

<b>Writing</b>		Look at the effect of gravity and drag forces.
<b>Narrative</b>	Practise and rehearse sentences and stories, gaining feedback on the overall effect and the use of standard English.	Look at transference of forces in gears, pulleys, levers and springs.
Write stories set in places pupils have been.	Listen to and tell stories often so as to internalise the structure.	
Write stories that contain mythical, legendary or historical characters or events.		<b>Working Scientifically</b>
Write stories of adventure.	<b>Mathematics</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 letters.	Count and calculate in increasingly complex contexts, including those that cannot be experienced first hand.	
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.	<b>Art &amp; Design</b>
<b>Non-fiction</b>	Deepen conceptual understanding of mathematics by frequent repetition and extension of key concepts in a range of engaging and purposeful contexts.	Use experiences, other subjects across the curriculum and ideas as inspiration for artwork.
Write instructions.	Explore numbers and place value so as to read and understand the value of all numbers.	Develop and share ideas in a sketchbook and in finished products.
Write recounts.	Add and subtract using efficient mental and formal written methods.	Improve mastery of techniques.
Write persuasively.	Multiply and divide using efficient mental and formal written methods.	Learn about the great artists, architects and designers in history.
Write explanations.	Use the properties of shapes and angles in increasingly complex and practical contexts, including in construction and engineering contexts.	<b>Computing</b>
Write non-chronological reports.	Describe position, direction and movement in increasingly precise ways.	Design and write programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.
Write biographies.	Use and apply measures to increasingly complex contexts.	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 in a journalistic style.	Gather, organise and interrogate data.	Use logical reasoning to explain how a simple algorithm works, detect and correct errors in algorithms and programs.
<b>Poetry</b>	<b>Science</b>	
Learn by heart and perform a significant poem.	<b>Biology</b>	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 haiku.	<b>Plants</b>	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 poems that convey an image (simile, word play, rhyme and metaphor).	Look at the function of parts of flowering plants, requirements of growth, water transportation in plants, life cycles and seed dispersal.	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.
<b>Reading</b>	Evolution and inheritance	<b>Design &amp; Technology</b>
Read and listen to a wide range of styles of text, including fairy stories, myths and legends.	<b>All living things</b>	<b>Design</b>
Listen to and discuss a wide range of texts.	Look at reproduction in plants and animals, and human growth and changes.	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 poetry by heart.	<b>Physics</b>	
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>Forces and magnets</b>	
Take part in conversations about books.	Look at contact and distant forces, attraction and repulsion, comparing and grouping materials.	
Use the school and community libraries.	Look at poles, attraction and repulsion.	
Read and listen to whole books.		
<b>Communication</b>		
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.		

**Make**

Select from and use a wider range of tools and equipment to perform practical tasks, such as cutting, shaping, joining and finishing, accurately.

**Evaluate**

Investigate and analyse a range of existing products.

**Technical knowledge**

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

**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.

**Geography**

Locate the world's countries, with a focus on Europe and countries of particular interest to pupils.

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 the significance of the geographic zones of the world.

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.

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**

The Roman Empire and its Impact on Britain.

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

A local history study.

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.

**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.

**Personal Development**

Discuss and learn techniques to improve in 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.

Perform dances.

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

**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.

**Additional Content****PSHE**

Discuss and learn techniques to improve in the 8 areas of success.

1. To try new things
2. To work hard
3. To concentrate
4. To push oneself
5. To imagine
6. To improve
7. To understand others.
8. To not give up

See Curriculum Map 2018 to 2019 for Personal, Social and Health Education.

**Art Design and Tech**

Ensure a specific mini-topic on textiles throughout the year.

Follow curriculum map for art, design and technology.

**Charanga Music**

See Charanga Music School curriculum map.

**School Geography**

Use fieldwork to observe, measure, record and present the human and physical features in the local area, such as the Millenium Green and local parks using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Use fieldwork to observe, measure, record and present the human and physical features in Kirkby and Liverpool using a range of methods, including sketch maps, plans and graphs, and digital technologies.

See Curriculum Map for Geography 2018 to 2019 for specific topics within each term.

**School History**

Study Kirkby through the years and describe how it has changed over time.

**School PE**

Please see Mr Webster's Curriculum Map which will identify specific sports at specific times of the year. This must be adhered to at all times.

All classes must use school orienteering course as appropriate.

**School Mathematics**

All classes will follow White Rose Mathematics Planning including the yearly overview for year groups and mixed age classes.

Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables. (Y3)

Recall multiplication and division facts for multiplication tables up to 12  $\times$  12.

#### Nelson Grammar

All year groups complete discrete weekly grammar lessons from the Nelson Grammar. In addition, daily grammar starters will be incorporated into most lessons.

#### Communication

A word of the day will be used most days, where appropriate to develop vocabulary throughout school.

#### School Computing

See Curriculum Map for Computing 2018 to 2019 for specific topics within each term and specified visits from specialist computing experts.

#### School R. E.

See Curriculum Map for Religious Education 2018 to 2019 for specific topics within each term. The curriculum map is also delivered through planned assemblies.

#### School Science

See Curriculum Map for Science.

#### Spelling Mastery

All children to take part in daily spelling mastery lessons.