

<p>Writing</p>	<p>Listen to and tell stories often so as to internalise the structure.</p>	<p>Physics</p>
<p>Narrative</p>	<p>Debate issues and formulate well-constructed points.</p>	<p>Sound</p>
<p>Write stories set in places pupils have been.</p>	<p>Count and calculate in increasingly complex contexts, including those that cannot be experienced first hand.</p>	<p>Look at sources, vibration, volume and pitch</p>
<p>Write stories that contain mythical, legendary or historical characters or events.</p>	<p>Rigorously apply mathematical knowledge across the curriculum, in particular in science, technology and computing.</p>	<p>Working Scientifically</p>
<p>Write stories of adventure.</p>	<p>Deepen conceptual understanding of mathematics by frequent repetition and extension of key concepts in a range of engaging and purposeful contexts.</p>	<p>Across all year groups scientific knowledge and skills should be learned by working scientifically. (This is documented in the Essentials for progress section.)</p>
<p>Write letters.</p>	<p>Explore numbers and place value so as to read and understand the value of all numbers.</p>	<p>Physics</p>
<p>Write plays.</p>	<p>Add and subtract using efficient mental and formal written methods.</p>	<p>Electricity</p>
<p>Non-fiction</p>	<p>Multiply and divide using efficient mental and formal written methods.</p>	<p>Look at appliances, circuits, lamps, switches, insulators and conductors.</p>
<p>Write instructions.</p>	<p>Use the properties of shapes and angles in increasingly complex and practical contexts, including in construction and engineering contexts.</p>	<p>Art & Design</p>
<p>Write recounts.</p>	<p>Describe position, direction and movement in increasingly precise ways.</p>	<p>Use experiences, other subjects across the curriculum and ideas as inspiration for artwork.</p>
<p>Write persuasively.</p>	<p>Use and apply measures to increasingly complex contexts.</p>	<p>Develop and share ideas in a sketchbook and in finished products.</p>
<p>Write non-chronological reports.</p>	<p>Gather, organise and interrogate data.</p>	<p>Improve mastery of techniques.</p>
<p>Write in a journalistic style.</p>	<p>Understand the practical value of using algebra.</p>	<p>Learn about the great artists, architects and designers in history.</p>
<p>Write arguments.</p>	<p>Science</p>	<p>Computing</p>
<p>Poetry</p>	<p>Biology</p>	<p>Design and write programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</p>
<p>Learn by heart and perform a significant poem.</p>	<p>Animals and humans</p>	<p>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.</p>
<p>Write haiku.</p>	<p>Look at nutrition, transportation of water and nutrients in the body, and the muscle and skeleton system of humans and animals.</p>	<p>Use logical reasoning to explain how a simple algorithm works, detect and correct errors in algorithms and programs.</p>
<p>Reading</p>	<p>Look at the digestive system in humans.</p>	<p>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.</p>
<p>Read and listen to a wide range of styles of text, including fairy stories, myths and legends.</p>	<p>Look at teeth.</p>	<p>Design & Technology</p>
<p>Listen to and discuss a wide range of texts.</p>	<p>All living things</p>	<p>Design</p>
<p>Learn poetry by heart.</p>	<p>Identify and name plants and animals'</p>	<p>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.</p>
<p>Increase familiarity with a wide range of books, including myths and legends, traditional stories, modern fiction, classic British fiction and books from other cultures.</p>	<p>Look at classification keys.</p>	<p>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</p>
<p>Take part in conversations about books.</p>	<p>Look at classification of plants, animals and micro organisms.</p>	
<p>Use the school and community libraries.</p>	<p>Chemistry</p>	
<p>Look at classification systems.</p>	<p>States of matter</p>	
<p>Read and listen to whole books.</p>	<p>Look at solids, liquids and gases, changes of state, evaporation, condensation and the water cycle.</p>	
<p>Communication</p>		
<p>Engage in meaningful discussions in all areas of the curriculum.</p>		
<p>Listen to and learn a wide range of subject specific vocabulary.</p>		
<p>Through reading identify vocabulary that enriches and enlivens stories.</p>		
<p>Speak to small and larger audiences at frequent intervals.</p>		
<p>Practise and rehearse sentences and stories, gaining feedback on the overall effect and the use of standard English.</p>		

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.

Technical knowledge

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

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

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

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.

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).

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.

History

The Roman Empire and its Impact on Britain.

Britain's settlement by Anglo Saxons and Scots.

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.

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.

Develop an understanding of the history of music.

Personal Development

Study role models who have achieved 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 gymnastics activities.

Take part in athletics activities.

Perform dances.

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

Swimming and water safety: take swimming instruction either in Key Stage 1 or Key Stage 2.

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.