



**Writing**

**Narrative**

Write stories set in places pupils have been.

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

Write stories of adventure.

Write stories of mystery and suspense.

Write plays.

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

**Non-fiction**

Write instructions.

Write persuasively.

Write arguments.

Write formally.

**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.

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.

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.

Multiply and divide using efficient mental and formal written methods.

**Science**

**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.

**Sound**

Look at sources, vibration, volume and pitch

**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.)

**History**

A local history study.

A study of a theme in British history.

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'.

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.

**Religious Education**

Study the beliefs, festivals and celebrations of Christianity.

**Additional Content**

**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

**SPELLING**

Children will have a daily spelling input.

**HEALTH AND WELL BEING**

Children will have a daily 'circle time' at a distance which will focus on health and well being linked to the current situation with Covid-19, mental health and transition to high school.

**Vocabulary**

Follow the list of Tier 2 words for your year group. This is a list of high frequency words which occur across a variety of domains. Recent research suggests systematic teaching of these words correlates positively with academic success at KS3 and KS4.