

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 5** Give well-structured descriptions, explanations and narratives for different purposes, including expressing feelings.
- 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 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.**

Writing

- En W C 1a** Say out loud what they are going to write about.
- En W C 1d** Re-read what they have written to check that it makes sense.
- En W VGP 1b** Join words and join clauses using 'and'.
- En W C 1c** Sequence sentences to form short narratives.
- En W C 1b** Compose a sentence orally before writing it.
- En W C 2** Discuss what they have written with the teacher or other pupils.
- En W H 2** Begin to form lower-case letters in the correct direction, starting and finishing in the right place.

Reading

- En R C 2b** Check that the text makes sense to them as they read and correct inaccurate reading.
- En R C 1c** Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.
- En R C 2e** Predict what might happen on the basis of what has been read so far.
- En R C 1a** Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.
- En R C 4** Explain clearly their understanding of what is read to them.
- En R C 1d** Recognise and join in with predictable phrases.
- En R C 2d** Make inferences on the basis of what is being said and done.

Mathematics

- Ma M 4** Sequence events in chronological order using language (e.g. before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening).

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

<h2>Computing</h2>		<input type="checkbox"/>	Ge PK 1	Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and of a small area in a contrasting non-European country.
<input type="checkbox"/>		<input type="checkbox"/>	<h2>History</h2>	
<input type="checkbox"/>		<input type="checkbox"/>	Hi 2	Learn about events beyond living memory that are significant nationally or globally.
<input type="checkbox"/>		<input type="checkbox"/>	<h2>Music</h2>	
<input type="checkbox"/>		<input type="checkbox"/>	Mu 1	Use their voices expressively and creatively by singing songs and speaking chants and rhymes.
<input type="checkbox"/>		<input type="checkbox"/>	<h2>PSHE</h2>	
<input type="checkbox"/>		<input type="checkbox"/>	PSHE 5e	Meet and talk with people (e.g. with outside visitors such as religious leaders, police officers, the school nurse).
<input type="checkbox"/>		<input type="checkbox"/>	<h2>Science</h2>	
<input type="checkbox"/>		<input type="checkbox"/>	Sc EM 1	Distinguish between an object and the material from which it is made.
<input type="checkbox"/>		<input type="checkbox"/>	Sc WS 5	Use their observations and ideas to suggest answers to questions.
<input type="checkbox"/>		<h2>Geography</h2>		
<input type="checkbox"/>		<input type="checkbox"/>	Ge LK 2	Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.
<input type="checkbox"/>		<input type="checkbox"/>	Ge SF 2	Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right), to describe the location of features and routes on a map.
<input type="checkbox"/>		<input type="checkbox"/>	Ge HP 2b	Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.
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Spoken language		Reading			
<input type="checkbox"/>	En SL 7	Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.	<input type="checkbox"/>	En R C 2a	Draw on what they already know or on background information and vocabulary provided by the teacher.
<input type="checkbox"/>	En SL 4	Articulate and justify answers, arguments and opinions.	<input type="checkbox"/>	En R C 2d	Make inferences on the basis of what is being said and done.
<input type="checkbox"/>	En SL 10	Gain, maintain and monitor the interest of the listener.	<input type="checkbox"/>	En R C 1a	Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.
<input type="checkbox"/>	En SL 8	Speak audibly and fluently with an increasing command of Standard English.	<input type="checkbox"/>	En R C 1f	Discuss word meanings, linking new meanings to those already known.
<input type="checkbox"/>	En SL 2	Ask relevant questions to extend their understanding and knowledge.	<input type="checkbox"/>	En R C 3	Participate in discussion about what is read to them, taking turns and listening to what others say.
<input type="checkbox"/>	En SL 6	Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.	<input type="checkbox"/>	En R C 2b	Check that the text makes sense to them as they read and correct inaccurate reading.
<input type="checkbox"/>	En SL 9	Participate in discussions, presentations, performances, role play, improvisations and debates.	<input type="checkbox"/>	En R C 1c	Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.
<input type="checkbox"/>	En SL 5	Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.			
Writing		Mathematics			
<input type="checkbox"/>	En W C 1a	Say out loud what they are going to write about.	<input type="checkbox"/>	Ma G PD 1	Describe position, direction and movement, including whole, half, quarter and three-quarter turns.
<input type="checkbox"/>	En W H 1	Sit correctly at a table, holding a pencil comfortably and correctly.			
<input type="checkbox"/>	En W C 1b	Compose a sentence orally before writing it.			
<input type="checkbox"/>	En W C 2	Discuss what they have written with the teacher or other pupils.			
<input type="checkbox"/>	En W C 3	Read aloud their writing clearly enough to be heard by their peers and the teacher.			
<input type="checkbox"/>	En W C 1d	Re-read what they have written to check that it makes sense.			
<input type="checkbox"/>	En W H 5	Understand which letters belong to which handwriting families (i.e. letters that are formed in similar ways) and practise these.			
<input type="checkbox"/>	En W C 1c	Sequence sentences to form short narratives.			

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Art & design		Music	
<input type="checkbox"/>	AD 1 Use materials creatively to make products.	<input type="checkbox"/>	Mu 4 Experiment with, create, select and combine sounds using the interrelated dimensions of music.
Computing		<input type="checkbox"/>	Mu 1 Use their voices expressively and creatively by singing songs and speaking chants and rhymes.
<input type="checkbox"/>	Co 4 Use technology purposefully to create, organise, store, manipulate and retrieve digital content.	PE	
<input type="checkbox"/>	Co 1 Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.	<input type="checkbox"/>	PE 3 Perform dances using simple movement patterns.
<input type="checkbox"/>	Co 5 Recognise common uses of information technology beyond school.	PSHE	
D&T		<input type="checkbox"/>	PSHE 2e Realise that people and other living things have needs, and that they have responsibilities to meet them.
<input type="checkbox"/>	DT D 1 Design purposeful and functional products for themselves and other users based on design criteria.	<input type="checkbox"/>	PSHE 1e Learn how to set goals.
<input type="checkbox"/>	DT E 1 Explore and evaluate a range of existing products.	Science	
<input type="checkbox"/>	DT TK 2 Explore and use mechanisms (e.g. levers, sliders, wheels and axles).	<input type="checkbox"/>	Sc EM 3 Describe the simple physical properties of a variety of everyday materials.
<input type="checkbox"/>	DT D 2 Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.	<input type="checkbox"/>	Sc EM 2 Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.
<input type="checkbox"/>	DT E 2 Evaluate their ideas and products against design criteria.	<input type="checkbox"/>	Sc WS 5 Use their observations and ideas to suggest answers to questions.
Geography		<input type="checkbox"/>	Sc EM 4 Compare and group together a variety of everyday materials on the basis of their simple physical properties.
<input type="checkbox"/>	Ge HP 2a Use basic geographical vocabulary to refer to key physical factors, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley.	<input type="checkbox"/>	Sc WS 6 Gather and record data to help in answering questions.
History		<input type="checkbox"/>	Sc WS 1 Ask simple questions and recognise that they can be answered in different ways.
<input type="checkbox"/>	Hi 3 Learn about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.	<input type="checkbox"/>	Sc WS 3 Perform simple tests.
<input type="checkbox"/>	Hi 1 Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.		

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Spoken language		Reading			
<input type="checkbox"/>	En SL 6	Maintain attention and participate in collaborative conversations, staying on topic and initiating and responding to comments.	<input type="checkbox"/>	En R C 2a	Draw on what they already know or on background information provided by the teacher.
<input type="checkbox"/>	En SL 5	Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.	<input type="checkbox"/>	En R C 1a	Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that which they can read independently.
<input type="checkbox"/>	En SL 9	Participate in discussions, presentations, performances, role play, improvisations and debates.	<input type="checkbox"/>	En R C 1e	Learn to appreciate rhymes and poems and recite some by heart.
Writing		Mathematics			
<input type="checkbox"/>	En W C 1b	Compose a sentence orally before writing it.	<input type="checkbox"/>	Ma M 1	Compare, describe and solve practical problems for lengths and heights, (e.g. long/short, longer/shorter, tall/short, double/half); mass or weight (e.g. heavy/light, heavier than, lighter than).
<input type="checkbox"/>	En W C 1c	Sequence sentences to form short narratives.	<input type="checkbox"/>	Ma M 2	Measure and begin to record lengths and heights.
<input type="checkbox"/>	En W C 1a	Say out loud what they are going to write about.	<input type="checkbox"/>	Ma M 3	Recognise and know the value of different denominations of coins and notes.
<input type="checkbox"/>	En W C 2	Discuss what they have written with the teacher or other pupils.			
<input type="checkbox"/>	En W C 3	Read aloud their writing clearly enough to be heard by their peers or the teacher.			
<input type="checkbox"/>	En W H 2	Begin to form lower case letters in the correct direction, starting and finishing in the correct place.			
<input type="checkbox"/>	En W C 1d	Re-read what they have written to check it makes sense.			
<input type="checkbox"/>	En W H 4	Form digits 0-9 correctly.			

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Art & design		History		
<input type="checkbox"/>	AD 2	Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.	<input type="checkbox"/> Hi 2 Learn about events beyond living memory that are significant nationally or globally.	
<input type="checkbox"/>	AD 1	Use a range of materials creatively to design and make products.	Music	
<input type="checkbox"/>	AD 3	Develop a range of art and design techniques in using colour, pattern, texture, line, shape, form and space.	<input type="checkbox"/> Mu 1 Use their voices expressively and creatively by singing songs and speaking chants and rhymes.	
Computing			<input type="checkbox"/> Mu 2 Play tuned and untuned instruments musically.	
<input type="checkbox"/>	Co 3	Use logical reasoning to predict the behaviour of simple programs.	PE	
<input type="checkbox"/>	Co 4	Use technology purposefully to create, organise, store, manipulate and retrieve digital content.	<input type="checkbox"/> PE 3 Perform dances using simple movement patterns.	
D&T			<input type="checkbox"/> PE 2 Participate in team games, developing simple tactics for attacking and defending.	
<input type="checkbox"/>	DT M 1	Select from and use a range of tools and equipment to perform practical tasks (e.g. cutting, shaping, joining and finishing).	Science	
<input type="checkbox"/>	DT M 2	Select from and use a wide range of materials and components including construction materials, textiles and ingredients according to their characteristics.	<input type="checkbox"/> Sc A 1 Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.	
<input type="checkbox"/>	DT D 2	Design purposeful, functional, appealing products for themselves and other users based on design criteria.	<input type="checkbox"/> Sc A 2 Identify and name a variety of common animals that are carnivores, herbivores and omnivores.	
Geography			<input type="checkbox"/> Sc A 3 Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).	
<input type="checkbox"/>	Ge LK 1	Name and locate the world's seven continents and five oceans.	<input type="checkbox"/> Sc P 1 Identify and name a variety of common plants, including deciduous and evergreen trees.	

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Spoken language

- En SL 6** Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.
- En SL 5** **Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.**
- En SL 9** **Participate in discussions, presentations, performances, role play, improvisations and debates.**
- 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 7** **Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.**
- En SL 4** Articulate and justify answers, arguments and opinions.
- En SL 12** Select and use appropriate registers for effective communication.

Writing

- En W C 1a** **Say out loud what they are going to write about.**
- En W C 1b** Compose a sentence orally before writing it.
- En W C 1c** **Sequence sentences to form short narratives.**
- En W C 1d** Re-read what they have written to check that it makes sense.
- En W C 3** **Read aloud their writing clearly enough to be heard by their peers and the teacher.**
- En W C 2** Discuss what they have written with the teacher or other pupils.

Reading

- En R C 1f** Discuss word meanings, linking new meanings to those already known.
- En R C 2c** Discuss the significance of the title and events.
- En R C 2a** **Draw on what they already know or on background information and vocabulary provided by the teacher.**

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Art & design

- AD 2** Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.

Computing

- Co 4** Use technology purposefully to create, organise, store, manipulate and retrieve digital content.
- Co 6** Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

D&T

- DT CN 1** Use the basic principles of a healthy and varied diet to prepare dishes.
- DT E 1** Explore and evaluate a range of existing products.

History

- Hi 3** Learn about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.

Music

- Mu 4** Experiment with, create, select and combine sounds using the interrelated dimensions of music.

PE

- PE 1** **Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.**
- PE 3** Perform dances using simple movement patterns.

PSHE

- PSHE 1a** **Recognise what they like and dislike, what is fair and unfair, and what is right and wrong.**
- PSHE 1b** Share their opinions on things that matter to them and explain their views.
- PSHE 3g** Know rules for, and ways of, keeping safe, including basic road safety, and about people who can help them to stay safe.
- PSHE 2c** Recognise choices they can make, and recognise the difference between right and wrong.
- PSHE 2h** Contribute to the life of the class and school.

Science

- Sc WS 5** Use their observations and ideas to suggest answers to questions.
- Sc A 4** Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

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Spoken language

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- En SL 7** **Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.**
- En SL 5** **Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.**
- En SL 2** Ask relevant questions to extend their understanding and knowledge.

Writing

- En W C 1a** Say out loud what they are going to write about.
- En W C 1b** Compose a sentence orally before writing it.
- En W C 1d** Re-read what they have written to check that it makes sense.
- En W C 1c** Sequence sentences to form short narratives.
- En W C 3** Read aloud their writing clearly enough to be heard by their peers and the teacher.
- En W C 2** Discuss what they have written with the teacher or other children.

Reading

- En R C 1e** Learn to appreciate rhymes and poems, and to recite some by heart.
- En R C 1b** Link what they read or hear read to their own experiences.
- En R C 1a** **Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.**
- En R C 3** Participate in discussion about what is read to them, taking turns and listening to what others say.

Mathematics

- Ma M 2** Measure and begin to record the following: lengths and heights; mass/weight; capacity and volume; time (hours, minutes, seconds).

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Art & design

- AD 2** Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.
- AD 4** Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.
- AD 3** Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.

Geography

- Ge HP 1** Identify seasonal and daily weather patterns in the UK and the location of hot and cold countries of the world in relation to the Equator and the North and South Poles.
- Ge HP 2a** Use basic geographical vocabulary to refer to key physical features including season and weather.
- Ge SF 3** **Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.**

History

- Hi 3** Learn about the lives of significant individuals in the past who have contributed to national and international achievements.

Music

- Mu 3** Listen with concentration and understanding to a range of high-quality live and recorded music.
- Mu 1** Use their voices expressively and creatively by singing songs and speaking chants and rhymes.
- Mu 4** Experiment with, create, select and combine sounds using the interrelated dimensions of music.

PE

- PE 3** Perform dances using simple movement patterns.

Science

- Sc SC 1** Observe changes across the four seasons.
- Sc WS 2** Observe closely, using simple equipment.
- Sc WS 5** **Use their observations and ideas to suggest answers to questions.**
- Sc WS 6** Gather and record data to help in answering questions.
- Sc WS 3** **Perform simple tests.**
- Sc SC 2** Observe and describe weather associated with the seasons and how day length varies.

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The Enchanted Woodland

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Spoken language		Reading	
<input type="checkbox"/>	En SL 1	<input type="checkbox"/>	En R C 1f
	Listen and respond appropriately to adults and their peers.		Discuss word meanings, linking new meanings to those already known.
<input type="checkbox"/>	En SL 5	<input type="checkbox"/>	En R C 2a
	Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.		Draw on what they already know or on background information and vocabulary provided by the teacher.
<input type="checkbox"/>	En SL 2	<input type="checkbox"/>	En R C 1c
	Ask relevant questions to extend their understanding and knowledge.		Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.
<input type="checkbox"/>	En SL 4		
	Articulate and justify answers, arguments and opinions.		
Writing		Mathematics	
<input type="checkbox"/>	En W C 1b	<input type="checkbox"/>	Ma M 2
	Compose a sentence orally before writing it.		Measure and begin to record the following: lengths and heights; mass/weight; capacity and volume; time (hours, minutes, seconds).
<input type="checkbox"/>	En W C 1d	<input type="checkbox"/>	Ma M 3
	Re-read what they have written to check that it makes sense.		Recognise and know the value of different denominations of coins and notes.
<input type="checkbox"/>	En W C 1a		
	Say out loud what they are going to write about.		
<input type="checkbox"/>	En W C 2		
	Discuss what they have written with the teacher or other pupils.		
<input type="checkbox"/>	En W C 1c		
	Sequence sentences to form short narratives.		
<input type="checkbox"/>	En W C 3		
	Read aloud their writing clearly enough to be heard by their peers and the teacher.		

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The Enchanted Woodland

Art & design		PE	
<input type="checkbox"/>	AD 1	<input type="checkbox"/>	PE 2
	Use a range of materials creatively to design and make products.		Participate in team games, developing simple tactics for attacking and defending.
<input type="checkbox"/>	AD 2	PSHE	
	Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.	<input type="checkbox"/>	PSHE 5b
<input type="checkbox"/>	AD 3	<input type="checkbox"/>	PSHE 2g
	Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.		Feel positive about themselves.
Computing			Know what improves and harms their local, natural and built environments and about some of the ways people look after them.
<input type="checkbox"/>	Co 4	Science	
	Use technology purposefully to create, organise, store, manipulate and retrieve digital content.	<input type="checkbox"/>	Sc P 1
D&T			Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.
<input type="checkbox"/>	DT TK 1	<input type="checkbox"/>	Sc A 1
	Build structures, exploring how they can be made stronger, stiffer and more stable.		Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.
<input type="checkbox"/>	DT M 2	<input type="checkbox"/>	Sc P 2
	Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.		Identify and describe the basic structure of a variety of common flowering plants, including trees.
Geography		<input type="checkbox"/>	Sc WS 4
<input type="checkbox"/>	Ge SF 3		Identify and classify.
	Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.		
<input type="checkbox"/>	Ge SF 2		
	Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right), to describe the location of features and routes on a map.		
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