

**Writing**

**Narrative**

Write stories that contain mythical, legendary or historical characters or events.

Write stories of mystery and suspense.

Write stories, letters, scripts and fictional biographies inspired by reading across the curriculum.

**Non-fiction**

Write non-chronological reports.

Write arguments.

Write formally.

**Poetry**

Write cinquain.

**Reading**

Read and listen to a wide range of styles of text, including fairy stories, myths and legends.

Take part in conversations about books.

Use the school and community libraries.

Look at classification systems.

Look at books with a different alphabet to English.

Read and listen to whole books.

**Communication**

Engage in meaningful discussions in all areas of the curriculum.

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.

Listen to and tell stories often so as to internalise the structure.

Debate issues and formulate well-constructed points.

**Mathematics**

Count and calculate in increasingly complex contexts, including those that cannot be experienced first hand.

Rigorously apply mathematical knowledge across the curriculum, in particular in science, technology and computing.

Deepen conceptual understanding of mathematics by frequent repetition and extension of key concepts in a range of engaging and purposeful contexts.

Explore numbers and place value so as to read and understand the value of all numbers.

Add and subtract using efficient mental and formal written methods.

Multiply and divide using efficient mental and formal written methods.

Use the properties of shapes and angles in increasingly complex and practical contexts, including in construction and engineering contexts.

Describe position, direction and movement in increasingly precise ways.

Use and apply measures to increasingly complex contexts.

Gather, organise and interrogate data.

Understand the practical value of using algebra.

**Science**

**Biology**

**Plants**

Look at the function of parts of flowering plants, requirements of growth, water transportation in plants, life cycles and seed dispersal.

Evolution and inheritance

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Look at adaptation to environments.

**All living things**

Identify and name plants and animals'

Look at classification keys.

Look at classification of plants, animals and micro organisms.

Look at reproduction in plants and animals, and human growth and changes.

**Physics**

**Sound**

Look at sources, vibration, volume and pitch

**Earth and space**

Look at the movement of the Earth and the Moon.

Explain day and night.

**Working Scientifically**

Across all year groups scientific knowledge and skills should be learned by working scientifically. (This is documented in the Essentials for

progress section.)

**Art & Design**

Use experiences, other subjects across the curriculum and ideas as inspiration for artwork.

Develop and share ideas in a sketchbook and in finished products.

Improve mastery of techniques.

Learn about the great artists, architects and designers in history.

**Computing**

Design and write programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.

Use sequence, selections and repetition in programs; work with variables and various forms of input and output; generate appropriate inputs and predicted outputs to test programs.

Use logical reasoning to explain how a simple algorithm works, detect and correct errors in algorithms and programs.

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.

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.

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.

**Design & Technology**

**Design**

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.

Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.

**Make**

Select from and use a wider range of tools and equipment to perform practical tasks, such as cutting, shaping, joining and finishing, accurately.

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.

**Evaluate**

Investigate and analyse a range of existing products.

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

**Technical knowledge**

Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.

Understand and use mechanical systems in their products, such as gears, pulleys, cams, levers and linkages.

Understand and use electrical systems in their products, such as series circuits incorporating switches, bulbs, buzzers and motors.

Apply their understanding of computing to programme, monitor and control their products.

**Cooking and nutrition**

Understand and apply the principles of a healthy and varied diet.

Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.

Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.

**Geography**

Understand geographical similarities and differences through the study of human and physical geography of a region or area of the United Kingdom (different from that taught at Key Stage 1).

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

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

Use the eight points of a compass, four-figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build knowledge of the United Kingdom and the world.

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**

The Roman Empire and its Impact on Britain.

A local history study.

**Language**

In the chosen modern language:

- Speak
- Read
- Write.

Look at the culture of the countries where the language is spoken.

If an ancient language is chosen, read, translate and explore the culture of the time.

**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.

**Personal Development**

Discuss and learn techniques to improve in the eight areas of 'success'.

Study role models who have achieved success.

Study those who have lost success and relate this to the eight areas of 'success'.

**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 athletics activities.

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

**Religious Education**

Study the beliefs, festivals and celebrations of Christianity.

Study at least two other religions in depth. Choose from Buddhism, Hinduism, Islam, Judaism or Sikhism.

Study three of the major six religions not studied in depth in order to gain a brief outline.

**Additional Content**