <p>Ma N F 5 Y6</p> <p>Divide proper fractions by whole numbers (for example, $1/3 \div 2 = 1/6$).</p> | <p>Ma N F 6 Y3</p> <p>Compare and order unit fractions, and fractions with the same denominators.</p> | <p>Ma N F 6 Y4</p> <p>Recognise and write decimal equivalents to $1/4$, $1/2$, $3/4$.</p> | <p>Ma N F 6 Y5</p> <p>Read and write decimal numbers as fractions [for example, $0.71 = 71/100$].</p> | <p>Ma N F 6 Y6</p> <p>Associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, $3/8$].</p> | <p>Ma N F 7 Y3</p> <p>Solve problems that involve all of the above.</p> |
| <p>Ma N F 7 Y4</p> <p>Find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths.</p> | <p>Ma N F 7 Y5</p> <p>Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents.</p> | <p>Ma N F 7 Y6</p> <p>Identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places.</p> | <p>Ma N F 8 Y4</p> <p>Round decimals with one decimal place to the nearest whole number.</p> | <p>Ma N F 8 Y5</p> <p>Round decimals with two decimal places to the nearest whole number and to one decimal place.</p> | <p>Ma N F 8 Y6</p> <p>Multiply one-digit numbers with up to two decimal places by whole numbers.</p> |
| <p>Ma N F 9 Y4</p> <p>Compare numbers with the same number of decimal places up to two decimal places.</p> | <p>Ma N F 9 Y5</p> <p>Read, write, order and compare numbers with up to three decimal places</p> | <p>Ma N F 9 Y6</p> <p>Use written division methods in cases where the answer has up to two decimal places.</p> | <p>Ma N F 10 Y4</p> <p>Solve simple measure and money problems involving fractions and decimals to two decimal places.</p> | <p>Ma N F 10 Y5</p> <p>Solve problems involving number up to three decimal places.</p> | <p>Ma N F 10 Y6</p> <p>Solve problems which require answers to be rounded to specified degrees of accuracy.</p> |
| <p>Ma N F 11 Y5</p> <p>Recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal.</p> | <p>Ma N F 11 Y6</p> <p>Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.</p> | <p>Ma N F 12 Y5</p> <p>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 25.</p> | <p>Ma N MD 1 Y3</p> <p>Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.</p> | <p>Ma N MD 1 Y4</p> <p>Recall multiplication and division facts for multiplication tables up to 12×12.</p> | <p>Ma N MD 1 Y5</p> <p>Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.</p> |

Mathematics

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| <p>Ma N MD 2 Y3</p> <p>Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods.</p> | <p>Ma N MD 2 Y4</p> <p>Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers.</p> | <p>Ma N MD 2 Y5</p> <p>Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) number.</p> | <p>Ma N MD 3 Y3</p> <p>Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects.</p> | <p>Ma N MD 3 Y4</p> <p>Recognise and use factor pairs and commutativity in mental calculations.</p> | <p>Ma N MD 3 Y5</p> <p>Establish whether a number up to 100 is prime and recall prime numbers up to 19.</p> |
| <p>Ma N MD 4 Y4</p> <p>Multiply two-digit and three-digit numbers by a one-digit number using formal written layout.</p> | <p>Ma N MD 4 Y5</p> <p>Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers.</p> | <p>Ma N MD 5 Y4</p> <p>Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.</p> | <p>Ma N MD 5 Y5</p> <p>Multiply and divide numbers mentally drawing upon known facts.</p> | <p>Ma N MD 6 Y5</p> <p>Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context.</p> | <p>Ma N MD 7 Y5</p> <p>Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.</p> |
| <p>Ma N MD 8 Y5</p> <p>Recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3).</p> | <p>Ma N MD 9 Y5</p> <p>Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes.</p> | <p>Ma N MD 11 Y5</p> <p>Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.</p> | <p>Ma N NPV 1 Y3</p> <p>Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number.</p> | <p>Ma N NPV 1 Y4</p> <p>Count in multiples of 6, 7, 9, 25 and 1000.</p> | <p>Ma N NPV 1 Y5</p> <p>Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit.</p> |
| <p>Ma N NPV 1 Y6</p> <p>Read, write, order and compare numbers up to 10 000 000 and determine the value of each digit</p> | <p>Ma N NPV 2 Y3</p> <p>Recognise the place value of each digit in a three-digit number (hundreds, tens, ones).</p> | <p>Ma N NPV 2 Y4</p> <p>Find 1000 more or less than a given number.</p> | <p>Ma N NPV 2 Y5</p> <p>Count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000.</p> | <p>Ma N NPV 2 Y6</p> <p>Round any whole number to a required degree of accuracy.</p> | <p>Ma N NPV 3 Y3</p> <p>Compare and order numbers up to 1000.</p> |
| <p>Ma N NPV 3 Y4</p> <p>Count backwards through zero to include negative numbers.</p> | <p>Ma N NPV 3 Y5</p> <p>Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero.</p> | <p>Ma N NPV 4 Y3</p> <p>Identify, represent and estimate numbers using different representations.</p> | <p>Ma N NPV 4 Y4</p> <p>Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones).</p> | <p>Ma N NPV 4 Y5</p> <p>Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000.</p> | <p>Ma N NPV 5 Y3</p> <p>Read and write numbers up to 1000 in numerals and in words.</p> |
| <p>Ma N NPV 5 Y4</p> <p>Order and compare numbers beyond 1000.</p> | <p>Ma N NPV 5 Y5</p> <p>Solve number problems and practical problems that involve all of the above.</p> | <p>Ma N NPV 6 Y3</p> <p>Solve number problems and practical problems involving these ideas.</p> | <p>Ma N NPV 6 Y4</p> <p>Identify, represent and estimate numbers using different representations.</p> | <p>Ma N NPV 6 Y5</p> <p>Read Roman numerals to 1000 (M) and recognise years written in Roman numerals.</p> | <p>Ma N NPV 7 Y4</p> <p>Round any number to the nearest 10, 100 or 1000.</p> |

Mathematics

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| <p>Ma N NPV 8 Y4</p> <p>Solve number and practical problems that involve all of the above and with increasingly large positive numbers.</p> | <p>Ma RP 1 Y6</p> <p>Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts.</p> | <p>Ma RP 3 Y6</p> <p>Solve problems involving similar shapes where the scale factor is known or can be found.</p> | <p>Ma RP 4 Y6</p> <p>Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.</p> | <p>Ma S 1 Y5</p> <p>Solve comparison, sum and difference problems using information presented in a line graph.</p> | <p>Ma S 2 Y3</p> <p>Solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables.</p> |
| <p>Ma S 2 Y4</p> <p>Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.</p> | | | | | |

Languages

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| <p>La 1 KS2</p> <p>Listen attentively to spoken language and show understanding by joining in and responding.</p> | <p>La 2 KS2</p> <p>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p> | <p>La 3 KS2</p> <p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p> | <p>La 5 KS2</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p> | <p>La 6 KS2</p> <p>Present ideas and information orally to a range of audiences.</p> | <p>La 7 KS2</p> <p>Read carefully and show understanding of words, phrases and simple writing.</p> |
| <p>La 10 KS2</p> <p>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</p> | <p>La 11 KS2</p> <p>Describe people, places, things and actions orally and in writing.</p> | <p>La 12 KS2</p> <p>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.</p> | | | |

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| <p>Sw 1</p> <p>Swim competently, confidently and proficiently over a distance of at least 25 metres.</p> | <p>Sw 2</p> <p>Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke].</p> | <p>Sw 3</p> <p>Perform safe self-rescue in different water-based situations.</p> |
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