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 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 arguments.

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.

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 otherâ€¨ cultures.

Use the school and community libraries.

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.

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

Plants

Look at the function of parts of flowering plants, requirements of growth, water transportation in plants, life cycles and seed dispersal.
Evolution and inheritance

Animals and humans

Look at nutrition, transportation of water and nutrients in the body, and the muscle and skeleton system of humans and animals.

Look at the digestive system in humans.

Look at the human circulatory system.

Evolution and inheritance

Look at changes to the human skeleton over time.

Chemistry

Materials

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

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

Develop and share ideas in a sketchbook and in finished products.

Improve mastery of techniques.

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.

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.

Design & Technology

Design

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

Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.

Technical knowledge

Apply their understanding of computing to programme, monitor and control their products.

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 anunderstanding 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.

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.

History

Britain's settlement by Anglo Saxons and Scots.

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

A study of a theme in British history.

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.

Develop an understanding of the history of music.

Personal Development

Study role models who have achieved 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.

Perform dances.

Take part in outdoor and adventurous activity challenges both individually and within a team.

Religious Education

Study at least two other religions in depth. Choose from Buddhism, Hinduism, Islam, Judaism or Sikhism.