

## Programme of study

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

| Spoken language          |                  | Reading                  |                                                                                                                                                           |
|--------------------------|------------------|--------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> | <b>En SL 9</b>   | <input type="checkbox"/> | <b>En R C 3</b> Retrieve and record information from non-fiction.                                                                                         |
| <input type="checkbox"/> | <b>En SL 7</b>   | <input type="checkbox"/> | <b>En R C 1d</b> Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally.      |
| <input type="checkbox"/> | <b>En SL 11</b>  | <input type="checkbox"/> | <b>En R C 1a</b> Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.                              |
| <input type="checkbox"/> | <b>En SL 3</b>   | <input type="checkbox"/> | <b>En R C 2a</b> Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.                  |
| <b>Writing</b>           |                  | <b>Mathematics</b>       |                                                                                                                                                           |
| <input type="checkbox"/> | <b>En W C 1a</b> | <input type="checkbox"/> | <b>Ma N NPV 9</b> Read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value. |
| <input type="checkbox"/> | <b>En W C 1b</b> |                          |                                                                                                                                                           |
| <input type="checkbox"/> | <b>En W C 2a</b> |                          |                                                                                                                                                           |
| <input type="checkbox"/> | <b>En W C 5</b>  |                          |                                                                                                                                                           |
| <input type="checkbox"/> | <b>En W H 2</b>  |                          |                                                                                                                                                           |
| <input type="checkbox"/> | <b>En W C 3b</b> |                          |                                                                                                                                                           |

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

| Art & design             |                | History                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                 |  |
|--------------------------|----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <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).                                                                                                                                            | <input type="checkbox"/> <b>HI 2</b> <b>Learn about the Roman Empire and its impact on Britain.</b>                                                                                                                                             |  |
| <input type="checkbox"/> | <b>AD 1</b>    | Create sketch books to record their observations and use them to review and revisit ideas.                                                                                                                                                                                                               | <b>PE</b>                                                                                                                                                                                                                                       |  |
| <input type="checkbox"/> | <b>AD 3</b>    | Find out about great artists, architects and designers in history.                                                                                                                                                                                                                                       | <input type="checkbox"/> <b>PE 2</b> Play competitive games, modified where appropriate (e.g. badminton, basketball, cricket, football, hockey, netball, rounders and tennis), and apply basic principles suitable for attacking and defending. |  |
| D&T                      |                | <input type="checkbox"/> <b>PE 3</b> <b>Develop flexibility, strength, technique, control and balance (e.g. through athletics and gymnastics).</b>                                                                                                                                                       |                                                                                                                                                                                                                                                 |  |
| <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"/> <b>PE 6</b> <b>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</b>                                                                                           |  |
| <input type="checkbox"/> | <b>DT CN 2</b> | <b>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</b>                                                                                                                                                                                                   | PSHE                                                                                                                                                                                                                                            |  |
| <input type="checkbox"/> | <b>DT E 3</b>  | Understand how key events and individuals in design and technology have helped shape the world.                                                                                                                                                                                                          | <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>                    |  |
| Geography                |                |                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                 |  |
| <input type="checkbox"/> | <b>Ge HP 1</b> | 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>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.                                                                                                |                                                                                                                                                                                                                                                 |  |
| <input type="checkbox"/> | <b>Ge LK 1</b> | 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.                                                           |                                                                                                                                                                                                                                                 |  |
| <input type="checkbox"/> | <b>Ge LK 2</b> | <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> |                                                                                                                                                                                                                                                 |  |
| <input type="checkbox"/> | <b>Ge HP 2</b> | <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.</b>                                                               |                                                                                                                                                                                                                                                 |  |

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## Programme of study

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

### Spoken language

- En SL 9** **Participate in discussions, presentations, performances, role play, improvisations and debates.**
- En SL 12** Select and use appropriate registers for effective communication.
- En SL 7** Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.

### Writing

- En W VGP 1b** Use the present perfect form of verbs in contrast to the past tense.
- En W VGP 1a** Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.
- En W C 2a** **Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2).**
- En W C 1b** **Discuss and record ideas.**
- En W H 1** Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.
- En W C 1a** **Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.**
- En W C 3b** Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.
- En W C 5** Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.
- En W C 2c** In narratives, create settings, characters and plot.
- En W C 3a** Assess the effectiveness of their own and others' writing and suggest improvements.
- En W H 2** Increase the legibility, consistency and quality of their handwriting (e.g. by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch).

### Reading

- En R C 1b** Read books that are structured in different ways and reading for a range of purposes.
- En R C 2d** Predict what might happen from details stated and implied.
- En R C 2b** Ask questions to improve their understanding of a text.
- En R C 3** Retrieve and record information from non-fiction.
- En R C 4** Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.
- En R C 2c** Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.

### Mathematics

- Ma S 1** Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.

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### Art & design

- AD 3** Find out about great artists, architects and designers in history.
- 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 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 E 2** Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.
- DT TK 2** Understand and use mechanical systems in their products (e.g. gears, pulleys, cams, levers and linkages).
- 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 D 2** **Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.**
- 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 2** **Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.**

### Geography

- Ge SF 3** **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.**

### History

- Hi 4** Learn about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.
- Hi 6** Study an aspect or theme in British history that extends chronological knowledge beyond 1066.

### PE

- PE 5** Take part in outdoor and adventurous activity challenges both individually and within a team.
- PE 1** Use running, jumping, throwing and catching in isolation and in combination.
- PE 2** Play competitive games, modified where appropriate (e.g. rounders and tennis), and apply basic principles suitable for attacking and defending.

### PSHE

- PSHE 4a** Recognise that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view.

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| Spoken language          |                  | Reading                                                                                                                                                                              |                          |                  |                                                                               |
|--------------------------|------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|------------------|-------------------------------------------------------------------------------|
| <input type="checkbox"/> | <b>En SL 1</b>   | Listen and respond appropriately to adults and their peers.                                                                                                                          | <input type="checkbox"/> | <b>En R C 1g</b> | Discuss words and phrases that capture the reader's interest and imagination. |
| <input type="checkbox"/> | <b>En SL 5</b>   | Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.                                                            | <input type="checkbox"/> | <b>En R C 2f</b> | Identify how language, structure and presentation contribute to meaning.      |
| <input type="checkbox"/> | <b>En SL 7</b>   | Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.                                                                      | <input type="checkbox"/> | <b>En R C 3</b>  | Retrieve and record information from non-fiction.                             |
| <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 11</b>  | <b>Consider and evaluate different viewpoints, attending to and building on the contributions of others.</b>                                                                         |                          |                  |                                                                               |
| Writing                  |                  |                                                                                                                                                                                      |                          |                  |                                                                               |
| <input type="checkbox"/> | <b>En W C 1a</b> | <b>Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</b>                                 |                          |                  |                                                                               |
| <input type="checkbox"/> | <b>En W C 5</b>  | <b>Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</b>                   |                          |                  |                                                                               |
| <input type="checkbox"/> | <b>En W C 1b</b> | <b>Discuss and record ideas.</b>                                                                                                                                                     |                          |                  |                                                                               |
| <input type="checkbox"/> | <b>En W C 3a</b> | <b>Assess the effectiveness of their own and others' writing and suggest improvements.</b>                                                                                           |                          |                  |                                                                               |
| <input type="checkbox"/> | <b>En W C 2a</b> | Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2). |                          |                  |                                                                               |
| <input type="checkbox"/> | <b>En W C 3b</b> | Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.                                                               |                          |                  |                                                                               |
| <input type="checkbox"/> | <b>En W C 2d</b> | In non-narrative material, use simple organisational devices (e.g. headings and sub-headings).                                                                                       |                          |                  |                                                                               |
| <input type="checkbox"/> | <b>En W C 2b</b> | Organise paragraphs around a theme.                                                                                                                                                  |                          |                  |                                                                               |

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| Art & design             |                | Languages                                                                                                                                                                                                                                                                             |                                        |                                                                                                                                                                      |
|--------------------------|----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> | <b>AD 3</b>    | Learn about great artists, architects and designers in history.                                                                                                                                                                                                                       | <input type="checkbox"/> <b>La 8</b>   | Appreciate stories, songs, poems and rhymes in the language.                                                                                                         |
| Computing                |                | Music                                                                                                                                                                                                                                                                                 |                                        |                                                                                                                                                                      |
| <input type="checkbox"/> | <b>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. | <input type="checkbox"/> <b>Mu 5</b>   | <b>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</b>        |
| <input type="checkbox"/> | <b>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.                                                                                                      | <input type="checkbox"/> <b>Mu 3</b>   | Listen with attention to detail and recall sounds with increasing aural memory.                                                                                      |
| <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"/> <b>Mu 1</b>   | <b>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</b> |
| <input type="checkbox"/> | <b>DT E 2</b>  | Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.                                                                                                                                                           | <input type="checkbox"/> <b>Mu 6</b>   | Develop an understanding of the history of music.                                                                                                                    |
| <input type="checkbox"/> | <b>DT E 1</b>  | Investigate and analyse a range of existing products.                                                                                                                                                                                                                                 | <input type="checkbox"/> <b>Mu 2</b>   | <b>Improvise and compose music for a range of purposes using the interrelated dimensions of music.</b>                                                               |
| D&T                      |                | PE                                                                                                                                                                                                                                                                                    |                                        |                                                                                                                                                                      |
| <input type="checkbox"/> | <b>Ge SF 1</b> | Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.                                                                                                                                                                             | <input type="checkbox"/> <b>PE 4</b>   | Perform dances using a range of movement patterns.                                                                                                                   |
| Geography                |                | Science                                                                                                                                                                                                                                                                               |                                        |                                                                                                                                                                      |
| <input type="checkbox"/> | <b>Sc S 4</b>  | Find patterns between the volume of a sound and the strength of the vibrations that produced it.                                                                                                                                                                                      | <input type="checkbox"/> <b>Sc S 1</b> | Identify how sounds are made, associating some of them with something vibrating.                                                                                     |
| <input type="checkbox"/> | <b>Sc S 2</b>  | Recognise that vibrations from sounds travel through a medium to the ear.                                                                                                                                                                                                             | <input type="checkbox"/> <b>Sc S 2</b> | Recognise that vibrations from sounds travel through a medium to the ear.                                                                                            |
| <input type="checkbox"/> | <b>Sc S 3</b>  | Find patterns between the pitch of a sound and features of the object that produced it.                                                                                                                                                                                               | <input type="checkbox"/> <b>Sc S 3</b> | Find patterns between the pitch of a sound and features of the object that produced it.                                                                              |
| <input type="checkbox"/> | <b>Sc S 5</b>  | Recognise that sounds get fainter as the distance from the sound source increases.                                                                                                                                                                                                    | <input type="checkbox"/> <b>Sc S 5</b> | Recognise that sounds get fainter as the distance from the sound source increases.                                                                                   |

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| 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 3</b>  | Retrieve and record information from non-fiction.                                                                                         |
| <input type="checkbox"/>                                                              | <b>En SL 1</b>   | Listen and respond appropriately to adults and their peers.                                                                                                                                                                                                        | <input type="checkbox"/> | <b>En R C 2c</b> | Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. |
| <input type="checkbox"/>                                                              | <b>En SL 6</b>   | Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.                                                                                                                            | <input type="checkbox"/> | <b>En R C 1d</b> | Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally.       |
| <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 1f</b> | 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 8</b>   | Speak audibly and fluently with an increasing command of Standard English.                                                                                                                                                                                         |                          |                  |                                                                                                                                           |
| Writing                                                                               |                  |                                                                                                                                                                                                                                                                    |                          |                  |                                                                                                                                           |
| <input type="checkbox"/>                                                              | <b>En W C 1a</b> | Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.                                                                                                                      |                          |                  |                                                                                                                                           |
| <input type="checkbox"/>                                                              | <b>En W C 4</b>  | Proof-read for spelling and punctuation errors.                                                                                                                                                                                                                    |                          |                  |                                                                                                                                           |
| <input type="checkbox"/>                                                              | <b>En W C 1b</b> | Discuss and record ideas.                                                                                                                                                                                                                                          |                          |                  |                                                                                                                                           |
| <input type="checkbox"/>                                                              | <b>En W C 2b</b> | <b>Organise paragraphs around a theme.</b>                                                                                                                                                                                                                         |                          |                  |                                                                                                                                           |
| <input type="checkbox"/>                                                              | <b>En W C 2a</b> | Compose and rehearse sentences orally (including dialogue) progressively building a varied and rich vocabulary and an increasing range of sentence structures.                                                                                                     |                          |                  |                                                                                                                                           |
| <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 H 2</b>  | Increase the legibility, consistency and quality of their handwriting (e.g. by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch). |                          |                  |                                                                                                                                           |
| <input type="checkbox"/>                                                              | <b>En W C 2c</b> | In narratives, create settings, characters and plot.                                                                                                                                                                                                               |                          |                  |                                                                                                                                           |
| <input type="checkbox"/>                                                              | <b>En W C 5</b>  | Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.                                                                                                        |                          |                  |                                                                                                                                           |
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| Art & design             |                                                                                                                                                                                                                                                                                                   | Geography                |                                                                                                                                                                                                                                                    |
|--------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> | <b>AD 2</b> Improve mastery of art and design techniques, including drawing, painting and sculpture with materials (e.g. pencil, charcoal, paint, clay).                                                                                                                                          | <input type="checkbox"/> | <b>Ge SF 1</b> Use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied.                                                                                                                          |
| Computing                |                                                                                                                                                                                                                                                                                                   | <input type="checkbox"/> | <b>Ge HP 1</b> 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>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.                                                                                        | <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>Co 3</b> Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.                                                                                                                                                         | History                  |                                                                                                                                                                                                                                                    |
| <input type="checkbox"/> | <b>Co 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.                                                                                                         | <input type="checkbox"/> | <b>Hi 9</b> Learn about a non-European society that provides contrasts with British history.                                                                                                                                                       |
| <input type="checkbox"/> | <b>Co 5</b> Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.                                                                                                                                                 | Music                    |                                                                                                                                                                                                                                                    |
| <input type="checkbox"/> | <b>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. | <input type="checkbox"/> | <b>Mu 5</b> Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.                                                                                 |
| <input type="checkbox"/> | <b>Co 2</b> Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.                                                                                                                                                                       | PSHE                     |                                                                                                                                                                                                                                                    |
| D&T                      |                                                                                                                                                                                                                                                                                                   | <input type="checkbox"/> | <b>PSHE 1a</b> Talk and write about their opinions, and explain their views, on issues that affect themselves and society.                                                                                                                         |
| <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"/> | <b>PSHE 4b</b> Think about the lives of people living in other places and times, and people with different values and customs.                                                                                                                     |
| <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.                                                                                           | Science                  |                                                                                                                                                                                                                                                    |
| <input type="checkbox"/> | <b>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.                                                                                                    | <input type="checkbox"/> | <b>Sc E 1</b> Identify common appliances that run on electricity.                                                                                                                                                                                  |
|                          |                                                                                                                                                                                                                                                                                                   | <input type="checkbox"/> | <b>Sc E 3</b> Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery.                                                                                    |
|                          |                                                                                                                                                                                                                                                                                                   | <input type="checkbox"/> | <b>Sc E 2</b> Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.                                                                                           |
|                          |                                                                                                                                                                                                                                                                                                   | <input type="checkbox"/> | <b>Sc E 4</b> Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.                                                                                                  |
|                          |                                                                                                                                                                                                                                                                                                   | <input type="checkbox"/> | <b>Sc E 5</b> Recognise some common conductors and insulators, and associate metals with being good conductors.                                                                                                                                    |

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| Spoken language          |                  | Reading                                                                                                                                                                              |                          |                  |                                                                                                                         |
|--------------------------|------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|------------------|-------------------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> | <b>En SL 3</b>   | Use relevant strategies to build their vocabulary.                                                                                                                                   | <input type="checkbox"/> | <b>En R C 1c</b> | Use dictionaries to check the meaning of words that they have read.                                                     |
| <input type="checkbox"/> | <b>En SL 2</b>   | Ask relevant questions to extend their understanding and knowledge.                                                                                                                  | <input type="checkbox"/> | <b>En R C 3</b>  | Retrieve and record information from non-fiction.                                                                       |
| <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 R C 2a</b> | Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. |
| <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 2f</b> | Identify how language, structure, and presentation contribute to meaning.                                               |
| <input type="checkbox"/> | <b>En SL 8</b>   | Speak audibly and fluently with an increasing command of Standard English.                                                                                                           | <input type="checkbox"/> | <b>En R C 2e</b> | Identify the main ideas drawn from more than one paragraph and summarise these.                                         |
| Writing                  |                  | Mathematics                                                                                                                                                                          |                          |                  |                                                                                                                         |
| <input type="checkbox"/> | <b>En W C 2b</b> | Organise paragraphs around a theme.                                                                                                                                                  | <input type="checkbox"/> | <b>Ma M 4</b>    | Estimate, compare and calculate different measures, including money in pounds and pence.                                |
| <input type="checkbox"/> | <b>En W C 2d</b> | <b>In non-narrative material, use simple organisational devices (e.g. headings and sub-headings).</b>                                                                                |                          |                  |                                                                                                                         |
| <input type="checkbox"/> | <b>En W C 2a</b> | Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2). |                          |                  |                                                                                                                         |
| <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 1a</b> | Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.                                        |                          |                  |                                                                                                                         |

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

# Burps, Bottoms and Bile

| Computing                |                                                                                                                                                                                                                                                                                       | Music                    |                                                                                                                                                                                               |
|--------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> | <b>Co 6</b>                                                                                                                                                                                                                                                                           | <input type="checkbox"/> | <b>Mu 2</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. |                          | Improvise and compose music for a range of purposes using the interrelated dimensions of music.                                                                                               |
| <input type="checkbox"/> | <b>Co 2</b>                                                                                                                                                                                                                                                                           | <b>PSHE</b>              |                                                                                                                                                                                               |
|                          | Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.                                                                                                                                                                       | <input type="checkbox"/> | <b>PSHE 3b</b>                                                                                                                                                                                |
| <b>D&amp;T</b>           |                                                                                                                                                                                                                                                                                       | <input type="checkbox"/> | <b>PSHE 3a</b>                                                                                                                                                                                |
| <input type="checkbox"/> | <b>DT CN 2</b>                                                                                                                                                                                                                                                                        |                          | Recognise that bacteria and viruses can affect health and that following simple, safe routines can reduce their spread.                                                                       |
|                          | Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.                                                                                                                                                                                       | <input type="checkbox"/> | <b>PSHE 3a</b>                                                                                                                                                                                |
| <input type="checkbox"/> | <b>DT CN 1</b>                                                                                                                                                                                                                                                                        |                          | Know what makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health, and how to make informed choices.                                     |
|                          | Understand and apply the principles of a healthy and varied diet.                                                                                                                                                                                                                     | <b>Science</b>           |                                                                                                                                                                                               |
| <input type="checkbox"/> | <b>DT M 1</b>                                                                                                                                                                                                                                                                         | <input type="checkbox"/> | <b>Sc WS 2</b>                                                                                                                                                                                |
|                          | Select from and use a wider range of tools and equipment to perform practical tasks (e.g. cutting, shaping, joining and finishing), accurately.                                                                                                                                       |                          | Set up simple practical enquiries, comparative and fair tests.                                                                                                                                |
| <input type="checkbox"/> | <b>DT D 1</b>                                                                                                                                                                                                                                                                         | <input type="checkbox"/> | <b>Sc WS 3</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>                                                                                               |                          | <b>Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.</b> |
| <input type="checkbox"/> | <b>DT D 2</b>                                                                                                                                                                                                                                                                         | <input type="checkbox"/> | <b>Sc A 2</b>                                                                                                                                                                                 |
|                          | <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>                                                                                      |                          | Identify the different types of teeth in humans and their simple functions.                                                                                                                   |
| <input type="checkbox"/> | <b>DT TK 2</b>                                                                                                                                                                                                                                                                        | <input type="checkbox"/> | <b>Sc WS 8</b>                                                                                                                                                                                |
|                          | <b>Understand and use mechanical systems in their products (e.g. gears, pulleys, cams, levers and linkages).</b>                                                                                                                                                                      |                          | Identify differences, similarities or changes related to simple scientific ideas and processes.                                                                                               |
| <input type="checkbox"/> | <b>DT TK 1</b>                                                                                                                                                                                                                                                                        | <input type="checkbox"/> | <b>Sc WS 5</b>                                                                                                                                                                                |
|                          | <b>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</b>                                                                                                                                                                                 |                          | <b>Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.</b>                                                                           |
| <input type="checkbox"/> | <b>DT M 2</b>                                                                                                                                                                                                                                                                         | <input type="checkbox"/> | <b>Sc WS 9</b>                                                                                                                                                                                |
|                          | <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>                                                                                   |                          | Use straightforward scientific evidence to answer questions or to support their findings.                                                                                                     |
| <input type="checkbox"/> | <b>DT E 2</b>                                                                                                                                                                                                                                                                         | <input type="checkbox"/> | <b>Sc A 1</b>                                                                                                                                                                                 |
|                          | <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>                                                                                   |                          | <b>Describe the simple functions of the basic parts of the digestive system in humans.</b>                                                                                                    |
|                          |                                                                                                                                                                                                                                                                                       | <input type="checkbox"/> | <b>Sc WS 4</b>                                                                                                                                                                                |
|                          |                                                                                                                                                                                                                                                                                       |                          | <b>Gather, record, classify and present data in a variety of ways to help in answering questions.</b>                                                                                         |

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 1** Listen and respond appropriately to adults and their peers.
- En SL 6** Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.
- En SL 4** **Articulate and justify answers, arguments and opinions.**
- En SL 7** Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.

### Writing

- En W C 1b** Discuss and record ideas.
- En W C 2a** **Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2).**
- En W C 1a** Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.
- En W C 2c** In narratives, create settings, characters and plot.
- En W C 3a** Assess the effectiveness of their own and others' writing and suggest improvements.
- En W H 2** Increase the legibility, consistency and quality of their handwriting (e.g. by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch).
- En W C 2b** Organise paragraphs around a theme.
- En W C 2d** **In non-narrative material, use simple organisational devices (e.g. headings and sub-headings).**

### Reading

- En R C 1g** Discuss words and phrases that capture the reader's interest and imagination.
- En R C 2d** Predict what might happen from details stated and implied.
- 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 3** Retrieve and record information from non-fiction.
- En R C 1c** **Use dictionaries to check the meaning of words that they have read.**

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

## Art &amp; design

- AD 1** Create sketch books to record their observations and use them to review and revisit ideas.
- 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.

## Computing

- 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.
- 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.
- Co 5** Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.

## D&amp;T

- DT E 3** Understand how key events and individuals in design and technology have helped shape the world.
- DT TK 3** Understand and use electrical systems in their products (e.g. series circuits incorporating switches, bulbs, buzzers and motors).

## Geography

- Ge LK 3** Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).
- Ge SF 1** Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
- 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 6** Study an aspect or theme in British history that extends chronological knowledge beyond 1066.

## Science

- Sc LT 1** Recognise that living things can be grouped in a variety of ways.
- Sc LT 2** Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.
- Sc WS 1** Ask relevant questions and use different types of scientific enquiries to answer them.
- Sc A 3** Construct and interpret a variety of food chains, identifying producers, predators and prey.
- Sc WS 5** Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.
- Sc WS 3** Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.
- Sc LT 3** Recognise that environments can change and that this can sometimes pose dangers to living things.

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