



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

**Non-fiction**

- Write instructions.
- Write recounts.
- Write persuasively.
- Write explanations.
- Write non-chronological reports.
- Write biographies.
- Write in a journalistic style.
- Write arguments.
- Write formally.

**Poetry**

- Learn by heart and perform a significant poem.
- Write haiku.
- Write cinquain.
- Write poems that convey an image (simile, word play, rhyme and metaphor).

**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.
- Use the school and community libraries.
- Look at classification systems.
- 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.

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.

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.

Gather, organise and interrogate data.

Understand the practical value of using algebra.

**Science**

**Biology**

**Animals and humans**

Look at nutrition, transportation of water and nutrients in the body, and the muscle and skeleton system of humans and animals.

Look at the digestive system in humans.

Look at teeth.

Look at the human circulatory system.

**Evolution and inheritance**

Look at resemblance in offspring.

Look at changes in animals over time.

Look at adaptation to environments.

Look at differences in offspring.

Look at adaptation and evolution.

Look at changes to the human skeleton over time.

**Chemistry**

**Rocks and fossils**

Compare and group rocks and describe the formation of fossils.

**Physics**

**Sound**

Look at sources, vibration, volume and pitch

**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.)

**Physics**

**Electricity**

Look at appliances, circuits, lamps, switches, insulators and conductors.

Look at circuits, the effect of the voltage in cells and the resistance and conductivity of materials.

**Computing**

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.

Use logical reasoning to explain how a simple algorithm works, detect and correct errors in algorithms and programs.

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

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

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

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

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

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

The Roman Empire and its Impact on Britain.

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

- Early Islamic Civilization
- Mayan Civilization
- Benin.

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.

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.

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 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.

Additional Content

Educational Visits

Geo-Cache

Theatre Trip

Visit London

Represent school at a sporting event

Stay Away from home (Malham)

Attend a science festival/museum

Bewerley Park- outdoor and adventurous activity

Visit a place of employment

PSHE

E Safety - Learn how to be safe on the internet