

<p><b>Writing</b></p>	<p>Listen to and tell stories often so as to internalise the structure.</p>	<p>Look at the effect of diet, exercise and drugs.</p>
<p><b>Narrative</b></p>	<p>Debate issues and formulate well-constructed points.</p>	<p><b>Physics</b></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><b>Light</b></p>
<p>Write stories of mystery and suspense.</p>	<p>Rigorously apply mathematical knowledge across the curriculum, in particular in science, technology and computing.</p>	<p>Explain how light appears to travel in straight lines and how this affects seeing and shadows.</p>
<p>Write letters.</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><b>Working Scientifically</b></p>
<p>Write stories, letters, scripts and fictional biographies inspired by reading across the curriculum.</p>	<p>Explore numbers and place value so as to read and understand the value of all numbers.</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><b>Non-fiction</b></p>	<p>Add and subtract using efficient mental and formal written methods.</p>	<p><b>Physics</b></p>
<p>Write recounts.</p>	<p>Multiply and divide using efficient mental and formal written methods.</p>	<p><b>Electricity</b></p>
<p>Write persuasively.</p>	<p>Use the properties of shapes and angles in increasingly complex and practical contexts, including in construction and engineering contexts.</p>	<p>Look at circuits, the effect of the voltage in cells and the resistance and conductivity of materials.</p>
<p>Write non-chronological reports.</p>	<p>Describe position, direction and movement in increasingly precise ways.</p>	<p><b>Art &amp; Design</b></p>
<p>Write arguments.</p>	<p>Use and apply measures to increasingly complex contexts.</p>	<p>Use experiences, other subjects across the curriculum and ideas as inspiration for artwork.</p>
<p>Write formally.</p>	<p>Gather, organise and interrogate data.</p>	<p>Develop and share ideas in a sketchbook and in finished products.</p>
<p><b>Poetry</b></p>	<p>Understand the practical value of using algebra.</p>	<p>Improve mastery of techniques.</p>
<p>Learn by heart and perform a significant poem.</p>	<p><b>Science</b></p>	<p>Learn about the great artists, architects and designers in history.</p>
<p>Write haiku.</p>	<p><b>Biology</b></p>	<p><b>Computing</b></p>
<p>Write cinquain.</p>	<p><b>Animals and humans</b></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>Write poems that convey an image (simile, word play, rhyme and metaphor).</p>	<p>Look at the human circulatory system.</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><b>Reading</b></p>	<p><b>Evolution and inheritance</b></p>	<p>Use logical reasoning to explain how a simple algorithm works, detect and correct errors in algorithms and programs.</p>
<p>Read and listen to a wide range of styles of text, including fairy stories, myths and legends.</p>	<p>Look at resemblance in offspring.</p>	<p>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.</p>
<p>Learn poetry by heart.</p>	<p>Look at changes in animals over time.</p>	<p>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.</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 adaptation to environments.</p>	<p><b>Design &amp; Technology</b></p>
<p>Take part in conversations about books.</p>	<p>Look at differences in offspring.</p>	<p><b>Design</b></p>
<p>Use the school and community libraries.</p>	<p>Look at adaptation and evolution.</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>Read and listen to whole books.</p>	<p>Look at changes to the human skeleton over time.</p>	<p></p>
<p><b>Communication</b></p>	<p><b>All living things</b></p>	<p></p>
<p>Engage in meaningful discussions in all areas of the curriculum.</p>	<p>Look at classification of plants, animals and micro organisms.</p>	<p></p>
<p>Listen to and learn a wide range of subject specific vocabulary.</p>	<p></p>	<p></p>
<p>Through reading identify vocabulary that enriches and enlivens stories.</p>	<p></p>	<p></p>
<p>Speak to small and larger audiences at frequent intervals.</p>	<p></p>	<p></p>
<p>Practise and rehearse sentences and stories, gaining feedback on the overall effect and the use of standard English.</p>	<p></p>	<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.

**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**

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**

Locate the world's countries, with focus on North and South America and countries of particular interest to pupils.

Understand geographical similarities and differences through the study of the human and physical geography of a region or area within North or South America.

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.

**History**

A study of a theme in British history.

A non-European society that contrasts with British history chosen from:

- Early Islamic Civilization
- Mayan Civilization
- Benin.

History of interest to pupils.

**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.