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| Writing | Listen to and learn a wide range of subject specific vocabulary | Look at the effect of diet, exercise and drugs. |
| Narrative | | Chemistry |
| Write stories set in places pupils have been. | Through reading identify vocabulary that enriches and enlivens stories | Materials |
| Write stories that contain mythical, legendary or historical characters or events. | Speak to small and larger audiences at frequent intervals | Look at solubility and recovering dissolved substances. |
| Write stories of adventure. | Practise and rehearse sentences and stories, gaining feedback on the overall effect and the use of standard English | Separate mixtures. |
| Write stories of mystery and suspense. | Listen to and tell stories often so as to internalise the structure | Examine changes to materials that create new materials that are usually not reversible. |
| Write letters. | Debate issues and formulate well-constructed points. | Physics |
| Write plays. | | Forces and magnets |
| Write stories, letters, scripts and fictional biographies inspired by reading across the curriculum. | | Look at contact and distant forces, attraction and repulsion, comparing and grouping materials. |
| Non-fiction | Mathematics | Look at poles, attraction and repulsion. " " |
| Write instructions. | Count and calculate in increasingly complex contexts, including those that cannot be experienced first hand. | Look at the effect of gravity and drag forces. |
| Write recounts. | Rigorously apply mathematical knowledge across the curriculum, in particular in science, technology and computing. | Look at transference of forces in gears, pulleys, levers and springs. |
| Write persuasively. | Deepen conceptual understanding of mathematics by frequent repetition and extension of key concepts in a range of engaging and purposeful contexts. | Earth and space |
| Write explanations. | Explore numbers and place value so as to read and understand the value of all numbers. | Look at the movement of the Earth and the Moon. |
| Write non-chronological reports. | Add and subtract using efficient mental and formal written methods. | Explain day and night. |
| Write biographies. | Multiply and divide using efficient mental and formal written methods. | Working Scientifically |
| Write in a journalistic style. | Use the properties of shapes and angles in increasingly complex and practical contexts, including in construction and engineering contexts. | Across all year groups scientific knowledge and skills should be learned by working scientifically. (This is documented in the Essentials for progress section.) |
| Write arguments. | Describe position, direction and movement in increasingly precise ways. | Art & Design |
| Write formally. | Use and apply measures to increasingly complex contexts. | Use experiences, other subjects across the curriculum and ideas as inspiration for artwork. |
| Poetry | Gather, organise and interrogate data. | Develop and share ideas in a sketchbook and in finished products. |
| Write cinquain. | Understand the practical value of using algebra. | Improve mastery of techniques. |
| Reading | Science | Learn about the great artists, architects and designers in history. |
| Read and listen to a wide range of styles of text, including fairy stories, myths and legends. | Biology | Computing |
| Listen to and discuss a wide range of texts. | Animals and humans | Design and write programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. |
| Learn poetry by heart. | Look at teeth. | 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. |
| Increase familiarity with a wide range of books, including myths and legends, traditional stories, modern fiction, classic British fiction and books from other " cultures. | All living things | Use logical reasoning to explain how a simple algorithm works, detect and correct errors in algorithms and programs. |
| Take part in conversations about books. | Look at reproduction in plants and animals, and human growth and changes. | |
| Learn a wide range of poetry by heart. | | |
| Use the school and community libraries. | | |
| Look at classification systems. | | |
| Look at books with a different alphabet to English. | | |
| Read and listen to whole books. | | |
| Communication | | |
| Engage in meaningful discussions in all areas of the curriculum | | |



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.

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

Technical knowledge

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

understand and use mechanical systems in their products, such as gears, pulleys, cams, levers and linkages.

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

apply their understanding of computing to programme, monitor and control their products.

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 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.

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

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.

Use and understand the basics of the staff 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.

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.

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.