

Writing	Through reading identify vocabulary that enriches and enlivens stories.	Look at the digestive system in humans.
Narrative	Speak to small and larger audiences at frequent intervals.	Look at teeth.
Write stories set in places pupils have been.	Practise and rehearse sentences and stories, gaining feedback on the overall effect and the use of standard English.	All living things
Write stories that contain mythical, legendary or historical characters or events.	Listen to and tell stories often so as to internalise the structure.	Identify and name plants and animals'
Write stories of adventure.	Debate issues and formulate well-constructed points.	Look at classification keys.
Write letters.	Mathematics	Chemistry
Write plays.	Count and calculate in increasingly complex contexts, including those that cannot be experienced first hand.	Rocks and fossils
Write stories, letters, scripts and fictional biographies inspired by reading across the curriculum.	Rigorously apply mathematical knowledge across the curriculum, in particular in science, technology and computing.	Compare and group rocks and describe the formation of fossils.
Non-fiction	Deepen conceptual understanding of mathematics by frequent repetition and extension of key concepts in a range of engaging and purposeful contexts.	States of matter
Write instructions.	Explore numbers and place value so as to read and understand the value of all numbers.	Look at solids, liquids and gases, changes of state, evaporation, condensation and the water cycle.
Write recounts.	Add and subtract using efficient mental and formal written methods.	Materials
Write persuasively.	Multiply and divide using efficient mental and formal written methods.	Examine the properties of materials using various tests.
Write explanations.	Use the properties of shapes and angles in increasingly complex and practical contexts, including in construction and engineering contexts.	Physics
Write non-chronological reports.	Describe position, direction and movement in increasingly precise ways.	Light
Write in a journalistic style.	Use and apply measures to increasingly complex contexts.	Look at sources, seeing, reflections and shadows.
Write formally.	Gather, organise and interrogate data.	Sound
Poetry	Understand the practical value of using algebra.	Look at sources, vibration, volume and pitch
Learn by heart and perform a significant poem.	Science	Forces and magnets
Write haiku.	Biology	Look at contact and distant forces, attraction and repulsion, comparing and grouping materials.
Reading	Plants	Look at poles, attraction and repulsion.â€
Read and listen to a wide range of styles of text, including fairy stories, myths and legends.	Look at the function of parts of flowering plants, requirements of growth, water transportation in plants, life cycles and seed dispersal.	Working Scientifically
Listen to and discuss a wide range of texts.	Evolution and inheritance	Across all year groups scientific knowledge and skills should be learned by working scientifically. (This is documented in the Essentials for progress section.)
Learn poetry by heart.	Animals and humans	Physics
Increase familiarity with a wide range of books, including myths and legends, traditional stories, modern fiction, classic British fiction and books from otherâ€™ cultures.	Look at nutrition, transportation of water and nutrients in the body, and the muscle and skeleton system of humans and animals.	Electricity
Take part in conversations about books.		Look at appliances, circuits, lamps, switches, insulators and conductors.
Learn a wide range of poetry by heart.		Art & Design
Use the school and community libraries.		Use experiences, other subjects across the curriculum and ideas as inspiration for artwork.
Look at classification systems.		Develop and share ideas in a sketchbook and in finished products.
Look at books with a different alphabet to English.		Improve mastery of techniques.
Read and listen to whole books.		Learn about the great artists, architects and designers in history.
Communication		
Engage in meaningful discussions in all areas of the curriculum.		
Listen to and learn a wide range of subject specific vocabulary.		

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

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

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

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.

Locate the geographic zones of the world.

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.

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.

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

Changes in Britain from the Stone Age to the Iron Age.

The Roman Empire and its Impact on Britain.

Britain's settlement by Anglo Saxons and Scots.

The Viking and Anglo Saxon struggle for the Kingdom of England.

A local history study.

A study of a theme in British history.

Early Civilizations achievements and an in-depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty.

Ancient Greece.

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.

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.

Develop an understanding of the history of music.

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.

Study other religions of interest to pupils.
