

**Writing****Narrative**

Write stories that contain mythical, legendary or historical characters or events.

Write stories of adventure.

Write stories of mystery and suspense.

Write letters.

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 biographies.

Write in a journalistic style.

Write arguments.

Write formally.

**Poetry**

Learn by heart and perform a significant poem.

Write haiku.

Write cinquain.

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 other cultures.

Take part in conversations about books.

Learn a wide range of poetry by heart.

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.

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.

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.

Understand the practical value of using algebra.

**Science****Biology****Animals and humans**

Look at the digestive system in humans.

**Evolution and inheritance**

Look at changes in animals over time.

Look at changes to the human skeleton over time.

**Chemistry****Materials**

Examine the properties of materials using

various tests.

Look at solubility and recovering dissolved substances.

**Physics****Earth and space**

Look at the movement of the Earth and the Moon.

Explain day and night.

**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.)

**Physics****Electricity**

Look at appliances, circuits, lamps, switches, insulators and conductors.

Look at circuits, the effect of the voltage in cells and the resistance and conductivity of materials.

**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.

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

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.

#### Evaluate

Investigate and analyse a range of existing products.

Understand how key events and individuals in design and technology have helped shape the world

#### Technical knowledge

Understand and use electrical systems in their products, such as series circuits incorporating switches, bulbs, buzzers and motors.

#### 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.

Locate the world's countries, with focus on North and South America and countries of particular interest to pupils.

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 human and physical geography of a region or area in a European country.

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.

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

Britain's settlement by Anglo Saxons and Scots.

A study of a theme in British history.

### Language

In the chosen modern language:

- Speak
- Read
- Write.

### 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'.

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.

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.

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.

### 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 Kirkby and Liverpool using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Compare a European town with our local area.

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

#### School History

Study Kirkby/Liverpool and identify continuity and change in the history.

#### 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 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.