



Writing

Narrative

Write stories set in places pupils have been.
Write letters.

Non-fiction

Write explanations.

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.

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.

Read and listen to whole books.

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.

Understand the practical value of using algebra.

Science

Chemistry

Rocks and fossils

Compare and group rocks and describe the formation of fossils.

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.

Look at solubility and recovering dissolved substances.

Separate mixtures.

Examine changes to materials that create new materials that are usually not reversible.

Physics

Forces and magnets

Look at contact and distant forces, attraction and repulsion, comparing and grouping materials.

Look at poles, attraction and repulsion.

Look at the effect of gravity and drag forces.

Look at transference of forces in gears, pulleys, levers and springs.

Earth and space

Look at the movement of the Earth and the Moon.

Explain day and night.

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.)

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.

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

Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.

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

Cooking and nutrition

Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.

Geography

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

Understand the significance of the geographic zones of the world.

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

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

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.

Use and understand the basics of the staff and other musical notations.

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

Study other religions of interest to pupils.