



Writing	Read and listen to whole books.	Look at adaptation to environments.
<b>Narrative</b>	<b>Communication</b>	Look at differences in offspring.
Write stories set in places pupils have been.	Engage in meaningful discussions in all areas of the curriculum.	<b>All living things</b>
Write stories that contain mythical, legendary or historical characters or events.	Listen to and learn a wide range of subject specific vocabulary.	Look at the life cycle of animals and plants.
Write stories of adventure.	Through reading identify vocabulary that enriches and enlivens stories.	Look at classification of plants, animals and micro organisms.
Write stories of mystery and suspense.	Speak to small and larger audiences at frequent intervals.	<b>Chemistry</b>
Write letters.	Practise and rehearse sentences and stories, gaining feedback on the overall effect and the use of standard English.	<b>Rocks and fossils</b>
Write plays.	Listen to and tell stories often so as to internalise the structure.	Compare and group rocks and describe the formation of fossils.
Write stories, letters, scripts and fictional biographies inspired by reading across the curriculum.	Debate issues and formulate well-constructed points.	<b>Working Scientifically</b>
<b>Non-fiction</b>	<b>Mathematics</b>	Across all year groups scientific knowledge and skills should be learned by working scientifically. (This is documented in the Essentials for progress section.)
Write instructions.	Count and calculate in increasingly complex contexts, including those that cannot be experienced first hand.	<b>Physics</b>
Write recounts.	Rigorously apply mathematical knowledge across the curriculum, in particular in science, technology and computing.	<b>Electricity</b>
Write persuasively.	Deepen conceptual understanding of mathematics by frequent repetition and extension of key concepts in a range of engaging and purposeful contexts.	Look at appliances, circuits, lamps, switches, insulators and conductors.
Write explanations.	Explore numbers and place value so as to read and understand the value of all numbers.	Look at circuits, the effect of the voltage in cells and the resistance and conductivity of materials.
Write non-chronological reports.	Add and subtract using efficient mental and formal written methods.	<b>Art &amp; Design</b>
Write biographies.	Multiply and divide using efficient mental and formal written methods.	Use experiences, other subjects across the curriculum and ideas as inspiration for artwork.
Write in a journalistic style.	Use the properties of shapes and angles in increasingly complex and practical contexts, including in construction and engineering contexts.	Develop and share ideas in a sketchbook and in finished products.
Write arguments.	Describe position, direction and movement in increasingly precise ways.	Improve mastery of techniques.
Write formally.	Use and apply measures to increasingly complex contexts.	Learn about the great artists, architects and designers in history.
<b>Poetry</b>	<b>Science</b>	<b>Computing</b>
Learn by heart and perform a significant poem.	<b>Biology</b>	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 haiku.	<b>Evolution and inheritance</b>	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.
Write cinquain.	Look at resemblance in offspring.	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.
Write poems that convey an image (simile, word play, rhyme and metaphor).		<b>Design &amp; Technology</b>
<b>Reading</b>		<b>Design</b>
Read and listen to a wide range of styles of text, including fairy stories, myths and legends.		Use research and develop design criteria to inform the design of innovative, functional,
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.		



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 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 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).

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.

History

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.

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.

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.

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

Study other religions of interest to pupils.