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| <b>Writing</b>  | Read and listen to whole books.   | Look at the digestive system in humans.  |
| <b>Narrative</b>  | <b>Communication</b>  | Look at teeth.   |
| Write stories set in places pupils have been.   | Engage in meaningful discussions in all areas of the curriculum.  | <b>Chemistry</b>   |
| Write stories that contain mythical, legendary or historical characters or events.  | Listen to and learn a wide range of subject specific vocabulary.  | <b>Rocks and fossils</b>   |
| Write stories of adventure.   | Through reading identify vocabulary that enriches and enlivens stories.   | Compare and group rocks and describe the formation of fossils.   |
| Write stories of mystery and suspense.  | Speak to small and larger audiences at frequent intervals.  | <b>Physics</b>   |
| Write letters.  | Practise and rehearse sentences and stories, gaining feedback on the overall effect and the use of standard English.                                | <b>Earth and space</b>   |
| Write plays.  | Listen to and tell stories often so as to internalise the structure.  | Look at the movement of the Earth and the Moon.  |
| Write stories, letters, scripts and fictional biographies inspired by reading across the curriculum.  | Debate issues and formulate well-constructed points.  | Explain day and night.   |
| <b>Non-fiction</b>  | <b>Mathematics</b>  | <b>Working Scientifically</b>  |
| Write instructions.   | Count and calculate in increasingly complex contexts, including those that cannot be experienced first hand.  | Across all year groups scientific knowledge and skills should be learned by working scientifically. (This is documented in the Essentials for progress section.)   |
| Write recounts.   | Rigorously apply mathematical knowledge across the curriculum, in particular in science, technology and computing.                                  | <b>Art &amp; Design</b>  |
| Write persuasively.   | 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 explanations.   | Explore numbers and place value so as to read and understand the value of all numbers.  | Improve mastery of techniques.   |
| Write non-chronological reports.  | Add and subtract using efficient mental and formal written methods.   | Learn about the great artists, architects and designers in history.  |
| Write biographies.  | Multiply and divide using efficient mental and formal written methods.  | <b>Computing</b>   |
| Write in a journalistic style.  | Use the properties of shapes and angles in increasingly complex and practical contexts, including in construction and engineering contexts.         | Use logical reasoning to explain how a simple algorithm works, detect and correct errors in algorithms and programs.   |
| Write arguments.  | 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 formally.   | 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. |
| <b>Poetry</b>   | Gather, organise and interrogate data.  | <b>Design &amp; Technology</b>   |
| Learn by heart and perform a significant poem.  | Understand the practical value of using algebra.  | <b>Design</b>  |
| Write haiku.  | <b>Science</b>  | 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.   |
| Write cinquain.   | <b>Biology</b>  | <b>Make</b>  |
| Write poems that convey an image (simile, word play, rhyme and metaphor).   | <b>Animals and humans</b>   | 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.   |
| <b>Reading</b>  | Look at nutrition, transportation of water and nutrients in the body, and the muscle and skeleton system of humans and animals.                     |  |
| 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.  |   |  |
| Learn poetry by heart.  |   |  |
| 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.   |   |  |
| Learn a wide range of poetry by heart.  |   |  |
| Use the school and community libraries.   |   |  |
| Look at classification systems.   |   |  |
| Look at books with a different alphabet to English.   |   |  |

**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.

**Cooking and nutrition**

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

**Geography**

Locate the world's countries, with a focus on Europe and countries of particular interest to pupils.

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

**History**

A local history study.

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.

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.

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

**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 gymnastics activities.

Take part in athletics activities.

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.

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

Study other religions of interest to pupils.