

## Programme of study

In this project, children will have the opportunity to...

| Spoken language          |                  | Reading  |                          |                  |   |
|--------------------------|------------------|--|--------------------------|------------------|---|
| <input type="checkbox"/> | <b>En SL 7</b>   | <b>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</b>                         | <input type="checkbox"/> | <b>En R C 7</b>  | Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary. |
| <input type="checkbox"/> | <b>En SL 3</b>   | Use relevant strategies to build their vocabulary.   | <input type="checkbox"/> | <b>En R C 3</b>  | Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.   |
| <input type="checkbox"/> | <b>En SL 9</b>   | <b>Participate in discussions, presentations, performances, role play, improvisations and debates.</b>   | <input type="checkbox"/> | <b>En R C 1h</b> | Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.                          |
| <input type="checkbox"/> | <b>En SL 2</b>   | Ask relevant questions to extend their understanding and knowledge.  | <input type="checkbox"/> | <b>En R C 5</b>  | Retrieve, record and present information from non-fiction.  |
| <input type="checkbox"/> | <b>En SL 6</b>   | <b>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.</b> | <input type="checkbox"/> | <b>En R C 2f</b> | Identify how language, structure and presentation contribute to meaning.  |
| <input type="checkbox"/> | <b>En SL 11</b>  | <b>Consider and evaluate different viewpoints, attending to and building on the contributions of others.</b>                                   |                          |                  |   |
| <input type="checkbox"/> | <b>En SL 5</b>   | Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.                      |                          |                  |   |
| Writing                  |                  |  |                          |                  |   |
| <input type="checkbox"/> | <b>En W C 3c</b> | Ensure the consistent and correct use of tense throughout a piece of writing.  |                          |                  |   |
| <input type="checkbox"/> | <b>En W C 1b</b> | <b>Note and develop initial ideas, drawing on reading and research where necessary.</b>  |                          |                  |   |
| <input type="checkbox"/> | <b>En W C 1a</b> | Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.  |                          |                  |   |
| <input type="checkbox"/> | <b>En W C 2d</b> | Use a wide range of devices to build cohesion within and across paragraphs.  |                          |                  |   |
| <input type="checkbox"/> | <b>En W C 4</b>  | Proof-read for spelling and punctuation errors.  |                          |                  |   |
| <input type="checkbox"/> | <b>En W C 2a</b> | <b>Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</b>                               |                          |                  |   |
| <input type="checkbox"/> | <b>En W C 3a</b> | Assess the effectiveness of their own and others' writing.   |                          |                  |   |
| <input type="checkbox"/> | <b>En W C 5</b>  | Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.                                   |                          |                  |   |

The POS shown in bold text will be applied by the children during the Innovate stage.

| Computing                |  | Music                    |  |
|--------------------------|--|--------------------------|--|
| <input type="checkbox"/> | <b>Co 6</b>  | <input type="checkbox"/> | <b>Mu 2</b>  |
|                          | <b>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</b> |                          | Improvise and compose music for a range of purposes using the interrelated dimensions of music.  |
| <input type="checkbox"/> | <b>Co 1</b>  | <input type="checkbox"/> | <b>Mu 1</b>  |
|                          | Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.  |                          | Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.  |
| D&T                      |  | Science                  |  |
| <input type="checkbox"/> | <b>DT TK 3</b>   | <input type="checkbox"/> | <b>Sc PCM 1</b>  |
|                          | Understand and use electrical systems in their products (e.g. series of circuits incorporating switches, bulbs, buzzers and motors).   |                          | Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets.                  |
| <input type="checkbox"/> | <b>DT D 1</b>  | <input type="checkbox"/> | <b>Sc PCM 3</b>  |
|                          | 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.   |                          | Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.  |
| Geography                |  | <input type="checkbox"/> | <b>Sc PCM 6</b>  |
| <input type="checkbox"/> | <b>Ge HP 1</b>   |                          | Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda. |
|                          | Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.  | <input type="checkbox"/> | <b>Sc WS 3</b>   |
| <input type="checkbox"/> | <b>Ge SF 2</b>   |                          | Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.   |
|                          | Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the UK and the wider world.  | <input type="checkbox"/> | <b>Sc PCM 5</b>  |
|                          |  | <input type="checkbox"/> | Demonstrate that dissolving, mixing and changes of state are reversible changes.   |
|                          |  | <input type="checkbox"/> | <b>Sc PCM 2</b>  |
|                          |  |                          | Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.  |
|                          |  | <input type="checkbox"/> | <b>Sc WS 1</b>   |
|                          |  |                          | Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.   |
|                          |  | <input type="checkbox"/> | <b>Sc WS 5</b>   |
|                          |  |                          | Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.      |

The POS shown in bold text will be applied by the children during the Innovate stage.

## Programme of study

In this project, children will have the opportunity to...

### Spoken language

- En SL 2** Ask relevant questions to extend their understanding and knowledge.
- En SL 6** Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.
- En SL 7** Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.
- En SL 9** Participate in discussions, presentations, performances, role play, improvisations and debates.

### Writing

- En W C 1b** Note and develop initial ideas, drawing on reading and research where necessary.
- En W C 4** Proof-read for spelling and punctuation errors.
- En W C 2a** Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.
- En W C 2b** In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action.
- En W C 5** Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
- En W C 1a** Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.
- En W C 2d** Use a wide range of devices to build cohesion within and across paragraphs.
- En W C 3b** Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.

### Reading

- En R C 5** Retrieve, record and present information from non-fiction.
- En R C 1c** Increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.
- En R C 2f** Identify how language, structure and presentation contribute to meaning.
- En R C 3** Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.

### Mathematics

- Ma N MD 10** Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign.
- Ma M 7** Use all four operations to solve problems involving measure (e.g. length, mass, volume, money) using decimal notation, including scaling.

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## Art & design

- AD 2** Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay).

## Computing

- Co 2** Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.
- Co 5** **Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.**
- Co 6** Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.

## D&T

- DT M 2** **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.**
- DT D 1** **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.**
- DT E 1** **Investigate and analyse a range of existing products.**
- DT TK 1** **Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.**
- DT E 2** **Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.**

## Geography

- Ge SF 1** Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

## History

- Hi 6** Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.

## Music

- Mu 6** Develop an understanding of the history of music.

## PE

- PE 4** Perform dances using a range of movement patterns.

## Science

- Sc ES 1** Describe the movement of the Earth, and other planets, relative to the Sun in the solar system.
- Sc ES 3** Describe the Sun, Earth and Moon as approximately spherical bodies.
- Sc ES 4** Use the idea of the Earth's rotation to explain day and night and the apparent movement of the Sun across the sky.
- Sc ES 2** Describe the movement of the Moon relative to the Earth.
- Sc WS 2** **Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.**
- Sc F 1** Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.
- Sc WS 5** **Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.**
- Sc WS 3** **Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.**
- Sc WS 1** **Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.**
- Sc WS 6** **Identify scientific evidence that has been used to support or refute ideas or arguments.**

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## Programme of study

In this project, children will have the opportunity to...

### Spoken language

- En SL 7** Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.
- En SL 2** Ask relevant questions to extend their understanding and knowledge.
- En SL 10** Gain, maintain and monitor the interest of the listener(s).
- En SL 8** Speak audibly and fluently with an increasing command of Standard English.
- En SL 1** **Listen and respond appropriately to adults and their peers.**
- En SL 9** **Participate in discussions, presentations, performances, role play, improvisations and debates.**
- En SL 5** **Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.**

### Writing

- En W C 1b** Note and develop initial ideas, drawing on reading and research where necessary.
- En W C 2d** Use a wide range of devices to build cohesion within and across paragraphs.
- En W C 2c** Précis longer passages.
- En W C 3a** Assess the effectiveness of their own and others' writing.
- EN W C 3b** Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.
- En W C 1a** Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.
- EN W C 1c** In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed.
- En W C 2b** In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action.
- En W H 1** **Choose which shape of a letter to use when given choices and decide whether or not to join specific letters.**

### Reading

- En R C 5** Retrieve, record and present information from non-fiction.
- En R C 1d** Recommend books that they have read to their peers, giving reasons for their choices.
- En R C 2a** Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.
- En R C 2c** Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
- En R C 1a** Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.

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## Art & design

- AD 2** **Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay).**
- AD 3** Find out about great artists, architects and designers in history.

## D&T

- DT M 1** Select from and use a wider range of tools and equipment, to perform practical tasks (e.g. cutting, shaping, joining and finishing) accurately.
- DT CN 3** Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.
- DT D 1** **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.**
- DT E 1** **Investigate and analyse a range of existing products.**
- DT E 2** **Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.**

## Geography

- Ge LK 1** Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.
- Ge HP 2** Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.

## History

- Hi 7** **Learn about the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.**

## PSHE

- PSHE 2e** Reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences.
- PSHE 4b** Think about the lives of people living in other places and times, and people with different values and customs.

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| Spoken language          |                  | Reading   |                          |                  |   |
|--------------------------|------------------|---|--------------------------|------------------|---|
| <input type="checkbox"/> | <b>En SL 2</b>   | Ask relevant questions to extend their understanding and knowledge.   | <input type="checkbox"/> | <b>En R C 2d</b> | Predict what might happen from details stated and implied.  |
| <input type="checkbox"/> | <b>En SL 4</b>   | Articulate and justify answers, arguments and opinions.   | <input type="checkbox"/> | <b>En R C 5</b>  | Retrieve, record and present information from non-fiction.  |
| <input type="checkbox"/> | <b>En SL 7</b>   | <b>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</b>                        | <input type="checkbox"/> | <b>En R C 2f</b> | Identify how language, structure and presentation contribute to meaning.  |
| <input type="checkbox"/> | <b>En SL 9</b>   | Participate in discussions, presentations, performances, role play, improvisations and debates.   | <input type="checkbox"/> | <b>En R C 6</b>  | Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously. |
| <input type="checkbox"/> | <b>En SL 5</b>   | <b>Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</b>              | <input type="checkbox"/> | <b>En R C 1e</b> | <b>Identify and discuss themes and conventions in and across a wide range of writing.</b>   |
| Writing                  |                  | Mathematics   |                          |                  |   |
| <input type="checkbox"/> | <b>En W C 1b</b> | Note and develop initial ideas, drawing on reading and research where necessary.  | <input type="checkbox"/> | <b>Ma M 6</b>    | Solve problems involving converting between units of time.  |
| <input type="checkbox"/> | <b>En W C 2a</b> | Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.                                     | <input type="checkbox"/> | <b>Ma S 2</b>    | Complete, read and interpret information in tables, including timetables.   |
| <input type="checkbox"/> | <b>En W C 3a</b> | Assess the effectiveness of their own and others' writing.  |                          |                  |   |
| <input type="checkbox"/> | <b>En W C 2b</b> | In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action.                |                          |                  |   |
| <input type="checkbox"/> | <b>En W C 2d</b> | Use a wide range of devices to build cohesion within and across paragraphs.   |                          |                  |   |
| <input type="checkbox"/> | <b>En W C 3b</b> | Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.  |                          |                  |   |
| <input type="checkbox"/> | <b>En W C 1a</b> | Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. |                          |                  |   |
| <input type="checkbox"/> | <b>En W H 1</b>  | Choose which shape of a letter to use when given choices and decide whether or not to join specific letters.                                  |                          |                  |   |
| <input type="checkbox"/> | <b>En W C 5</b>  | Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.                                  |                          |                  |   |

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|  |   |                          |   |
|--|---|--------------------------|---|
| <b>Art &amp; design</b>  |   | <b>PE</b>                |   |
| <input type="checkbox"/>   | <b>AD 2</b>   | <input type="checkbox"/> | <b>PE 1</b> Use running, jumping, throwing and catching in isolation and in combination.  |
| <input type="checkbox"/>   | <b>AD 3</b>   | <b>PSHE</b>              |   |
|  | Find out about great artists, architects and designers in history.  | <input type="checkbox"/> | <b>PSHE 3c</b> Know how the body changes as they approach puberty.  |
| <b>Computing</b>   |   | <input type="checkbox"/> | <b>PSHE 5e</b> Meet and talk with people.   |
| <input type="checkbox"/>   | <b>Co 6</b>   | <input type="checkbox"/> | <b>PSHE 2e</b> Reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences.  |
|  | Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.             | <input type="checkbox"/> | <b>PSHE 1b</b> <b>Recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals.</b> |
| <input type="checkbox"/>   | <b>Co 5</b>   | <input type="checkbox"/> | <b>PSHE 5b</b> Feel positive about themselves.  |
|  | Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.   | <b>Science</b>           |   |
| <b>D&amp;T</b>   |   | <input type="checkbox"/> | <b>Sc A 1</b> Describe the changes as humans develop to old age.  |
| <input type="checkbox"/>   | <b>DT M 2</b>   | <input type="checkbox"/> | <b>Sc WS 6</b> Identify scientific evidence that has been used to support or refute ideas or arguments.   |
|  | <b>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.</b>   | <input type="checkbox"/> | <b>Sc LT 2</b> Describe the life process of reproduction in some plants and animals.  |
| <b>Geography</b>   |   | <input type="checkbox"/> | <b>Sc WS 2</b> Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.   |
| <input type="checkbox"/>   | <b>Ge LK 2</b>  |                          |   |
|  | Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. |                          |   |
| <b>History</b>   |   |                          |   |
| <input type="checkbox"/>   | <b>Hi 6</b>   |                          |   |
|  | Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.   |                          |   |
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| Spoken language          |   | Reading                  |   |
|--------------------------|---|--------------------------|---|
| <input type="checkbox"/> | <b>En SL 2</b>  | <input type="checkbox"/> | <b>En R C 8</b>   |
|                          | Ask relevant questions to extend their understanding and knowledge.   |                          | Provide reasoned justifications for their views.  |
| <input type="checkbox"/> | <b>En SL 5</b>  | <input type="checkbox"/> | <b>En R C 5</b>   |
|                          | <b>Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</b>                    |                          | Retrieve, record and present information from non-fiction.  |
| <input type="checkbox"/> | <b>En SL 1</b>  | <input type="checkbox"/> | <b>En R C 3</b>   |
|                          | Listen and respond appropriately to adults and their peers.   |                          | Retrieve and record information from non-fiction.   |
| <input type="checkbox"/> | <b>En SL 3</b>  | <input type="checkbox"/> | <b>En R C 2f</b>  |
|                          | Use relevant strategies to build their vocabulary.  |                          | Identify how language, structure and presentation contribute to meaning.  |
| <input type="checkbox"/> | <b>En SL 8</b>  | <input type="checkbox"/> | <b>En R C 1f</b>  |
|                          | Speak audibly and fluently with an increasing command of Standard English.  |                          | Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.                               |
| <input type="checkbox"/> | <b>En SL 7</b>  | <input type="checkbox"/> | <b>En R C 1a</b>  |
|                          | Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.                                     |                          | Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.                              |
| <input type="checkbox"/> | <b>En SL 9</b>  |                          |   |
|                          | <b>Participate in discussions, presentations, performances, role play, improvisations and debates.</b>  |                          |   |
| <input type="checkbox"/> | <b>En SL 6</b>  |                          |   |
|                          | <b>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.</b>      |                          |   |
| Writing                  |   | Mathematics              |   |
| <input type="checkbox"/> | <b>En W C 2d</b>  | <input type="checkbox"/> | <b>Ma S 2</b>   |
|                          | Use a wide range of devices to build cohesion within and across paragraphs.   |                          | Complete, read and interpret information in tables, including timetables.   |
| <input type="checkbox"/> | <b>En W C 2e</b>  | <input type="checkbox"/> | <b>Ma M 7</b>   |
|                          | <b>Use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).</b> |                          | <b>Use all four operations to solve problems involving measure (e.g. length, mass, volume, money) using decimal notation, including scaling.</b>              |
| <input type="checkbox"/> | <b>En W C 2a</b>  |                          |   |
|                          | Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.   |                          |   |
| <input type="checkbox"/> | <b>En W Sp 5</b>  |                          |   |
|                          | Use dictionaries to check the spelling and meaning of words.  |                          |   |
| <input type="checkbox"/> | <b>En W C 3a</b>  |                          |   |
|                          | Assess the effectiveness of their own and others' writing and suggest improvements.   |                          |   |
| <input type="checkbox"/> | <b>En W C 1b</b>  |                          |   |
|                          | Note and develop initial ideas, drawing on reading and research where necessary.  |                          |   |
| <input type="checkbox"/> | <b>En W C 2b</b>  |                          |   |
|                          | In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action.                      |                          |   |
| <input type="checkbox"/> | <b>En W H 1</b>   |                          |   |
|                          | Choose which shape of a letter to use when given choices and decide whether or not to join specific letters.  |                          |   |
|                          |   | Art & design             |   |
|                          |   | <input type="checkbox"/> | <b>AD 1</b>   |
|                          |   |                          | Create sketch books to record their observations and use them to review and revisit ideas.  |
|                          |   | <input type="checkbox"/> | <b>AD 2</b>   |
|                          |   |                          | Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay). |

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| Computing  |                |  |   |
|--|----------------|--|---|
| <input type="checkbox"/>   | <b>Co 5</b>    | <b>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</b>   | <input type="checkbox"/>  |
| <input type="checkbox"/>   | <b>Co 6</b>    | <b>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</b> | <input type="checkbox"/>  |
| <b>D&amp;T</b>   |                | <b>PSHE</b>  |   |
| <input type="checkbox"/>   | <b>DT CN 2</b> | Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.  | <input type="checkbox"/>  |
| <input type="checkbox"/>   | <b>DT M 2</b>  | 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.   | <input type="checkbox"/>  |
| <input type="checkbox"/>   | <b>DT D 2</b>  | Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.  | <input type="checkbox"/>  |
| <input type="checkbox"/>   | <b>DT D 1</b>  | <b>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.</b>  | <input type="checkbox"/>  |
| <input type="checkbox"/>   | <b>DT TK 1</b> | Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.   | <input type="checkbox"/>  |
| <b>Geography</b>   |                | <b>Science</b>   |   |
| <input type="checkbox"/>   | <b>Ge SF 2</b> | Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the UK and the wider world.  | <input type="checkbox"/>  |
| <input type="checkbox"/>   | <b>Ge SF 3</b> | <b>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</b>  | <input type="checkbox"/>  |
| <input type="checkbox"/>   | <b>Ge HP 2</b> | Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.  | <input type="checkbox"/>  |
|  |                | <b>Ge LK 2</b>   | Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.   |
|  |                | <b>Ge PK 1</b>   | Understand geographical similarities and differences through the study of human and physical geography of a region of the UK, a region in a European country, and a region within North or South America.   |
|  |                | <b>PSHE 5e</b>   | Meet and talk with people (e.g. people who contribute to society through environmental pressure groups or international aid organisations; people who work in the school and the neighbourhood, such as religious leaders, community police officers).  |
|  |                | <b>PSHE 5a</b>   | Take responsibility (e.g. for planning and looking after the school environment; for the needs of others, such as by acting as a peer supporter, as a befriender, or as a playground mediator for younger pupils; for looking after animals properly; for identifying safe, healthy and sustainable means of travel when planning their journey to school). |
|  |                | <b>Sc WS 1</b>   | Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.  |
|  |                | <b>Sc WS 4</b>   | Use test results to make predictions to set up further comparative and fair tests.  |
|  |                | <b>Sc LT 2</b>   | Describe the life process of reproduction in some plants and animals.   |
|  |                | <b>Sc WS 2</b>   | Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.  |
|  |                | <b>Sc WS 5</b>   | Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.   |
|  |                | <b>Sc LT 1</b>   | Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.  |
|  |                | <b>Sc WS 3</b>   | Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.  |
| <b>The POS shown in bold text will be applied by the children during the Innovate stage.</b> |                |  |   |

## Programme of study

In this project, children will have the opportunity to...

| Spoken language          |   | Reading                  |   |
|--------------------------|---|--------------------------|---|
| <input type="checkbox"/> | <b>En SL 7</b>  | <input type="checkbox"/> | <b>En R C 1h</b>  |
|                          | Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.                               |                          | Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.                          |
| <input type="checkbox"/> | <b>En SL 3</b>  | <input type="checkbox"/> | <b>En R C 1e</b>  |
|                          | Use relevant strategies to build their vocabulary.  |                          | Identify and discuss themes and conventions in and across a wide range of writing.  |
| <input type="checkbox"/> | <b>En SL 11</b>   | <input type="checkbox"/> | <b>En R C 2f</b>  |
|                          | Consider and evaluate different viewpoints, attending to and building on the contributions of others.   |                          | Identify how language, structure and presentation contribute to meaning.  |
| <input type="checkbox"/> | <b>En SL 10</b>   | <input type="checkbox"/> | <b>En R C 2b</b>  |
|                          | Gain, maintain and monitor the interest of the listener(s).   |                          | Ask questions to improve their understanding.   |
| <input type="checkbox"/> | <b>En SL 9</b>  | <input type="checkbox"/> | <b>En R C 7</b>   |
|                          | <b>Participate in discussions, presentations, performances, role play, improvisations and debates.</b>  |                          | Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary. |
| <input type="checkbox"/> | <b>En SL 5</b>  | <input type="checkbox"/> | <b>En R C 7</b>   |
|                          | <b>Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</b>              |                          | Retrieve, record and present information from non-fiction.  |
| Writing                  |   | Mathematics              |   |
| <input type="checkbox"/> | <b>En W C 2a</b>  | <input type="checkbox"/> | <b>Ma M 7</b>   |
|                          | <b>Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</b>                              |                          | Use all four operations to solve problems involving measure (e.g. length, mass, volume, money) using decimal notation, including scaling.   |
| <input type="checkbox"/> | <b>En W C 3a</b>  |                          |   |
|                          | Assess the effectiveness of their own and others' writing.  |                          |   |
| <input type="checkbox"/> | <b>En W C 1b</b>  |                          |   |
|                          | Note and develop initial ideas, drawing on reading and research where necessary.  |                          |   |
| <input type="checkbox"/> | <b>En W C 2b</b>  |                          |   |
|                          | In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action.                |                          |   |
| <input type="checkbox"/> | <b>En W C 4</b>   |                          |   |
|                          | Proof-read for spelling and punctuation errors.   |                          |   |
| <input type="checkbox"/> | <b>En W C1a</b>   |                          |   |
|                          | Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. |                          |   |
| <input type="checkbox"/> | <b>En W C 3c</b>  |                          |   |
|                          | Ensure the consistent and correct use of tense throughout a piece of writing.   |                          |   |
| <input type="checkbox"/> | <b>En W C 2e</b>  |                          |   |
|                          | Use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).  |                          |   |

The POS shown in bold text will be applied by the children during the Innovate stage.

| Art & design             |          |  |  |
|--------------------------|----------|--|--|
| <input type="checkbox"/> | AD 2     | Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay).  |  |
| Computing                |          |  |  |
| <input type="checkbox"/> | Co 6     | <b>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</b> |  |
| <input type="checkbox"/> | Co 5     | <b>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</b>   |  |
| <input type="checkbox"/> | Co 3     | Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.  |  |
| <input type="checkbox"/> | Co 2     | Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.  |  |
| <input type="checkbox"/> | Co 7     | Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.   |  |
| <input type="checkbox"/> | Co 4     | <b>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.</b>  |  |
| <input type="checkbox"/> | Co 1     | Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.  |  |
| D&T                      |          |  |  |
| <input type="checkbox"/> | DT D 2   | <b>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</b>   |  |
| <input type="checkbox"/> | DT TK 4  | Apply their understanding of computing to program, monitor and control their products.   |  |
| <input type="checkbox"/> | DT TK 2  | <b>Understand and use mechanical systems in their products (e.g. gears, pulleys, cams, levers and linkages).</b>   |  |
| <input type="checkbox"/> | DT D 1   | <b>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.</b>  |  |
| <input type="checkbox"/> | DT E 2   | <b>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</b>   |  |
| <input type="checkbox"/> | DT CN 2  | Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.  |  |
| Geography                |          |  |  |
| <input type="checkbox"/> | Ge HP 2  | Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.  |  |
| <input type="checkbox"/> | Ge PK 1  | Understand geographical similarities and differences through the study of human and physical geography of a region of the UK, a region in a European country, and a region within North or South America.  |  |
| PSHE                     |          |  |  |
| <input type="checkbox"/> | PSHE 2a  | Research, discuss and debate topical issues, problems and events.  |  |
| Science                  |          |  |  |
| <input type="checkbox"/> | Sc F 1   | Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.   |  |
| <input type="checkbox"/> | Sc PCM 4 | Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.  |  |
| <input type="checkbox"/> | Sc WS 1  | Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.   |  |
| <input type="checkbox"/> | Sc WS 2  | Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.   |  |
| <input type="checkbox"/> | Sc F 3   | Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.   |  |
| <input type="checkbox"/> | Sc F 2   | Identify the effects of air resistance, water resistance and friction, that act between moving surfaces.   |  |

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