

## Programme of study

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

### Spoken language

- En SL 3** Use relevant strategies to build their vocabulary.
- En SL 5** **Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.**
- En SL 4** Articulate and justify answers, arguments and opinions.
- En SL 9** Participate in discussions, presentations, performances, role play, improvisations and debates.
- En SL 7** **Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.**

### Writing

- En W C 3d** Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.
- En W C 1a** Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.
- En W C 2c** **Précis longer passages.**
- En W C 4** Proof-read for spelling and punctuation errors.
- En W H 2** Write legibly, fluently and with increasing speed by choosing the writing implement that is best suited for a task.
- En W VGP 2d** Use semi-colons, colons or dashes to mark boundaries between independent clauses.
- En W C 2e** **Use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).**
- En W C 2a** **Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.**
- En W C 3a** Assess the effectiveness of their own and others' writing.
- En W C 2d** Use a wide range of devices to build cohesion within and across paragraphs.

### Reading

- En R C 5** Retrieve, record and present information from non-fiction.
- En R C 1d** Recommend books that they have read to their peers, giving reasons for their choices.
- En R C 2b** Ask questions to improve their understanding.
- En R C 8** Provide reasoned justifications for their views.
- En R C 7** Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.
- En R C 3** Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.

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

## Art & 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).

## Computing

- 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.
- Co 4** 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.

## Geography

- Ge SF 1** Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
- Ge PK 1** Understand geographical similarities and differences through the study of human and physical geography of a region of the UK, a region in a European country, and a region within North or South America.

## History

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

## PSHE

- PSHE 5a** Take responsibility.

## Science

- Sc LT 2** Give reasons for classifying plants and animals based on specific characteristics.
- Sc WS 4** Use test results to make predictions to set up further comparative and fair tests.
- Sc EI 3** Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.
- Sc WS 3** Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.
- Sc EI 1** Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.
- Sc EI 2** Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.
- Sc WS 1** Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.
- Sc WS 5** Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.
- Sc WS 6** Identify scientific evidence that has been used to support or refute ideas or arguments.

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Spoken language		Reading	
<input type="checkbox"/>	<b>En SL 7</b>	<input type="checkbox"/>	<b>En R C 5</b>
	Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.		Retrieve, record and present information from non-fiction.
<input type="checkbox"/>	<b>En SL 2</b>	<input type="checkbox"/>	<b>En R C 1a</b>
	Ask relevant questions to extend their understanding and knowledge.		Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
<input type="checkbox"/>	<b>En SL 5</b>	<input type="checkbox"/>	<b>En R C 3</b>
	Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.		Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.
<input type="checkbox"/>	<b>En SL 8</b>	<b>Mathematics</b>	
	<b>Speak audibly and fluently with an increasing command of Standard English.</b>	<input type="checkbox"/>	<b>Ma N NPV 3</b>
<input type="checkbox"/>	<b>En SL 1</b>		Use negative numbers in context, and calculate intervals across zero.
	Listen and respond appropriately to adults and their peers.		
<input type="checkbox"/>	<b>En SL 9</b>		
	Participate in discussions, presentations, performances, role play, improvisations and debates.		
Writing			
<input type="checkbox"/>	<b>En W C 1b</b>		
	<b>Note and develop initial ideas, drawing on reading and research where necessary.</b>		
<input type="checkbox"/>	<b>En W C 2e</b>		
	Use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).		
<input type="checkbox"/>	<b>En W C 2b</b>		
	In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action.		
<input type="checkbox"/>	<b>En W C 2d</b>		
	Use a wide range of devices to build cohesion within and across paragraphs.		
<input type="checkbox"/>	<b>En W C 3b</b>		
	Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.		
<input type="checkbox"/>	<b>En W C 2a</b>		
	Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.		
<input type="checkbox"/>	<b>En W H 2</b>		
	Write legibly, fluently and with increasing speed by choosing the writing implement that is best suited for a task.		
<input type="checkbox"/>	<b>En W C 1a</b>		
	<b>Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</b>		
<input type="checkbox"/>	<b>En W C 5</b>		
	Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.		
<input type="checkbox"/>	<b>En W C 2c</b>		
	Précis longer passages.		
<input type="checkbox"/>	<b>En W C 3a</b>		
	Assess the effectiveness of their own and others' writing.		

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Art & design	
<input type="checkbox"/>	<p><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).</p> <p><b>AD 1</b> Create sketch books to record their observations and use them to review and revisit ideas.</p>
Computing	
<input type="checkbox"/>	<p><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.</p> <p><b>Co 5</b> <b>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</b></p> <p><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.</p>
D&T	
<input type="checkbox"/>	<p><b>DT M 1</b> Select from and use a wider range of tools and equipment to perform practical tasks (e.g. cutting, shaping, joining and finishing), accurately.</p>
Geography	
<input type="checkbox"/>	<p><b>Ge LK 3</b> <b>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).</b></p> <p><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.</p> <p><b>Ge HP 2</b> Describe and understand 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.</p>
<input type="checkbox"/>	<p><b>Ge SF 1</b> <b>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</b></p> <p><b>Ge SF 2</b> <b>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the UK and the wider world.</b></p>
History	
<input type="checkbox"/>	<p><b>Hi 6</b> Study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p>
Music	
<input type="checkbox"/>	<p><b>Mu 2</b> Improvise and compose music for a range of purposes using the interrelated dimensions of music.</p>
PE	
<input type="checkbox"/>	<p><b>PE 5</b> Take part in outdoor and adventurous activity challenges both individually and within a team.</p>
PSHE	
<input type="checkbox"/>	<p><b>PSHE 2e</b> Reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences.</p> <p><b>PSHE 1a</b> <b>Talk and write about their opinions and explain their views, on issues that affect themselves and society.</b></p>
Science	
<input type="checkbox"/>	<p><b>Sc EI 3</b> Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p> <p><b>Sc LT 1</b> Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals.</p> <p><b>Sc WS 3</b> <b>Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</b></p>
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In this project, children will have the opportunity to...

### Spoken language

- En SL 3** Use relevant strategies to build their vocabulary.
- 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 1** **Listen and respond appropriately to adults and their peers.**
- En SL 7** **Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.**
- En SL 6** Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.

### Writing

- En W C 3d** Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.
- En W H 1** Write legibly, fluently and with increasing speed choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.
- En W C 1c** In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed.
- En W C 3a** Assess the effectiveness of their own and others' writing.
- En W C 1b** Note and develop initial ideas, drawing on reading and research where necessary.
- En W C 1a** **Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.**
- En W C 2b** In narratives describe settings, character and atmosphere and integrate dialogue to convey character and advance the action.
- En W C 2a** Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.
- En W C 5** Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

### Reading

- En R C 1b** **Read books that are structured in different ways and reading for a range of purposes.**
- En R C 1f** Make comparisons within and across books.
- En R C 2d** Predict what might happen from details stated and implied.
- En R C 1c** Increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.
- En R C 2b** Ask questions to improve their understanding.
- En R C 7** Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.
- En R C 3** Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.

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## Art & design

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

## 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 CN 2** Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.
- DT CN 1** Understand and apply the principles of a healthy and varied diet.
- DT E 1** Investigate and analyse a range of existing products.
- 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 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 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.

## Geography

- Ge LK 1** Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.
- Ge PK 1** Understand geographical similarities and differences through the study of human and physical geography of a region of the UK, a region in a European country, and a region within North or South America.
- Ge SF 1** Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

## History

- Hi 9** Learn about a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900–1300.

## Music

- Mu 4** Use and understand staff and other musical notations.
- Mu 1** **Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.**
- Mu 5** **Appreciate and understand a wide variety of high quality live and recorded music drawn from different traditions and from great composers and musicians.**
- Mu 3** **Listen with attention to detail and recall sounds with increasing aural memory.**
- Mu 2** **Improvise and compose music for a range of purposes using the interrelated dimensions of music.**

## PE

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

## Science

- Sc L 4** Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.

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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 5</b>	Retrieve, record and present information from non-fiction.
<input type="checkbox"/>	<b>En SL 4</b>	<b>Articulate and justify answers, arguments and opinions.</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 7</b>	<b>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</b>	<input type="checkbox"/>	<b>En R C 4</b>	<b>Distinguish between statements of fact and opinion.</b>
<input type="checkbox"/>	<b>En SL 9</b>	<b>Participate in discussions, presentations, performances, role play, improvisations and debates.</b>	<input type="checkbox"/>	<b>En R C 2c</b>	Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
<b>Writing</b>		<b>Mathematics</b>			
<input type="checkbox"/>	<b>En W C 1b</b>	Note and develop initial ideas, drawing on reading and research where necessary.	<input type="checkbox"/>	<b>Ma RP 2</b>	<b>Solve problems involving the calculation of percentages (e.g. of measures, and such as 15% of 360°) and the use of percentages for comparison.</b>
<input type="checkbox"/>	<b>En W C 2a</b>	Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.	<input type="checkbox"/>	<b>Ma S 2</b>	Calculate and interpret the mean as an average.
<input type="checkbox"/>	<b>En W C 1a</b>	Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.			
<input type="checkbox"/>	<b>En W C 4</b>	Proof-read for spelling and punctuation errors.			
<input type="checkbox"/>	<b>En W C 2d</b>	Use a wide range of devices to build cohesion within and across paragraphs.			
<input type="checkbox"/>	<b>En W C 2e</b>	Use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).			
<input type="checkbox"/>	<b>En W C 3b</b>	Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.			
<input type="checkbox"/>	<b>En W C 3a</b>	Assess the effectiveness of their own and others' writing.			
<input type="checkbox"/>	<b>En W C 5</b>	Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.			

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Art & design		Music			
<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>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.	
<b>Computing</b>		<input type="checkbox"/> <b>Mu 3</b>	Listen with attention to detail and recall sounds with increasing aural memory.		
<input type="checkbox"/>	<b>Co 6</b>	<b>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</b>	<b>PE</b>		
<input type="checkbox"/>	<b>Co 7</b>	Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	<input type="checkbox"/> <b>PE 6</b>	Compare performances with previous ones and demonstrate improvement to achieve their personal best.	
<b>D&amp;T</b>		<b>PSHE</b>			
<input type="checkbox"/>	<b>DT M 1</b>	Select from and use a wider range of tools and equipment to perform practical tasks (e.g. cutting, shaping, joining and finishing), accurately.	<input type="checkbox"/> <b>PSHE 2a</b>	Research, discuss and debate topical issues, problems and events.	
<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>PSHE 5b</b>	Feel positive about themselves.	
<b>Geography</b>		<input type="checkbox"/> <b>PSHE 2h</b>	Recognise the role of voluntary, community and pressure groups.	<input type="checkbox"/> <b>PSHE 2k</b>	
<input type="checkbox"/>	<b>Ge SF 3</b>	<b>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</b>	<input type="checkbox"/> <b>PSHE 2k</b>	Explore how the media present information.	
<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>PSHE 4e</b>	Recognise and challenge stereotypes.	
<b>History</b>		<input type="checkbox"/> <b>PSHE 1b</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>Science</b>	
<input type="checkbox"/>	<b>Hi 6</b>	Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.	<input type="checkbox"/> <b>Sc LT 2</b>	Give reasons for classifying plants and animals based on specific characteristics.	
		<input type="checkbox"/> <b>Sc WS 1</b>	Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.	<input type="checkbox"/> <b>Sc WS 3</b>	
		<input type="checkbox"/> <b>Sc WS 2</b>	<b>Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</b>	<input type="checkbox"/> <b>Sc WS 2</b>	
		<input type="checkbox"/> <b>Sc WS 5</b>	<b>Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.</b>	<input type="checkbox"/> <b>Sc WS 5</b>	
			<b>Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.</b>		
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### Spoken language

- En SL 3** Use relevant strategies to build their vocabulary.
- En SL 4** Articulate and justify answers, arguments and opinions.
- En SL 2** Ask relevant questions to extend their understanding and knowledge.
- 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.**

### Writing

- En W C 1a** **Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.**
- En W C 2a** Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.
- En W C 3a** Assess the effectiveness of their own and others' writing.
- En W C 1b** **Note and develop initial ideas, drawing on reading and research where necessary.**
- En W C 2e** Use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).
- En W C 3c** **Ensure the consistent and correct use of tense throughout a piece of writing.**
- En W C 5** Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

### Reading

- En R C 5** Retrieve, record and present information from non-fiction.
- En R C 1h** Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.
- En R C 3** Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.

### Mathematics

- Ma S 1** Interpret and construct pie charts and line graphs and use these to solve problems.
- Ma N NPV 4** **Solve number and practical problems that involve all of the above.**

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Art & design		PE	
<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>PE 6</b> Compare their performances with previous ones and demonstrate improvement to achieve their personal best.
<b>Computing</b>		<input type="checkbox"/>	<b>PE 1</b> Use running, jumping, throwing and catching in isolation and in combination.
<input type="checkbox"/>	<b>Co 5</b> <b>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</b>	<b>PSHE</b>	
<input type="checkbox"/>	<b>Co 2</b> Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.	<input type="checkbox"/>	<b>PSHE 4g</b> <b>Know where individuals, families and groups can get help and support.</b>
<input type="checkbox"/>	<b>Co 6</b> <b>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</b>	<input type="checkbox"/>	<b>PSHE 5c</b> <b>Participate (e.g. in the school's decision-making process, relating it to democratic structures and processes such as councils, parliaments, government and voting).</b>
<b>D&amp;T</b>		<input type="checkbox"/>	<b>PSHE 4a</b> 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.
<input type="checkbox"/>	<b>DT M 1</b> Select from and use a range of tools and equipment to perform practical tasks (e.g. cutting, shaping, joining and finishing).	<b>Science</b>	
<input type="checkbox"/>	<b>DT CN 2</b> Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.	<input type="checkbox"/>	<b>Sc A1</b> <b>Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.</b>
<input type="checkbox"/>	<b>DT E 1</b> Investigate and analyse a range of existing products.	<input type="checkbox"/>	<b>Sc WS 3</b> Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.
<input type="checkbox"/>	<b>DT D 2</b> Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.	<input type="checkbox"/>	<b>Sc WS 5</b> Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.
<input type="checkbox"/>	<b>DT TK 1</b> Build structures, exploring how they can be made stronger, stiffer and more stable.	<input type="checkbox"/>	<b>Sc WS 2</b> <b>Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.</b>
<b>Music</b>		<input type="checkbox"/>	<b>Sc A 2</b> Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.
<input type="checkbox"/>	<b>Mu 2</b> Improvise and compose music for a range of purposes using the interrelated dimensions of music.	<input type="checkbox"/>	<b>Sc A 3</b> Describe the ways in which nutrients and water are transported within animals, including humans.
<input type="checkbox"/>	<b>Mu 1</b> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.	<input type="checkbox"/>	<b>Sc WS 6</b> Identify scientific evidence that has been used to support or refute ideas or arguments.

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### 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 4** Articulate and justify answers, arguments and opinions.
- En SL 5** Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.

### Writing

- En W C 1a** Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.
- En W C 3b** Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.
- En W C 1b** **Note and develop initial ideas, drawing on reading and research where necessary.**
- En W C 3a** Assess the effectiveness of their own and others' writing.
- En W C 2a** Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.
- En W C 2b** In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action.
- En W C 4** Proof-read for spelling and punctuation errors.
- En W C 2e** Use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).
- En W C 5** Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

### Reading

- En R C 1e** Identify and discuss themes and conventions in and across a wide range of writing.
- En R C 2e** Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.
- En R C 7** Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.
- En R C 1d** Recommend books that they have read to their peers, giving reasons for their choices.
- En R C 2c** Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.

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

## Art & design

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

## Computing

- Co 5** Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.
- Co 4** 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.
- Co 2** Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.
- Co 3** Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.
- 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 7** Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.
- Co 1** Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.

## D&T

- DT E 3** Understand how key events and individuals in design and technology have helped shape the world.
- DT E 1** Investigate and analyse a range of existing products.
- DT TK 4** Apply their understanding of computing to program, monitor and control their products.
- 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 E 2** **Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.**

- 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.

## History

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

## PSHE

- PSHE 1e** Learn about the range of jobs carried out by people they know, and to understand how they can develop skills to make their own contribution in the future.

- PSHE 5f** **Develop relationships through work and play (e.g. taking part in activities with groups that have particular needs, such as children with special needs and the elderly; communicating with children in other countries by satellite, email or letters).**

- PSHE 1a** Talk and write about their opinions, and explain their views, on issues that affect themselves and society.

## Science

- Sc L 1** Recognise that light appears to travel in straight lines.

- Sc L 2** Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye.

- Sc L 3** Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.

- Sc E 3** Use recognised symbols when representing a simple circuit in a diagram.

- Sc E 1** Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.

- Sc E 2** Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches.

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