

**Writing****Narrative**

Write stories set in places pupils have been.

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

Write stories of adventure.

Write letters.

Write plays.

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

**Non-fiction**

Write recounts.

Write persuasively.

Write explanations.

Write non-chronological reports.

Write in a journalistic style.

Write formally.

**Poetry**

Learn by heart and perform a significant poem.

Write poems that convey an image (simile, word play, rhyme and metaphor).

**Reading**

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

Listen to and discuss a wide range of texts.

Increase familiarity with a wide range of books, including myths and legends, traditional stories, modern fiction, classic British fiction and books from other cultures.

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.

**Science****Biology****Animals and humans**

Look at the digestive system in humans.

Look at teeth.

**All living things**

Identify and name plants and animals'

Look at classification keys.

Look at classification of plants, animals and micro organisms.

**Chemistry****States of matter**

Look at solids, liquids and gases, changes of state, evaporation, condensation and the water

cycle.

**Materials**

Examine the properties of materials using various tests.

**Physics****Sound**

Look at sources, vibration, volume and pitch

**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.)

**Physics****Electricity**

Look at appliances, circuits, lamps, switches, insulators and conductors.

**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.

**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

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.

#### Cooking and nutrition

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 a focus on Europe and countries of particular interest to pupils.

Locate the geographic zones of the world.

Understand the significance of the geographic zones of the world.

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 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.

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.

#### 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.

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