

Writing**Narrative**

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

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

Non-fiction

Write recounts.

Write persuasively.

Write in a journalistic style.

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.

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.

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.

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.

Science**Chemistry****States of matter**

Look at solids, liquids and gases, changes of state, evaporation, condensation and the water cycle.

Physics**Forces and magnets**

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

Look at poles, attraction and repulsion.

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.

Geography

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

Locate 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.

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

History

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

Ancient Greece.

History of interest to pupils.

Language

Look at the culture of the countries where the language is spoken.

If an ancient language is chosen, read, translate and explore the culture of the time.

Music

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

Personal Development

Discuss and learn techniques to improve in the eight areas of 'success'.

Study role models who have achieved success.

Study those who have lost success and relate this to the eight areas of '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 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.