

National Curriculum 2014 Planning Document



Statutory Requirements
Year 5

This document contains all of the statutory requirements of the National Curriculum (2014) broken down by subject. Please note this document should also be read in conjunction with the English and Maths appendices.

The document is to support the long, medium and short term planning processes to ensure both full coverage and progression. In the non-core subjects it is important that Key Stage teams plan for progression as this is not prescribed within the curriculum document. This document will form the start of the planning process and can be used as a monitoring tool to ensure all elements of the core areas are covered within the National Curriculum Year Group.

			ENGLISH			
Spoken Word	Word Reading	Comprehension	Writing – transcription	Writing – Handwriting	Writing – Composition	Writing – Grammar, Vocabulary and Punctuation
Pupils should be taught to: Ilisten and respond appropriat ely to adults and their peers ask relevant questions to extend their understan ding and knowledg e use relevant strategies to build their vocabular y articulate and justify answers, argument s and opinions	Pupils should be taught to: apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.	Pupils should be taught to: maintain 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 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 traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions recommending books that they	Spelling (see English Appendix 1) Pupils should be taught to: use further prefixes and suffixes and understand the guidance for adding them spell some words with 'silent' letters [for example, knight, psalm, 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 of some words needs to be learnt specifically, as listed in English Appendix 1 use dictionaries to check the spelling and meaning of words use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary use a thesaurus.	Pupils should be taught to: write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding whether or not to join specific little choosing the writing implement that is best suited for a task.	Pupils should be taught to: plan their writing by: identifying the audience for 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 narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed draft and write by: selecting appropriate grammar and vocabulary, understanding	Pupils should be taught to: develop their understanding of the concepts set out in English Appendix 2 by: recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms using passive verbs to affect the presentation of information in a sentence using the perfect form of verbs to mark relationships of time and cause using expanded noun phrases to convey complicated information concisely using modal verbs or adverbs to indicate degrees of possibility using relative clauses beginning with who, which, where, when,

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the	 distinguish between 		
listener(s)	statements of fact and		
consider	opinion		
and	 retrieve, record and 		
evaluate different	present information from non-fiction		
viewpoint s, attending to and building on the contributi ons of others	 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 		
 select and use appropriate registers for effective communication. 	 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 		
	 provide reasoned justifications for their views. 		

	Maths						
Number –	Number – Addition	Number –	Number –	Measurement	Geometry –	Geometry –	Statistics
Number and	and subtraction	Multiplication	fractions inc		Properties of shape	Position and	
Place Value		and division	decimals & %			direction	
Pupils should be taught to: read, write, order and	Pupils should be taught to: add and subtract whole numbers with more than 4	Pupils should be taught to: identify multiples and	Pupils should be taught to: compare and order fractions	Pupils should be taught to: convert between	Pupils should be taught to: identify 3-D shapes, including cubes and	Pupils should be taught to: • identify, describe	Pupils should be taught to: solve comparison,

numbers to at least 1 000 000 and written methods for context, count forwards or backwards in steps of 1 0 for any given numbers in context, count forwards and backwards with positive and numbers in context, count forwards and backwards with positive which enumbers, including through zero victor of 1 000 000 to the nearest 10, 100, 100 000 to the nearest 10, 100, 100 000 to the nearest 10, 100, 100 000 solve number up to 1 000 000 to the nearest 10, 100, 100 000 solve number problems and protacical solve numbers methods to solve number problems and protacical solve numbers methods to solve number problems and protacical solve numbers and protacical solve number problems and protacical solve numbers methods to solve number problems and protacical solve numbers		compare		digits, including		factors,		whose		different units		other cuboids, from	and		sum and
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 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, and 100 000 solve addition and subtraction multiset whether a number up to 100 is prime and recall prime numbers up to 4 digits by a one- or two-digit number using a formal written method, including long and 100 000 solve number problems and practical solve number numbers in contexts, deciding which operations and methods to use and why. solve number of numbers in contexts, deciding which operations and methods to use and why. solve number of number in contexts, deciding which operations and methods to use and why. multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long and 100 000 solve number of number in context, count of for two-digit numbers in context, deciding which operations and methods to use and why. multiply and divide numbers mentally solve number of number in context, count of two and improper fractions and number of reacting and recal number in prima dimproper fractions and number on the one form to the other and write mathematical statements one one or two-digit number in the other and write method, including long multiplication for two-digit numbers number of number in contexts, deciding numbers and improper fractions and number and improper fractions and common impresial units such as inches, pounds and improper fractions and common impresion and common impresion on a convert from one form to the other and write and calculate the perimeter of c		1 000 000		accuracy		Hambers		Hariarcatris		• •					
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, 1000, 1000, 1000, and 10000 and 10000 solve problems and practical - solve number problems and practical - solve number in contexts, deciding which operations and methods to use and why. - whether a number and number and improper fractions and convert from one form to the other and write and recall prime numbers up to 19 and recall prime numbers up to 19 and recall prime numbers up to 19 and recall prime numbers up to 14 digits by a one- or two-digit number using a formal written method, including long and 100 000 - solve number problems in contexts, deciding which operations and methods to use and why. - whether a number up to 100 is prime and recall prime numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number prime numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number prime numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number prime numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number prime numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number prime numbers and improper fractions and convert from one form to the other and write and calculate the perimeter of composite rectalinger rectalinger and improper improper and recall prime numbers and improper fractions and convert from one form to the other and write and calculate the perimeter of composite rectalinger in the other and write and calculate the perimeter of composite rectalinger in the other an	•	interpret		solve addition and	•	establish	•	recognise		•		(total 360°)			
numbers in contexts, 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, 10000 and 1000 000 to solve number problems and paractical • solve number in contexts, deciding which operations and nethods to use and why. • multiply and divide numbers problems in contexts, deciding which operations and recall prime numbers up to 4 digits by a one- or two-digit number using a formal written method, including long and 100 000 to the nearest problems and practical • solve number problems in contexts, deciding which operations and nethods to use and why. • multiply and divide numbers mimproper fractions and convert from one form to the other and write mathematical statements younds and prime the other and write mathematical statements younds and calculate the mathematical statements younds and calculate the mathematical statements one form to the other and write mathematical statements younds and calculate the mathematical statements one form to the other and write mathematical statements one form to the other and write mathematical statements one form to the other and write mathematical statements one form to the other and write mathematical statements one form to the other and write mathematical statements one form to the other and write mathematical statements one form to the other and write mathematical statements one form to the other and write mathematical statements one form to the other and write mathematical statements one form to the other and write mathematical statements one form to the other and write mathematical statements one form to the other and write mathematical statements one form to the other and write mathematical statements one form to the other and write mathematical statements one form to the other and write mathematical statements one form to the other and write mathematical statements one form to the other and write mathematical statements one form to the other and write mathematical s		negative	_			whether a		mixed				angles at a			
context, count forwards and backwards with positive and negative whole numbers, including through zero round any number up to 1 00 is prime and recall prime numbers up to 4 digits by a one- or two-digit number using a formal written method, including 100 00 00 to the nearest 10, 100, 1000, and 10000 and 100 000 to solve number problems and practical 100 is prime and recall prime and recall prime numbers up to 4 digits py a one- or two-digit number using a formal written method, including long and 100 000 to the nearest problems and practical 100 is prime and recall prime numbers and methods to use and why. 100 is prime and recall prime numbers and recall prime numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers 100 is prime and recall prime numbers up to 4 digits py a one form to the other and write mathematical statements > 1 as a mixed number (total 180°) 100 in the other and write measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres 1 1 1/5 1		numbers in						numbers and				point on a			
forwards and backwards with operations and methods to whole numbers, including through zero round any number up to 1 000 000 to the nearest 10, 100, 10 000 and 100 000 solve number up to 1000, 10 000 and 100 000 solve number up to problems and practical round sand methods to use and why. which operations and prime numbers up to 19 the other and write multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers multiply and divide numbers mentally multiply and divide numbers mentally multiply and divide numbers mentally multiply and divide numbers and methods to use and why. such as inches, pounds and convert from one form to the other and write method, includate the perimeter of composite rectilinear shapes in centimetres and metres 1 and \fractions and convert from one form to the other and write multiples of calculate the perimeter of composite rectalnear shapes in centimetres and metres 1 and \fractions and convert from one form to the other and write mathead, istatements statements 1 as a mixed number (convert from one form to the other and write mathead astatements 1 as a mixed number (convert from one form to the other and write mathead astatements 1 as a mixed number (convert from one form to the other and write mathead astatements 1 as a mixed number (convert from one form to the other and write mathead astatements 1 as a mixed number (composite rectilinear shapes in centimetres and metres 2 4 \frac{4}{5} = \frac{6}{5} = \frac{6}{5} = \frac{1}{5} = \		context, count				•						straight line			
with positive and negative whole numbers, including through zero round any number up to 1 000 000 to the nearest 10, 100, 1000, and 100 000 and 100 000 solve number problems and practical vib to 1 000 one form to use and why. with positive and methods to use and why. "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 mentally "multiply number up to 1 000 000 to the nearest 10, 100, 1000 and 100 000 and 1000 and 1000 and practical vib the other and write mathematical statements one- or two-digit number using a formal written method, including long multiplication for two-digit numbers mentally "multiply and divide numbers mentally one form to the other and write mathematical statements one- or two-digit number (alight the other and write mathematical statements one- or two-digit number (alight the other and write mathematical statements one- or two-digit number (alight the other and write mathematical statements one- or two-digit number (alight the other and write mathematical statements one- or two-digit number (alight the other and write mathematical statements one- or two-digit number (alight the other and write mathematical statements one- or two-digit number (alculate the perimeter of composite rectilinear shapes in centimetres and metres and metres and metres and metres and calculate the perimeter of composite rectangles of a shapes in centimetres and metres and metres and angles.										•		and $\frac{1}{2}$ a turn			
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 practicial vinte numbers up to 4 digits by a one- or two-digit number using a formal written method, including long and 100 000 solve number problems and practicial vinte numbers up to 4 digits by a one- or two-digit numbers using a formal written method, including long and 100 000 solve number problems and practicial vinte meanure and calculate the perimeter of composite rectilinear shapes in centimetres and metres 1 1 1/5 1				•		•				•		2 2 10111			
and negative whole numbers, including through zero ■ round any number up to 1 000 000 to the nearest 10, 100, 1000, and 1000 000 and 100 000 and 100 000 brother problems and practical ■ 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 mentally ■ 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 mentally ■ multiply numbers up to 4 digits by a one- or two-digit number (for example, the other and write mathematical statements > 1 as a mixed number [for example, the other and write mathematical statements > 1 as a mixed number [for example, the other and write mathematical statements > 1 as a mixed number [for example, the other and write mathematical statements > 1 as a mixed number [for example, the other and write mathematical statements > 1 as a mixed number [for example, the other and write mathematical statements > 1 as a mixed number [for example, the other and write mathematical statements > 1 as a mixed number [for example, the other and write mathematical statements > 1 as a mixed number [for example, the other and write mathematical statements > 1 as a mixed number [for example, the other and write method, including and mumber to a subtract the perimeter of composite rectilinear shapes in centimetres and metres and calculate the perimeter of composite rectilinear shapes in centimetres and mumber and centimetre and calculate the perimeter of composite rectilinear shapes in the other and write method, including and mumber in the object of the other and the perimeter of composite rectilinear shapes in the other and the perimeter of composite rectilinear shapes in the other and the perimeter of composite rectilinear shapes in the other and the perimeter of composite rectilinear shapes in the other and the perimeter of composite rectilinear shapes in the other and the perimeter of composite rectilinear shapes in the		•				up to 19				•		(total 180°)			
numbers up to 4 digits by a one- or two-digit number using a formal written method, including long and 100 000 to the nearest 100, 100, 1000, and 100 000 to and 100 000 to solve problems and practical through zero numbers up to 4 digits by a one- or two-digit number using a formal written method, including long and 100 000 to the nearest problems and practical numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers mentally numbers using a formal written method, including long multiplication for two-digit numbers mentally numbers using a formal written method, including long multiplication for two-digit numbers mentally numbers using a formal written method, including statements shapes in centimeter and multiples of composite rectilinear shapes in centimeters and multiples of composite rectiline		·		add and mily.		multiply						other			
and through zero 4 digits by a one- or two-digit number using a formal written method, including long numbers 10, 100, 1000, 10000 and 1000000 Solve number problems and practical statements 4 digits by a one- or two-digit through zero 4 digits by a one- or two-digit statements statements 5 1 as a mixed number (for example, shapes in multiplication for two-digit numbers 1 1 1/5] 1 2 4 digits by a one- or two-digit number (sincluding long multiplication for two-digit numbers mentally 1 3 a mixed number (for example, shapes in centimetres and metres 1 1 1/5] 2 2 4 4/5 = 6/5 = 6/5 = calculate the perimeter of composite rectangles to deduce related facts and find missing lengths and angles 4 digits by a one- or two-digit number (statements) is tatements 5 1 as a mixed number (scarculate the perimeter of composite rectangles to deduce related facts and find missing lengths and angles 4 digits by a one- or two-digit number (statements) is tatements 5 1 as a mixed number (scarculate the perimeter of composite rectangles to deduce related facts and find missing lengths and angles 4 digits by a one- or two-digit number (statements) is tatements 5 1 as a mixed number (for example, shapes in ocentimetres and metres 4 digits by a one- or two-digit number (statements) is tatements 5 1 as a mixed number (statements) is tatements 5 2 as a mixed number (statements) is tatements 5 2 as a mixed number (statements) is tatements. 5 2 as a mixed number (statements) is tatements. 5 2 as a mixed number (statements) is tatements. 5 2 as a mixed number (statements) is tatements. 6 composite rectangles of rectangles is deduce related facts and find missing lengths and angles. 6 distinguish between regular and irregular polygons based on reasoning about equal sides and angles.									•			•			
through zero Including throug		,				•						90°			
digit number using a formal written method, including long multiplication 1000, 10 000 to the nearest 10, 100, 10 000 and 1000 000 to and 100 000		•				• .				•	١.	use the properties of			
• round any number up to 1 000 000 to the nearest 10, 100, 1000, 10000 and 100 000 e and 100 000 • solve number problems and practical $\frac{1}{1}$ using a formal written method, including long multiplication for two-digit numbers $\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = \frac{2}{5} + \frac{2}{5} + \frac{2}{5} = \frac{2}{5} + \frac{2}{5} + \frac{2}{5} = \frac{2}{5} + \frac{2}{5$		through zero								•					
number up to 1 000 000 to the nearest 10, 100, 1000, 10000 and 100 000 solve number problems and practical $0.00000000000000000000000000000000000$		round any				•		-				•			
1 000 000 to the nearest 10, 100, 1000, and 100 000 a		•				•		•		•					
the nearest 10, 100, 1000, 10 000 and 100 000 solve number problems and practical multiplication for two-digit numbers multiplication for two-digit numbers add and subtract fractions with the same multiplication for two-digit numbers add and subtract fractions with the same calculate and compare the area of rectangles (including squares), and angles. distinguish between regular and irregular polygons based on reasoning about equal sides and angles.		'				,		$\frac{2}{5} + \frac{4}{5} = \frac{6}{5} =$							
10, 100, 10 000 and 100 000 solve number problems and practical for two-digit numbers multiply and divide numbers mentally for two-digit numbers add and subtract fractions with the same squares), and calculate and compare the area of regular and irregular polygons based on reasoning about equal sides and angles.		the nearest				0 0		5 5 5		and metres		· ·			
1000, 10 000 and 100 000 solve number problems and practical numbers multiply and divide numbers mentally numbers solve number problems and practical numbers multiply and divide numbers mentally solve number problems and practical numbers add and subtract fractions with the same squares), and angles.		10, 100,				•		1 = 1	-	calculate and	•	-			
and 100 000 solve number problems and practical multiply and divide numbers mentally add and subtract fractions with the same solvenumber subtract fractions with the same squares), and polygons based on reasoning about equal sides and angles.						•		5,		compare the		•			
solve number problems and practical subtract proclams are problems and practical subtract problems and practical subtract the same subtract fractions with the same squares), and squares), and subtract fractions with the same squares), and squares in the same squares		and 100 000						add and		area of		. , ,			
problems and practical divide numbers mentally fractions with the same squares), and squares), and squares and squ					•					rectangles		o .			
practical the same squares), and strigged.	1							fractions with		(including		· ·			
denominator including using						mentally		the same		squares), and		angles.			
		practical						denominator		including using					

problems that	drawing upon	and	standard units,	 	
involve all of	known facts	denominators	square		
the above	 divide numbers 	that are	centimetres		
■ read Roman	aaa	multiples of	(cm ²) and		
road roman	up to 4 digits by	the same	square metres		
numerals to	a one-digit	number	(m ²) and		
1000 (M) and	number using		estimate the		
recognise	the formal	 multiply proper 	area of		
years written	written method	fractions and	irregular		
in Roman	of short division	mixed	shapes		
numerals.	and interpret	numbers by			
	remainders	whole	 estimate 		
	appropriately	numbers,	volume [for		
	for the context	supported by	example, using		
	multiply and	materials and	1 cm ³ blocks to		
	divide whole	diagrams	build cuboids		
	numbers and	 read and write 	(including		
	those involving	decimal	cubes)] and		
	-	numbers as	capacity [for		
	decimals by 10,		example, using		
	100 and 1000	fractions [for	water]		
	 recognise and 	example, 0.71			
	use square	$=\frac{71}{100}$]	 solve problems 		
	numbers and	100 '	involving		
	cube numbers,	 recognise and 	converting		
	and the	use	between units		
	notation for	thousandths	of time		
	squared (2) and	and relate	 use all four 		
	cubed (3)	them to	operations to		
		tenths,	solve problems		
	 solve problems 	hundredths	involving		
	involving	and decimal	measure [for		
	multiplication		example,		
	and division	equivalents	length, mass,		
	including using	round	volume,		
	their knowledge	decimals with	' '		
	of factors and	two decimal	money] using		
	multiples,	places to the	decimal		
	squares and	nearest whole	notation,		
	cubes	number and to	including		
			scaling.		
	1				l

 solve problems 	
involving	place
addition,	■ read, write,
subtraction,	order and
multiplication	
and division	compare
and a	numbers with
combination of	up to three
these, including	decimal
understanding	places
the meaning of	■ solve
the equals sign	problems
	involving
 solve problems 	number up to
involving	three decimal
multiplication	places
and division,	piaces
including	 recognise the
scaling by	per cent
simple fractions	
and problems	and
involving simple	
rates.	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
	and dominal

	equiva	lents of		
	$\frac{1}{2}$, $\frac{1}{4}$	$\frac{1}{5}$, $\frac{2}{5}$,		
	$\frac{4}{5}$ and	I those		
	fraction	ns with		
		minator		
		ultiple of		
	10 or 2	25.		

		Science	e		
Working Scientifically	Living things and their habitats	Animals, inc Humans	Properties and changes of materials	Earth & Space	Forces
During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content: • planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary • taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate • recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter	Pupils should be taught to: describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird describe the life process of reproduction in some plants and animals.	Pupils should be taught to: describe the changes as humans develop to old age.	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 know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through	Pupils should be taught to: describe the movement of the Earth, and other planets, relative to the Sun in the solar system describe the movement of the Moon relative to the Earth describe the Sun, Earth and Moon as approximately spherical bodies use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.	Pupils should be taught to: explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object identify the effects of air resistance, water resistance and friction, that act between moving surfaces recognise that some mechanisms, including levers, pulleys and gears, allow a smaller

graphs, bar and line	filtering, sieving and	force to have a
graphs	evaporating	greater effect.
using test results to make	give reasons, based on	
predictions to set up	evidence from	
further comparative and	comparative and fair	
fair tests	tests, for the particular	
reporting and presenting	uses of everyday	
findings from enquiries,	materials, including	
including conclusions,	metals, wood and plastic	
causal relationships and	demonstrate that	
explanations of and	dissolving, mixing and	
degree of trust in results,	changes of state are	
in oral and written forms	reversible changes	
such as displays and		
other presentations	explain that some	
identifying scientific	changes result in the	
evidence that has been	formation of new	
used to support or refute	materials, and that this	
ideas or arguments.	kind of change is not	
lacad of aligamental	usually reversible,	
	including changes associated with burning	
	and the action of acid on	
	bicarbonate of soda.	
	bicarportate of soda.	

			Non-Core Subje	cts			
Art & Design	Computing	Design &	Geography	History	MFL	Music	PE
		Technology					
Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught: to create sketch books to record their observations and use them to review and revisit ideas	Pupils should be taught to: design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts use sequence, selection, and repetition in programs; work with variables and various forms of input and output use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs	Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment]. When designing and making, pupils should be taught to: Design use research and develop	Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. Pupils should be taught to: Locational knowledge locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America.	Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and	Pupils should be taught to: Ilisten 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	Pupils should be taught to: Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression improvise and compose music for a range of purposes	Pupils should be taught to: use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and
to improve their mastery	 understand computer networks including the 	design criteria to inform the	concentrating on	significance. They should construct	engage in conversations;	purposes using the	rounders and tennis], and

of art and	internet; how they can	design of	their environmental	informed responses	ask and	inter-related	apply basic
design	provide multiple	innovative,	regions, key physical	that involve	answer	dimensions of	principles
techniques,	services, such as the	functional,	and human	thoughtful selection	questions;	music	suitable for
including	world wide web; and the	appealing	characteristics,	and organisation of relevant historical	express	listen with	attacking and
drawing,	opportunities they offer	products that	countries, and major	information. They	opinions and	attention to	defending
painting and	for communication and	are fit for	cities	should understand	respond to	detail and	develop
sculpture	collaboration	purpose,	name and locate	how our knowledge	those of	recall sounds	flexibility,
with a range	 use search technologies 	aimed at	counties and cities of	of the past is	others; seek	with	strength,
of materials	effectively, appreciate	particular	the United Kingdom,	constructed from a range of sources.	clarification	increasing	technique,
[for example,	how results are selected	individuals or	geographical regions	In planning to	and help*	aural memory	control and
pencil,	and ranked, and be	groups	and their identifying	ensure the	speak in	■ use and	balance [for
charcoal, paint, clay]	discerning in evaluating	generate,	human and physical	progression	sentences,	asc and	example,
pairit, ciayj	digital content	develop,	characteristics, key	described above	using familiar	understand staff and other	through
about great	 select, use and combine 	model and	topographical	through teaching the British, local and	vocabulary,	musical	athletics and
artists,	a variety of software	communicate	features (including	world history	phrases and	notations	gymnastics]
architects	(including internet	their ideas	hills, mountains,	outlined below,	basic		perform
and	services) on a range of	through	coasts and rivers),	teachers should	language	appreciate	dances using
designers in	digital devices to design	discussion,	and land-use	combine overview	structures	and	a range of
history.	and create a range of	annotated	patterns; and	and depth studies to help pupils	develop	understand a	movement
	programs, systems and	sketches, cross-	understand how some of these	understand both the	accurate	wide range of	patterns
	content that accomplish	sectional and	aspects have	long arc of	pronunciation	high-quality live and	take part in
	given goals, including	exploded	changed over time	development and	and intonation	recorded	outdoor and
	collecting, analysing,	diagrams,		the complexity of	so that others	music drawn	adventurous
	evaluating and	prototypes,	identify the position	specific aspects of the content.	understand	from different	activity
	presenting data and	pattern pieces	and significance of	Pupils should be	when they are	traditions and	challenges
	information	and computer-	latitude, longitude,	taught about:	reading aloud	from great	both
	 use technology safely, 	aided design	Equator, Northern	changes in	or using	composers	individually
	respectfully and		Hemisphere, Southern	Britain from	familiar words	and musicians	and within a
	responsibly; recognise	Make	Hemisphere, the	the Stone	and phrases*	- davelen en	team
	acceptable/unacceptable	select from	Tropics of Cancer	Age to the	 present ideas 	 develop an understanding 	compare their
	behaviour; identify a	and use a	and Capricorn, Arctic	Iron Age	and	of the history	performances
	range of ways to report	wider range of	and Antarctic Circle.		information	of music.	with previous
	concerns about content	tools and	the Prime/Greenwich	• the Roman	orally to a	of masic.	ones and
	and contact.	equipment to	Meridian and time	Empire and	range of		demonstrate
		perform	zones (including day	its impact on	audiences*		improvement
		practical tasks	and night)	Britain	 read carefully 		to achieve
		[for example, cutting,		 Britain's 	and show		
		shaping,		settlement by	understanding		
		Shaping,					

joining and	Place knowledge	Anglo-Saxons	of words,	their personal
finishing],	 understand 	and Scots	phrases and	best.
accurately	geographical	and cools	simple writing	beet.
accurately	similarities and	the Viking	Simple willing	
 select from 	differences through	and Anglo-	 appreciate 	
and use a	the study of human	Saxon	stories, songs,	
wider range of	and physical	struggle for	poems and	
materials and	geography of a	the Kingdom	rhymes in the	
components,	region of the United	of England to	language	
including	Kingdom, a region in	the time of	haradaa (baha	
construction	a European country,	Edward the	broaden their	
materials,	and a region within	Confessor	vocabulary	
textiles and	North or South	least bistom.	and develop	
ingredients,	America	a local history	their ability to understand	
according to		study		
their functional	Human and physical	 a study of an 	new words	
properties and	geography	aspect or	that are introduced	
aesthetic	 describe and 	theme in	introduced into familiar	
qualities	understand key	British history	written	
	aspects of:	that extends	material,	
Evaluate	physical	pupils'	including	
• investigate	geography,	chronological	through using	
and analyse a	including:	knowledge	a dictionary	
range of	climate	beyond 1066	a diotionary	
existing	zones,	■ the	write phrases	
products	biomes and	achievements	from memory,	
evaluate their	vegetation	of the earliest	and adapt	
ideas and	belts, rivers,	civilizations –	these to	
products	mountains,	an overview	create new	
against their	volcanoes	of where and	sentences, to	
own design	and	when the first	express ideas	
criteria and	earthquakes,	civilizations	clearly	
consider the	and the	appeared and	describe	
views of	water cycle	a depth study	people,	
others to	■ human	of one of the	places, things	
improve their	geography,	following:	and actions	
work	including:	Ancient	orally* and in	
	types of	Sumer; The	writing	
understand	settlement	Indus Valley;	withing	
how key	and land use,	Ancient		
events and	and land use,	AHOIGH		

individuals in	economic	Egypt; The	•	understand	
design and	activity	Shang		basic	
technology	including	Dynasty of		grammar	
have helped	trade links,	Ancient China		appropriate to	
shape the	and the			the language	
world	distribution of	Ancient		being studied,	
	natural	Greece – a		including	
Technical	resources	study of		(where	
knowledge	including	Greek life and		relevant):	
 apply their 	energy, food,	achievements		feminine,	
understanding	minerals and	and their		masculine and	
of how to	water	influence on		neuter forms	
strengthen,		the western		and the	
stiffen and	Geographical skills and	world		conjugation of	
reinforce more	fieldwork			high-	
complex	 use maps, atlases, 	a non-		frequency	
structures	globes and	European		verbs; key	
understand	digital/computer	society that		features and	
and use	mapping to locate	provides		patterns of the	
mechanical	countries and	contrasts with		language;	
systems in	describe features	British history		how to apply	
their products	studied	– one study		these, for	
[for example,	 use the eight points 	chosen from:		instance, to	
gears, pulleys,	of a compass, four	early Islamic		build	
cams, levers	and six-figure grid	civilization,		sentences;	
and linkages]	references, symbols	including a		and how	
	and key (including	study of		these differ	
understand	the use of Ordnance	Baghdad c.		from or are	
and use	Survey maps) to	AD 900;		similar to	
electrical	build their knowledge	Mayan		English.	
systems in	of the United	civilization c.			
their products	Kingdom and the	AD 900;	The	starred (*)	
[for example,	wider world	Benin (West	cont	ent above will	
series circuits	WIGGI WOIIG	Africa) c. AD		be applicable to	
incorporating	use fieldwork to observe,	900-1300.	ancie	ent languages.	
switches,	measure, record and				
bulbs, buzzers	present the human and				
and motors]	physical features in the				
apply their	local area using a range of				
	methods, including sketch				
understanding			l		

of computing	maps, plans and graphs,		
to program,	and digital technologies.		
monitor and			
control their			
products.			
p. 0 d d 0 t 0 t			
Cooking and			
nutrition			
understand			
and apply the			
principles of a			
healthy and			
varied diet			
 prepare and 			
propare arra			
cook a variety			
of			
predominantly			
savoury			
dishes using a			
range of			
cooking			
techniques			
 understand 			
seasonality,			
and know			
where and			
how a variety			
of ingredients			
are grown,			
reared, caught			
and .			
processed.			