

<b>Writing</b>	Practise and rehearse sentences and stories, gaining feedback on the overall effect and the use of standard English.	shadows.
<b>Narrative</b>	Listen to and tell stories often so as to internalise the structure.	<b>Forces and magnets</b>
Write stories set in places pupils have been.	Debate issues and formulate well-constructed points.	Look at contact and distant forces, attraction and repulsion, comparing and grouping materials.
Write stories of adventure.	<b>Mathematics</b>	Look at poles, attraction and repulsion.â€
Write letters.	Count and calculate in increasingly complex contexts, including those that cannot be experienced first hand.	<b>Working Scientifically</b>
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.	Across all year groups scientific knowledge and skills should be learned by working scientifically. (This is documented in the Essentials for progress section.)
<b>Non-fiction</b>	Explore numbers and place value so as to read and understand the value of all numbers.	<b>Art &amp; Design</b>
Write recounts.	Add and subtract using efficient mental and formal written methods.	Use experiences, other subjects across the curriculum and ideas as inspiration for artwork.
Write explanations.	Multiply and divide using efficient mental and formal written methods.	Develop and share ideas in a sketchbook and in finished products.
Write non-chronological reports.	Use the properties of shapes and angles in increasingly complex and practical contexts, including in construction and engineering contexts.	Learn about the great artists, architects and designers in history.
Write biographies.	Describe position, direction and movement in increasingly precise ways.	<b>Geography</b>
<b>Poetry</b>	Use and apply measures to increasingly complex contexts.	Locate the world's countries, with a focus on Europe and countries of particular interest to pupils.
Learn by heart and perform a significant poem.	Gather, organise and interrogate data.	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.
Write haiku.	Understand the practical value of using algebra.	Locate the geographic zones of the world.
Write poems that convey an image (simile, word play, rhyme and metaphor).	<b>Science</b>	Understand the significance of the geographic zones of the world.
<b>Reading</b>	<b>Biology</b>	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).
Read and listen to a wide range of styles of text, including fairy stories, myths and legends.	<b>Plants</b>	Understand geographical similarities and differences through the study of human and physical geography of a region or area in a European country.
Listen to and discuss a wide range of texts.	Look at the function of parts of flowering plants, requirements of growth, water transportation in plants, life cycles and seed dispersal.	Describe and understand key aspects of:
Learn poetry by heart.	Evolution and inheritance	- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle
Increase familiarity with a wide range of books, including myths and legends, traditional stories, modern fiction, classic British fiction and books from otherâ€™ cultures.	<b>Animals and humans</b>	- human geography, including: settlements, land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water supplies.
Take part in conversations about books.	Look at nutrition, transportation of water and nutrients in the body, and the muscle and skeleton system of humans and animals.	
Learn a wide range of poetry by heart.	<b>Chemistry</b>	
Use the school and community libraries.	<b>Rocks and fossils</b>	
Look at classification systems.	Compare and group rocks and describe the formation of fossils.	
Look at books with a different alphabet to English.	<b>Physics</b>	
Read and listen to whole books.	<b>Light</b>	
<b>Communication</b>	Look at sources, seeing, reflections and	
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.		

Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

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

Changes in Britain from the Stone Age to the Iron Age.

A local history study.

A non- European society that contrasts with British history chosen from:

- Early Islamic Civilization
- Mayan Civilization
- Benin.

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.

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.

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.

### 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.

Study three of the major six religions not studied in depth in order to gain a brief outline.

Study other religions of interest to pupils.