**HISTORY:**

* A non-European society that provides contrast with British History – study of Mayan civilization c. AD 900 *(done through geography)*

*Link: Mayan Civ + DEFORESTATION – sustainable dev. Global. God of Maize compared to GM crops. Environmental.*

**GEOGRAPHY:**

**Locational knowledge**

* Locate the world’s countries, using maps to focus on Europe… concentrating on their environmental regions, key physical and human characteristics, countries and major cities *(South America…)*

**Place Knowledge**

* Understand geographical similarities and differences through the study of human and physical geography of a region of the UK, and a region in within North or South America *(Mayan civilization c. AD 900)*
* Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropic of Cancer and Capricorn, the tropics…

**Human and physical geography**

* Describe and understand key aspects of: physical geography, including: climate zones, rivers, mountains, volcanoes and earthquakes, and the water cycle
* Describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water (Global – deforestation, sustainable development)

**Geographical skills and fieldwork**

Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

**SCIENCE:**

**Observational science (related to Earth and space)**

* Sun rise and sun set (*Sheff and China*). Moon phases *(Sheff).*

**Living things and their habitats**

* 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. recognise that light appears to travel in straight lines

**Light (See Y6 PoS)**

* 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
* 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
* use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.

**READING: KPIs**

* Increase familiarity with a wide range of books, including myths, legends, traditional stories, modern fiction, fiction from our literacy heritage and other cultures and traditions
* Check that books make sense and discuss understanding
* Summarise main ideas from more than one paragraph
* Identify how language, structure and presentation contribute to meaning
* Retrieve, record and present information from non-fiction
* Provide reasoned justifications for their views
* Participate in discussions about books that are read to them

**WRITING:KPIs**

**Objectives in bold show the progression throughout the year**

* Identify the audience for and the purpose of writing, selecting the appropriate form and choosing other similar writing as models
* In narratives, describe settings, characters and atmosphere
* Ensure consistent and correct use of tense throughout a piece of writing
* Proofread for spelling and punctuation errors
* Indicate degrees of possibility using adverbs or modal verbs.
* Use relative clauses (who, which, when)
* **Use commas to clarify meaning or avoid ambiguity**
* Use brackets, dashes or commas to indicate parenthesis
* Use a wide range of devices to build cohesion within and across paragraphs
* **Use adverbials of time, place and number or tense choices to link ideas across paragraphs**

**MATHS: KPIs**

**Number & place Value**

* Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit.
* Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero.

**Addition & Subtraction**

* Add and subtract whole numbers with more than 4 digits.
* add and subtract numbers mentally with increasingly large numbers *(example, 12 462 – 2300 = 10 162)*

**Multiplication & Division**

* Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.
* Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes.
* Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.

**Fractions (including decimals & %)**

* Compare and order fractions whose denominators are all multiples of the same number.
* Read and write decimal numbers as fractions *[for example, 0.71 = 71/100].*
* Read, write, order and compare numbers with up to three decimal places.
* 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.

**Measurement**

* Convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre).
* Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres
* Calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm2) and square metres (m2)

**Geometry: Properties of Shapes**

* Draw given angles, and measure them in degrees (0).
* Distinguish between regular and irregular polygons based on reasoning about equal sides and angles.

**Statistics**

Complete, read and interpret information in tables, including timetables

**ART AND DESIGN:**

* to create sketch books to record their observations and use them to review and revisit ideas
* to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
* about great artists, architects and designers in history.

**COMPUTING:**

**DT:**

* Design, Make and Evaluate. Link this to your project work. Within the year this needs to include a link to cooking and nutrition. (see NC document for further detail).

**MUSIC:**

* 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
* 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.

**RE:**

**PE:**

* 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.