



Charter Curriculum - September 2018

Year 5

English	<ul style="list-style-type: none"> ➤ <u>Article 12</u>- You have the right to your own opinion. ➤ <u>Article 13</u>- You have the right to find out things and share what you think with others by talking, drawing and writing. ➤ <u>Article 17</u>- You have the right to get information that is important to your well-being, from radio, newspapers, books, computers and other sources. ➤ <u>Article 28</u>- You have the right to good quality education. ➤ <u>Article 29</u>- Your education should help you use and develop your talents. 		
	Statutory Requirement Objectives	Greater Depth Objectives	References
<u>Reading - Word</u> (Decoding)	Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet	Pupil can use knowledge of morphology and etymology to approach new words confidently, finding meaning and pronouncing accurately.	Rising stars page 1
<u>Reading - Comprehension</u> (Range of reading)	Maintain positive attitudes to reading and understanding of what they read by: continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.	Pupil can read and discuss a widening range of fiction and non-fiction including unfamiliar texts and whole books.	Rising stars page 1 - 2 TTEducation year 5 National curriculum page
	Maintain positive attitudes to reading and understanding of what they read by: reading books that are structured in different ways and reading for a range of purposes.	Pupils can confidently and routinely read a range of books for a range of purposes.	
	Maintain positive attitudes to reading and understanding of what they read by: making comparisons within and across books.	Pupil can confidently and consistently make comparisons within and between books: e.g. The writer wants us to see how different Mr Napier is from Mr Wong, so he keeps showing us examples of their different behaviour like how	



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		they take assembly and how Mr Napier changes Mr Wong's office to make it his.	
(Familiarity with texts)	Maintain positive attitudes to reading and understanding of what they read by: increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.	Pupil is familiar with a wide range of age-appropriate books and can identify many genres.	Rising stars page 3 TTEducation year 5 National curriculum
	Maintain positive attitudes to reading and understanding of what they read by: identifying and discussing themes and conventions in and across a wide range of writing.	Pupil can confidently identify and discuss themes and conventions in a wide range of age-appropriate texts.	
(Performance poetry)	Maintain positive attitudes to reading and understanding of what they read by: learning a wider range of poetry by heart.	Pupil can learn by heart a wider range of age-appropriate poems.	Rising stars page 3 - 4 TTEducation year 5 National curriculum
	Maintain positive attitudes to reading and understanding of what they read by: preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.	Pupil can confidently prepare, read aloud and perform age-appropriate poetry and play scripts using intonation, tone and volume so that the meaning is usually clear to an audience.	
(Understanding)	Understand what they read by: checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.	Pupil can almost always monitor reading of age-appropriate texts for sense and self-correct when they misread and can often explore how the same word can have different meanings in different contexts, identifying a word from	Rising stars page 4 - 5 TTEducation year 5 National curriculum



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		their reading and giving alternative meanings for it.	
	Understand what they read by: asking questions to improve their understanding.	Pupils can almost always ask themselves questions to improve their understanding when independently reading an age-appropriate texts.	
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	Understand what they read by: summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.	Pupil can, when reading an age-appropriate book independently, almost always identify the main ideas in paragraphs and can routinely summarise the content of these.	
(Inference)	Understand what they read by: drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence.	Pupil can almost always confidently draw inferences from their independent reading of age-appropriate texts and justify opinions with evidence from the text: e.g. Mr and Mrs Smith seem not to care enough about Ginger and her problems and Mrs Smith lets another child jump the queue when Ginger needs first aid, but actually I think they are just really busy and working hard not to seem as if they favour their own child.	Rising stars page 6 TTEducation year 5 National curriculum
(Prediction)	Understand what they read by: predicting what might happen from details stated and Implied.	Pupil can almost always 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. Even though Mr Wong has	Rising stars page 7 TTEducation year 5 National curriculum



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		written his resignation letter I think he will come back to his old job because the writer makes sure we know that Mr Napier has been telling lies. I think he is sure to be found out and sacked!	
(Authorial Intent)	Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.	Pupil can almost always identify language, including figurative language in age-appropriate texts the writer has chosen for impact and almost always discuss and evaluate the impact on them as a reader: e.g. when the author says the chocolate milk inside her wasn't curdling any more, it was glowing, we know Ginger is feeling better because her mum has just said something kind to her.	Rising stars page 7 - 8 TTEducation year 5 National curriculum
	Understand what they read by: identifying how language, structure and presentation contribute to meaning.	Pupil can almost always identify distinctive language, structural and presentational features in their independent reading of age-appropriate texts and almost always demonstrate their understanding of how these help the reader draw meaning from the text.	
(Non—Fiction)	Distinguish between statements of fact and opinion.	Pupil can confidently and consistently distinguish between fact and opinion.	Rising stars page 8 - 9 TTEducation year 5 National curriculum
	Retrieve, record and present information from non- fiction.	Pupil can almost always 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. Almost always records information in a form that can	



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		be easily retrieved. Almost always presents information in ways that are coherent and useful to themselves and others.	
(Discussing Reading)	Maintain positive attitudes to reading and understanding of what they read by: recommending books that they have read to their peers, giving reasons for their choices.	Pupil can almost always share their opinions about age- appropriate books they have read independently and almost always make appropriate recommendations to their peers, giving reasons for their choices.	Rising stars page 9 - 10 TTEducation year 5 National curriculum
	Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.	Pupil can almost always 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.	
	Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.	Pupil can confidently use formal debates and presentations to explore and explain their understanding of what they have read.	
	Provide reasoned justifications for their views.	Pupil can justify their opinions with confidence.	
<u>Writing - Transcription</u> (Phonic and Whole Word Spelling)	Spell some words with 'silent' letters: e.g. knight, psalm, solemn.	Spells nearly all kn, mb, stle, mn, silent b and silent n words correctly.	Rising stars page 11 - 12 TTEducation year 5 National curriculum
	Continue to distinguish between homophones and other words which are often confused.	Distinguishes and correctly spells nearly all confusing pairs: e.g. as at left and aisle/isle, advise/advice, practise/practice, license/licence.	
	Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1.	Pupil is almost always able to draw on known root words to correctly spell inflected words and other words related by meaning; has a range of successful strategies for learning and recalling spelling of anomalous words.	



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(Other Word Building Spelling)	Use further prefixes and suffixes and understand the guidelines for adding them.	Pupil can almost always spell words with prefixes and suffixes with or without associated changes in spelling.		
	Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.	Pupil can almost always navigate a dictionary to find the initial letter of any word and use the guide words to fine tune their search to the fourth or subsequent letter, then independently read and understand the definition.		
<u>Handwriting</u>	Write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.	Pupil can almost always make choices over letter shapes and joins to ensure fluency, legibility, good presentation and individuality.		
	Write legibly, fluently and with increasing speed by: choosing the writing implement that is best suited for a task.	Pupil can nearly always select the appropriate writing instrument and justify their choice: e.g. explain why a particular pen colour and thickness was chosen for a particular poster or flyer.		
<u>Writing - Composition</u> (Context for writing)	Plan their writing by: identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.	Pupil can almost always identify the intended audience and purpose for writing and choose a suitable writing model to support their own writing.		Rising stars page 13 - 17
	Plan their writing by: in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.	Pupil can draw confidently and imaginatively on what they have learned about how authors develop characters and settings to help them create their own.		TTEducation year 5 National curriculum
(Planning and Drafting Writing)	Plan their writing by: noting and developing initial ideas, drawing on reading and research where Necessary.	Pupil can almost always think aloud and record their ideas, sometimes drawing on independent reading and research.		



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	Draft and write by: using a wide range of devices to build cohesion within and across paragraphs <examples: then, after that, this firstly>	Pupil can almost always produce internally coherent paragraphs in a logical sequence and link them, signposting the reader: e.g. establishing simple links between paragraphs through use of language like firstly, next, moreover.	
	Draft and write by: in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.	Pupil can almost always describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action, drawing on the modelled story and their own wider reading of fiction.	
	Draft and write by: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.	Pupil can almost always select appropriate grammar and vocabulary and is beginning to understand how such choices can change and enhance meaning.	
	Draft and write by: <i>précising</i> longer passages.	Pupil can almost always <i>précis</i> longer passages.	
	Draft and write by: using further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).	Pupil can almost always use further organisational and presentational devices to structure text and to guide the reader: e.g. select and integrate relevant diagrams, charts or graphs, use bullet points to organise material, link closing to opening.	
(Editing Writing)	Evaluate and edit by: assessing the effectiveness of their own and others' writing.	Pupil can almost always work alone and with a partner to evaluate writing against agreed success criteria identifying strengths and areas for improvement linked to recent teaching and feeding back appropriately and confidently to the writer.	



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	Evaluate and edit by: proposing changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning.	Pupil can almost always propose appropriate changes to vocabulary, grammar and punctuation to clarify meaning in their own and others' writing.	
	Evaluate and edit by: ensuring the consistent and correct use of tense throughout a piece of writing.	Pupil can almost always write using tense consistently and correctly throughout.	
	Proof-read for spelling and punctuation errors.	Pupil can consistently and confidently spot almost all of their own and others' spelling and punctuation errors quickly and knows how to correct them, including errors in the most recently taught spelling patterns and punctuation items. Pupil draws on own further knowledge from personal reading to spot and correct errors in some spelling patterns and punctuation items not yet taught.	
	Evaluate and edit by: ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.	Pupil understands that common group nouns take the singular verb form and can edit own and others' work to amend this. Pupil can almost always identify examples of informal speech patterns and structures in their own and others' writing and amend or suggest amendments to reflect standard English usage where appropriate.	Rising stars page 13 - 17 TTEducation year 5 National curriculum
(Performing Writing)	Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.	Pupil can almost always perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.	
	Use a thesaurus.	Pupil can almost always use a thesaurus to introduce varied and precise vocabulary.	Rising stars page 18 - 20



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<u>Vocabulary, grammar and punctuation</u> (Vocabulary)	Develop their understanding of the concepts set out in English Appendix 2 by: using expanded noun phrases to convey complicated information concisely.	Pupil can almost always use expanded noun phrases to convey precise and detailed information concisely.	TTEducation year 5 National curriculum
	Converting nouns or adjectives into verbs using suffixes: e.g.-ate; -ise; -fy.	Pupil can almost always convert nouns or adjectives into verbs.	
	Verb prefixes: e.g. dis-, de-, mis-, over-, re-.	Pupil can almost always use prefixes to generate new verbs.	
(Grammar)	Develop their understanding of the concepts set out in English Appendix 2 by: using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.	Pupil can almost always use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.	
	Develop their understanding of the concepts set out in English Appendix 2 by: using modal verbs or adverbs to indicate degrees of Possibility.	Pupil can almost always use modal verbs or adverbs to indicate degrees of possibility.	
	Develop their understanding of the concepts set out in English Appendix 2 by: using the perfect form of verbs to mark relationships of time and cause.	Pupil is confidently using the present perfect tense and beginning to experiment with using the past perfect in narrative and recount: e.g. Shackleton had begun to plan his expedition years before his departure.	
	Devices to build cohesion, including adverbials of time, place and number.	Pupil can almost always use devices to build cohesion, including adverbials of time, place and number.	
(Punctuation)	Brackets, dashes or commas to indicate Parenthesis. Use of commas to clarify meaning or avoid ambiguity.	Pupil can identify which word, phrase or clause of a sentence they are writing or proof-reading needs parenthesis. Pupil can decide whether brackets, dashes or commas are the most	



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		appropriate in each case and uses all three confidently and consistently. Pupil is consistent in deploying commas accurately to clarify meaning or avoid ambiguity: e.g. is able to distinguish the difference in meaning between and construct sentences like 'The children, who had been given ice cream, were happy'; and 'The children who had been given ice cream were happy'. Pupil demonstrates this knowledge across a range of independent writing.	
<u>Genre and style</u>	<p><u>Narrative:</u> Diaries, narrative texts, play scripts, stories from other cultures, film narrative, fables, myths and legends, setting description.</p> <p><u>Non-fiction:</u> Recounts, letters, explanation texts, persuasive texts, instructions, significant authors, reports.</p> <p><u>Poetry:</u> Poetic style, narrative poetry, performance poetry.</p>		
<u>Spoken Language</u>	<p><u>Statutory terminology:</u></p> <p>Model verb</p> <p>Relative pronoun</p> <p>Relative clause</p> <p>Parenthesis</p> <p>Bracket</p> <p>Dash</p> <p>Cohesion</p> <p>Ambiguity</p>	<p><u>Non-statutory terminology:</u></p> <p>Formal/ informal</p> <p>Hyperbole</p> <p>Literal/ figurative</p> <p>Modifiers</p> <p>Abstract/ concrete noun</p> <p>Verb form</p> <p>Fact</p> <p>Opinion</p>	
Mathematics	<ul style="list-style-type: none"> ➤ <u>Article 13</u> - You have the right to find out things and share what you think with others by talking, drawing, writing, or in any other way unless it harms or offends other people. ➤ <u>Article 17</u> - You have the right to get information that is important to your well-being, from radio, newspaper, books, computers and other sources. Adults should make sure that the information you are getting is not harmful, and help you find and understand the information you need. 		



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	<ul style="list-style-type: none"> ➤ <u>Article 28</u> - You have the right to a good quality education. You should be encouraged to go to school to the highest level you can. ➤ <u>Article 29</u>- Education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people. ➤ <u>Article 31</u> - Your education should help you use and develop your talents and abilities. It should also help you to learn to live peacefully, protect the environment, and respect other people. 		
<u>Number - Place Value</u>	Read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit.	Pupils identify the place value in large whole numbers.	Teaching Mastery Year 5-pg.9-10 Rising Stars Framework Year-5 pg.1-2 A guide to Mathematical Vocabulary Year 5
	Count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000.	They continue to use number in context, including measurement. Pupils extend and apply their understanding of the number system to the decimal numbers and fractions that they have met so far.	
	Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through 0.	They should recognise and describe linear number sequences, including those involving fractions and decimals, and find the term-to-term rule.	
	Round any number up to 1,000,000 to the nearest 10, 100, 1,000, 10,000 and 100,000.	They should recognise and describe linear number sequences (for example, 3, 3, 4, 4 ...), including those involving fractions and decimals, and find the term-to-term rule in words (for example, add). 2 1 2 1 2 1.	
	Solve number problems and practical problems that involve all of the above.		
	Read Roman numerals to 1,000 (M) and recognise years written in Roman numerals.		
<u>Place Value Vocabulary</u>	Each Year, consolidate vocabulary from previous years and introduce the following: Greater than or equal to \geq , less than or equal to \leq , ascending order, descending order, round to the nearest 10000 and 1000000, \approx is approximately equal to, approximation, square/d number, cube/d number, to the power of, prime number, composite number, one squared, two squared etc, million, term-to-term rule, Roman numerals to 1000 (M)		



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<u>Number - Addition and Subtraction</u>	Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)	Pupils practise using the formal written methods of columnar addition and subtraction with increasingly large numbers to aid fluency (see <u>Mathematics Appendix 1</u>).	Teaching Mastery Year 5-pg.11-13 Rising Stars Framework Year-5 pg.3-8 A guide to Mathematical Vocabulary Year 5
	Add and subtract numbers mentally with increasingly large numbers.		
	Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy.	They practise mental calculations with increasingly large numbers to aid fluency (for example, $12\ 462 - 2300 = 10\ 162$).	
	Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.		
<u>Addition and Subtraction vocabulary</u>	Each Year, consolidate vocabulary from previous years and introduce the following: Units boundary, tenths boundary.		
<u>Number - Multiplication and Division</u>	Identify multiples and factors, including finding all factor pairs of a number, and common factors of 2 numbers.	recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3)	Teaching Mastery Year 5-pg.14-16 Rising Stars Framework Year-5 pg.3-8 A guide to Mathematical Vocabulary Year 5
	Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers.	Pupils practise and extend their use of the formal written methods of short multiplication and short division (see <u>Mathematics Appendix 1</u>).	
	Establish whether a number up to 100 is prime and recall prime numbers up to 19.	Apply all the multiplication tables and related division facts frequently, commit them to memory and use them confidently to make larger calculations.	
	Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long.	Use and understand the terms factor, multiple and prime, square and cube numbers.	



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<p>Multiplication for two-digit numbers.</p>	<p>Interpret non-integer answers to division by expressing results in different ways according to the context, including with remainders, as fractions, as decimals or by rounding (for example, $98 \div 4 = 24 \text{ r } 2 = 24 = 24.5 \approx 25$). $\begin{array}{r} 4 \\ 98 \ 2 \ 1 \end{array}$</p>	
<p>Multiply and divide numbers mentally, drawing upon known facts.</p>	<p>Use multiplication and division as inverses to support the introduction of ratio in year 6, for example, by multiplying and dividing by powers of 10 in scale drawings or by multiplying and dividing by powers of a 1000 in converting between units such as kilometres and metres.</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>Distributivity can be expressed as $a(b + c) = ab + ac$.</p>	
<p>Multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000.</p>	<p>They understand the terms factor, multiple and prime, square and cube numbers and use them to construct equivalence statements (for example, $4 \times 35 = 2 \times 2 \times 35$; $3 \times 270 = 3 \times 3 \times 9 \times 10 = 9^2 \times 10$).</p>	
<p>Recognise and use square numbers and cube numbers, and the notation for squared (²) and cubed (³)</p>	<p>Use and explain the equals sign to indicate equivalence, including in missing number problems (for example, $13 + 24 = 12 + 25$; $33 = 5 \times \quad$).</p>	
<p>Solve problems involving multiplication and division, including using their knowledge of factors and multiples, squares and cubes.</p>		



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	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.		
<u>Number - Multiplication and Division Vocabulary</u>	Each Year, consolidate vocabulary from previous years and introduce the following: Divisibility, common factor, prime factor, divisor, factorise.		
<u>Number - Fractions</u>	Compare and order fractions whose denominators are all multiples of the same number.	Understand that percentages, decimals and fractions are different ways of expressing proportions.	Teaching Mastery Year 5-pg.17-20
	Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths.	Extend their knowledge of fractions to thousandths and connect to decimals and measures.	Rising Stars Framework Year-5 pg.9-12
	Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number [for example, $\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1\frac{1}{5}$]	Connect equivalent fractions > 1 that simplify to integers with division and other fractions > 1 to division with remainders, using the number line and other models, and hence move from these to improper and mixed fractions.	A guide to Mathematical Vocabulary Year 5
	Add and subtract fractions with the same denominator, and denominators that are multiples of the same number.	Connect multiplication by a fraction to using fractions as operators (fractions of), and to division, building on work from previous years. This relates to scaling by simple fractions, including fractions > 1 .	



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Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams read and write decimal numbers as fractions [for example, $0.71 = \frac{71}{100}$]	Practise adding and subtracting fractions to become fluent through a variety of increasingly complex problems. They extend their understanding of adding and subtracting fractions to calculations that exceed 1 as a mixed number.
Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents.	Practise counting forwards and backwards in simple fractions.
Round decimals with 2 decimal places to the nearest whole number and to 1 decimal place.	Develop their understanding of fractions as numbers, measures and operators by finding fractions of numbers and quantities.
Read, write, order and compare numbers with up to 3 decimal places.	Extend counting from year 4, using decimals and fractions including bridging zero, for example on a number line.
Solve problems involving number up to 3 decimal places.	Say, read and write decimal fractions and related tenths, hundredths and thousandths accurately and are confident in checking the reasonableness of their answers to problems.
Recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per 100', and write percentages as a fraction with denominator 100, and as a decimal fraction.	Mentally add and subtract tenths, and one-digit whole numbers and tenths.
Solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$	Practise adding and subtracting decimals, including a mix of whole numbers and decimals, decimals with different numbers of decimal places, and complements of 1 (for example, $0.83 + 0.17 = 1$).



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	$\frac{2}{5}, \frac{4}{5}$ and those fractions with a denominator of a multiple of 10 or 25.	<p>Pupils should go beyond the measurement and money models of decimals, for example, by solving puzzles involving decimals.</p> <p>Make connections between percentages, fractions and decimals (for example, 100% represents a whole quantity and 1% is $\frac{1}{100}$, 50% is $\frac{1}{2}$, 25% is $\frac{1}{4}$) and relate this to finding 'fractions of' 100, 100, 50, 100, 25.</p>	
<u>Fractions, decimals and percentages vocabulary</u>	<p>Each Year, consolidate vocabulary from previous years and introduce the following: Common fraction, simple fraction, vulgar fraction, proper fraction, improper fraction, mixed number, mixed fraction, reduced tp, cancel, ninth, twelfth, thousandth, percentage, per cent %.</p>		
<u>Measurement</u>	<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>Pupils use their knowledge of place value and multiplication and division to convert between standard units.</p>	<p>Teaching Mastery Year 5-pg.21-24</p> <p>Rising Stars Framework Year-5 pg.13-15</p> <p>A guide to Mathematical Vocabulary Year 5</p>
	<p>Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints.</p>	<p>Calculate the perimeter of rectangles and related composite shapes, including using the relations of perimeter or area to find unknown lengths. Missing measures questions such as these can be expressed algebraically, for example $4 + 2b = 20$ for a rectangle of sides 2 cm and b cm and perimeter of 20cm.</p>	
	<p>Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres.</p>	<p>Calculate the area from scale drawings using given measurements.</p>	
	<p>Calculate and compare the area of rectangles (including squares), including using standard</p>	<p>Use all four operations in problems involving time and money, including conversions (for</p>	



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	<p>units, square centimetres (cm²) and square metres (m²), and estimate the area of irregular shapes.</p> <p>Estimate volume [for example, using 1 cm³ blocks to build cuboids (including cubes)] and capacity [for example, using water]</p> <p>Solve problems involving converting between units of time.</p> <p>Use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling.</p>	<p>example, days to weeks, expressing the answer as weeks and days).</p>	
<u>Measurement Vocabulary</u>	<p>Each Year, consolidate vocabulary from previous years and introduce the following: Discount, currency, gallon, square millimetre (MM2) Volume in cm³, imperial unit, inch, pound (lb), pint, arrive, depart,</p>		
<u>Geometry - Properties of Shapes</u>	<p>Identify 3-D shapes, including cubes and other cuboids, from 2-D representations.</p>	<p>Become accurate in drawing lines with a ruler to the nearest millimetre, and measuring with a protractor. They use conventional markings for parallel lines and right angles.</p>	<p>Teaching Mastery Year 5-pg.25-27</p>
	<p>Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles.</p>	<p>Use the term diagonal and make conjectures about the angles formed between sides, and between diagonals and parallel sides, and other properties of quadrilaterals, for example using dynamic geometry ICT tools.</p>	<p>Rising Stars Framework Year-5 pg.16-17</p>
	<p>Draw given angles, and measure them in degrees (°) identify: Angles at a point and 1 whole turn (total 360°)</p>	<p>Use angle sum facts and other properties to make deductions about missing angles and relate these to missing number problems.</p>	<p>A guide to Mathematical Vocabulary Year 5</p>



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	<p>Angles at a point on a straight line and half a turn (total 180°) Other multiples of 90°. 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>		
<u>Geometry - properties of shape vocabulary</u>	<p>Each Year, consolidate vocabulary from previous years and introduce the following: Congruent, octahedron, axis of symmetry, reflective symmetry, degrees, angle/s on a straight line, angle/s at a point, reflex angle, diagonal.</p>		
<u>Geometry - Position and Direction</u>	<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>Recognise and use reflection and translation in a variety of diagrams, including continuing to use a 2-D grid and coordinates in the first quadrant. Reflection should be in lines that are parallel to the axes.</p>	<p>Teaching Mastery Year 5-pg.25-27</p> <p>Rising Stars Framework Year-5 pg.16-17</p> <p>A guide to Mathematical Vocabulary Year 5</p>
<u>Geometry - Position and Direction vocabulary</u>	<p>Each Year, consolidate vocabulary from previous years and introduce the following: Rotation symmetry, protractor.</p>		
<u>Statistics</u>	<p>Solve comparison, sum and difference problems using information presented in a line graph.</p>	<p>Connect their work on coordinates and scales to their interpretation of time graphs.</p>	<p>Teaching Mastery Year 5-pg.28-29</p>



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	Complete, read and interpret information in tables, including timetables.	Begin to decide which representations of data are most appropriate and why.	Rising Stars Framework Year-5 pg.18-20 A guide to Mathematical Vocabulary Year 5	
<u>Statistics vocabulary</u>	Each Year, consolidate vocabulary from previous years and introduce the following: Database, line graph, bar line chart, timetable, mode, range, maximum, minimum, value, outcome, x-axis, y-axis.			
<u>Mental Maths</u>	<u>Rapid recall</u> Multiplication facts to 12 x 12 • Division facts corresponding to tables up to 12 x 12	<u>Mental strategies</u> Count through the next multiple of 10, 100, 1000 or 10,000 • Reorder numbers in calculations • Partition into hundreds, tens and units, adding the most significant digit first • Use known number facts and place value to add or subtract pairs of three digit multiples of 10 and two-digit numbers with one decimal place • Add or subtract the nearest multiple of 10 or 100 then adjust • Identify near doubles • Add several numbers • Develop further the relationship between addition and subtraction	<u>Mental calculations</u> Add or subtract any pair of three-digit multiples of 10 e.g. 570 + 250, 620 - 380 • Find what must be added to a decimal fraction with units and tenths to make the next higher whole number e.g. 4.3 + ? = 5 • Add or subtract any pair of decimal fractions each with units and tenths, or each with tenths and hundredths e.g. 5.7 + 2.5, 0.63 - 0.48 • Subtract a four-digit number just less than a multiple of 1000 from a four-digit number just more than a multiple of 1000 e.g. 5001 - 1997 • Multiply any two or three-digit number by 10 or 100 e.g. 79 x 100, 363 x 100	<u>Times tables</u> Know 2x, 3x, 4x, 5x, 6x, 7x, 8x, 9x, 10x, 11x, and 12x tables and related division facts



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		<ul style="list-style-type: none"> • Use factors • Partition to carry out multiplication • Use doubling and halving • Use closely related facts to carry out multiplication and division • Use knowledge of number facts and place value to multiply or divide 	<ul style="list-style-type: none"> • Divide a multiple of 100 by 10 or 100 e.g. 4000/10, 3600/100 • Multiply any two-digit multiple of 10 by a single digit e.g. 60 x 7, 90 x 6 • Double any whole number from 1 to 100, multiples of 10 to 1000 and find corresponding halves • Find 50%, 25%, 10% of a small whole number or quantities e.g. 25% of £ 	
Science	<ul style="list-style-type: none"> ➤ <u>Article 17</u>- The right to reliable information from a variety of sources. ➤ <u>Article 24</u>- Every child has the right to the best possible health. ➤ <u>Article 28</u>-The right to a good quality education. Encouragement to go to school to the highest level. ➤ <u>Article 29</u>- Education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people. 			
<u>Working Scientifically</u>	Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.	Pupil can answer questions using evidence gathered from different types of scientific enquiry. Pupil can identify and manage variables.		Rising Stars Progression Frameworks, Science Year 5 P.1-8. Primary National Curriculum P.165-171
	Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.	Pupil can use the appropriate equipment, such as a metre rule, to take measurements, such as distance travelled. Pupil can consider how, by modifying instrument or technique, measurements can be improved.		



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		Pupil can identify situations in which taking repeated readings will improve the quality of evidence.	
	Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.	Pupil can use labelled diagrams to show complex outcomes. Pupil can use various ways, as appropriate, to record complex evidence. Pupil can use line graphs to display complex data.	
	Using test results to make predictions to set up further comparative and fair tests.	Pupil can use evidence to suggest further comparative or fair tests that would develop the investigation.	
	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.	Pupil can write a conclusion using evidence and identifying causal links. Pupil can display and present key findings from enquiries orally and in writing. Pupil can, in conclusions, indicate how trustworthy they are.	
	Identifying scientific evidence that has been used to support or refute ideas or arguments.	Pupil can identify how an idea is supported or refuted by evidence.	
<u>Living Things and their Habitats</u>	Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.	Suggest similarities in the life cycles of a number of vertebrates, e.g. comparison of dog, human and bird embryos.	
	Describe the life process of reproduction in some plants and animals.	Compare the process of reproduction in animals and plants, e.g. compare and contrast fertilisation.	
<u>Animals, including humans</u>	Describe the changes as humans develop to old age.	Suggest why some of the changes that take place in humans happen, e.g. suggest why babies	



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		have disproportionately large heads compared to adults.	
<u>Properties and Changes of Materials</u>	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.	Suggest why those properties might influence the selection of those materials for certain uses.	
	Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.	Identify that some soluble materials are more soluble than others.	
	Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.	Explain why a particular separation method might be more effective.	
	Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.	Suggest limitations of the uses of selected materials based on test results.	
	Demonstrate that dissolving, mixing and changes of state are reversible changes.	Classify various processes relating to materials as reversible and irreversible.	
	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.	Provide examples of when changes being irreversible are a good thing, e.g. making bricks, or not, non-biodegradable plastic bags.	
	<u>Earth and Space</u>	Describe the movement of the Earth, and other planets, relative to the Sun in the solar system.	Identify that the further out a planet is the longer its orbit is around the Sun.



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	Describe the movement of the Moon relative to the Earth.	Relate the Moon's orbit of the Earth to the Earth's orbit of the Sun.	
	Describe the Sun, Earth and Moon as approximately spherical bodies.	Recognise that many heavenly bodies are approximately spherical.	
	Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.	Explain the effect of a planet in the solar system rotating at a different rate to the Earth.	
<u>Forces</u>	Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.	Recognise that gravity acts between all masses, e.g. the Sun and the Earth.	
	Identify the effects of air resistance, water resistance and friction that act between moving surfaces.	Identify ways in which forces that oppose motion may be useful (e.g. bicycle handlebar grips) or a nuisance (e.g. a bicycle chain).	
	Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.	Explain, with reference to everyday contexts, why a force multiplier might be useful.	
Art and Design	<ul style="list-style-type: none"> ➤ <u>Article 28</u>-The right to a good quality education. Encouragement to go to school to the highest level. ➤ <u>Article 29</u>- Education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people. ➤ <u>Article 31</u>- You have the right to relax, play and take part in a wide range of cultural and artistic activities. 		
	Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.	Develop greater control in using different techniques and materials, with creativity, experimentation and with an increasing awareness of different kinds of art and design.	



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	Create sketch books to record their observations and use them to review and revisit ideas.	Develop ideas and explore alternatives.	
	Be taught about great artists and designers in history. Artist e.g. Andy Warhol, Alexander Calder	Develop critical thinking, evaluate and use the language of art and design.	
Computing	<ul style="list-style-type: none"> ➤ <u>Article 13</u> - You have the right to find out things and share what you think with others by talking, drawing, writing, or in any other way unless it harms or offends other people. ➤ <u>Article 15</u> - You have the right to choose your own friends and join or set up groups, as long as it isn't harmful to others. ➤ <u>Article 16</u> - You have the right to privacy. ➤ <u>Article 17</u> - You have the right to get information that is important to your well-being, from radio, newspaper, books, computers and other sources. Adults should make sure that the information you are getting is not harmful, and help you find and understand the information you need. ➤ <u>Article 28</u> - You have the right to a good quality education. You should be encouraged to go to school to the highest level you can. ➤ <u>Article 29</u>- Education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people. ➤ <u>Article 31</u> -. Your education should help you use and develop your talents and abilities. It should also help you to learn to live peacefully, protect the environment, and respect other people. 		
<u>Computer Science- Programming & Coding</u>	Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.	The child can design, write and debug a program using a block language based on their own ideas; the child can use iterative development to make improvements. The child can design a program of their own and write this in a block -based language such as Scratch. The child can test and debug their code,	Knowsley- Cars



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		<p>explain what bugs they found and how they fixed them. The child can then review their code, decide for themselves how this might be extended or improved, and then implement, test and debug these modifications. The program should be accomplished with a degree of independent working.</p> <p>The child can develop their own simple computer control application. The child can add computer control and/or sensors to products they design and make in design and technology.</p> <p>The child can solve problems using decomposition, tackling each part separately.</p> <p>The child can take a complex problem, identify component parts, use decomposition to break this problem down and then plan how they can solve the problem by working through the elements they have identified. They can then use their plan to solve the original problem.</p> <p>Projects could include developing a computer game, creating a website or designing a building.</p>	
<u>Computer Science- Programming & Coding</u>	Use sequence, selection and repetition in programs; work with variables and various forms of input and output.	The child can use sequence, selection, repetition and variables in programs . The child's program, typically written in Scratch, or similar, should include sequences of commands or blocks, repetition, selection and variables . Repetition might include exit conditions (e.g. repeat...until...) and perhaps a counter-variable for iteration . Selection would normally be of an	Knowsley- Cars



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		<p>if...then or if...then...else type. At this level, expect the child to be able to combine repetition with selection and variables. Programs might include a computer game and a more complex turtle graphics design. The child can show an awareness of the importance of good user-interface design when developing a program. In developing their program, the child should take account of the needs of their users and be able to explain how these have influenced design and development. They should test their program with users, making changes on the basis of feedback received.</p>	
<p><u>Computer Science- Programming & Coding</u></p>	<p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p>	<p>The child can give a clear and precise explanation of a rule-based algorithm. When provided with a rule-based algorithm (e.g. for a computer game), the child should draw on logical reasoning to give a clear and precise explanation of what it does and how it works. The child can use logical reasoning to detect and correct errors in algorithms. When given an algorithm for a particular purpose, e.g. a rule based algorithm for a computer game or a sequence of steps to draw a geometric pattern, the child can use logical reasoning to identify possible errors in the algorithm, explaining why they believe the algorithm is incorrect. The child can use logical reasoning to suggest</p>	<p>Knowsley- Cars</p>



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		possible corrections to the algorithm , explaining why these would correct the bug they identified.	
<u>Computer Science- Understanding networks</u> <u>Digital Literacy- Digital Research</u>	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.	The child can explain how internet routing adapts to faults in the network . The child can give a coherent explanation of how data packets are routed from one computer to another on a separate network , which is also connected to the internet, and how this routing would change if the network were to develop a fault. The child can show an understanding of how content management systems are used on the web . The child can explain some differences between static web pages written as simple HTML files and those generated from a database of content elements by content management systems such as WordPress, MediaWiki or Moodle.	Knowsley- Website designers
<u>Digital Literacy- Safety & Security</u>	Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	The child can show that they can think through the consequences of their actions when using digital technology. The child can discuss likely and potential consequences of their actions when using digital technology in a range of contexts. Contexts might include participation in online communities, such as the Scratch community, if they are permitted to do so; the use (or non-use) of encryption , of using weak	Knowsley- Digital Citizenship & Technology



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		<p>passwords or sharing their passwords with others; of creating particular content for a class website or blog.</p> <p>The child can identify principles underpinning acceptable use of digital technologies.</p> <p>The child can identify some principles underpinning acceptable behaviour when using technologies in a range of contexts. Contexts could include the Scratch website, or other online communities; using cryptography and passwords; creating websites or writing blog posts.</p> <p>Know a range of ways to report concerns and inappropriate behaviour in a variety of contexts.</p> <p>Pupils should know how to report inappropriate behaviour when using technology in school: typically this will be to their teacher, the network manager or another trusted adult.</p> <p>They should know how to report any concerns over inappropriate behaviour with digital technology at home. Preferably this would be through discussion with their parents, with you or with another trusted adult. Pupils should also know how to report inappropriate behaviour to those running websites which they regularly use, and to ChildLine, CEOP or the police. Pupils should know that illegal content or activities can be reported to the police.</p>	
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<p><u>Digital Literacy-</u> <u>Digital Research</u></p>	<p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</p>	<p>The child can use advanced search options to make more effective use of a standard search engine.</p> <p>The child can use a common search engine (such as Google with safe search mode locked in place) effectively, to search for particular information on the web, such as answers to questions they identify in a research project. They should use advanced search options to filter their results, perhaps searching for a key phrase rather than keywords, using alternate keywords, or restricting their search to particular locations or domains.</p> <p>The child can understand how search engines build a cached copy of the web using HTTP and web-crawler programs. The child can explain how a search engine creates a cached copy of the web using automated HTTP GET requests, follows links found, indexes results and uses the resulting index to select and rank results. The child might also show an awareness of the Page Rank algorithm in which results are ranked according to the number and quality of in-bound links.</p> <p>The child can form an opinion about the effectiveness of digital content.</p> <p>Taking into account the intended audience and purpose of the content, the child should be able to form a judgement, and provide reasons, for</p>	<p>Knowsley- Website designers Cross curricular</p>
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		<p>the extent to which they consider digital content to be effective. Content could be a game or media, their own or their peers' artwork, their own or classmates' pages or posts or a 3D model.</p>	
<p><u>Creative Technology- Communication & Collaboration</u> <u>Creative Technology- Communication & Collaboration</u></p>	<p>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.</p>	<p>The child can select, use and combine a range of programs on multiple devices. The child can choose for themselves from a range of available programs on laptops, tablets or cloud-based services to achieve particular goals. E.g. They might select and use an audio editor or image editor to develop media content for a computer game; use their own choice of image or video editing software to develop media content for a web page or blog; use their own choice of image-editing software to develop images to use in 3D design software. The child should be able to use multiple digital devices (such as tablets and laptops or digital cameras and laptops) to meet their given goals.</p> <p>The child can design and create programs on a computer in response to a given goal and paying attention to the needs of a known audience. With a given audience in mind, the child can design a program of their own in response to a given goal and write this in a block based language such as Scratch.</p> <p>The child can analyse and evaluate information from multiple sources. Working with text,</p>	<p>Knowsley- Newsroom Codebreakers Interactive Art Exhibition</p>



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		audio, images or video, the child can analyse information, perhaps summarising this or looking for common features or exceptions. They should evaluate the quality of the information, looking for bias or questioning assumptions that have been made. E.g. They could work with a number of sources of information on e-safety, evaluating their quality and providing a clear and coherent summary, drawing on multiple sources.	
Design and Technology	<ul style="list-style-type: none"> ➤ <u>Article 24-</u> You have the right to the best healthcare possible, safe water to drink, nutritious food, a clean and safe environment, and information to help you stay well. ➤ <u>Article 28-</u>The right to a good quality education. Encouragement to go to school to the highest level. ➤ <u>Article 29-</u> Education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people. ➤ <u>Article 31-</u> You have the right to relax, play and take part in a wide range of cultural and artistic activities. 		
<u>Design</u>	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.	Explore what makes a structure stable and learn about safe knotting.	
	Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional diagrams, pattern pieces, computer-aided design and prototypes.	Design and make a shelter to survive in the wood/outside. Designs are detailed and use cross-sectional diagrams as appropriate. Computer design.	
<u>Make</u>	Select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting and joining) accurately.	Knotting and lashing to fix and secure materials.	



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	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.	Identify materials that are appropriate and explain why with suggested alternatives.	
<u>Evaluate</u>	Investigate and analyse a range of existing products.	Test their prototypes and ideas and discuss what needs to be changed/improved.	
	Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.		
	Understand how key events and individuals in design and technology have helped shape the world.	Recognise how important Leonardo De Vinci was and why - link to work on parachutes.	
<u>Technical Knowledge</u>	Apply their understanding of how to strengthen more complex structures.	Look at how linkages can be used in their products.	
	Understand and mechanical systems in their products (for example, gears, pulleys, cams, levers and linkages)		
	Apply their understanding of computing to program, monitor and control their products.		
<u>Cooking & nutrition</u>	Understand the principles of a healthy & varied diet.	Can suggest ways of correcting an unhealthy diet.	Easy jerk chicken. Vegetable rice. Muffins using fruit in season.
		Explain what will happen if a particular type of unhealthy diet is followed e.g. too much sugar = diabetes.	
	Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.	Find a recipe, identify equipment needed and prepare food independently.	



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	Understand seasonality & know where and how a variety of ingredients are grown, reared and caught.	Knows impact of climate on some foods. Investigate how foods are fresh when bought locally & in season as opposed to importing.	
Geography	<ul style="list-style-type: none"> ➤ <u>Article 17</u>- The right to reliable information from a variety of sources. ➤ <u>Article 28</u>-The right to a good quality education. Encouragement to go to school to the highest level. ➤ <u>Article 29</u>- Education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people. 		
	Locate the world's countries, using maps to focus on North America concentrating on environmental regions, key physical and human characteristics, countries and major cities. Compare this to a region in the Europe.		
<u>Locational Knowledge</u>	Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.	The child can locate and describe a range of contrasting physical environments in the UK, e.g. coastal, river, hill and mountain environments, and how they change. Locate, with accuracy, the UK's major urban areas, knowing their distinct characteristics and how they have changed over time. The child can identify broad land-use patterns of the UK.	
<u>Place Knowledge</u>	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North America.	The child can understand how and why their region and other regions have changed, and how the regions of the UK are distinctive. The child can understand the importance of a region in Europe and North or South America, its human and physical environment, and how they are connected.	
<u>Human and Physical Geography</u>	Describe and understand the key aspects of physical geography, including: rivers.	The child can explain how rivers are made, what happens below the surface and how they can impact on an area.	



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<u>Geographical Skills and Fieldwork</u>	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	The child can use atlases to identify the distinct characteristics of some regions of Europe or North and South America. The child can use globes and atlases to accurately locate places by their latitude and longitude. The child can use digital maps to research factual information about features.	
History	<ul style="list-style-type: none"> ➤ <u>Article 8-</u> You have the right to an identity - an official record of who you are. No one should take this away from you. ➤ <u>Article 13-</u> You have the right to find out things and share what you think with others by talking, drawing, writing, or in any other way unless it harms or offends other people. ➤ <u>Article 17-</u> You have the right to get information that is important to your well-being, from radio, newspaper, books, computers and other sources. Adults should make sure that the information you are getting is not harmful, and help you find and understand the information you need. ➤ <u>Article 28-</u> You have the right to a good quality education. You should be encouraged to go to school to the highest level you can. ➤ <u>Article 29-</u> Your education should help you use and develop your talents and abilities. It should also help you to learn to live peacefully, protect the environment, and respect other people. ➤ <u>Article 38-</u> You have the right to protection and freedom from war. Children under 15 cannot be forced to go into the army or take part in war. 		
<u>Cause and effect</u>	Britain's settlement by Scots and Anglo-Saxons. Suggested Topic: Christian conversion - Canterbury, Iona and Lindisfarne, Scots invasions from Ireland to north Britain (now Scotland)		
	Address and devise historically valid questions about cause.	Comment independently on the different types of causes and effects for most of the events covered, including longer and shorter term aspects.	Rising Stars Progression Guidance Upper Key Stage 2



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	Understand overview and depth.	Provide overviews of most significant features of different themes, individuals, societies and events covered.	
	Develop chronologically secure knowledge and understanding of British history.	Sequence with independence the key events, objects, themes, societies and people using dates, period labels and terms.	
<u>Interpretations</u>	The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the confessor. Suggested Topic: Edward the Confessor, Alfred the Great.		
	Understand how our knowledge of the past is constructed from a range of sources.	Explain how and why it is possible to have different interpretations of the same event or person.	Rising Stars progression Guidance Upper Key Stage 2
	Establish clear narratives within and across the periods studied.	Provide overviews of most significant features of different themes, individuals, societies and events covered.	
	Address and devise historically valid questions about significance.	Explain reasons why particular aspects of a historical event, development, society or person were of particular significance.	
<u>Using sources as evidence</u>	A local history study. Suggested Topic: King Alfred		
	Understand how our knowledge of the past is constructed using a range of sources.	Explain how and why it is possible to have different interpretations of the same event or person.	
	Develop chronologically secure knowledge and understanding of local history.	Sequence with independence the key events, objects, themes, societies and people using dates, period labels and terms.	
Languages (French)	<ul style="list-style-type: none"> ➤ <u>Article 13</u>- You have the right to find out things and share what you think with others. ➤ <u>Article 28</u>- You have the right to good quality education 		



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<u>Speaking and Listening</u>	<ul style="list-style-type: none"> ➤ <u>Article 29</u>- Your education should help you use and develop your talents. ➤ <u>Article 30</u>- You have the right to practice your own culture, language and religion. 		
	Use voice, face and actions to show what is meant.		NC p. 193-195 This is what languages looks like at Charter
	Understand most of the information in a paragraph that a teacher reads.		
	Explain how the alphabet in the target language is different to own.		
	Make links between the spelling and the pronunciation of a new word in a target language, e.g. knowing that 'cing' is pronounced like 'sank' rather than 'sink'.		
	Say whether or not they like something.		
	Talk with a partner about what we like and dislike.		
	Make up spoken sentences and questions by using ones the teacher has given, but putting in words or phrases of own.		
	Make up spoken sentences using a noun, a verb and an adjective.		
	Usually pronounce words and phrases correctly.		
	Usually make voice go up and down correctly for sentences and questions.		
	Prepare and give a simple spoken presentation using a picture, map or artefact to help.		
Use a range of language to describe people, places or things with vocabulary that the teacher has given out.			



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<u>Reading and Writing</u>	Join in a game where pupils have to read a simple sentence and then mime what it says.	
	Read different kinds of text in French, and choose some.	
	When reading, out the meaning of new words and phrases by using clues in the text.	
	Use a dictionary to check spelling.	
	Change the order of words in a sentence to make it mean something different.	
	Write three or four short sentences, using words and phrases known to fill the gaps in one the teacher has already done.	
<u>Grammar</u>	Beginning to recognise which words are feminine and masculine.	
	Use the correct article in my writing, e.g. la, le or l'.	
	When using a writing frame, use what I they know about word classes to help choose words that fit the gaps.	
	Begin to conjugate verbs into the past, present and future tense.	
	Use spelling rules to help when writing.	
<u>Intercultural understanding</u>	Can help someone feel welcome if they are new to school.	
	Talk about what it might be like to move to another country where the culture is different.	



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	Name some things that are important to a town, country or culture where they speak French.		
	Talk about a picture that shows buildings and places in another country.		
	Compare the town where they live with a town where they speak French.		
	Name some things that are important to the town, country or culture that they belong to.		
	Talk about a school day in a country where they speak French.		
	Help to tell friends in another country about the community and culture where they live.		
Music	<ul style="list-style-type: none"> ➤ <u>Article 13</u>- You have the right to find out things and share what you think with others by talking, by drawing, by writing or in any other way unless it harms or offends other people. ➤ <u>Article 28</u>- You have the right to a good quality education. You should be encouraged to go to school to the highest level you can. ➤ <u>Article 29</u>- Your education should help you use and develop your talents and abilities. It should also help you to learn to live peacefully, protect the environment and respect other people. ➤ <u>Article 31</u>- You have the right to relax, play and take part in a wide range of cultural and artistic activities. 		
	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency control and expression.	Children should be growing in confidence when playing and performing. Singing should be confident and self-assured. Posture and breathing should be controlled and singing should be accurate. Two-part singing should be	'Red Hot Recorders' 'Music Express Year 5' -



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		introduced and children should be able to sing <i>one</i> of two parts.	
	Improvise and compose music for a range of purposes using the inter-related dimensions of music.	Children should know the notes that make up a basic chord and be able to sing or play the root (or base) note. They should then be able to use elements of a chord to improvise and compose their own music. Create own 'Call and Response' songs.	
	Listen with attention to detail and recall sounds with increasing aural memory.	Listen to different styles of music Eg: Jazz, Spirituals or Blues and know elements of the music such as minor keys, syncopation etc. Children should be able to identify further instruments playing in a piece of music.	
	Use and understand staff and other musical notations.	Continue to learn notation and be able to follow and play a short piece of music on the recorder - with no notes written underneath. Understand dotted notes, length of notes etc Learn what a 'Concerto' and a 'Sonato' are.	
	Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.	Children should listen to a range of different music by Mozart Eg: 'Horn Concerto' or 'Eine Kleine Nachtmusik' (know two or three of his most famous compositions). Children should be able to identify distinctive elements of music from the African tradition.	
	Develop an understanding of the history of music.	Learn about 'Jazz' music and people who sing and play in this style Eg: Miles Davis, Ella Fitzgerald Children can talk confidently about the distinctive elements of jazz.	



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Physical Education	<ul style="list-style-type: none"> ➤ <u>Article 17-</u> You have the right to get information that is important to your well-being. ➤ <u>Article 24-</u> You have the right to the best healthcare possible, safe water to drink, nutritious food, a clean and safe environment, and information to help you stay well. ➤ <u>Article 28-</u> You have the right to good quality education ➤ <u>Article 29-</u> Your education should help you use and develop your talents and abilities. ➤ <u>Article 31-</u> You have the right to relax, play and take part in a wide range of cultural and artistic activities. 									
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	Perform dances using a range of movement patterns.	Explore and improvise ideas for dances in different styles, working on their own, with a partner and in a group. Compose dances by using, adapting and developing steps, formations and patterning from different dance styles. Perform dances expressively, using a range of performance skills.	REAL PE peprimary.co.uk imoves.com
	Take part in outdoor and adventurous activity challenges both individually and within a team.	Respond to challenges and problem solving tasks in different environments.	REAL PE peprimary.co.uk
	Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	Choose and use information and criteria to evaluate their own and others' work.	REAL PE peprimary.co.uk
Religious Education	<ul style="list-style-type: none"> ➤ <u>Article 12</u> - You have the right to give your opinion, and for adults to listen and take it seriously. ➤ <u>Article 13</u> - You have the right to find out things and share what you think with others by talking, drawing, writing, or in any other way unless it harms or offends other people. ➤ <u>Article 14</u> - Every child has the right to think and believe what they choose and also to practice their religion. ➤ <u>Article 17</u> - You have the right to get information that is important to your well-being, from radio, newspaper, books, computers and other sources. Adults should make sure that the information you are getting is not harmful, and help you find and understand the information you need. ➤ <u>Article 28</u> - You have the right to a good quality education. You should be encouraged to go to school to the highest level you can. ➤ <u>Article 29</u>- Education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people. ➤ <u>Article 30</u> - Every child has the right to learn and use the language, customs and religion of their family. ➤ <u>Article 31</u>- You have the right to relax, play and take part in a wide range of cultural and artistic activities. 		
<u>AT1</u>	To learn to compare the different ways Sikhs put their religion into practice.	To ask how far a Sikh would go for their religion.	Discovery RE Autumn 1 and Spring 1



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	To know that religious belief affects a person's decisions.	To consider how religious belief can influence/impact decisions made by society, and how that can affect progress in secular areas.	Sikhism (to be taught in Autumn 1) Sikhism
	To become familiar with a range Sikh stories.	To understand the relevance of Sikh stories in modern day.	Belief into Action Beliefs and Moral Values
	To identify terms and vocabulary special to Sikhism.	To make use of Sikh terms accurately and with confidence.	
	To evaluate different accounts of the Christmas Story. (Comparative religion study opportunity.)	To understand that stories can be true in different ways.	Discovery RE Autumn 2 Christianity Christmas
	To understand the Hindu belief that there is one God with many aspects.	To become familiar with a wide range of Hindu deity stories.	Discovery RE Spring 1 Hinduism Hindu Beliefs
	To understand the symbolism attached to each deity.	To begin to know how different deities are associated with different aspects of life.	
	To begin to ask difficult conceptual questions.	To ask how Brahman can be everywhere and in everything.	
	To have an in depth knowledge and understanding of the events of Holy Week.	To ask whether God intended Jesus to be crucified, or whether the crucifixion was simply the consequence of the events of Holy Week.	Discovery RE Spring 2 Christianity Easter
	To begin to consider how wider events affect religious belief.	To begin to put the events of Holy Week into a wider context, including social and political events of the time.	
	To understand the impact of certain beliefs on a Hindu's life.	To begin to find similarities between the core beliefs of the major religions.	Discovery RE Summer 1 Hinduism Belief and Moral Values
	To research how religious belief affects decision making.	To ask whether beliefs in karma, samsara, and moksha help Hindus lead good lives.	



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	To learn how to understand how Christians show their commitment to God.	To begin to evaluate if there is a best way to show commitment to God.	Discovery RE Summer 2 Christianity Beliefs and Practices
<u>AT2</u>	To ask how the concept of community shapes people's lives.	To consider the importance of belonging.	Discovery RE
	To begin to ask probing questions to further their knowledge and understanding.	To begin to ask critical questions.	
	To begin to think about interpretation of lessons.	To consider the similarities and differences of groups within a single religion.	
	To ask how religious belief affects the way a person behaves.	To ask whether religious people lead better lives.	
	To begin to think more critically about aspects of faith and religious practice.	To use debate skills to present an argument.	
	To express understanding of religious concepts using appropriate and thematic vocabulary.	To listen and respond to other's ideas in a reflective manner.	
	To ask how religion inspires people.	To ask what inspires them.	
	To consider how religious belief is related to a moral code.	To understand how religious belief affects progress in areas such as science, technology, medicine.	
	To begin to place religious stories into social, historical, and political context.	To be able to approach religious stories with a good understanding of their context and motivation.	
PSHEE	<ul style="list-style-type: none"> ➤ <u>Article 2-</u> To be respected- No child should be treated unfairly. ➤ <u>Article 5-</u> Your family has the responsibility to help you learn to exercise your rights and to ensure these are protected. ➤ <u>Article 9-</u> Children must not be separated from their parents unless it is in their best interests. 		



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	<ul style="list-style-type: none"> ➤ <u>Article 13</u> - You have the right to find out things and share what you think with others by talking, drawing, writing, or in any other way unless it harms or offends other people. ➤ <u>Article 14</u> - Every child has the right to think and believe what they choose and also to practice their religion. ➤ <u>Article 15</u> - You have the right to choose your own friends and join or set up groups, as long as it isn't harmful to others. ➤ <u>Article 16</u> - You have the right to privacy. ➤ <u>Article 17</u> - You have the right to get information that is important to your well-being, from radio, newspaper, books, computers and other sources. Adults should make sure that the information you are getting is not harmful, and help you find and understand the information you need. ➤ <u>Article 28</u> - You have the right to a good quality education. You should be encouraged to go to school to the highest level you can. ➤ <u>Article 29</u>- Education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people. ➤ <u>Article 30</u> - Every child has the right to learn and use the language, customs and religion of their family. ➤ <u>Article 31</u> -. Your education should help you use and develop your talents and abilities. It should also help you to learn to live peacefully, protect the environment, and respect other people. 		
<u>Developing confidence and responsibility and making the most of their abilities</u>	To face new challenges positively by collecting information, looking for help, making responsible choices and taking action.	Pupil can reflect on the outcomes of facing new challenges and how their self-confidence has improved.	
	Recognise the range of jobs done by people they know and understand how they develop their skills to make contributions in the future.		
<u>Preparing to play an active role as citizens</u>	Research, discuss and debate topical issues, problems and events.	Pupil can explore and critique a range of topical issues, problems and world-wide events.	
	Realise consequences on individuals and communities of anti-social and aggressive behaviours, e.g. bullying, racism.		



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	Identify that there are different kinds of responsibilities, rights and duties at home, in school and in the community and that they sometimes conflict with each other.	Pupil to explain why and how these responsibilities may conflict with each other.	
	Resolve differences by looking at alternatives, making decisions and explaining choices.	Pupil recognises that they may experience conflicting emotions and can explain how to overcome differences.	
	Explore how the media present information.	Pupil can research and critique how the media present information and give examples for and against.	
<u>Developing a healthy, safer lifestyle</u>	Identify what makes a healthy lifestyle, benefits of exercise, healthy eating, what affects mental health, how to make informed choices.	Pupil can explain how to make informed choices including recognising that choices can have positive, neutral and negative choices and begin to understand the concept of a 'balanced-lifestyle'.	
	Recognise different risks in different situations, decide how to behave responsibly (e.g. sensible road use). Understand school rules about health and safety, basic emergency aid procedures and where to get help.	Pupil can differentiate between the terms 'risk', 'danger' and 'hazard' and can explain these with confidence.	
	Identify what makes a healthy lifestyle, benefits of exercise, healthy eating, what affects mental health, how to make informed choices.	Pupil can explain how to make informed choices including recognising that choices can have positive, neutral and negative choices and begin to understand the concept of a 'balanced-lifestyle'.	



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<u>Developing good relationships and respecting the differences between people</u>	Recognise that pressure to behave in an unacceptable or risky way can come from a variety of sources e.g. people they know, how to ask for help and use basic techniques for resisting pressure to do wrong.	Pupils have a deeper understanding of risk by recognising, predicting and assessing risk in different situations.	
	To think about the lives of people living in other places and times, and those with different values and customs.		
	To realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, how to respond to them and ask for help.	Pupil to explain with confidence how to respond and ask for help and who to go to for support.	
	Understand that differences and similarities between people arise from a number of factors e.g. cultural, ethnic, racial, religious diversity, gender and disability.	Pupils can recognise and challenge stereotypes.	
Sex and Relationship Education	<ul style="list-style-type: none"> ➤ <u>Article 2-</u> To be respected- No child should be treated unfairly. ➤ <u>Article 13 -</u> You have the right to find out things and share what you think with others by talking, drawing, writing, or in any other way unless it harms or offends other people. ➤ <u>Article 16 -</u> You have the right to privacy. ➤ <u>Article 17 -</u> You have the right to get information that is important to your well-being, from radio, newspaper, books, computers and other sources. Adults should make sure that the information you are getting is not harmful, and help you find and understand the information you need. ➤ <u>Article 28 -</u> You have the right to a good quality education. You should be encouraged to go to school to the highest level you can. ➤ <u>Article 29-</u> Education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people. ➤ <u>Article 31 -.</u> Your education should help you use and develop your talents and abilities. It should also help you to learn to live peacefully, protect the environment, and respect other people. 		



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	What	Sheets from Living and Growing book	Other points to include
	To reflect upon changes during puberty.		
	To understand a cycle of menstruation.	Menstruation	Showing sanitary towels and tampons.
	To understand how and why sperm is produced.	Sperm	
	To understand the importance of personal hygiene and deodorant.		Sweat glands, washing genitals, pores.
	To talk about relationships between children of both sexes.		Use of language - gay etc 'I am Leo' clip on BBC website.
	To know that relationships need work to make them successful.		Trust, pressure, respect.
SMSC	<ul style="list-style-type: none"> ➤ <u>Article 12</u>- You have the right to give your opinion, and for adults to listen and take it seriously. ➤ <u>Article 13</u>- You have the right to find out things and share what you think with others by talking, drawing, writing, or in any other way unless it harms or offends other people. ➤ <u>Article 14</u> - Every child has the right to think and believe what they choose and also to practice their religion. ➤ <u>Article 17</u>- You have the right to get information that is important to your well-being, from radio, newspaper, books, computers and other sources. Adults should make sure that the information you are getting is not harmful, and help you find and understand the information you need. ➤ <u>Article 28</u>- You have the right to a good quality education. You should be encouraged to go to school to the highest level you can. ➤ <u>Article 29</u>- Education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people. ➤ <u>Article 30</u> - Every child has the right to learn and use the language, customs and religion of their family. ➤ <u>Article 31</u>- You have the right to relax, play and take part in a wide range of cultural and artistic activities. Your education should help you use and develop your talents and abilities. It should also help you to learn to live peacefully, protect the environment, and respect other people. 		



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<u>Spiritual development</u>	Statutory Requirement Objectives	Projects/Activities
	To develop their ability to be reflective about their own beliefs and their interest in and respect for different people's faiths, feelings, and values.	To write and answer questions / interview format. Church visit Guest speaker(s) from a range of faiths and backgrounds. Link with Moral Development and Global Learning project about meat eating.
	An interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.	World food crisis and global warming linked to meat eating. Should we all stop eating meat? **Use current affairs, particularly world affairs and current political debate**
	Developing and demonstrating skills and attitudes that will allow them to participate fully and contribute positively to life in modern Britain.	Debates and formal presentations about the world food crisis.
	To have a deeper understanding of a range of different cultures in British society.	Comparing a high street in Leicester to Chippenham. Consider similarities and differences. Ask why these may be the case. Are they both representative of Britain?
British Values	<ul style="list-style-type: none"> ➤ <u>Article 12</u> - You have the right to give your opinion, and for adults to listen and take it seriously. ➤ <u>Article 13</u> - You have the right to find out things and share what you think with others by talking, drawing, writing, or in any other way unless it harms or offends other people. ➤ <u>Article 14</u> - Every child has the right to think and believe what they choose and also to practice their religion. ➤ <u>Article 17</u> - You have the right to get information that is important to your well-being, from radio, newspaper, books, computers and other sources. Adults should make sure that the information you are getting is not harmful, and help you find and understand the information you need. ➤ <u>Article 28</u> - You have the right to a good quality education. You should be encouraged to go to school to the highest level you can. 	



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	<ul style="list-style-type: none"> ➤ <u>Article 29</u>- Education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people. ➤ <u>Article 31</u> - You have the right to relax, play and take part in a wide range of cultural and artistic activities. Your education should help you use and develop your talents and abilities. It should also help you to learn to live peacefully, protect the environment, and respect other people. 	
	<p><u>Democracy</u> How living in a kingdom is balanced with living in a democracy.</p>	<p>The role of the modern British monarchy. 'If we didn't have a democracy, just one person might be able to make all the laws and that would not be fair.' Use this as the springboard for an in depth study of the monarchy.</p>
	<p><u>Mutual Respect</u> <u>Tolerance of those of different faiths and beliefs.</u> We might not always agree with other people, but we try to show respect for their thoughts and feelings.</p>	<p>Debate the role of the monarchy. Make a blog/video/storyboard about how to deal with conflict.</p>
<p>Global Learning</p>	<ul style="list-style-type: none"> ➤ <u>Article 13</u>- You have the right to find out things and share what you think with others by talking, drawing, writing, or in any other way unless it harms or offends other people. ➤ <u>Article 14</u> - Every child has the right to think and believe what they choose and also to practice their religion. ➤ <u>Article 28</u>- You have the right to a good quality education. You should be encouraged to go to school to the highest level you can. ➤ <u>Article 29</u>- Education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people. ➤ <u>Article 30</u> - Every child has the right to learn and use the language, customs and religion of their family. ➤ <u>Article 31</u>- You have the right to relax, play and take part in a wide range of cultural and artistic activities. Your education should help you use and develop your talents and abilities. It should also help you to learn to live peacefully, protect the environment, and respect other people. 	
	<p><u>Sustainable Development</u> Recognising that some of the Earth's resources are finite and therefore must be used responsibly.</p>	<p>World food crisis and global warming linked to meat eating. Should we all stop eating meat? Research and debate before making a formal presentation to a group. Cooking - a meat dish and a non-meat dish and evaluate the two.</p>



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	<p><u>Social justice</u> Appreciating that actions have both intended and unintended consequences on people's lives and appreciating the importance of informed choices.</p>	<p>Use old newspaper reports etc. to look at the consequences of violent protest. GD - Are acts of violent protest actually acts of war?</p>
	<p><u>Values and Perceptions</u> Developing a critical evaluation of representations of global issues and an appreciation of the effect these have on people's attitudes and values.</p>	
	<p><u>Global Goals for Sustainable Development</u></p>	<p>Resources from www.globalgoals.org What are the goals from a child's point of view? How are they relevant? Develop a deeper understanding of the content of the goals.</p>
<p>Big Questions 1 per long term</p>	<p>Am I good role model?</p>	
	<p>What is the purpose of learning?</p>	
	<p>What would be the benefits of bringing back National Service?</p>	