

**Writing****Narrative**

Write stories, letters, scripts and fictional biographies inspired by reading across the curriculum.

**Non-fiction**

Write instructions.

Write non-chronological reports.

Write biographies.

Write in a journalistic style.

**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.

Increase familiarity with a wide range of books, including myths and legends, traditional stories, modern fiction, classic British fiction and books from other cultures.

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.

Read and listen to whole books.

**Communication**

Listen to and learn a wide range of subject specific vocabulary.

**Mathematics**

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.

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****Physics****Light**

Explain how light appears to travel in straight lines and how this affects seeing and shadows.

**Sound**

Look at sources, vibration, volume and pitch

**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.

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.

**Technical knowledge**

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

**Geography**

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 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

A non- European society that contrasts with British history chosen from:

- Early Islamic Civilization
- Mayan Civilization
- Benin.

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History of interest to pupils.

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### Language

In the chosen modern language:

- Speak
- Read
- Write.

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Look at the culture of the countries where the language is spoken.

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If an ancient language is chosen, read, translate and explore the culture of the time.

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### Music

Play and perform in solo and ensemble contexts, using voice and playing instruments with increasing accuracy, control and expression.

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Listen with attention to detail and recall sounds with increasing aural memory.

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

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

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Develop an understanding of the history of music.

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### Personal Development

Discuss and learn techniques to improve in the eight areas of 'success'.

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Study role models who have achieved success.

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Study those who have lost success and relate this to the eight areas of 'success'.

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### 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.

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Take part in gymnastics activities.

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Perform dances.

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### Religious Education

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

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