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| <b>Writing</b>  |   | <b>Physics</b>   |
| <b>Narrative</b>  | Listen to and tell stories often so as to internalise the structure.  | <b>Sound</b>   |
| Write stories of adventure.   | Debate issues and formulate well-constructed points.  | Look at sources, vibration, volume and pitch   |
| Write letters.  |   | <b>Working Scientifically</b>  |
| Write plays.  | <b>Mathematics</b>  | Across all year groups scientific knowledge and skills should be learned by working scientifically. (This is documented in the Essentials for progress section.)   |
| Write stories, letters, scripts and fictional biographies inspired by reading across the curriculum.  | Count and calculate in increasingly complex contexts, including those that cannot be experienced first hand.  |  |
| <b>Non-fiction</b>  | Rigorously apply mathematical knowledge across the curriculum, in particular in science, technology and computing.  | <b>Art &amp; Design</b>  |
| Write instructions.   | Deepen conceptual understanding of mathematics by frequent repetition and extension of key concepts in a range of engaging and purposeful contexts.                     | Use experiences, other subjects across the curriculum and ideas as inspiration for artwork.  |
| Write persuasively.   | Explore numbers and place value so as to read and understand the value of all numbers.  | Develop and share ideas in a sketchbook and in finished products.  |
| Write biographies.  | Add and subtract using efficient mental and formal written methods.   | Improve mastery of techniques.   |
| Write in a journalistic style.  | Multiply and divide using efficient mental and formal written methods.  | Learn about the great artists, architects and designers in history.  |
| Write formally.   | Use the properties of shapes and angles in increasingly complex and practical contexts, including in construction and engineering contexts.                             | <b>Computing</b>   |
| <b>Poetry</b>   | Describe position, direction and movement in increasingly precise ways.   | 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.   |
| Write cinquain.   | Use and apply measures to increasingly complex contexts.  | Describe how internet search engines find and store data; use search engines effectively; be discerning in evaluating digital content; respect individuals and intellectual property; use technology responsibly, securely and safely. |
| Write poems that convey an image (simile, word play, rhyme and metaphor).   | Gather, organise and interrogate data.  | Select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information.                  |
| <b>Reading</b>  | Understand the practical value of using algebra.  | <b>Design &amp; Technology</b>   |
| Read and listen to a wide range of styles of text, including fairy stories, myths and legends.  | <b>Science</b>  | <b>Cooking and nutrition</b>   |
| Listen to and discuss a wide range of texts.  | <b>Biology</b>  | Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.  |
| Learn poetry by heart.  | <b>Plants</b>   | Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.  |
| Increase familiarity with a wide range of books, including myths and legends, traditional stories, modern fiction, classic British fiction and books from other cultures. | Look at the function of parts of flowering plants, requirements of growth, water transportation in plants, life cycles and seed dispersal.<br>Evolution and inheritance |  |
| Take part in conversations about books.   | <b>All living things</b>  | <b>Geography</b>   |
| Use the school and community libraries.   | Identify and name plants and animals'   | Locate the world's countries, with a focus on Europe and countries of particular interest to pupils.   |
| Look at books with a different alphabet to English.   | Look at classification keys.  | Locate the world's countries, with focus on North and South America and countries of particular interest to pupils.  |
| Read and listen to whole books.   | Look at classification of plants, animals and micro organisms.  | Identify key geographical features of the countries of the United Kingdom, and show an understanding of how some of these aspects have changed over time.  |
| <b>Communication</b>  | Look at reproduction in plants and animals, and human growth and changes.   |  |
| Engage in meaningful discussions in all areas of the curriculum.  | Look at the effect of diet, exercise and drugs.   |  |
| Listen to and learn a wide range of subject specific vocabulary.  |   |  |
| Through reading identify vocabulary that enriches and enlivens stories.   |   |  |
| Speak to small and larger audiences at frequent intervals.  |   |  |
| Practise and rehearse sentences and stories, gaining feedback on the overall effect and the use of standard English.  |   |  |

Locate the geographic zones of the world.

Understand the significance of the geographic zones of the world.

Understand geographical similarities and differences through the study of human and physical geography of a region or area in a European country.

Describe and understand key aspects of:

- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle

- human geography, including: settlements, land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water supplies.

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

Use a wide range of geographical sources in order to investigate places and patterns.

Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies.

### History

Ancient Greece.

History of interest to pupils.

### Music

Play and perform in solo and ensemble contexts, using voice and playing instruments with increasing accuracy, control and expression.

Improvise and compose music using the inter-related dimensions of music separately and in combination.

Listen with attention to detail and recall sounds with increasing aural memory.

Use and understand the basics of the staff and other musical notations.

Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great musicians and composers.

Develop an understanding of the history of music.

### Physical Education

Play competitive games, modified where appropriate, such as football, netball, rounders, cricket, hockey, basketball, badminton and tennis and apply basic principles suitable for

attacking and defending.

Take part in outdoor and adventurous activity challenges both individually and within a team.

### Religious Education

Study the beliefs, festivals and celebrations of Christianity.

### Additional Content