

2025/26 Grade 1 (Cambridge Curriculum Stage 2)

Here are the 'Blocks' of Cambridge Curriculum teaching for the academic year. The 'blocks' are approximately 6 week periods and the 'block' order may change.

Block 1 IPC: Brainwave- Metacognition. Science: Growing and keeping healthy. Computing & Digital Literacy: Who are you? (DL). Music: Celebration music. Art: Unit 2:1 Sculpting with clay. PE: My body, my health. English: Baseline assessments, personal information. Mathematics: Baseline Assessments, Numbers to 100, addition and subtraction.	Block 2 IPC: From A to B (Geography). Science: Growing and keeping healthy. Computing & Digital Literacy: Have you ever wondered? Music: Animal voices. Art: Unit 2:2 Drawing with purpose. PE: Play based games. English: Information texts, personal information, Traditional tales from different cultures. Mathematics: Numbers to 100, Number patterns and place value.	Block 3 IPC: People from the past (History). Science: Materials in our world. Make a change. Computing & Digital Literacy: Let's create. Music: Water, water everywhere. Art: Unit 2:3 Introduction to printing. PE: Developing creative and locomotor skills in dance. English: Traditional tales from different cultures. Mathematics: Time.
Block 4 IPC: Buildings (Geography). Science: Light from different sources. Computing & Digital Literacy: Party time (C). Music: Light and dark. Art: Unit 2:4 Painting, processes and movements. PE: Time for an adventure. English: Stories with familiar themes. Mathematics: Exploring shapes and movement, Multiplication and division.	Block 5 IPC: Let's Celebrate (History). Science: Living things in different places. Computing & Digital Literacy: Dance like a dinosaur, Let's investigate (C). Music: Celebration. Art: Stories. PE: Body management thorough gymnastics. English: Poems with patterns in sounds, Poems with patterns in structure, Poems to perform. Mathematics: Measurement.	Block 6 IPC: Time Travelers (Geography). Science: Polar Explorers. Computing & Digital Literacy: The digital world (DL), End of stage projects (C). Music: Musical food. Art: Sounds. PE: Play based games. English: Stories by well-known writers, Information texts: reports about a subject. Mathematics: Fractions, statistical methods and chance.

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Key Objectives Grade 1 (Cambridge Curriculum Stage 2)

By the end of G1 the key elements for your child to know are:

English	Mathematics	Science
Writing: - Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly. - Learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones. - Learning the possessive apostrophe (singular). - Learning to spell more words with contracted forms. - Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly. - Form lower-case letters of the correct size relative to one another. - Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters. - Writing for different purposes. - Read aloud what they have written with appropriate intonation to make the meaning clear. - Expanded noun phrases to describe and specify.	- Count in steps of 2s, 3s and 5s, and steps of 10. - Recognise place value in two-digit numbers. - Compare and order numbers up to 100 using <, > and =. - Recall and use number addition/subtraction facts to 20, and derive related facts. - Add and subtract mentally and with objects one- and two-digit numbers. - Understand and use the inverse relationship between addition and subtraction. - Know 2×, 5× and 10× tables, including recognising odd & even numbers. - Calculate mathematical statements using x and ÷ symbols. - Recognise, find, name and write 1/3, 1/4, 1/2 and 3/4 of size, shape or quantity. - Write simple fraction facts, e.g. 1/2 of 6 = 3. - Combine amounts of money to make a value, including using £ and p symbols. - Tell the time to the nearest 5 minutes, including drawing clocks.	- Observing closely, using simple equipment. - Using their observations and ideas to suggest answers to questions. - Gathering and recording data to help in answering questions. - Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. - Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. - Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. - Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). - Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass,

• Sentences with different forms: statement, question, exclamation, command. • The present and past tenses correctly and consistently including the progressive form. • Subordination (using when, if, that, or because) and co-ordination (using or, and, or but). • Learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes. Reading: • Secure phonic decoding until reading is fluent. • Read accurately by blending, including alternative sounds for graphemes. • Read multi-syllable words containing these graphemes. • Read common suffixes. • Read exception words, noting unusual correspondences. • Read most words quickly & accurately without overt sounding and blending. • Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently.	• Describe properties of 2-D shapes, including number of sides and symmetry. • Describe properties of 3-D shapes, including number of edges, vertices and faces. • Interpret and construct simple tables, tally charts and pictograms.	brick, rock, paper and cardboard for different uses.
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• Recognising simple recurring literary language in stories and poetry. • Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear. • Discussing and clarifying the meanings of words, linking new meanings to known vocabulary. • Discussing the sequence of events in books and how items of information are related. • Making inferences on the basis of what is being said and done. • Answering and asking questions. • Predicting what might happen on the basis of what has been read so far. • Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.		
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2025/26 Grade 2 (Cambridge Curriculum Stage 3)

Here are the 'Blocks' of the Cambridge Curriculum teaching for the academic year. The 'blocks' are approximately 6 week periods and the 'block' order may change.

Block 1 Science: Living Things, including Plants. English: Adventure stories. Mathematics: Number and Place Value. IPC: Brainwaves: Metacognition. Island life (Geography). Art: Colours of the World. Music: Celebration music. Rhythm and pulse. Computing and Digital Literacy: Safe digital research (DL). Spanish: Reading and discussing stories. P.E: Active learning through the lifespan.	Block 2 Science: Staying alive (Animals Including Humans). English: Poetry from different cultures. Poems with different structures. Mathematics: Multiplication and Division. IPC: Different places similar lives (Geography). Art: Sounds. Music: Soundscapes, layering sounds and rounds. Computing and Digital Literacy: Computational thinking (C). Spanish: Reading texts and finding categories of words in the text. P.E: Expressive and artistic learning.	Block 3 Science: Lights and Shadows. English: Myths and Legends. Playscripts. Mathematics: Measurement: Length, capacity. Geometry: Properties of Shapes. IPC: Temple, tombs and treasures (History). Art: Stories. Music: Rhythm and Pause. Computing and Digital Literacy: What is a computer? (C). Spanish: Reading and writing simple playscripts. P.E: Object control in games.
Block 4 Science: States of Matter. English: Information text. Mathematics: Number, Addition and Subtraction. IPC: Travel and tourism (Geography). Art: Abstract and Imagery Forms.	Block 5 Science: Forces and Magnetism. English: Formal and informal letters. Mathematics: Multiplication and Division Fractions. Measurement: Time. Fractions. IPC: All Aboard (History). Art: Places.	Block 6 Science: On Earth and Beyond. English: Different stories by the same author. Instructional text. Mathematics: Statistics. IPC: Chocolate (Geography). Art: Shapes and Spaces.

Music: Ostinato and texture. Computing and Digital Literacy: Secret codes (C). Spanish: Reading and writing instructions. P.E: Object control in games.	Music: Celebration. Computing and Digital Literacy: Data café (C). Spanish: Reading letters and replying to them. P.E: Outdoor adventures.	Music: Celebration. Computing and Digital Literacy: Further coding (C). End of stage projects (C). Spanish: Reading and writing instructions. P.E: Symmetry and asymmetry in gymnastic.
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Key Objectives Grade 2 (Cambridge Curriculum Stage 3)

By the end of G2 the key elements for your child to know are:

English	Mathematics	Science
Writing: • Spell words that are often misspelt (Appendix 1 in Primary Key Objectives). • Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals. • Use the first 2 or 3 letters of a word to check its spelling in a dictionary. • Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. • Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. • Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. • Organising paragraphs around a theme. • In narratives, creating settings, characters and plot. • In non-narrative material, using simple organisational devices (headings & subheadings).	• Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number. • Compare and order numbers up to 1000. • Add and subtract numbers mentally, including: HTU+U, HTU+T and HTU+H. • Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction. • Estimate the answer to a calculation and use inverse operations to check answers. • Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables. • Count up and down in tenths. • Recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit number or quantities by 10. • Compare and order unit fractions, and fractions with the same denominators. • Recognise and show, using diagrams, equivalent fractions with small denominators. • Recognise, find and write fractions of a discrete set of objects: unit fractions and	• Setting up simple, practical enquiries, comparative and fair tests. • Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions. • Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. • Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant. • Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. • Identify that humans and some other animals have skeletons and muscles for support, protection and movement. • Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. • Notice that light is reflected from surfaces.

- Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. - Proofread for spelling and punctuation errors. - Read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. - Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. - Using conjunctions, adverbs and prepositions to express time and cause (and place). - Using fronted adverbials. - Difference between plural and possessive –s. - Standard English verb inflections (I did vs. I done). - Extended noun phrases, including with prepositions. - Using and punctuating direct speech (including punctuation). - Within and surrounding inverted commas). Reading: - Apply their growing knowledge of root words, prefixes and suffixes to read aloud. - Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	non-unit fractions with small denominators. - Add and subtract fractions with the same denominator within one whole [for example, $5/7 + 1/7 = 6/7$]. - Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml). - Measure the perimeter of simple 2-D shapes. - Add and subtract amounts of money to give change, using both £ and p in practical contexts. - Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks. - Estimate and read time with increasing accuracy to the nearest minute. - Identify horizontal and vertical lines and pairs of perpendicular and parallel lines. - Identify whether angles are greater or less than a right angle. - Interpret and present data using bar charts, pictograms and tables.	- Find patterns in the way that the sizes of shadows change. - Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials.
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- Retelling some (fairy tales, traditional tales, etc.) orally.
- Identifying themes and conventions in a wide range of books.
- Preparing poems and play scripts to read aloud and perform, showing understanding through intonation, tone, volume and action.
- Recognising some different forms of poetry.
- Using dictionaries to check the meaning of words read.
- Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.
- Identifying main from more than one paragraph and summarising these.
- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions.
- Justify inferences with evidence.
- Discussing words and phrases that capture the reader's interest and imagination.
- Identifying how language contributes to meaning.
- Identifying how structure and presentation contribute to meaning.
- Retrieve and record information from non-fiction.

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2025/26 Grade 3 (Cambridge Curriculum Stage 4)

Here are the 'Blocks' of Cambridge Curriculum teaching for the academic year. The 'blocks' are approximately 6 week periods, and the 'block' order may change.

Block 1 IPC: Brainwave: Metacognition; Inventions that Changed the World. English: Phonics and Reading Screening; Fantasy Stories. Mathematics: Numbers. Science: Animal skeletons, including humans. Modern Foreign Languages (MFL), Spanish as a First Language: Describing themselves; Instructional writing. Modern Foreign Languages (MFL), Spanish as a Second Language: Introducing myself. Arts and Design: Unit 4:1 Printing for a purpose. Computing & Digital Literacy: Critical Internet research. Music: Celebration Music. Physical Education (PE): Health-based athletics.	Block 2 IPC: They Made a Difference. English: Recount/ A range of poetry, including free verse, on a common theme. Mathematics: Calculation; 2D and 3D Shapes. Science: Materials, Properties and Changes. Modern Foreign Languages (MFL): Spanish as a First Language: Story writing. Modern Foreign Languages (MFL), Spanish as a Second Language: ¿Cómos somos? La descripción. Arts and Design: Unit 4:3 Drawing with Perspective and Dynamism. Computing & Digital Literacy: Programming Loops. Music: The Power of the Rhythm. Physical Education (PE): Striking and invasion games.	Block 3 IPC: Scavengers and Settlers. English: Historical Stories. Mathematics: Statistical Methods. Science: Electricity. Modern Foreign Languages (MFL), Spanish as a First Language: Writing descriptions. Modern Foreign Languages (MFL), Spanish as a Second Language: My daily routine. Arts and Design: Unit 4:4 Exploring Art through 3D Art. Computing & Digital Literacy: Data Handling. Music: The Power of the Rhythm. Physical Education (PE): Thematic work in dance.
Block 4 IPC: Explorers and Adventurers. English: Poems from different times and cultures. Mathematics: Time. Science: Life Processes and Ecosystems.	Block 5 IPC: Active Planet. English: Persuasive Texts. Mathematics: Fractions and Percentages/ Probability. Science: On Earth and Beyond.	Block 6 IPC: Footprint from the Past. English: Stories about issues and dilemmas; Play scripts. Mathematics: Angles, Position and Direction. Science: Energy and Light.

Modern Foreign Languages (MFL), Spanish as a First Language: Newspaper articles. Modern Foreign Languages (MFL), Spanish as a Second Language: Healthy Life. Arts and Design: Points, Colour & Motion. Computing & Digital Literacy: Let's get physical. Music: How does the Music Tell a Story? Physical Education (PE): Thematic work in dance.	Modern Foreign Languages (MFL), Spanish as a First Language: Persuasive texts. Modern Foreign Languages (MFL), Spanish as a Second Language: My city, my house. Arts and Design: Expressing/celebrating viewpoints. Computing & Digital Literacy: The Sound of the Rainforest. Music: The Sound of the Rainforest. Physical Education (PE): Indoor and outdoor adventures.	Modern Foreign Languages (MFL), Spanish as a First Language: Play scripts. Modern Foreign Languages (MFL), Spanish as a Second Language: Mis preferencias. Arts and Design: Approaches to Painting. Computing & Digital Literacy: Online communities/ End of stage projects. Music: Celebration. Physical Education (PE): Indoor and outdoor adventures.
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Key Objectives Grade 3 (Cambridge Curriculum Stage 4)

By the end of G3 the key elements for your child to know are:

English	Mathematics	Science
Writing: • Spell some words with 'silent' letters. • Continue to distinguish between homophones and other words which are often confused. • Use dictionaries to check the spelling and meaning of words. • Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. • Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. • In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action. • Précising longer passages. • Using a wide range of devices to build cohesion within and across paragraphs. • Using further organisational and presentational devices to structure text and to guide the reader. • Ensuring the consistent and correct use of tense throughout a piece of writing. • Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language. • Of speech and writing and choosing the appropriate register.	• Count backwards through zero to include negative numbers. • Recognise the place value of each digit in a four-digit number. • Round any number to the nearest 10, 100 or 1000. • Recall multiplication and division facts for multiplication tables up to 12×12. • Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers. • Recognise and use factor pairs and commutativity in mental calculations. • Multiply two-digit and three-digit numbers by a one-digit number using formal written layout. • Recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten. • Recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$ and $\frac{3}{4}$. • Find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths.	• Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. • Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. • Using straightforward scientific evidence to answer questions or to support their findings. • Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. • Describe the simple functions of the basic parts of the digestive system in humans. • Construct and interpret a variety of food chains, identifying producers, predators and prey. • Compare and group materials together, according to whether they are solids, liquids or gases. • Identify the part played by evaporation and condensation in the water cycle and

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• Perform their own compositions, using appropriate. • Intonation, volume, and movement so that meaning is clear. • Use a thesaurus. • Using expanded noun phrases to convey complicated information concisely. • Using modal verbs or adverbs to indicate degrees of possibility. • Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun. • Converting nouns or adjectives into verbs. • Devices to build cohesion, including adverbials of time, place and number. • Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms. • Using passive verbs to affect the presentation of information in a sentence. • Using the perfect form of verbs to mark relationships of time and cause. • Differences in informal and formal language. • Further cohesive devices such as grammatical connections and adverbials. • Use of ellipsis. • Using commas to clarify meaning or avoid ambiguity in writing. • Using brackets, dashes or commas to indicate parenthesis. • Using hyphens to avoid ambiguity.	• Round decimals with one decimal place to the nearest whole number. • Compare numbers with the same number of decimal places up to two decimal places. • Convert between different units of measure; estimate, compare and calculate different measures, including money in pounds and pence. • Find the area of rectilinear shapes by counting squares. • Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days. • Compare and classify geometric shapes, including quadrilaterals and triangles, based on properties and sizes. • Complete a simple symmetric figure with respect to a specific line of symmetry. • Describe positions on a 2-D grid as coordinates in the first quadrant. • Describe movements between positions as translations of a given unit to the left/right and up/down. • Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.	associate the rate of evaporation with temperature. • Recognise that vibrations from sounds travel through a medium to the ear. • Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.
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• Using semicolons, colons or dashes to mark boundaries between independent clauses. • Using a colon to introduce a list. • Punctuating bullet points consistently. Reading: • Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words. • Making comparisons within and across books. • Modern fiction, fiction from our literary heritage, and books from other cultures and traditions. • Identifying and discussing themes and conventions in and across a wide range of writing. • Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. • Asking questions to improve their understanding. • Summarizing the main ideas drawn from more than one paragraph, identifying key details to support the main ideas • Predicting what might happen from details stated and implied. • Identifying how language, structure and presentation contribute to meaning. • Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.		
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| <ul style="list-style-type: none"> • Recommending books that they have read to their peers, giving reasons for their choices. • Participate in discussions about books, building on their own and others' ideas and challenging views courteously. • Explain and discuss their understanding of what they have read, including through formal presentations and debates. • Provide reasoned justifications for their views. | | |
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2025/26 Grade 4 (Cambridge Curriculum Stage 5)

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Block 1	Block 2	Block 3
IPC: Brainwave: The Brain/ Go With the Flow. English: Phonics and Reading Screening/ Stories from Different Cultures. Mathematics: Timetables/ Numbers. Science: Plants. Modern Foreign Languages (MFL), Spanish as a First Language: Expository Texts. Modern Foreign Languages (MFL), Spanish as a Second Language: Presentaciones (Introducing myself). Arts and Design: Exploring Drawing Process. Computing & Digital Literacy: My Digital Presence/ Binary Decision-Making. Physical Education (PE): Health and fitness through the physical. Music: Celebration/Singing to Sleep.	IPC: Here and Now, There and Then. English: Recount; Narrative Poetry. Mathematics: Calculation. Science: Animals. Modern Foreign Languages (MFL), Spanish as a First Language: Stories. Modern Foreign Languages (MFL), Spanish as a Second Language: Mi Rutina Diaria (Daily Routines). Arts and Design: Sculpting. Computing & Digital Literacy: Coding with Numbers. Physical Education (PE): Developing games understanding. Music: Creating Music in Response to Art.	IPC: The Great, the Bold and the Brave. English: Explain it to me. Mathematics: Angles/Shapes. Science: Materials. Modern Foreign Languages (MFL), Spanish as a First Language: Instructions. Modern Foreign Languages (MFL), Spanish as a Second Language: Mi familia (My Family). Arts and Design: Fabric and other crafts. Computing & Digital Literacy: Data-collection and analysis. Physical Education (PE): Exploration of sculptures through dance. Music: Creating Music in Response to Art.

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Block 4 IPC: The Holiday Show. English: Persuasive Writing. Mathematics: Time. Science: Planet Earth. Modern Foreign Languages (MFL), Spanish as a First Language: Persuasive Writing. Modern Foreign Languages (MFL), Spanish as a Second Language: Disfrutando mi Comida (My Food). Arts and Design: Connecting Cultures. Computing & Digital Literacy: Networking. Physical Education (PE): Group adventures and problem-solving. Music: Celebration.	Block 5 IPC: What a Wonderful World. English: Playscript/Book/Film. Mathematics: Fractions, Decimals and Percentages. Science: Waves. Modern Foreign Languages (MFL), Spanish as a First Language: Playscripts. Modern Foreign Languages MFL: Spanish as a Second Language: Mis Preferencias (My Preferences). Arts and Design: Contrast and Complements Computing & Digital Literacy: Internet of Smart Things/ Art-Changing Digital World. Physical Education (PE): Developing games understanding. Music: Space-Scape.	Block 6 IPC: Going Global. English: Stories into Films/Classic Literature. Mathematics: Location and Movement. Science: Forces. Modern Foreign Languages (MFL), Spanish as a First Language: Myths and Legends. Modern Foreign Languages (MFL), Spanish as a Second Language: Mi Pais (My Country). Arts and Design: Painting for a Purpose and Expression. Computing & Digital Literacy: End of stage projects. Physical Education (PE): Focusing on Contrast in Gymnastics. Music: Building a Pop Song.
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Key Objectives Grade 4 (Cambridge Curriculum Stage 5)

By the end of G4 the key elements for your child to know are:

English	Mathematics	Science
Writing: • Spell some words with 'silent' letters. • Continue to distinguish between homophones and other words which are often confused. • Use dictionaries to check the spelling and meaning of words. • Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. • Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. • In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action. • Precising longer passages. • Using a wide range of devices to build cohesion within and across paragraphs. • Using further organisational and presentational devices to structure text and to guide the reader. • Ensuring the consistent and correct use of tense throughout a piece of writing. • Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.	• Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero. • Read Roman numerals to 1000 (M) and recognise years written in Roman numerals. • Recognise and use square numbers and cube numbers, and the notation for squared (²) and cubed (³). • Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy. • Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers. • Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers. • Establish whether a number up to 100 is prime and recall prime numbers up to 19. • Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000. • Multiply numbers up to 4 digits by a one- or two-digit number using a formal	• Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. • Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, and bar and line graphs. • Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of results, in oral and written forms such as displays and other presentations. • Describe the life process of reproduction in some plants and animals. • Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. • 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.

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• Participate in discussions about books, building on their own and others' ideas and challenging views courteously. • Explain and discuss their understanding of what they have read. • Including through formal presentations and debates. • Provide reasoned justifications for their views.	• 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. • Complete, read and interpret information in tables, including timetables.	
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2025/26 Grade 5 (Cambridge Curriculum Stage 6)

Here are the 'Blocks' of Cambridge Curriculum teaching for the academic year. The 'blocks' are approximately 6 week periods and the 'block' order may change.

Block 1 Science: Puberty, Human Health, Ecosystem. English: Phonics/PM, Nature Poetry, The Environment. Mathematics: Times Tables. Number. Music: Celebration Music. Art: Unit 6.1 Combining printing approaches IPC: BrainWave Metacognition (2 weeks), Earth as an Island. Computing & Digital Literacy: Disruptive Technology, Comical Coding. PE: Making Healthy Choices, Refining Movement Skills in Group Activities. Spanish as a First Language: Oral Presentation Spanish as a Second Language: Que Verano Tan Divertido. French: Introduce Myself.	Block 2 Science: Human Health. English: Stories with Flashback, Poetic Language. Mathematics: Calculations. Music: I've Got Rhythm. Art: Unit 6.2 Drawing humour and perspective. IPC: Champions for Change. Computing & Digital Literacy: Humans Think, Computers Obey. PE: Dancing About Sports. Spanish as a First Language: Storywriting/Storytelling. Spanish as a Second Language: Todo Sobre Mi. French: In The Playground.	Block 3 Science: Materials Including Rocks, and Physical Changes, English: Plays by a Significant Writer, Advertising. Mathematics: Statistical Methods. Music: World Variation. Art: Can art preserve the past? IPC: 900CE. Computing & Digital Literacy: Quiz Time. PE: Adventure Based Group Activities. Spanish as a First Language: Myths and Legends. Spanish as a Second Language: Exploradores del Planeta. French: During the Week.
Block 4 Science: Chemical Changes and Mixtures. English: Stories by Significant Writers.	Block 5 Science: Electrical Conductors and Light. English: Science Fiction.	Block 6 Science: Forces and Movement, On Earth and Beyond. English: Historical Recount. Mathematics: 2D/3D Shapes.

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Mathematics: Coordinate Grid, Fractions, Decimals, Percentages. Music: Variety Show. Art: Unit 6.3 Painting creatively from encounters. IPC: Moving People. Computing & Digital Literacy: Data Management System. PE: Refining Movement Skills in Group Activities. Spanish as a First Language: Description. Spanish as a Second Language: Recuerdo del Ayer. French: With My Family.	Mathematics: Fractions, Percentages, decimals, proportion. Music: Special occasions. Art: Is there art in science? IPC: What Price Progress? Computing & Digital Literacy: Seeing Through The Clouds. PE: Learning with Objects and Apparatus in Gymnastics. Spanish as a First Language: Instructional Writing. Spanish as a Second Language: Que Estas Haciendo. French: My House.	Music: All About the Bass. Art: 6.4b Project: Concept to final outcome. IPC: Being a Historian. Computing & Digital Literacy: Digital Resilience. PE: End of Stage Projects. Spanish as a First Language: Spanish as a Second Language: Hasta Pronto Año Escolar. French: Newspaper Writing.
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Key Objectives Grade 5 (Cambridge Curriculum Stage 6)

By the end of G5 the key elements for your child to know are:

English	Mathematics	Science
Writing: • Spell some words with 'silent' letters. • Continue to distinguish between homophones and other words which are often confused. • Use dictionaries to check the spelling and meaning of words. • Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. • Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. • In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action. • Précising longer passages. • Using a wide range of devices to build cohesion within and across paragraphs. • Using further organisational and presentational devices to structure text and to guide the reader. • Ensuring the consistent and correct use of tense throughout a piece of writing. • Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.	• Use negative numbers in context, and calculate intervals across zero. • Divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context. • Use their knowledge of the order of operations to carry out calculations involving the four operations. • Use common factors to simplify fractions. • Compare and order fractions, including fractions > 1. • Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions. • Multiply simple pairs of proper fractions, writing the answer in its simplest form. • Divide proper fractions by whole numbers. • Associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction. • Multiply one-digit number with up to two decimal places by whole numbers. • Use written division methods in cases where the answer has up to two decimal places.	• Using test results to make predictions to set up further comparative and fair tests. • Using simple models to describe scientific ideas. • Identifying scientific evidence that has been used to support or refute ideas or arguments. • Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals. • Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. • Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. • Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. • Explain that we see things because light travels from light sources to our eyes or

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