

<b>Writing</b>	Listen to and learn a wide range of subject specific vocabulary.	Look at teeth.
<b>Narrative</b>	Through reading identify vocabulary that enriches and enlivens stories.	<b>Evolution and inheritance</b>
Write stories that contain mythical, legendary or historical characters or events.	Speak to small and larger audiences at frequent intervals.	Look at differences in offspring.
Write stories of adventure.	Practise and rehearse sentences and stories, gaining feedback on the overall effect and the use of standard English.	Look at adaptation and evolution.
Write stories of mystery and suspense.	Listen to and tell stories often so as to internalise the structure.	Look at changes to the human skeleton over time.
Write letters.	Debate issues and formulate well-constructed points.	<b>All living things</b>
Write plays.	Count and calculate in increasingly complex contexts, including those that cannot be experienced first hand.	Look at classification of plants, animals and micro organisms.
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.	Look at the effect of diet, exercise and drugs.
<b>Non-fiction</b>	<b>Mathematics</b>	<b>Chemistry</b>
Write recounts.	Deepen conceptual understanding of mathematics by frequent repetition and extension of key concepts in a range of engaging and purposeful contexts.	<b>Materials</b>
Write persuasively.	Explore numbers and place value so as to read and understand the value of all numbers.	Separate mixtures.
Write explanations.	Add and subtract using efficient mental and formal written methods.	Examine changes to materials that create new materials that are usually not reversible.
Write non-chronological reports.	Multiply and divide using efficient mental and formal written methods.	<b>Physics</b>
Write biographies.	Use the properties of shapes and angles in increasingly complex and practical contexts, including in construction and engineering contexts.	<b>Sound</b>
Write in a journalistic style.	Describe position, direction and movement in increasingly precise ways.	Look at sources, vibration, volume and pitch
Write arguments.	Use and apply measures to increasingly complex contexts.	<b>Forces and magnets</b>
Write formally.	Gather, organise and interrogate data.	Look at transference of forces in gears, pulleys, levers and springs.
<b>Poetry</b>	Understand the practical value of using algebra.	<b>Working Scientifically</b>
Learn by heart and perform a significant poem.	<b>Science</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 cinquain.	<b>Biology</b>	<b>Physics</b>
Write poems that convey an image (simile, word play, rhyme and metaphor).	<b>Animals and humans</b>	<b>Electricity</b>
<b>Reading</b>	Look at nutrition, transportation of water and nutrients in the body, and the muscle and skeleton system of humans and animals.	Look at circuits, the effect of the voltage in cells and the resistance and conductivity of materials.
Read and listen to a wide range of styles of text, including fairy stories, myths and legends.	Look at the digestive system in humans.	<b>Art &amp; Design</b>
Listen to and discuss a wide range of texts.		Use experiences, other subjects across the curriculum and ideas as inspiration for artwork.
Learn poetry by heart.		Develop and share ideas in a sketchbook and in finished products.
Increase familiarity with a wide range of books, including myths and legends, traditional stories, modern fiction, classic British fiction and books from other cultures.		Improve mastery of techniques.
Take part in conversations about books.		Learn about the great artists, architects and designers in history.
Learn a wide range of poetry by heart.		<b>Computing</b>
Use the school and community libraries.		Design and write programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.
Look at classification systems.		
Look at books with a different alphabet to English.		
Read and listen to whole books.		
<b>Communication</b>		
Engage in meaningful discussions in all areas of the curriculum.		

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

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

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 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

Locate the geographic zones of the world.

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.

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

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

- Early Islamic Civilization
- Mayan Civilization
- Benin.

History of interest to pupils.

### Language

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.

Improvise and compose music using the inter-related dimensions of music separately and in combination.

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.

### 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.

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

### Religious Education

Study other religions of interest to pupils.