

<b>Writing</b>	Listen to and tell stories often so as to internalise the structure.	progress section.)
<b>Narrative</b>	Debate issues and formulate well-constructed points.	<b>Art &amp; Design</b>
Write stories set in places pupils have been.		Use experiences, other subjects across the curriculum and ideas as inspiration for artwork.
Write stories that contain mythical, legendary or historical characters or events.	<b>Mathematics</b>	Develop and share ideas in a sketchbook and in finished products.
Write stories of adventure.	Count and calculate in increasingly complex contexts, including those that cannot be experienced first hand.	Improve mastery of techniques.
Write letters.	Rigorously apply mathematical knowledge across the curriculum, in particular in science, technology and computing.	Learn about the great artists, architects and designers in history.
Write plays.	Explore numbers and place value so as to read and understand the value of all numbers.	<b>Computing</b>
<b>Non-fiction</b>	Add and subtract using efficient mental and formal written methods.	Design and write programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.
Write instructions.	Multiply and divide using efficient mental and formal written methods.	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.
Write recounts.	Use the properties of shapes and angles in increasingly complex and practical contexts, including in construction and engineering contexts.	Use logical reasoning to explain how a simple algorithm works, detect and correct errors in algorithms and programs.
Write persuasively.	Describe position, direction and movement in increasingly precise ways.	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 explanations.	Use and apply measures to increasingly complex contexts.	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 non-chronological reports.	Gather, organise and interrogate data.	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 biographies.	Understand the practical value of using algebra.	<b>Design &amp; Technology</b>
Write in a journalistic style.	<b>Science</b>	<b>Design</b>
<b>Poetry</b>	<b>Biology</b>	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.
Learn by heart and perform a significant poem.	<b>Plants</b>	Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.
Write haiku.	Look at the function of parts of flowering plants, requirements of growth, water transportation in plants, life cycles and seed dispersal.	<b>Make</b>
Write poems that convey an image (simile, word play, rhyme and metaphor).	Evolution and inheritance	Select from and use a wider range of tools and equipment to perform practical tasks, such as cutting, shaping, joining and finishing, accurately.
<b>Reading</b>	<b>Animals and humans</b>	
Read and listen to a wide range of styles of text, including fairy stories, myths and legends.	Look at nutrition, transportation of water and nutrients in the body, and the muscle and skeleton system of humans and animals.	
Listen to and discuss a wide range of texts.	Look at the digestive system in humans.	
Learn poetry by heart.	Look at teeth.	
Increase familiarity with a wide range of books, including myths and legends, traditional stories, modern fiction, classic British fiction and books from other cultures.	<b>Physics</b>	
Take part in conversations about books.	<b>Light</b>	
Read and listen to whole books.	Look at sources, seeing, reflections and shadows.	
<b>Communication</b>	<b>Working Scientifically</b>	
Engage in meaningful discussions in all areas of the curriculum.	Across all year groups scientific knowledge and skills should be learned by working scientifically. (This is documented in the Essentials for	
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.		

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

#### Cooking and nutrition

Understand and apply the principles of a healthy and varied diet.

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

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).

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

Changes in Britain from the Stone Age to the Iron Age.

The Roman Empire and its Impact on Britain.

#### 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.

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.

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.

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.