

Year 5 Long Term Planning

	Place Value	Addition and Subtraction	Multiplication and Division	Fractions, decimals, percentages	Measurement	Shape	Position and direction	Statistics
Maths	<p>Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit.</p> <p>Count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000.</p> <p>Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero.</p> <p>Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000.</p> <p>Solve number problems and practical problems that involve all of the above.</p> <p>Read Roman numerals to 1000 (M) and recognise years written in Roman numerals.</p>	<p>Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction).</p> <p>Add and subtract numbers mentally with increasingly large numbers.</p> <p>Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy.</p> <p>Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.</p>	<p>Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.</p> <p>Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers.</p> <p>Establish whether a number up to 100 is prime and recall prime numbers up to 19.</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>Multiply and divide numbers mentally drawing upon known facts.</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>Multiply and</p>	<p>Compare and order fractions whose denominators are all multiples of the same number.</p> <p>Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths.</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.</p> <p>Add and subtract fractions with the same denominator and denominators that are multiples of the same number.</p> <p>Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams.</p> <p>Read and write decimal numbers as fractions.</p> <p>Recognise and</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>Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints.</p> <p>Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres.</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>Estimate volume</p>	<p>Identify 3-D shapes, including cubes and other cuboids, from 2-D representations.</p> <p>Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles.</p> <p>Draw given angles, and measure them in degrees (°).</p> <p>Identify:</p> <ul style="list-style-type: none"> ➤ angles at a point and one whole turn (total 360°) ➤ angles at a point on a straight line and a turn (total 180°) ➤ other multiples of 90°. <p>Use the properties of rectangles to deduce related facts and find missing lengths and angles.</p> <p>Distinguish between regular and irregular polygons based on reasoning about equal sides and angles.</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>Solve comparison, sum and difference problems using information presented in a line graph.</p> <p>Complete, read and interpret information in tables, including timetables.</p>

			<p>divide whole numbers and those involving decimals by 10, 100 and 1000. Recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3). Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes. Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign. Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.</p>	<p>use thousandths and relate them to tenths, hundredths and decimal equivalents. Round decimals with two decimal places to the nearest whole number and to one decimal place. Read, write, order and compare numbers with up to three decimal places. Solve problems involving number up to three decimal places. 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. Solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ and those fractions with a denominator of a multiple of 10 or 25.</p>	<p>and capacity. Solve problems involving converting between units of time. Use all four operations to solve problems involving measure using decimal notation, including scaling.</p>		
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English	Writing to entertain	Writing to inform	Writing to persuade	Writing to discuss
	Text Types	Text Types	Text Types	Text Types
	Narrative Descriptions Poetry Character/Settings	Explanation Biography Newspaper article Instructions Non-chronological report	Letter Advertising	Review
	Text Features	Text Features	Text Features	Text Features
	Paragraphs Detailed description	Paragraphs to group related ideas Subheadings	Use of 2 nd person Planned repetition Facts Hyperbole	Cohesive devices
	Grammar and Punctuation	Grammar and Punctuation	Grammar and Punctuation	Grammar and Punctuation
Fronted adverbials Expanded noun phrases Subordinate clauses Conjunctions Relative clauses Brackets Dashes Colons Semi-colons	Subordinating conjunctions Expanded noun phrases Commas in a list Bullet points Inverted commas Use of commas	Imperative and modal verbs for urgency Adverbials Conjunctions Short sentences for emphasis Subjunctive form Punctuation - !? for rhetorical /exclamatory sentences Use colons and semi-colons Brackets and dashes	Modal verbs Relative clauses Adverbials Expanded noun phrases Brackets and dashes Semi-colons and colons Commas to mark relative clauses Conjunctions	
Multicultural British Author				

Computing	Digital Literacy: e-safety, research and organising ideas					
	Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content	I can describe how search results are selected and ranked and use this to evaluate their usefulness. I can use tools and conventions to make searching more efficient (e.g. quotation marks)	Talk about, identify and explore different between the Internet and the World Wide Web • consider the range of audiences for which websites are designed • discuss the range of content e.g. adverts, pop-ups and which parts of websites should be ignored • the importance of interpreting information in order to understand it Model a range of strategies for good online research and presentation for a chosen audience • frame questions to narrow search results • demonstrate efficient search techniques • look at web address and site summary for clues • use note taking, mind mapping to organise suitable information considering validity, bias, reliability etc. • check copyright and stress importance of acknowledging source			
	Hardware PC, laptop, netbook, tablet	Software Create, share and collaborate on content with a wider audience via range of on;line tools	Online Google/Yahoo/Bing What is the Internet? All About Explorers Ad Detectives http://pbskids.org Google search lesson plans			
	Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	I can use the Internet in ways which minimise risks and discuss the consequences of not doing so. I understand how to select, use and maintain a range of secure passwords. I can select appropriate tools to collaborate and communicate safely with others within and beyond my school. I consider the impact of information I share with others including within the use social media. I can consider the right to be safe and describe effective ways to report concerns.				
	Creative Technology: communication and collaboration					
	Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information	I understand the need to ask appropriate questions to find answers.	Develop and use criteria to evaluate the design and layout when evaluating a range of web sites, pages on Learning Platforms, online resources and presentations	Enhance a presentation by acquiring, storing, and combining images from different sources	Independently select, edit and combine sound files from internet sources to create a podcast file.	
		I can choose appropriate tools to collect data.	Develop their use of hyperlinks to produce more effective interactive, non linear presentations.	Use an object based graphics package to design and develop a plan to find a solution to a specific problem (e.g. <i>design a child's bedroom, garden, zoo, map, playground, crazy golf</i>)	Independently select and use a variety of appropriate devices to record musical and non musical sounds	
		I can use the methods and effect of combining and refining information to achieve intended outcomes.	Make effective use of transitions and animations in presentations. Consider the effect on the audience and the appropriateness of such devices.	Create images using a range of techniques to develop a particular style	Upload and download projects to the VLE / MP3 players / mobile phones / computers etc	
		I understand that ideas can be enhanced and refined by	Independently select and import images and video from digital cameras, graphics packages and other sources	Independently capture store retrieve and edit digital images to improve them	Create their own sounds and compositions to add to their presentations / films / images / photos.	

		editing.	and prepare it for processing using ICT	
Computer Science and Understanding Networks: programming and exploring				
	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	I can begin to use controls that sense a change and can cause an outcome. I can group together instructions to solve problems and achieve specific outcomes.		Talk about examples of programming in the world around, impact on society, including the impact of gaming • Use of sensors which can be used to 'trigger' actions –alarms, thermostat to control heating, street lights, • Discuss children's own experiences of gaming and the effect of "cheats" i.e. code shortcuts Discuss programming in the context of a creative and imaginative process which solve real life problems • Look into the history of computing from its early origins • Explore the links between science/mathematics/creativity and computer programming • Investigate simple binary code and links to programming Pose real problems for pupils to solve using programming and other skills
	Hardware Lego Mindstorms kit & software Flowol models	Software Flowol 2Do It Yourself Scratch		Online (F) CBBC Game Builder (F) Blockly Maze (F) Microsoft Kodu (F) Cargo Bot app for i-pad/i-phone (F) Hour of Code https://studio.code.org/hoc/1
	Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration	I understand how to use online collaborative and communication tools safely and responsibly Connect a computing device to a keyboard, mouse or printer		Provide an old computer or new device such as a Raspberry Pi • allow children to connect parts of a computer together. • talk about what the various leads connect to including the Internet Discuss/role play the movement of content/services on the Internet, • Email, World Wide Web, • FTP File Transfer Protocol e.g. attachments, Dropbox • VOIP Voice Over Internet Protocol e.g. Skype Talk about and model different choices of online communication and collaboration tools for different purposes and the responsibilities when using them.
	Hardware Old PC's and/or Raspberry Pi	Software http://primarywall.com/ http://primarypad.com/ E-mail Blog School VLE		Online Story of Send http://www.primaryresources.co.uk/online/internet.swf There and Back Again-A Packet's Tale

	Working Scientifically	Living things	Animals	Materials	Earth and space	Forces
Science	<p>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.</p> <p>Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</p> <p>Using test results to make predictions to set up further comparative and fair tests.</p> <p>Reporting and presenting 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>Identifying scientific evidence that has been used to support or refute ideas or arguments.</p>	<p>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</p> <p>Describe the life process of reproduction in some plants and animals.</p>	<p>Describe the changes as humans develop to old age.</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>Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.</p> <p>Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</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>Demonstrate that dissolving, mixing and changes of state are reversible changes.</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>Describe the movement of the Earth, and other planets, relative to the Sun in the solar system.</p> <p>Describe the movement of the Moon relative to the Earth.</p> <p>Describe the Sun, Earth and Moon as approximately spherical bodies.</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>Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.</p> <p>Identify the effects of air resistance, water resistance and friction that act between moving surfaces.</p> <p>Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p>

History		Stone Age	Romans	Anglo-Saxons	Vikings	Local History	Theme	Civilizations	Ancient Greeks	World History
	<ul style="list-style-type: none"> 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. Note connections, contrasts and trends over time and develop the appropriate use of historical terms. Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Construct informed responses that involve thoughtful selection and organisation of relevant historical information. Understand how our knowledge of the past is constructed from a range of sources. <p><i>In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.</i></p>		The Roman Empire and its impact on Britain						Ancient Greece – a study of Greek life and achievements and their influence on the western world	
	Chronological understanding	Interpretations of History		Historical Enquiry - Questioning			Communication and Organisation			
<ul style="list-style-type: none"> Know and sequence key events of time studied. Use relevant terms and period labels Relate current studies to previous studies Make comparisons between different times in history. 	<ul style="list-style-type: none"> Show how some aspects of the times they have been studying have been represented and interpreted in different ways. Note connections, contrasts and trends over time. Establish clear narratives within and across periods of study. 		<ul style="list-style-type: none"> Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. 			<ul style="list-style-type: none"> Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses. Use appropriate vocabulary to show correct historical terms and dates. 				

Geography	Locational knowledge	Place knowledge	Human and physical geography	Geographical skills and fieldwork
	<ul style="list-style-type: none"> • Locate the countries of Europe. Their major cities and key physical and human features. • Name and locate counties of the UK, geographical regions and their identifying human and physical characteristics and key topographical features (including hills, mountains, coasts and rivers). • Linking with History, locate and describe UK land-use patterns and understand how some of this has changed over time. • Identify the position and significance of latitude, adding longitude and the Greenwich Meridian and time zones (including day and night). 	<ul style="list-style-type: none"> • Understand geographical similarities and differences through the study of a region of the UK human and physical geography of a region of the United Kingdom with a region in Europe. 	<ul style="list-style-type: none"> • Describe and understand key aspects of: <ul style="list-style-type: none"> ➤ Physical geography: coasts. ➤ Human geography: economic activity including trade links in the Pre-Roman and Roman era and the distribution of natural resources including energy, food, minerals and water (focus on food). 	<ul style="list-style-type: none"> • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. • Use the eight points of a compass, four-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. • 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.

	Design	Make	Evaluate	Technical knowledge	Cooking and nutrition
	<p>Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.</p> <p>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</p>	<p>Investigate and analyse a range of existing products. Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p> <p>Understand how key events and individuals in design and technology have helped shape the world.</p>	<p>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</p> <p>Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages].</p> <p>Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors].</p> <p>Apply their understanding of computing to program, monitor and control their products.</p>	<p>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.</p> <p>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</p>	<p>Understand and apply the principles of a healthy and varied diet.</p> <p>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</p> <p>Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p>
D.T.	<ul style="list-style-type: none"> Work confidently within a range of contexts, such as imaginary, story-based, home, gardens, playgrounds, local community, industry and the wider environment Describe the purpose of their products Indicate the design features of their products that will appeal to intended users Carry out research, using surveys, interviews, questionnaires and web based resources <i>Develop a simple design specification to guide their thinking</i> Share and clarify ideas through discussion Use annotated sketches to develop and communicate their ideas generate innovative ideas, drawing on research and make prototypes make design decisions, taking account of constraints such as time, resources and cost. 	<ul style="list-style-type: none"> <i>Formulate step by step plans as a guide to making</i> Select tools and equipment suitable for the task Select materials and components suitable for the task Explain their choices of materials and components according to functional properties and aesthetic qualities Follow procedures for safety and hygiene Control a model using ICT control programme Use a cam to make up and down mechanism 	<ul style="list-style-type: none"> Identify the strengths and areas for development in their ideas and products Consider the views of others, including intended users, to improve their work Critically evaluate the quality of the design, manufacture and fitness for purpose of their products as they design and make <i>Evaluate their ideas and products against their original design specification</i> How well products have been designed and made Why materials have been chosen What methods of construction have been used How well products work and achieve their purpose How much products cost to make How innovative products are How sustainable the materials in products are What impact the products have beyond their intended purpose 	<ul style="list-style-type: none"> About inventors, designers, engineers, chefs and manufacturers who have developed ground breaking products How to use learning from science to help design and make their products work How to use learning from mathematics to help design and make their products work That materials have both functional properties and aesthetic qualities That mechanical and electrical systems have an input, process and output How mechanical systems such as cams or pulleys or gears create movement How to program a computer to monitor changes in the environment and control their products How to reinforce and strengthen a 3D framework That a 3D textile product can be made from a range of fabric shapes 	<ul style="list-style-type: none"> That food is grown (such as tomatoes, wheat and potatoes) reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe, and the wider world How food is processed into ingredients that can be eaten or used in cooking How to prepare and cook a variety of predominantly savoury dishes safely and hygienically, including, where appropriate, the use of a heat source How to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking <i>That recipes can be altered to change the appearance, taste, texture and aroma</i>

Art	National Curriculum	Exploring and Developing Ideas	Evaluating and Developing Work	Drawing	Digital Media	Painting	Printing	Textiles	3-D	Collage
	<ul style="list-style-type: none"> • Create sketch books to record their observations and use them to review and revisit ideas. • Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. • Learn about great artists, architects and designers in history. 	<p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>Question and make thoughtful observations.</p> <p>Explore the roles and purposes of artists (different times and cultures).</p>	<p>Compare ideas and approaches in their own and others' work and say what they think and feel about them.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p> <p>Annotate work in sketchbook.</p>	<p>Use different techniques for different purposes e.g. shading and hatching.</p> <p>Begin to use simple perspective in their work using a single focal point and horizon.</p>	<p>Record, collect and store visual information using digital cameras iPads</p> <p>Create shapes by making selections to cut, duplicate and repeat.</p>	<p>Create imaginative work from a variety of sources.</p> <p>Work with complementary colours.</p>	<p>Create printing blocks.</p> <p>Work into prints with a range of media e.g. pens, colour pens and paints.</p>	<p>Experiment with batik techniques.</p> <p>Use different grades of threads and needles.</p>	<p>Develop skills in using clay.</p> <p>Produce intricate patterns and textures in malleable media.</p>	<p>Use a range of media to create a collage.</p> <p>Use collage as a means of extending work from initial ideas.</p>

National Curriculum		
Music	<p>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 using the inter-related dimensions of music. Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Use and understand staff and other musical notations. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. Develop an understanding of the history of music.</p>	<ul style="list-style-type: none"> • Experiment with voice, sounds, technology and instruments in creative ways and to explore new techniques. • Maintain a strong sense of pulse and recognise and self-correct when going out of time. • Demonstrate increasing confidence, expression, skill and level of musicality through taking different roles in performance and rehearsal. • Lead an independent part in a group when singing or playing. (e.g. rhythm, ostinato, drone, simple part singing, etc.) • Use a variety of musical devices, timbres, textures, techniques etc. when creating and making music. • Create music which demonstrates understanding of structure and discuss the choices made. • Listen and evaluate a range of live and recorded music from different traditions, genres, styles and times, responding appropriately to the context. Share opinions about own and others' music and be willing to justify these. • Be perceptive to music and communicate personal thoughts and feelings, through discussion, movement, sound-based and other creative responses such as visual arts. • Critique own and others' work, offering specific comments and justifying these. • As appropriate, follow basic shapes of music, and simple staff notation, through singing and playing short passages of music when working as a musician.

	Journey of life and death	Rules and routines/ Christmas	Miracles	Celebrations/ Peace	Religion and the individual	Prayer and worship
R.E.	<p>Why do believers often see life as a journey? What significant experiences have marked this in our own journey so far? Do beliefs in Karma and Samsara help a Hindu to lead a good life?</p>	<p>Why are rules important to use in our daily lives? What are the deeper meaning of Christmas symbols.</p>	<p>Who was 'Jesus the healer'?</p>	<p>Is forgiveness always possible? What does Holi celebrate? How do religions view peace? What symbols represent peace?</p>	<p>Keeping the five pillars: what are the challenges of commitment both in their own lives and within religious traditions?</p>	<p>Compare different religious buildings with the Anglican Church</p>

	Health and Wellbeing	Relationships	Living in the wider world
P.S.H.E. & C. (Non-statutory)	<p>I have strategies to resist the pressures from others to act in unsafe or unhealthy ways.</p> <p>I am aware that people can feel pressured by media, including social networking</p>	<p>I know the differences between confidential and secret, when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'.</p> <p>I am aware of the nature and consequences of discrimination, teasing, bullying and aggression (including cyber bullying).</p> <p>I have developed strategies to resolve disputes and conflict to benefit others as well as myself.</p>	<p>I know that there are financial risks associated with the internet and other scams.</p> <p>I am beginning to understand how the UK is governed</p> <p>I know about local and national elections.</p> <p>I know how to keep myself safe and protect my personal identity.</p> <p>I appreciate the range of national, regional, religious and ethnic identities in the UK.</p>

P.E.

- Use running, jumping, throwing and catching in isolation and in combination.
- Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.
- Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].
- Perform dances using a range of movement patterns.
- Take part in outdoor and adventurous activity challenges both individually and within a team.
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.
- Swim competently, confidently and proficiently over a distance of at least 25 metres.
- Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke].
- Perform safe self-rescue in different water-based situations.

MFL

- Listen attentively to spoken language and show understanding by joining in and responding
- Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*
- Speak in sentences, using familiar vocabulary, phrases and basic language structures
- Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*
- Present ideas and information orally to a range of audiences*
- Read carefully and show understanding of words, phrases and simple writing
- Appreciate stories, songs, poems and rhymes in the language
- Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- Write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- Describe people, places, things and actions orally* and in writing
- 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.

The starred () content above will not be applicable to ancient languages.*