A photograph of two young girls on a playground structure. The girl in the foreground is smiling and looking at the camera. She has brown hair and is wearing a grey sweatshirt. The girl in the background is also smiling and looking towards the camera. She has brown hair and is wearing a blue turtleneck. The playground structure consists of blue and yellow ropes and bars. The background is a sandy area with some greenery.

Upper Key Stage 2

Year 5 and Year 6
Curriculum Guide



THE BRITISH INTERNATIONAL SCHOOL
BRATISLAVA
A NORD ANGLIA EDUCATION SCHOOL

The British International School Bratislava is the only school in Bratislava to produce *consistently outstanding* academic results and a *unique* personal enrichment programme with the Highest Quality Learning delivered on a Global Campus.

OAKS 

Introduction

Ages	Years	Key Stage
3 - 5	Nursery & Reception	Early Years Foundation Stage
5 - 7	Year 1 - Year2	Key Stage 1
7 - 11	Year 3 - Year6	Key Stage 2
11 - 14	Year 7 - Year 9	Key Stage 3
14 - 16	Year 10 - Year 11	Key Stage 4
16 - 18	Year 12 - Year 13	International Baccalaureate

In Key Stage 2, students are encouraged to continue to take more responsibility for their own learning. We help our students develop the skills for independent learning, reflection and self-assessment. Personal and social skills continue to be important so we give students the chance to lead and manage groups, run class meetings, give presentations, plan

investigations and use their initiative. This guide is here to give you more information about the curriculum children study in Upper Key Stage 2 and to help show how we prepare our students for moving on to Secondary School.

Reading about the curriculum is no substitute for seeing and hearing it for yourself. Throughout the year, in the

Primary School, we invite parents to come and see the teachers in action and watch their children learn during our parent 'drop-in' class visits. In addition, our Year 6 pupils also give tours of the school so you can hear about the school from their point of view. At any time, if there is anything you are unsure about, please ask.



Our Philosophy

At the British International School Bratislava, your child will enjoy an education that challenges and excites. We believe that every child has talents and our job is to help your child be ambitious and make the most of their natural ability. We have high expectations for our students and believe that, with high quality teaching and the right individualised approach to learning, students can all achieve at a high level.

We help our students understand what it is to be a good learner and help them recognise the different ways they learn. This contemporary

approach is based on the latest educational and neuroscience research which proves that all children, if they are an active part of a thriving and inspiring community of learners, can flourish and become intellectually and socially confident young adults.

We care about all our students and we want the best for them educationally and also socially and emotionally. We think it's important to educate the 'whole child'. We equip students with the knowledge, skills and understanding to take responsibility for themselves, show respect for others and develop self-

awareness and confidence. Our 'Learner Profile' underpins this approach by identifying 10 attributes valued by our school which we explicitly teach our children about. The children will use their Personal Success Plans to reflect on their learning, set new targets and review the progress that they have made.

The Learner Profile identifies 10 qualities which we aim to develop in our young students so that they become inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced and reflective.



Our Curriculum in Years 5 and 6

With the English National Curriculum as a guide, our students are motivated to do well and take pride in their learning. Using differentiated teaching and modern technologies, our teachers promote high standards of achievement through creativity, inquiry, collaboration and communication.

Our thematic studies are chosen to reflect the international nature of our school. Themes often start with some kind of event, perhaps a trip, a visit from an expert or a problem that needs solving. The theme will develop over a period of weeks allowing for experimentation, investigation and the acquisition of knowledge. The theme will finish with a celebration, perhaps a presentation, an assembly, a report or a special piece of work. Our differentiated teaching accommodates students who are performing at different levels and makes sure each child is suitably challenged. Technology supports all areas of the curriculum and, as it becomes more integrated with classroom practice, our pupils are learning how to collaborate on projects, manipulate images, text and film for a variety of purposes and develop programming skills. In Upper Key Stage 2 children are encouraged to take a lead with Nord Anglia Global Campus projects which links them up with students all over the world, learning from each other

and engaging in discussions. Providing pupils with high quality learning activities outside of the classroom is vital in helping pupils develop personal skills and appreciate the world around them. During Key Stage 2 we provide many opportunities for children to learn beyond the classroom and develop new skills through participation in productions, educational day visits, residential trips, themed days, enrichment and after school activities. These include field trips to the planetarium and natural history museum, as well as residential trips to the Tatras and Austria.

In Upper Key Stage 2, pupils also take specialist lessons

in Music, Drama, French, German or Spanish (Year 6 only) Swimming, Skating, Gymnastics and PE. Our Slovak children learn Slovak, our Korean children learn Korean and others take Slovak Studies to find out more about their host country.

We see parents as partners in the education of their children and establish strong working relationships with them. Parents are encouraged to read every night with their children and support them in their homework. All children are important to us and we delight in celebrating and sharing their many successes through assemblies, newsletters, meetings or direct communication with home.



Supporting our learners

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

The EAL department supports students who join the school with insufficient English language skills to access the curriculum independently. Working with class teachers and parents, the EAL specialists assist pupils in acquiring the necessary English language skills. The aim is to enable them to integrate fully into all aspects of school life and learning as quickly as possible.

The school runs a six-week intensive English Language Programme, led by specialist EAL teachers, at the start of each Academic Year. When joining the school, children are assessed to determine whether they should join this course.

English as a modern foreign language is also offered for students who are new to the language providing them with extra English lessons for their first year instead of learning French or German. Our EAL teachers also deliver the course which enables students to sit the Cambridge Young Learner exams. This is an internationally recognised language qualification, offered in both Primary and Secondary.

Students are continually assessed and EAL support will gradually decrease as the students' ability and confidence improves. Students can supplement their learning with resources provided by the EAL team on Firefly and also using our on-line package 'Language Nut'.

LEARNING SUPPORT (LS)

If a child is not making expected levels of progress, we will explore possible reasons for this and offer appropriate support. In some cases, it may be necessary to complete a diagnostic assessment. Our Learning Support teachers will suggest suitable interventions which might include support in class, additional small group work or 1:1 support. They will also provide guidance to teachers and TLAs to support the child in the classroom.

Our Learning Support teachers work closely with parents and class teachers to ensure that children view interventions positively and that they feel supported and valued.



Year 5 Literacy

Reading:

By the beginning of Year 5, pupils should be able to read aloud a broader range of poetry and books written at an age-appropriate interest level with accuracy and at a reasonable speaking pace. They should be able to read with appropriate intonation to show their understanding, and should be able to summarise and present a familiar story in their own words. They should be reading widely and frequently, outside as well as in school, for pleasure and information. They will continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.

Writing:

Pupils will plan their writing by identifying the audience for and purpose of the writing. They will note initial ideas, drawing on books and research where necessary. Pupils will select the appropriate grammar and vocabulary knowing that their choices can enhance and change the meaning. They will develop dialogue to convey the character and help move the writing on. They will be striving to ensure there is a consistent use of tense throughout the piece of writing. They will evaluate and assess their writing and that of others and suggest changes to vocabulary, grammar and punctuation.

Context for Learning:

Pupils in Year 5 will have the opportunity to study a range of fiction genres including: classic fiction; short stories and science fiction. The non-fiction genres covered include: journalistic writing; recounts and persuasive writing. Pupils in Year 5 will also look at a range of classic and modern poetry. We will be learning about Shakespeare and his plays later in the year allowing the pupils to show off their dramatic skills!

Assessment:

Daily assessment takes place through questioning pupils, observing their learning and the marking of their work. The class teacher assesses Reading regularly during shared and guided reading sessions. It is also assessed formally in Terms 2 and 3. Guided Reading occurs four times a week. Every term the children will have a piece of independent writing formally assessed by their class teacher. From this assessment, the class teacher and pupil will set individual targets. These targets will be shared with parents and updated regularly to ensure that pupils are being challenged and making progress.



Year 5 Maths

The principal focus of mathematics teaching in Year 5 is to ensure that pupils extend their understanding of the number system and place value to include larger integers. Pupils will extend their understanding of fractions and decimals, and be introduced to percentages. Pupils will be expected to develop the connections that pupils make between multiplication and division with fractions, decimals, percentages and ratio. Pupils will continue to develop written methods for all four operations.

Pupils should develop their ability to solve a wider range of problems, including increasingly complex properties of numbers and arithmetic, and problems demanding efficient written and mental methods of calculation. Teaching in geometry and measures should consolidate and extend knowledge developed in number. Teaching should also ensure that pupils classify shapes with increasingly complex geometric properties and that they learn the vocabulary they need to describe them. Pupils should read, spell and pronounce mathematical vocabulary correctly.

We use the Mastery approach to teaching and learning Maths. This places an emphasis on depth before breadth and there is a greater expectation of what pupils should achieve. Pupils are encouraged to develop their analytical, creative and linking skills in order to find solutions to a variety of problem solving challenges. With calculation strategies, pupils do not simply learn procedures by rote but demonstrate their understanding through the use of concrete materials and pictorial representations.

Context:

Pupils in Year 5 receive daily mathematics lessons, with both mental and written focuses. Concepts and expectations are practised and modelled by the teacher and the pupils. Pupils are expected to be responsible for selecting materials and equipment necessary to solve problems. Pupils will continue to explain their methods to help develop analytical and reasoning skills. Pupils will be supported with practical resources, including base ten to help maintain their place value awareness, especially as they work with increasingly larger numbers. Pupils will also develop their Roman numeral understanding.

Assessment:

Teachers continually assess the pupils' attainment in maths to inform their planning and delivery of lessons. Pupils will be provided with clear, manageable targets to help ensure they continue to make progress and understand key concepts of the year group. Pupils will continue to work through the rainbow levels of the Marvellous Multiplication Competition each week. Maths is formally assessed at the end of each term.



Year 6 Maths

The principal focus of mathematics teaching in Year 6 is to ensure that pupils extend their understanding of the number system and place value to include larger integers. This should develop the connections that pupils make between multiplication and division with fractions, decimals, percentages and ratio.

At this stage, pupils should develop their ability to solve a wider range of problems, including increasingly complex properties of numbers and arithmetic, and problems demanding efficient written and mental methods of calculation. With this foundation in arithmetic, pupils are introduced to the language of algebra as a means for

solving a variety of problems. Teaching in geometry and measures should consolidate and extend knowledge developed in number. Teaching should also ensure that pupils classify shapes with increasingly complex geometric properties and that they learn the vocabulary they need to describe them.

By the end of Year 6, pupils should be fluent in written methods for all four operations, including long multiplication and division, and in working with fractions, decimals and percentages.

Pupils should read, spell and pronounce mathematical vocabulary correctly.

We use the Mastery approach to teaching and learning Maths. This places an emphasis on depth before breadth and there is a greater expectation of what pupils should achieve. Pupils are encouraged to develop their analytical, creative and linking skills in order to find solutions to a variety of problem solving challenges. With calculation strategies, pupils do not simply learn procedures by rote but demonstrate their understanding through the use of concrete materials and pictorial representations.

Context:

Pupils in Year 6 receive daily mathematics lessons, with both a mental and written focus. Concepts and expectations are practised and modelled by the teacher and the pupils. Pupils are expected to be responsible for selecting materials and equipment necessary to solve problems. Pupils will continue to explain their methods to help develop analytical and reasoning skills. Pupils will be supported with practical resources where necessary.

Assessment:

Teachers continually assess the pupils' attainment in mathematics to inform their planning and delivery of lessons. Pupils will be provided with clear, manageable targets to help ensure they continue to make progress and understand key concepts of the year group. Mathematics will be formally assessed at the end of each term.



Year 5 Science

Pupils develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics. They will understand the nature, processes and methods of Science through different types of scientific enquiries

that help them to answer scientific questions about the world around them. Pupils are equipped with the scientific knowledge required to understand the uses and implications of Science, today and for the future.

The topics learned will cover:

1. Working Scientifically
2. Biology
3. Chemistry
4. Physics

LIVING THINGS AND THEIR HABITATS

Pupils will study the life cycles of mammals, amphibians, insects and birds, including some unusual examples like egg-laying mammals and marsupials. They will compare complete and incomplete metamorphosis. Find out about well-known naturalists and animal behaviourists. and propagate plants from different parts of the parent plant.

EARTH AND SPACE

Pupils will find fascinating facts about the Sun, Moon & Earth and develop an understanding of day and night, the four seasons and the Moon's phases. They will conduct investigations about the sun, the planets making up our Solar System and other stars in their constellations.

FORCES

Pupils will locate range of different forces: gravity, air resistance, water resistance and friction. They will develop an understanding of balanced and unbalanced forces and their effects. Investigate how mechanisms, like levers, pulleys and gears, help us to use smaller forces.

MATERIALS AND THEIR PROPERTIES

Pupils will revise the three States of matter and properties of materials. Introduce further properties: solubility and thermal conductivity. They will separate materials using a range of methods and understand that some changes are irreversible. They will also discuss the formation of new materials.

Assessment:

In Science, teachers continuously assess the children, gauging pupils' level of understanding by looking at work produced, levels of engagement in the activities,

and asking specific questions to demonstrate their knowledge. Summative assessments will happen at the beginning and end of each new topic. This will provide the teacher with a greater of understanding of

what each pupil already knows, and what they have learnt, gauging the amount of progress made.



Year 6 Science

Pupils develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics. They will understand the nature, processes and methods of Science through different types of Science enquiries

that help them to answer scientific questions about the world around them. Pupils are equipped with the scientific knowledge required to understand the uses and implications of Science, today and for the future.

The topics learned will cover:

1. Working Scientifically
2. Biology
3. Physics

ELECTRICITY

Pupils will begin with revision of simple circuits and then lots of hands on experience with symbols, diagrams and incomplete circuits. They will conduct two enquiries, one about the length of wire in a Circuit and the second about the use of cells. They will compare series and parallel circuits.

EVOLUTION AND INHERITANCE

Pupils will discuss fossils as evidence of life millions of years ago and study the life of Mary Anning. They will compare offspring with parents and see how plants/animals are adapted to habitats. They will look at Darwin, Wallace & Mendel's contributions to our understanding of evolution.

LIGHT

Pupils will identify sources of light and revise the fact that light travels in straight lines and that opaque objects form shadows. They will understand that to see, light needs to enter the eye. They will investigate light reflection, refraction, white light made of many colours and the speed of light.

LIVING THINGS AND THEIR HABITATS

Pupils will look at the history of classification of living things from Aristotle to the present day. They will study the binomial system introduced by Linnaeus and the 7 levels of classification used today. They will understand why classification is important and use and create classification keys.

ANIMALS, INCLUDING HUMANS

Pupils will explore the structure of the heart and lungs. The double circulation through the lungs and the rest of the body is explained and children learn more about blood! How does exercise affect pulse rate? Why is exercise good for us and what can harm the heart and lungs?

HUMAN REPRODUCTION AND RELATIONSHIPS

Pupils will discuss why living things need to reproduce and look in detail at human life cycle, comparing it to other animals. Children will take part in the Flour Babies challenge and study changes at puberty. Research rites of passage in different cultures.

Assessment:

In Science, teachers continuously assess the children, gauging pupils' level of understanding by looking at work produced, levels of

engagement in the activities, and asking specific questions to demonstrate their knowledge. Summative assessments will happen at the beginning and end of each new topic. This

will provide the teacher with a greater of understanding of what each pupil already knows, and what they have learnt, gauging the amount of progress made.

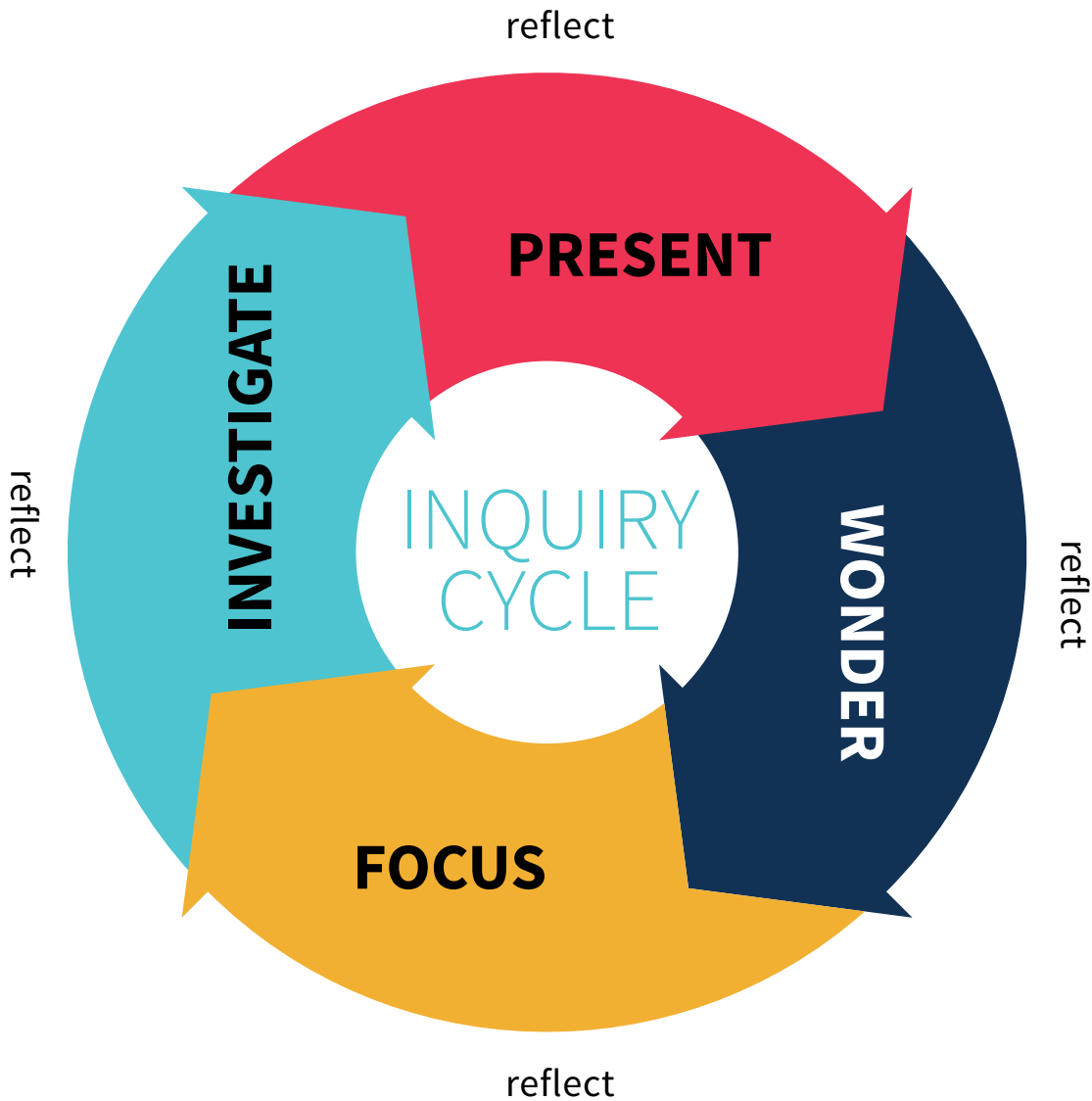
STEAM

Science, technology, engineering, arts and mathematics (STEAM) play an invaluable part in helping your child to develop academic, social and personal success. Through practical hands-on problem solving, students develop transferable skills such as creativity, curiosity,

resilience, resourcefulness, collaboration and confidence.

Nord Anglia Education have collaborated with the Massachusetts Institute of Technology (MIT) to bring a new approach to learning the interdisciplinary subjects of STEAM. Throughout the year,

students will have opportunities to take part in hands-on workshops and challenges devised by experts at MIT and will put their creativity to the test. STEAM projects may take place as one-off events or as part of Topic learning. Students follow the BISB inquiry Cycle:



Year 5 Themed Units

Themed units include the subjects of History, Geography, Art and Design Technology that are taught through topics such

as those shown below. There is a balance of knowledge and skills and progression across year groups and key stages.

Examples of topics taught in Year 5 are:

HOCUS POCUS!

- Properties and changes of materials
- Scientific skills

EARTH AND SPACE

- Earth and Space – the solar system

GROOVY GREEKS!

- Ancient Greece
- Living Things and their Habitats
- Geographical Skills and Fieldwork

MARVELLOUS MOUNTAINS!

- Forces (gravity and resistance)
- Local history
- Human & Physical Geography – Mountains

Year 6 Themed Units

Themed units include the subjects of History, Geography, Art and Design Technology that are taught through topics such

as those shown below. There is a balance of knowledge and skills and progression across year groups and key stages.

Examples of topics taught in Year 6 are:

THE WORLD AND WAR

- Turning points in modern history - WW2
- Light
- Electricity

SURVIVAL OF THE FITTEST!

- Living things and their habitats
- Islands
- Earthquakes

A PRICE TO PAY!

- Crime and punishment
- Animals, including Humans

Computing

Our approach to technology is an integrated one where pupils develop their knowledge and expertise, accessing technology through all curriculum subjects. Over the last two years we have continued to embed the new Computing Curriculum within focussed IT based teaching sessions as well as by integrating technology throughout cross-curricular subjects studies. Our new 1:1 iPad scheme allows these students the opportunity to expand on learning in class by taking iPad devices home to continue project work started in class as well as teaching them to become responsible personal users of devices. In Upper Key Stage 2 pupils will continue to build on their

learning from Years 3 and 4, using search technologies such as Boolean search terms effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. They will 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. We hope to offer pupils the chance to explore higher level devices such as LEGO Mindstorms EV3 robots controlled by programming applications such as Scratch to assist with bridging the gap

towards learning in KS3. These students are also undergoing a new program focussing on using the programs and features of Office 365 to boost their knowledge of core skills in Word, PowerPoint and Excel.

E-safety remains a key component and their learning focuses on using technology safely and respectfully, keeping personal information private, identifying where to go for help and support when they have concerns about content or contact on the internet or other online technologies. E-safety is a highly important aspect of using technology, so aspects of e-safety are embedded within all areas of the subject.



Physical Education (PE)

During Key Stage 2 pupils build on their natural enthusiasm for movement, using it to explore and learn about their world. They start to work and play with other pupils in pairs and small groups. By watching, listening and experimenting, they develop their skills in movement and coordination, and enjoy expressing and testing themselves in a variety of situations.

KNOWLEDGE, SKILLS AND UNDERSTANDING

Acquiring and developing skills

Pupils are taught to:

- explore basic skills, actions and ideas with increasing understanding
- remember and repeat simple skills and actions with increasing control and coordination.

Selecting and applying skills, tactics and compositional ideas

Pupils are taught to:

- explore how to choose and apply skills and actions in sequence and in combination
- vary the way they perform skills by using simple tactics and movement phrases
- apply rules and conventions for different activities.

Evaluating and improving performance

Pupils are taught to:

- describe what they have done
- observe, describe and copy what others have done
- use what they have learnt to improve the quality and control of their work.

Knowledge and understanding of fitness and health

Pupils are taught:

- how important it is to be active
- to recognise and describe how their bodies feel during different activities.

BREADTH OF STUDY

During the key stage, students are taught knowledge, skills and understanding through dance activities, games activities and gymnastic activities. In addition to these core skills we enrich the PE curriculum by offsite activities such as swimming & skating.

SWIMMING

Swimming is an important life skill which develops stamina and physical skills and learning to swim means children can be safer around water. Swimming is provided during the Autumn & Summer terms. We use well-qualified English speaking swimming instructors who work with the children in small

groups according to abilities. It is expected that children in Year 5 & 6 should have basic skills and know how to swim so our lessons for these children is to teach basic life saving skills and introduce them to water polo.

SKATING

During the cold Spring term, children will have the opportunity to learn how to skate. Each year group will be grouped by ability and will progress through more complex skating skills throughout the term under the guidance of trained instructors.

GYMNASTICS

Gymnastics is a sport that develops balance, strength, flexibility, agility, coordination and endurance. It encourages self-discipline and self-confidence. At our off-site location children work through a structured programme of gymnastic skills in Years 1 and 2, Parkour in Year 3 and 4 and Martial Arts in Years 5 and 6. Lessons will be led by experienced teachers of gymnastics. Gymnastics is provided in the Autumn and the Summer Term.

Music

Students in Years 5 & 6 start work on creating music compositions. They compose pieces with a simple rhythm and accompaniment in small groups. When creating music pieces, children work on more details of the musical forms. They learn how to build a melody, how to finish a melody or how to start writing a well-known melody. They learn how to make a contrast between the parts in their compositions. They are encouraged to perform these compositions for the class.

Students learn about famous composers. In addition to singing together as a group, they learn how to play instruments together as a class band or class orchestra. Students are encouraged to join the school choir, the handbell club or the orchestra. Individual instrumental lessons can also be taken. Children sing a range of songs related to the topics they learnt in class and sing regularly in the assemblies.

As a part of the Juilliard music curriculum at BISB children explore the work of J.S. Bach and George Gershwin. They enjoy musical activities related to these composers and their pieces. Through well-known music they learn more about musical forms, notation in different clefs, time signatures and phrasing in music. In the keyboard lab Year 5 and Year 6 children work on improving their keyboard skills.

Drama and Dance



Learning drama and dance will give your child opportunities to lead, collaborate with others, listen to other viewpoints from different communities and cultures, communicate ideas and feelings through an artistic medium, take risks, persevere and experience joy through performance. Through the Julliard-Nord Anglia Performing Arts Programme, our drama and dance curriculum is enhanced with core works from different cultures and periods in history providing children with a rich and varied experience. Pupils have one hour-long drama / dance lesson each fortnight with a specialist teacher.

Languages

Students take 3 hours over 2 weeks of either French, German, or, in Year 6 only, Spanish with the aim of understanding and responding to spoken and written language, to answer simple questions and give basic information, to write short sentences following a model and to fill in words in longer gapped texts.

Context:

We play games, hold dialogues in pairs and small groups and for most of the topics we sing a song, we read German and French books written for children and we read short texts. When learning new vocabulary, we use pictures covering topics such as greetings, colours, school

equipment, animals, numbers and parts of the body.

Assessment:

Pupils are assessed formally and informally based on written mini-tests and classroom observation for participation and speaking ability.

Enrichment

As stated at the outset, the philosophy that underpins our curriculum is that we want all pupils to make the very best of their skills and abilities. This is why after-school enrichment is so important to us and why we are always looking for new enrichment activities to provide for our pupils. It enables them to try new things, broaden their skills and develop strengths in the wider curriculum.

We have some enrichment activities provided by staff and others are facilitated by external providers. Here are some examples of the types of enrichment activities on offer to Key Stage 2 pupils:

- Primary Choir
- Orchestra
- Zumba
- Construction
- Football academy
- Creative art
- Nature Club
- Cooking Club
- Rugby
- Running Club
- Slovak for beginners
- Art club
- Reading Club
- Italian club
- Coding Club
- Photography
- Hand Bells
- Acapella Singing
- Rounders and ball skills
- Cartoon drawing
- Design and technology
- Girls' Football
- Gardening Club
- Nature Club
- Cricket Club
- Dance (modern mix)



Curriculum Map - Year 5

Literacy skills are taught both discretely and through thematic studies. In Year 5 we focus on the following text

types: Classic Fiction; Science Fiction; Film/Drama; Argument and Debate; Journalistic Writing; Information Texts;

Instructions and Explanations; Narrative Poetry; Slam Poetry; Imagery; Author Study - Michael Morpurgo/JK Rowling

Reading

WORD READING

- Pupil can read aloud and understand the meaning of new words met, applying growing knowledge of morphology and etymology across a wide range of texts. Pupil can decode most new words outside spoken vocabulary, making a good approximation of the word's pronunciation: e.g. uses knowledge of 'obey' to read and understand obedient, obedience, disobedience, obediently.

COMPREHENSION

RANGE OF READING

- Pupil can participate in discussion about a widening range of longer and more challenging fiction, poetry, plays, non-fiction and reference books that they have read for themselves, expressing views and preferences, justifying them by reference to the text, drawing on, comparing and contrasting examples.
- Pupil can read books that are structured differently for a range of purposes, with independence: e.g. manga and graphic novels, comical history series.
- Pupil can independently make comparisons within and between books, comparing characters, considering viewpoints of authors and of fictional characters: e.g. Ginger reminds me a bit of Tyke Tiler because neither of them can seem to stop getting into trouble at school.

FAMILIARITY WITH TEXTS

- Pupil is increasingly familiar with a wide range of age-appropriate books and can identify some genres: e.g. fantasy, adventure, comedy, Science fiction.
- Pupil can recognise and discuss themes and conventions in age-appropriate texts: e.g. heroism or loss and continuing to learn the conventions of different types of writing such as first person in autobiography. They can explain 'heroism' or 'loss' in the context of the writing.

POETRY AND PERFORMANCE

- Pupil can learn by heart a wide range of age-appropriate poems.
- Pupil can prepare, read aloud and perform age-appropriate poems and play scripts showing understanding of intonation, tone, volume.

UNDERSTANDING

- Pupil can usually monitor reading of age-appropriate texts for sense and self-correct when they misread and can usually explore how a known word can have different meanings in a new context: e.g. attendance register, cash register, noticing something, e.g. 'He registered that his book had been moved', register of sound or voice, register of communication.
- Pupils can usually ask themselves questions to improve their understanding when independently reading an age-appropriate text: e.g. I wonder why Mr Napier singles out Ginger for especially unpleasant treatment - could it be because both her parents are teachers in the school or is it because she isn't afraid to speak out?
- Pupil can, when reading an age-appropriate book independently, identify the main ideas in paragraphs and can usually summarise, including most of the main ideas in a series of sentences using their own words and key vocabulary from the text.

COMPREHENSION

INFERENCE - FROM A RANGE OF INCREASINGLY CHALLENGING TEXTS

- Pupil can draw inferences from their independent reading of age-appropriate texts and explain thinking, returning to text to support opinions: e.g. Mr Napier doesn't seem to believe Ginger and wants to get her in trouble. He asks silly questions and the author says he winks at the children in the playground who are laughing at Ginger. Teachers shouldn't do that, it's childish.

PREDICTION - FROM A RANGE OF INCREASINGLY CHALLENGING TEXTS

- Pupil can usually read 'between the lines' when independently reading an age-appropriate text and draw on their experience of similar texts to predict what might happen next, usually identifying clues the writer has planted for the reader: e.g. I think Ginger will try to set the stray dog free. She is terrified of dogs but she hates to see anything unfair. I know because she just shouted at the school principal for taking down Mr Wong's pictures even though she's scared of him, too.

AUTHORIAL INTENT - FROM A RANGE OF INCREASINGLY CHALLENGING TEXTS

- Pupil can usually identify language, including figurative language in age-appropriate texts the writer has chosen for impact and usually discuss and evaluate the impact on them as a reader: e.g. I like the way the author uses animal-based images like Ginger having a furball of anxiety in her guts when she is in trouble at school.
- Pupil can usually identify distinctive language, structural and presentational features in their independent reading of age-appropriate texts and sometimes demonstrate their understanding of how these help the reader draw meaning from the text: e.g. can recognise organisational and language features of a range of non-fiction texts including explanation, balanced argument, persuasive argument and understands the fine distinctions between the conjunctions used in them like whereas, consequently, furthermore; uses top tip, Did you know? fact panels in nonfiction and can integrate meaning drawn from these with what they have learned from the main text.

NON-FICTION - FROM A RANGE OF INCREASINGLY CHALLENGING TEXTS

- Pupil can distinguish between fact and opinion: e.g. is able to identify that some statements are not backed up with evidence and others are.
- Pupil can usually identify questions to be answered beforehand and use the specific features of age-appropriate non-fiction texts on paper and on screen to answer them. Usually records information in a form that can be easily retrieved. Usually presents information in ways that are coherent and useful to themselves and others: e.g. has a range of models for making notes like spider grams or a grid of boxes with labels and can quickly find any recorded information for later use.

DISCUSSING READING - FROM A RANGE OF INCREASINGLY CHALLENGING TEXTS

- Pupil can usually share their opinions about age-appropriate books they have read independently and usually make appropriate recommendations to their peers, giving reasons for their choices: e.g. There are lots of other Gleitzman books out there and I have read three of them. I think my group would enjoy them because they are all a bit rude and silly in parts
- Pupil can usually take part in discussions about age-appropriate books they have read or had read to them, taking turns, listening to and building on ideas, observing courtesies when challenging and being challenged: e.g. asking other to justify their opinions and views with evidence for the text.
- Pupil can explain and discuss their understanding of what they have read, through formal presentations and debates.
- Pupil can provide explanations for their views: e.g. I think Gleitzman has been a teacher himself or possibly the child of teachers because he understands what it is like having parents who work in the same school you go to.

Curriculum Map - Year 5

Writing

TRANSCRIPTION

SPELLING

- spell words with prefixes and suffixes with or without associated changes in spelling
- spell some words with 'silent' letters [for example, knight, psalm, solemn]
- continue to distinguish between homophones and other words which are often confused
- draw on a range of known root words to correctly spell inflected words and other words related by meaning
- navigate a dictionary for spelling and definition

HANDWRITING AND PRESENTATION

- Make choices over letter shapes and joins to ensure fluency, legibility and good presentation.
- Choose the writing implement that is best suited for a task

COMPOSITION

PLAN WRITING

- drawing on what they have learned about how authors develop characters and settings to help them create their own
- Pupil can think aloud and record their ideas, sometimes drawing on independent reading and research
- Pupil can identify the intended audience and purpose for writing and choose a suitable writing model to support their own writing

DRAFT AND WRITE

- Pupil can produce internally coherent paragraphs in a logical sequence
- Pupil can describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action
- Pupil can précis longer passages
- Pupil can select appropriate grammar and vocabulary and is beginning to understand how such choices can change and enhance meaning
- Pupil can use further organisational devices to structure text and to guide the reader

EVALUATE AND EDIT

- Pupils can assess the effectiveness of their own and others' writing and suggest improvements according to year group objectives (including vocab, spelling, grammar and punctuation)
- Pupil understands that common group nouns take singular verb form, ensuring the consistent and correct use of tense throughout a piece of writing
- Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear

VOCABULARY, GRAMMAR AND PUNCTUATION

- Pupil can use a thesaurus to introduce varied and precise vocabulary
- Pupil can use expanded noun phrases to convey precise and detailed information concisely
- Pupil can convert nouns or adjectives into verbs
- Pupil can use prefixes to generate new verbs
- Pupil can use relative clause beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative clause
- Pupil can use modal verbs or adverbs to indicate degrees of possibility
- Pupil can use the present perfect form of verbs to mark relationships of time and cause
- Pupil can use devices to build cohesion, including adverbials of time, place and number
- Pupil can identify which word, phrase or clause of a sentence needs parenthesis
- Pupil can decide whether brackets, dashes or commas are the most appropriate in each case and uses all three confidently
- Pupil is consistent in deploying commas to clarify meaning to avoid ambiguity

Speaking and Listening

- Listen and respond appropriately to adults and their peers
- Ask relevant questions to extend their understanding and knowledge
- Use relevant strategies to build their vocabulary
- Articulate and justify answers, arguments and opinions
- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- Speak audibly and fluently with an increasing command of Standard English
- Participate in discussions, presentations, performances, role play, improvisations and debates
- Gain, maintain and monitor the interest of the listener(s)
- Consider and evaluate different viewpoints, attending to and building on the contributions of others
- Select and use appropriate registers for effective communication.

Curriculum Map - Year 5

Maths and Science are taught as discrete subjects with an emphasis on problem solving and investigations.

Maths

NUMBER AND PLACE VALUE

- Read, write, order and compare numbers to at least 1000 000 and determine the value of each digit e.g. order a set of multi-digit numbers from smallest to largest - 37 700, 737 570, 737 507, 37 570
- Count forwards or backwards in steps of powers of 10 from any given number up to 1000 000 e.g. 197 000, 198 000, 199 000, 200 000, 201 000...
- Round any number up to 1000 000 to the nearest 10, 100 and 1000 e.g. 265 946 to the nearest 1000 (266 000)
- Solve number problems and practical problems that involve number, place value and rounding e.g. What number is halfway between 560 500 and 560 600?
- Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers through zero e.g. count back in threes: 8, 5, 2, -1, -4, -7...
- Recognise and describe linear number sequences, including those involving fractions and decimals, and find the term-to-term rule e.g. find the rule and complete the sequence
- Read Roman numerals to 1000 (M) and recognise years written in Roman numerals. e.g. MCMXIV (1914)

ADDITION AND SUBTRACTION

- Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)
- Add and subtract numbers mentally with increasingly large numbers e.g. $15\,400 - 2000 = 13\,400$
- Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy
- Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why e.g. I have read 124 of the 526 pages of my book; how many more pages must I read to reach the middle?

MULTIPLICATION AND DIVISION

- Continue to practise and apply multiplication tables and related division facts, committing them to memory and using them confidently to make larger calculations
- Identify multiples and factors, including finding all factor pairs of a number and common factors of two numbers
- Know and use the vocabulary of prime numbers and composite (non-prime) numbers
- Establish whether a number up to 100 is prime and recall prime numbers up to 19
- 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
- Solve problems involving multiplication and division where larger numbers are used by decomposing them into their factors e.g. $8284 \div 36 = (8284) \div (4 \times 9) = 2074 \div 9 = 23$
- Multiply and divide numbers mentally drawing upon known facts e.g. 60×9
- Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000 e.g. $456 \div 100 = 4.56$

MULTIPLICATION AND DIVISION

- Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign

e.g. $40 \times 8 = 500$ –

- 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 e.g. $98 \div 4 = 24 \text{ r } 2 = 24 \frac{2}{4} = 24.5 \sim 25$
- Recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3)
- Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates. e.g. a toymaker can make 8 toys in 2 hours; how many toys can he make in 5 hours?

FRACTIONS (INCLUDING DECIMALS AND PERCENTAGES)

- Know that percentages, decimals and fractions are different ways of expressing proportions
- Count forwards and backwards in fractions and decimals bridging zero
- Compare and order fractions whose denominators are all multiples of the same number e.g. put these fractions in order from the smallest: $\frac{5}{12}, \frac{5}{6}, \frac{11}{12}, \frac{2}{3}$
- Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths making links to decimals and measures e.g. $\frac{37}{100}$ metre = 0.37m
- Read and write decimal numbers as fractions e.g. $0.71 = \frac{71}{100}$
- Mentally add and subtract:
 - tenths e.g. $0.8 - 0.3$
 - one-digit whole numbers and tenths e.g. $3.4 + 2.6$
 - complements of 1 e.g. $0.85 + 0.15 = 1$
- 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 hundred, and as a decimal fraction e.g. $43\% = \frac{43}{100} = 0.43$
- Recognise that percentages are proportions of quantities e.g. 40% of the class are boys; what percentage are girls? as well as operators on quantities e.g. find 40% of 30 children.
- Connect fractions >1 to division with remainders e.g. $\frac{5}{4} = 5 \div 4 = 1 \frac{1}{4}$
- Recognise mixed numbers and improper fractions and convert from one form to the other e.g. $\frac{5}{3} = \frac{17}{3}$ and write mathematical statements >1 as a mixed number e.g. $\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1 \frac{1}{5}$
- Add and subtract fractions with the same denominator and multiples of the same number e.g. $\frac{2}{3} + \frac{1}{6} = \frac{5}{6}$
- Find fractions of numbers and quantities e.g. $\frac{3}{4}$ of £14
- Connect multiplication by a fraction to using fractions as operators e.g. $\frac{2}{3}$ of 12 = $12 \times \frac{2}{3}$
- Add and subtract decimals with a different number of decimal places e.g. $102.3 + 97.82$
- Round decimals with two decimal places to the nearest whole number and to one decimal place e.g. $27.59 \approx 27.6$ (1d.p.)
- Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents e.g. $\frac{650}{1000} = \frac{65}{100} = 0.65$;

Curriculum Map - Year 5

FRACTIONS (INCLUDING DECIMALS AND PERCENTAGES)

- Read, write, order and compare numbers with up to three decimal places e.g. put these decimals in order starting from the smallest: 0.457, 0.42, 0.46, 0.426
- Solve problems and puzzles involving number up to three decimal places, checking the reasonableness of answers
- 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 with a denominator of a multiple of 10 or 25. e.g. $\frac{12}{20} = \frac{60}{100} = 0.6 = 60\%$
- Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams. e.g. use egg boxes to represent $\frac{25}{6} \times 3 = \frac{615}{6} = \frac{83}{6} = 8\frac{1}{2}$

MEASUREMENT

- Convert between different units of measure (e.g. kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre) e.g. $15.7\text{cm} = 157\text{mm}$
- Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres e.g. find the perimeter of an L shape where one or two side lengths are not given
- Calculate and compare the area of squares and rectangles including using standard units, square centimetres (cm^2) and square metres (m^2) and estimate the area of irregular shapes
- Use all four operations to solve problems involving measure (e.g. length, mass, volume, money) using decimal notation including scaling
- Estimate volume e.g. using lcm3 blocks to build cubes and cuboids and capacity e.g. using water
- Solve problems involving converting between units of time e.g. write these lengths of time in order, starting with the smallest: 250sec, 90min, $\frac{1}{2}$ hour, 4min
- Calculate the area of scale drawings using given measurements. e.g. calculate the area of a 5cm x 3cm garden on a scale drawing with a scale lcm:2m (60m^2)
- Understand and use equivalences between metric and common imperial units such as inches, pounds and pints e.g. Given that an inch is approximately 2.5cm, calculate the metric equivalent of a foot (12 inches)

GEOMETRY

- Identify 3-D shapes, including cubes and other cuboids, from 2-D representations e.g. using isometric paper
- Draw lines accurately to the nearest millimetre and use conventional markings for parallel lines and right angles.
- Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles
- Use the properties of rectangles to deduce related facts and find missing lengths and angles e.g. all angles are right angles, diagonals are congruent (same length) and bisect each other (divide into two equal parts), one diagonal separates the rectangle into two congruent triangles...
- Draw given angles, and measure them in degrees ($^\circ$)
- Identify:
 - angles at a point and one whole turn (total 360°)
 - angles at a point on a straight line and 14 a turn (total 180°)
 - other multiples of 90°
- Use angle sum facts and other properties to make deductions about missing angles

GEOMETRY

- Use the term diagonal and make conjectures about the angles formed by diagonals and sides, and other properties of quadrilaterals, e.g. using dynamic geometry ICT tools.
- Distinguish between regular and irregular polygons based on reasoning about equal sides and angles e.g. sort triangles and quadrilaterals into regular and irregular sets, realising that only the equilateral triangles and the squares are regular.

STATISTICS

- Complete, read and interpret information in tables, including timetables.
- Solve comparison, sum and difference problems using information presented in a line graph e.g. on a distance-time graph, how long did it take to travel a particular distance?
- Connect work on coordinates and scales to their interpretation of time graphs
- Begin to decide which representations of data are most appropriate and why

Science

WORKING SCIENTIFICALLY

PLANNING INVESTIGATIONS

- Pupil can, with support, answer questions using evidence gathered from different types of scientific enquiry, e.g. comparing life cycles of different plants using change over time, surveys and secondary research.
- Pupil can, with prompting, identify and manage variables, e.g. when exploring falling paper cones.

CONDUCTING EXPERIMENTS

- Pupil can, following discussion of alternatives, select appropriate equipment, e.g. using a shadow stick and measuring length and angle of shadow
- Pupil can take measurements that are precise as well as accurate, e.g. measuring the force needed to pull different shapes of boat through the water.
- Pupil can know how to process repeat readings, e.g. when timing falling objects.

RECORDING EVIDENCE

- Pupil can start to use labelled diagrams to show more complex outcomes, e.g. comparing the time of day at different places on the Earth.
- Pupil can, with prompting, use various ways to record complex evidence, e.g. when investigating how gears and levers enable a small force to have a larger effect.
- Pupil can use a line graph to record basic data, e.g. length and mass of a baby as it grows.

REPORTING FINDINGS

- Pupil can, with prompting, write a conclusion using evidence and identifying causal links, e.g. investigating what makes a parachute fall quicker.
- Pupil can, with support, display and present key findings from enquiries orally and in writing, e.g. suggesting reasons for similarities and differences between various animals.
- Pupil can, with support, indicate why some results may not be entirely trustworthy, e.g. when timing falling objects.

Curriculum Map - Year 5

WORKING SCIENTIFICALLY

CONCLUSIONS AND PREDICTIONS

- Pupil can suggest further relevant comparative or fair tests, e.g. when testing materials for various properties to determine their suitability for an application.

BIOLOGY

- Identify similarities and differences in two different life cycles, e.g. sparrow and butterfly, with reference to eggs and intermediate stages.
- Describe the changes as humans develop to old age, e.g. trends in changes to size, weight, mobility etc.
- Describe in sequence the stages of reproduction in some plants and animals, e.g. dog and a thistle.

CHEMISTRY

- Test and sort a range of materials based on their physical properties.
- Describe how some materials, e.g. sugar, will dissolve and can be retrieved.
- Justify separation techniques proposed, with reference to materials being separated.
- Show how the original materials can be retrieved from each of these changes.
- Identify reactants and products of Chemical changes and recognise these as being irreversible.
- Use evidence to justify the selection of a material for a purpose

PHYSICS

- Explain that gravity causes objects to fall towards Earth.
- Describe how motion may be resisted by air resistance, water resistance or friction.
- Describe how some devices may turn a smaller force into a larger one.
- Draw a diagram or use a model to describe planetary orbits.
- Draw a diagram or use a model to describe the Moon's orbit around the Earth.
- Describe the Sun, Earth & Moon as spheres.
- Use a diagram or model to explain why the Sun seems to travel across the sky, and what causes day and night.

Other Core skills are listed below and taught through the thematic studies.

Other Skills

GEOGRAPHY

- Name & locate counties, cities, regions & features of locality
- Understand latitude, longitude, equator, hemispheres, tropics, polar circles & time zones
- Study a region of Europe, and of the Americas
- Understand biomes, vegetation belts, land use, economic activity, distribution of resources, etc.
- Use 4 and 6-figure grid references on OS maps
- Use fieldwork to record & explain areas

HISTORY

- European History (taught chronologically)
- Broader History Study
- Ancient Greece

COMPUTING

- Design & write programs to solve problems
- Use sequences, repetition, inputs, variables and outputs in programs
- Detect & correct errors in programs
- Understand uses of networks for collaboration & communication
- Be discerning in evaluating digital content

MODERN LANGUAGES

- Listen & engage
- Engage in conversations, expressing opinions
- Speak in simple language & be understood
- Develop appropriate pronunciation
- Present ideas & information orally
- Show understanding in simple reading
- Adapt known language to create new ideas
- Describe people, places & things
- Understand basic grammar, e.g. gender

DESIGN & TECHNOLOGY

- Use research & criteria to develop products which are fit for purpose and aimed at specific groups
- Use annotated sketches, cross-section diagrams & computer-aided design
- Analyse and evaluate existing products and improve own work
- Use mechanical & electrical systems in own products, including programming
- Cook savoury dishes for a healthy & varied diet

ART & DESIGN

- Use sketchbooks to collect, record, review, revisit and evaluate ideas
- Improve mastery of techniques such as drawing, painting and sculpture with varied materials
- Learn about great artists, architects & designers

Curriculum Map - Year 6

Literacy skills are taught both discretely and through thematic studies. In Year 6 we focus on the following text types: Modern Classic Fiction;

Stories with flashbacks; Historical Fiction; Mystery Stories; Non-Chronological reports; Persuasive writing; Biographies and

Autobiographies; Free form poetry; Classic Poetry; Author study - Philip Pullman

Reading

RANGE OF READING

- Pupil can participate in discussion about a widening range of longer and more challenging fiction, poetry, plays non-fiction and reference books, including some whole books, that they have read for themselves, expressing views and preferences about authors, poets and genres, justifying them by reference to the text.
- Pupil can select and read books making effective use of the structure: e.g. first person historical accounts, spy series, series set in alternative worlds, historical fiction.
- Pupil can make comparisons within and between books and between versions of the same text, giving examples to support opinions: e.g. Stanley is a bit like Sirius Black because they are both held captive even though they are innocent.

FAMILIARITY WITH TEXTS

- Pupil is familiar with a wide range of age-appropriate books and can independently identify, name and describe some genres: e.g. espionage, magical worlds, comedy.
- Pupil can independently recognise and discuss the themes and conventions used in a wide range of age-appropriate texts: e.g. isolation, flashback in narrative.

POETRY AND PERFORMANCE

- Pupil can select and learn by heart an increasing range of age-appropriate poems.
- Pupil can prepare, read aloud and perform age-appropriate poems and play scripts showing understanding of intonation, tone and volume so as to gain and maintain the attention of an audience.

UNDERSTANDING

- Pupil can monitor reading for sense and self-correct when they misread and can explore how the same word can have different meanings in different contexts: e.g. dissolve, solution (in Science), 'He dissolved in tears', Parliament was dissolved, there was no solution to the problem.
- Pupils can ask themselves questions to improve their understanding when independently reading an age-appropriate texts: e.g. Well, if the water all disappeared from Green Lake because of a curse, I wonder if it could be brought back?
- Pupil can, when reading an age-appropriate book independently, identify the main ideas in paragraphs and can produce a succinct summary, paraphrasing the main ideas.

INFERENCE - FROM A RANGE OF INCREASINGLY CHALLENGING TEXTS

- Pupil can draw inferences from their independent reading of age-appropriate texts and explains thinking, routinely returning to text to support opinions: e.g. Mr Pendanski sits in a circle with the boys and ask them about their future. He seems to really care about them because he won't let X-ray laugh at the idea of Magnet being an animal trainer. He talks to all of them with respect but he's not soft because he tells them they are each the only person responsible for them being there.

PREDICTION - FROM A RANGE OF INCREASINGLY CHALLENGING TEXTS

- Pupil can read ‘between the lines’ when independently reading an age-appropriate text and draw on their experience of similar texts to predict what might happen next, identifying clues the writer has planted for the reader e.g. I think we’re being told about the yellow-spotted lizard and how it likes to live in holes because Stanley is going to get bitten by one. The author just made sure in the previous chapter that we know the boys use holes to go to the bathroom so the reader is being set up for it. Magnet also warns him, and often when a character gets a warning it also warns the reader the bad thing is going to happen.

AUTHORIAL INTENT-FROM A RANGE OF INCREASINGLY CHALLENGING TEXTS

- Pupil can identify language, including figurative language in age-appropriate texts the writer has chosen for impact, and discuss and evaluate the impact on them as a reader: e.g. The author says Stanley’s water canteen banged against his chest as he ran, reminding him every time it hit that it was empty, empty, empty. The author repeats the word empty to echo the thumping of the canteen, and he writes about the canteen reminding Stanley as if it were alive and a character. It made me feel thirsty and desperate like Stanley.
- Pupil can identify distinctive language, structural and presentational features in their independent reading of age-appropriate texts and sometimes demonstrate their understanding of how these help the reader draw meaning from the text: e.g. recognises the shape a range of poetic forms make on the page such as ballads, sonnets, haiku; recognises nuances of meaning between similar words, such as respect and deference; uses a wide range of presentational features to draw meaning from non-fiction texts such as pie charts, Venn diagrams, maps with keys, cross-sectional diagrams.

NON-FICTION - FROM A RANGE OF INCREASINGLY CHALLENGING TEXTS

- Pupil can, in their reading of age-appropriate texts, distinguish opinions and assertions from facts, questioning what they read and looking for evidence to support questions within a text or in footnotes or references.
- Pupil can identify questions to be answered beforehand and use the specific features of age-appropriate non-fiction texts on paper and on screen to answer them. Records information in a form that can be easily retrieved. Presents information in ways that are coherent and useful to themselves and others.

DISCUSSING READING - FROM A RANGE OF INCREASINGLY CHALLENGING TEXTS

- Pupil can share their opinions about age-appropriate books they have read independently and make appropriate recommendations to their peers, giving reasons for their choices: e.g. I would recommend Tolkien’s The Hobbit to my group because there are two great films to go with the book and we really enjoyed exploring how episodes from our novel had been adapted for film and discussing which we preferred.
- Pupil can take part in discussions about age-appropriate books they have read or had read to them, taking turns, listening to and building on ideas, observing courtesies when challenging and being challenged: e.g. suggesting alternative interpretations and being open to those suggested by others.
- Pupils can give thorough explanations of their points and prepare responses to likely conflicting opinions.
- Pupil can justify views offering coherent evidence to support them: e.g. I think Sachar is really writing about the power for good and bad that some people have over others, especially adults over children, because all the way through the book Stanley seems powerless and at the mercy of the adults around him. Even at the end it is adults who set him free.

Curriculum Map - Year 6

Writing

TRANSCRIPTION

SPELLING

- Spells most common ps, psy, gn and silent n words correctly
- Able to draw on a wider range of known root words to correctly spell inflected words and other words related by meaning; operates some successful strategies for learning and recalling spelling of anomalous words
- Pupil turns confidently and readily to the dictionary to find the initial letter of any word, using the guide words to fine tune their search to the third or fourth letter and beyond, then independently reads and understands the definition.

HANDWRITING AND PRESENTATION

- Pupil can make choices over letter shapes and joins to ensure fluency, legibility and good presentation.
- Pupil can select the appropriate writing instrument.

COMPOSITION

PLANNING WRITING

- Pupil can identify the intended audience and purpose for writing and choose a suitable writing model to support their writing.
- Pupil can draw imaginatively on what they have learned about how authors develop characters and settings to help them create their own.
- Pupil can think aloud and record their ideas, sometimes drawing on independent reading or research.

DRAFT AND WRITE

- Pupil can produce internally coherent paragraphs in a logical sequence and understands and deploys some hooking and organisational devices to create cohesion between paragraphs.
- Pupil can describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action, evoke atmosphere through detailed description, portray characters through meaningful interaction.
- Pupil can select appropriate grammar and vocab and is beginning to understand how such changes can change and enhance meaning.
- Pupil can usually précis longer passages, identifying key ideas, reformulating them coherently in their own words and justifying inclusions and exclusions.
- Pupil can usually write using tense consistently and correctly throughout and write using deliberate changes of tense for effect in narrative, checking for these when editing.
- Pupil consciously chooses the appropriate register (standard or colloquial language as appropriate) for writing.

EVALUATE AND EDIT

- Pupils can assess the effectiveness of their own and others' writing and suggest improvements according to year group objectives (including vocab, spelling, grammar and punctuation).

VOCABULARY, GRAMMAR AND PUNCTUATION

- Pupil can usually use a thesaurus to introduce varied and precise vocabulary and avoid repetitious or bland language.
- Pupil can usually use expanded noun phrases to convey complicated information concisely:
- Pupil can usually convert nouns or adjectives into verbs.
- Pupil can usually use prefixes to generate new verbs.
- Pupil can use the passive voice appropriately in independent writing such as writing up a Science investigation.
- Pupil can use embedded relative clauses or with an implied (i.e. omitted) relative pronoun to write complex sentences that sometimes use embedded relative clauses needing parenthetical commas.
- Pupil confidently uses modal verbs or adverbs to indicate degrees of possibility.
- Pupil confidently uses the present perfect form of verbs to mark relationships of time and cause and is able to choose the past perfect form to mark relationships of time and cause.
- Pupil can use devices to build cohesion, including adverbials of time, place and number.
- Pupil can use punctuation from previous years and can use the semi-colon, colon and dash to mark the boundary between independent clauses; the colon to introduce a list and semi-colons within lists.
- Pupil punctuates bullet points accurately and uses hyphens to avoid ambiguity.
- Pupil can use articles accurately.

Speaking and Listening

- Listen and respond appropriately to adults and their peers
- Ask relevant questions to extend their understanding and knowledge
- Use relevant strategies to build their vocabulary
- Articulate and justify answers, arguments and opinions
- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- Speak audibly and fluently with an increasing command of Standard English
- Participate in discussions, presentations, performances, role play, improvisations and debates
- Gain, maintain and monitor the interest of the listener(s)
- Consider and evaluate different viewpoints, attending to and building on the contributions of others
- Select and use appropriate registers for effective communication.

Curriculum Map - Year 6

Maths and Science are taught as discrete subjects with an emphasis on problem solving and investigations.

Maths

NUMBER AND PLACE VALUE

- Read, write, order and compare numbers up to 10 000 000 and determine the value of each digit e.g. What must be added to 26 523 to change it to 54 525?
- Round any whole number to a required degree of accuracy e.g. round 265 496 to the nearest 10 000 (270 000),
- Solve number and practical problems that involve number, place value and rounding e.g. What is the largest 5-digit number whose digits sum to 20? (99200); What is the smallest number which rounds to 35 000, to the nearest 1000? (34 500); What is the smallest 4-digit integer whose digits sum to 20? (10199).
- Use negative numbers in context, and calculate intervals across zero e.g. how much warmer is 5°C than -4°C? (9°C)

ADDITION, SUBTRACTION, MULTIPLICATION AND DIVISION

- Continue to use all the multiplication tables to 12 x 12 in order to maintain their fluency e.g. $84 = 7 \times 12$
- Continue to practise the four operations for larger numbers using the formal written methods of columnar addition and subtraction, short and long multiplication, and short and long division
- Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication
- Perform mental calculations, including with mixed operations and large numbers e.g. $(13\,500 \times 2) \div 9 = 3000$
- Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why e.g. There are 6534 cars parked in a 3-storey car park; 1398 are on the first floor and 3765 are on the second floor; how many cars are parked on the third floor?
- Solve problems involving addition, subtraction, multiplication and division e.g. 396 children and 37 adults went on a school trip; buses seat 57 people; how many buses were needed?
- Use estimation to check answers to calculations and determine, in the context of a problem, levels of accuracy. e.g. find the perimeter of a football pitch with side lengths 105.3m and 46.8m (estimate: $(105+45) \times 2 = 300\text{m}$; actual: $(105.3+46.8) \times 2 = 304.2\text{m}$ (same number of decimal places as numbers in the question))
- Identify common factors, common multiples and prime numbers e.g. common factors of 12 and 15 are 1 and 3; common multiples of 4 and 6 are 12,24,36...; prime numbers are numbers with exactly 2 factors e.g. 2,3,5,7,11,13,...
- 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
- Use their knowledge of the order of operations to carry out calculations involving the four operations and using brackets; e.g. $2 + 1 \times 3 = 5$ and $(2 + 1) \times 3 = 9$.

FRACTIONS (INCLUDING DECIMALS AND PERCENTAGES)

- 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
- Use their knowledge of the order of operations to carry out calculations involving the four operations and using brackets; e.g. $2 + 1 \times 3 = 5$ and $(2 + 1) \times 3 = 9$.
- Use common factors to simplify fractions e.g. as the numerator and denominator have a common factor of 4, $12/16$ can be simplified to $3/4$; use common multiples to express fractions in the same denomination e.g. as the denominators have a common multiple of 12, $3/4$ and $5/6$ can both be expressed in twelfths i.e. $9/12$ and $10/12$ respectively
- List equivalent fractions to identify fractions with common denominators
- Compare and order fractions, including fractions >1 e.g. put these fractions in order from the smallest: $5/4, 5/8, 3/2, 14/8$
- Identify the value of each digit to three decimal places and multiply and divide numbers by 10, 100 and 1000 where the answers are up to three decimal places e.g. $205.6 \div 100 = 2.056$
- Multiply one-digit numbers with up to two decimal places by whole numbers e.g. 0.6×7
- Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts e.g. order $4/5, 75\%, 0.9, 19/20$
- Associate a fraction with division and calculate decimal fraction equivalents e.g. 0.375 for a simple fraction e.g. $5/8$
- Use understanding of relationship between unit fractions and division to work backwards by multiplying a quantity that represents a unit fraction to find the whole quantity e.g. if $1/4$ of a length is 36cm, then the whole length is $36 \times 4 = 144\text{cm}$
- Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions e.g. $1/2 + 1/8 = 5/8$
- Use written division methods in cases where the answer has up to two decimal places e.g. $458 \div 8 = 57.25$
- Multiply and divide numbers with up to two decimal places by one-digit and two-digit whole numbers e.g. 3.15×62
- Solve problems which require answers to be rounded to specified degrees of accuracy and check the reasonableness of answers.
- Use a variety of images to support understanding of multiplication with fractions
- Multiply simple pairs of proper fractions, writing the answer in its simplest form e.g. $1/2 \times 1/2 = 1/4$
- Divide proper fractions by whole numbers e.g. $1/3 \div 2 = 1/6$

RATION AND PROPORTION

- Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts e.g. adjust a recipe for 4 people, to serve 20 people
- Solve problems involving similar shapes where the scale factor is known or can be found e.g. two rectangular picture frames are the same shape, but one is bigger than the other; the smaller one measures 10cm by 15cm; the larger frame has a width of 30cm, what is its length?
- Begin to use the notation $a : b$ to record ratio
- Solve problems involving the calculation of percentages (e.g. measures) such as 15% of 360 and the use of percentages for comparison

Curriculum Map - Year 6

RATION AND PROPORTION

- Link percentages of 360° to calculating angles of pie charts
- Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples e.g. for every egg you need three spoons of flour; how many eggs are needed for 12 spoons of flour?

ALGEBRA

- Use symbols and letters to represent variables and unknowns in mathematical situations...
- missing numbers, lengths, coordinates and angles e.g. $3x=24$ or the angles in a triangle are 35° , 120° and y° ; find y
- mathematics and Science formulae e.g. $A=l \times w$
- arithmetic rules e.g. $a+b=b+a$
- Express missing number problems algebraically e.g. $17 = x + 4.5$
- Use simple formulae expressed in words e.g. write a formula for the number of months, m , in y years. ($y=12m$)
- Enumerate all possibilities of combinations of two variables e.g. investigate how many different ways 2 red eggs can be placed in a 6-space egg carton, by starting with a 3-space carton, 4-space carton etc?
- Generate and describe linear number sequences e.g. write the first 5 terms in a 'decrease by 9' sequence starting from 20, or find the n th term of a simple sequence e.g. 4, 8, 12, 16, ... $4n$
- Find pairs of numbers that satisfy number sentences involving two unknowns. e.g. $a - b = 5$, give pairs of values that a and b could have (e.g. 8, 3 or 6.5, 1.5 or...) or $pxq=24$; if p and q are both positive, even numbers, list all the possible combinations (e.g. $2 \times 12, 4 \times 6, \dots$)

MEASUREMENT

- 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 three decimal places e.g. $4.52\text{kg} = 4520\text{g}$; $1.005\text{km} = 1005\text{m}$
- Recognise that shapes with the same areas can have different perimeters and vice versa e.g. investigate rectangles with areas of 24cm^2 to find which has the smallest perimeter
- Recognise when it is possible to use formulae for area of shapes e.g. find the length of rectangle which is 4m wide and has the same area as a square with a side length of 8cm.
- Calculate the area of triangles, relating it to the area of rectangles, e.g. compare the 'counting squares' method to using the formula for the area of a triangle
- Solve problems involving the calculation and conversion of units of measure, using decimal notation to three decimal places where appropriate e.g. Ben walked 850m to the bus stop, travelled on a bus for 8.67km and then a train for 120.9km; how far did he travel altogether?
- Convert between miles and kilometres and other units commonly used e.g. know that a mile is approximately 1.6km (and 1km is approximately 0.6miles) and use this to make rough calculations
- Calculate, estimate and compare volume of cubes and cuboids using standard units, including centimetre cubed (cm^3) and cubic metres (m^3) and extending to other units, such as mm^3 and km^3
- Begin to use compound units for speed e.g. miles per hour

GEOMETRY

- Draw 2-D shapes using given dimensions and angles using measuring tools and conventional markings and labels for lines and angles e.g. same length lines, parallel lines and same size angles:
- Recognise, describe and build simple 3-D shapes, including making nets e.g. investigate different nets for a cube, recognising when 'nets' will fold to make a cube and when they will not.
- Compare and classify geometric shapes based on their properties and sizes (e.g. parallel sides, line symmetry, types of angles etc) and find unknown angles in any triangles, quadrilaterals, and regular polygons
- Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles describing them algebraically e.g. $a=180-(b+c)$.
- Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius describing it algebraically as $d=2r$
- Describe positions on the full coordinate grid (all four quadrants) e.g. $(-3,7)$
- Draw and translate simple shapes on the coordinate plane, and reflect them in the axes.
- Predict missing coordinates of quadrilaterals by using the properties of shapes, which may be expressed algebraically e.g. translating vertex (a, b) to $(a-2, b+3)$, or find the other vertices of a square, given two of them are (a, b) and $(a+d, b+d)$
- Draw and label a pair of axes in all four quadrants with equal scaling



Curriculum Map - Year 6

Science

WORKING SCIENTIFICALLY

PLANNING INVESTIGATIONS

- Pupil can, with support, answer questions using evidence gathered from different types of scientific enquiry, e.g. comparing life cycles of different plants using change over time, surveys and secondary research.
- Pupil can, with prompting, identify and manage variables, e.g. when exploring falling paper cones.

CONDUCTING EXPERIMENTS

- Pupil can, following discussion of alternatives, select appropriate equipment, e.g. using a shadow stick and measuring length and angle of shadow
- Pupil can take measurements that are precise as well as accurate, e.g. measuring the force needed to pull different shapes of boat through the water.
- Pupil can know how to process repeat readings, e.g. when timing falling objects.

RECORDING EVIDENCE

- Pupil can start to use labelled diagrams to show more complex outcomes, e.g. comparing the time of day at different places on the Earth.
- Pupil can, with prompting, use various ways to record complex evidence, e.g. when investigating how gears and levers enable a small force to have a larger effect.
- Pupil can use a line graph to record basic data, e.g. length and mass of a baby as it grows.

REPORTING FINDINGS

- Pupil can, with prompting, write a conclusion using evidence and identifying causal links, e.g. investigating what makes a parachute fall quicker.
- Pupil can, with support, display and present key findings from enquiries orally and in writing, e.g. suggesting reasons for similarities and differences between various animals.
- Pupil can, with support, indicate why some results may not be entirely trustworthy, e.g. when timing falling objects.

CONCLUSIONS AND PREDICTIONS

- Pupil can suggest further relevant comparative or fair tests, e.g. when testing materials for various properties to determine their suitability for an application.

PHYSICS

- Represent light using straight line ray diagrams.
- Draw diagrams using straight lines showing light travelling to the eye.
- Explain how we can see an object by referring to light travelling into the eye.
- Draw a diagram showing an object, shadow and light to relate object shape to shadow shape.
- Explain how number and voltage of cells affects a lamp or buzzer
- Explain the use of switches, how bulbs can be made brighter and buzzers made louder.
- Represent a circuit that has been constructed using symbols

Other Core skills are listed below and taught through the thematic studies.

Other Skills

GEOGRAPHY

- Name & locate counties, cities, regions & features of locality
- Understand latitude, longitude, equator, hemispheres, tropics, polar circles & time zones
- Study a region of Europe and of the Americas
- Understand biomes, vegetation belts, land use, economic activity, distribution of resources, etc.
- Use 4 and 6-figure grid references on OS maps
- Use fieldwork to record & explain areas

HISTORY

- European History (taught chronologically)
- Broader History Study
- Non-European society

COMPUTING

- Design & write programs to solve problems
- Use sequences, repetition, inputs, variables and outputs in programs
- Detect & correct errors in programs
- Understand uses of networks for collaboration & communication
- Be discerning in evaluating digital content

ART & DESIGN

- Use sketchbooks to collect, record, review, revisit and evaluate ideas
- Improve mastery of techniques such as drawing, painting and sculpture with varied materials
- Learn about great artists, architects & designers





THE BRITISH INTERNATIONAL SCHOOL
BRATISLAVA
A NORD ANGLIA EDUCATION SCHOOL

Be Ambitious



THE BRITISH INTERNATIONAL SCHOOL
BRATISLAVA

A NORD ANGLIA EDUCATION SCHOOL



WILLOWS

Nursery & Reception

J.V. Dolinského 1

841 02 Bratislava

T: + 421 2 6436 6992

M: + 421 908 105 796

E: office@bisb.sk



MAPLES

Year 1 & Year 2

Pekníkova 4

841 02 Bratislava

T: + 421 2 6930 7082

M: + 421 918 657 025

E: office@bisb.sk



OAKS

Primary & Secondary School

Pekníkova 6

841 02 Bratislava

T: + 421 2 6930 7081

M: + 421 905 773 632

E: office@bisb.sk

Join our
BISB
community:



facebook.com/BISB.Bratislava



@bisb_bratislava



twitter.com/BISB_Bratislava



The British International School Bratislava

www.bis.sk