

**Writing****Narrative**

Write stories set in places pupils have been.

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

Write letters.

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

**Non-fiction**

Write instructions.

Write recounts.

Write explanations.

Write non-chronological reports.

**Poetry**

Learn by heart and perform a significant poem.

Write haiku.

**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.

**Mathematics**

Count and calculate in increasingly complex contexts, including those that cannot be experienced first hand.

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.

**Science****Biology****Plants**

Look at the function of parts of flowering plants, requirements of growth, water transportation in plants, life cycles and seed dispersal.

Evolution and inheritance

**All living things**

Identify and name plants and animals'

Look at classification keys.

Look at the life cycle of animals and plants.

Look at the effect of diet, exercise and drugs.

**Chemistry****Materials**

Examine the properties of materials using various tests.

Look at solubility and recovering dissolved substances.

Separate mixtures.

Examine changes to materials that create new materials that are usually not reversible.

**Physics****Light**

Look at sources, seeing, reflections and shadows.

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

**Forces and magnets**

Look at contact and distant forces, attraction and repulsion, comparing and grouping materials.

Look at poles, attraction and repulsion.

Look at the effect of gravity and drag forces.

Look at transference of forces in gears, pulleys, levers and springs.

**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.

**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.

**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**

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

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).

Understand geographical similarities and differences through the study of human and physical geography of a region or area in a European country.

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.

A local history study.

Early Civilizations achievements and an in-depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty.

**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.

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

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 athletics activities.

**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****Computing**

Follow the Millbrook Computing Curriculum Map 2019-2020. This has been specifically written for Millbrook using the Knowsley Computing Schemes of Work 2019. Please ask our Computing lead Mrs Whiley for any specific resources and guidance linked to this scheme.

**Personal Development**

Discuss and learn techniques to use 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

**Subject Topic Maps**

Links to White Rose Planning and English Curriculum maps can be found on the website under the Curriculum tab. These must be

adhered to.

On the school website: <http://millbrookprimaryknowsley.co.uk/> You will find subject specific topic maps under the Curriculum tab. These must be adhered to.