

Programme of study

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

Spoken language		Reading			
<input type="checkbox"/>	En SL 2	Ask relevant questions to extend their understanding and knowledge.	<input type="checkbox"/>	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.
<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 2d	Predict what might happen from details stated and implied.
<input type="checkbox"/>	En SL 10	Gain, maintain and monitor the interest of the listener(s).	<input type="checkbox"/>	En R C 3	Predict what might happen from details stated and implied.
<input type="checkbox"/>	En SL 4	Articulate and justify answers, arguments and opinions.	<input type="checkbox"/>	En R C 1c	Use dictionaries to check the meaning of words that they have read.
<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 1g	Discuss words and phrases that capture the reader's interest and imagination.
<input type="checkbox"/>	En SL 1	Listen and respond appropriately to adults and their peers.			
Writing					
<input type="checkbox"/>	En W C 1b	Discuss and record ideas.			
<input type="checkbox"/>	En W C 2d	In non-narrative material, use simple organisational devices (e.g. headings and sub-headings).			
<input type="checkbox"/>	En W C 2c	In narratives, create settings, characters and plot.			
<input type="checkbox"/>	En W VGP 1c	Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.			
<input type="checkbox"/>	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.			
<input type="checkbox"/>	En W C 3a	Assess the effectiveness of their own and others' writing and suggest improvements.			
<input type="checkbox"/>	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).			
<input type="checkbox"/>	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.			
<input type="checkbox"/>	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.			
<input type="checkbox"/>	En W C 3b	Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.			

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

Art & design		History			
<input type="checkbox"/>	AD 3	Find out about great artists, architects and designers in history.	<input type="checkbox"/>	Hi 1	Learn about changes in Britain from the Stone Age to the Iron Age.
<input type="checkbox"/>	AD 2	Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay).	PSHE		
D&T			<input type="checkbox"/>	PSHE 5b	Feel positive about themselves (e.g. by producing personal diaries, profiles and portfolios of achievements; by having opportunities to show what they can do and how much responsibility they can take).
<input type="checkbox"/>	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.	<input type="checkbox"/>	PSHE 4b	Think about the lives of people living in other places and times, and people with different values and customs.
<input type="checkbox"/>	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.	Science		
<input type="checkbox"/>	DT E 2	Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.	<input type="checkbox"/>	Sc P 4	Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.
Geography			<input type="checkbox"/>	Sc L 4	Recognise that shadows are formed when the light from a light source is blocked by a solid object.
<input type="checkbox"/>	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.	<input type="checkbox"/>	Sc WS 1	Ask relevant questions and use different types of scientific enquiries to answer them.
<input type="checkbox"/>	Ge HP 1	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"/>	Sc WS 5	Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.
<input type="checkbox"/>	Ge HP 2	Describe and understand key aspects of human geography including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.			
<input type="checkbox"/>	Ge SF 1	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.			

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

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 1e	Identify themes and conventions in a wide range of books.
<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 2f	Identify how language, structure, and presentation contribute to meaning.
<input type="checkbox"/>	En SL 9	Participate in discussions, presentations, performances, role play, improvisations and debates.	<input type="checkbox"/>	En R C 2a	Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.
<input type="checkbox"/>	En SL 2	Ask relevant questions to extend their understanding and knowledge.	<input type="checkbox"/>	En R C 1h	Recognise some different forms of poetry (e.g. free verse, narrative poetry).
Writing		Mathematics			
<input type="checkbox"/>	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).	<input type="checkbox"/>	Ma M 1	Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml).
<input type="checkbox"/>	En W C 1b	Discuss and record ideas.			
<input type="checkbox"/>	En W C 3a	Assess the effectiveness of their own and others' writing and suggest improvements.			
<input type="checkbox"/>	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.			
<input type="checkbox"/>	En W C 2b	Organise paragraphs around a theme.			
<input type="checkbox"/>	En W C 4	Proof-read for spelling and punctuation errors.			

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Art & design		Music	
<input type="checkbox"/>	AD 2 Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay).	<input type="checkbox"/>	Mu 1 Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
Computing		PE	
<input type="checkbox"/>	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.	<input type="checkbox"/>	PE 1 Use running, jumping, throwing and catching in isolation and in combination.
D&T		Science	
<input type="checkbox"/>	DT E 1 Investigate and analyse a range of existing products.	<input type="checkbox"/>	Sc FM 2 Notice that some forces need contact between two objects, but magnetic forces can act at a distance.
<input type="checkbox"/>	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.	<input type="checkbox"/>	Sc FM 1 Compare how things move on different surfaces.
<input type="checkbox"/>	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.	<input type="checkbox"/>	Sc WS 2 Set up simple practical enquiries, comparative and fair tests.
<input type="checkbox"/>	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.	<input type="checkbox"/>	Sc FM 3 Observe how magnets attract or repel each other and attract some materials and not others.
<input type="checkbox"/>	DT TK 1 Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.	<input type="checkbox"/>	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.
<input type="checkbox"/>	DT E 2 Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.	<input type="checkbox"/>	Sc FM 5 Describe magnets as having two poles.
<input type="checkbox"/>	DT TK 3 Understand and use electrical systems in their products (e.g. series circuits incorporating switches, bulbs, buzzers and motors).	<input type="checkbox"/>	Sc FM 6 Predict whether two magnets will attract or repel each other, depending on which poles are facing.
		<input type="checkbox"/>	Sc WS 8 Identify differences, similarities or changes related to simple scientific ideas and processes.
		<input type="checkbox"/>	Sc FM 4 Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials.
		<input type="checkbox"/>	Sc WS 5 Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.
		<input type="checkbox"/>	Sc WS 9 Use straightforward scientific evidence to answer questions or to support their findings.

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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 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 6** **Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.**
- 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 4** Articulate and justify answers, arguments and opinions.
- En SL 11** Consider and evaluate different viewpoints, attending to and building on the contributions of others.

Writing

- En W C 1b** **Discuss and record ideas.**
- En W C 4** **Proof-read for spelling and punctuation errors.**
- 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.**
- 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 3a** Assess the effectiveness of their own and others' writing and suggest improvements.
- En W C 2b** **Organise paragraphs around a theme.**
- 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.

Reading

- En R C 1a** Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- En R C 1g** **Discuss words and phrases that capture the reader's interest and imagination.**
- En R C 4** Participate in discussion about both books that are read to them and those they read for themselves, taking turns and listening to what others say.
- En R C 3** Retrieve and record information from non-fiction.

Mathematics

- Ma S 1** Interpret and present data using bar charts, pictograms and tables.

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Art & design		History		
<input type="checkbox"/>	AD 2	Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay).	<input type="checkbox"/> Hi 5 Conduct a local history study.	
<input type="checkbox"/>	AD 1	Create sketch books to record their observations and use them to review and revisit ideas.	PSHE	
<input type="checkbox"/>	AD 3	Find out about great artists, architects and designers in history.	<input type="checkbox"/> PSHE 3e	Recognise the different risks in different situations and then decide how to behave responsibly, including sensible road use, and judging what kind of physical contact is acceptable or unacceptable.
Computing			<input type="checkbox"/> PSHE 5d	Make real choices and decisions (e.g. about issues affecting their health and well-being such as smoking; on the use of scarce resources; how to spend money, including pocket money and contributions to charities).
<input type="checkbox"/>	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.	<input type="checkbox"/> PSHE 1a	Talk and write about their opinions, and explain their views, on issues that affect themselves and society.
<input type="checkbox"/>	Co 2	Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.	Science	
<input type="checkbox"/>	Co 5	Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.	<input type="checkbox"/> Sc L 1	Recognise that they need light in order to see things and that dark is the absence of light.
<input type="checkbox"/>	Co 1	Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.	<input type="checkbox"/> Sc L 2	Notice that light is reflected from surfaces.
<input type="checkbox"/>	Co 7	Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	<input type="checkbox"/> Sc L 4	Recognise that shadows are formed when the light from a light source is blocked by a solid object.
Geography			<input type="checkbox"/> Sc L 3	Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.
<input type="checkbox"/>	Ge SF 1	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	<input type="checkbox"/> Sc L 5	Find patterns in the way that the size of shadows change.
<input type="checkbox"/>	Ge PK 1	Understand geographical similarities and differences through the study of human and physical geography of a region of the UK, a region in a European country, and a region within North or South America.	<input type="checkbox"/> Sc WS 1	Ask relevant questions and use different types of scientific enquiries to answer them.
<input type="checkbox"/>	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.		

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

Spoken language		Reading			
<input type="checkbox"/>	En SL 1	Listen and respond appropriately to adults and their peers.	<input type="checkbox"/>	En R C 1c	Use dictionaries to check the meaning of words that they have read.
<input type="checkbox"/>	En SL 10	Gain, maintain and monitor the interest of the listener(s).	<input type="checkbox"/>	En R C 1b	Read books that are structured in different ways and read for a range of purposes.
<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 1f	Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.
<input type="checkbox"/>	En SL 4	Articulate and justify answers, arguments and opinions.	<input type="checkbox"/>	En R C 2b	Ask questions to improve their understanding of a text.
<input type="checkbox"/>	En SL 9	Participate in discussions, presentations, performances, role play, improvisations and debates.	<input type="checkbox"/>	En R C 3	Retrieve and record information from non-fiction.
<input type="checkbox"/>	En SL 11	Consider and evaluate different viewpoints, attending to and building on the contributions of others.	Mathematics		
<input type="checkbox"/>	En SL 12	Select and use appropriate registers for effective communication.	<input type="checkbox"/>	Ma S 1	Interpret and present data using bar charts, pictograms and tables.
Writing					
<input type="checkbox"/>	En W C 2b	Organise paragraphs around a theme.			
<input type="checkbox"/>	En W C 3a	Assess the effectiveness of their own and others' writing and suggest improvements.			
<input type="checkbox"/>	En W C 1b	Discuss and record ideas.			
<input type="checkbox"/>	En W C 2d	In non-narrative material, use simple organisational devices (e.g. headings and sub-headings).			
<input type="checkbox"/>	En W C 4	Proof-read for spelling and punctuation errors.			
<input type="checkbox"/>	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.			
<input type="checkbox"/>	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.			
<input type="checkbox"/>	En W C 2c	In narratives, create settings, characters and plot.			
<input type="checkbox"/>	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).			
<input type="checkbox"/>	En W C 3b	Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.			

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

Art & design		Geography	
<input type="checkbox"/>	AD 2 Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay).	<input type="checkbox"/>	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.
Computing		<input type="checkbox"/>	Ge SF 1 Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
<input type="checkbox"/>	Co 1 Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.	PE	
<input type="checkbox"/>	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.	<input type="checkbox"/>	PE 6 Compare their performances with previous ones and demonstrate improvement to achieve their personal best.
<input type="checkbox"/>	Co 5 Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.	<input type="checkbox"/>	PE 2 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.
<input type="checkbox"/>	Co 3 Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.	Science	
D&T		<input type="checkbox"/>	Sc WS 4 Gather, record, classify and present data in a variety of ways to help in answering questions.
<input type="checkbox"/>	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.	<input type="checkbox"/>	Sc A 1 Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.
		<input type="checkbox"/>	Sc R 2 Describe in simple terms how fossils are formed when things that have lived are trapped within rock.
		<input type="checkbox"/>	Sc P 1 Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.
		<input type="checkbox"/>	Sc P 3 Investigate the way in which water is transported within plants.
		<input type="checkbox"/>	Sc A 2 Identify that humans and some other animals have skeletons and muscles for support, protection and movement.
		<input type="checkbox"/>	Sc WS 6 Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.
		<input type="checkbox"/>	Sc WS 5 Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.
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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 5** Give well-structured descriptions, explanations and narratives for different purposes, including expressing feelings.
- En SL 1** **Listen and respond appropriately to adults and their peers.**
- En SL 9** Participate in discussions, presentations, performances, role play, improvisations and debates.

Writing

- En W C 1b** **Discuss and record ideas.**
- 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 3a** Assess the effectiveness of their own and others' writing and suggest improvements.
- 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.
- En W C 4** Proof-read for spelling and punctuation errors.
- 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 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 2d** In non-narrative material, use simple organisational devices.
- En W C 3b** Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.

Reading

- En R C 1e** Identify themes and conventions in a wide range of books.
- En R C 1g** **Discuss words and phrases that capture the reader's interest and imagination.**
- En R C 3** Retrieve and record information from non-fiction.

Mathematics

- Ma M 3** **Add and subtract amounts of money to give change, using both £ and p in practical contexts.**

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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.**

D&T

- DT E 1** **Investigate and analyse a range of existing products.**
- DT CN 2** Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.
- DT M 1** **Select from and use a wider range of tools and equipment to perform practical tasks accurately.**
- DT D 1** **Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.**
- DT E 2** **Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.**
- 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.**

Geography

- 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 pupil's knowledge beyond 1066.

Languages

- La 4** Speak in sentences, using familiar vocabulary, phrases and basic language structures.
- La 9** Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through a dictionary.

Music

- 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 2** Improvise and compose music for a range of purposes using the interrelated dimensions of music.

PE

- PE 1** Use running, jumping, throwing and catching in isolation and in combination.

Science

- Sc WS 4** Gather, record, classify and present data in a variety of ways to help in answering questions.
- Sc A 1** Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food: they get nutrition from what they eat.
- Sc WS 8** Identify differences, similarities or changes related to simple scientific ideas and processes.

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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 7** Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.
- En SL 8** Speak audibly and fluently with an increasing command of Standard English.
- En SL 4** **Articulate and justify answers, arguments and opinions.**

Writing

- 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 3a** Assess the effectiveness of their own and others' writing and suggest improvements.
- En W C 4** Proof-read for spelling and punctuation errors.
- En W C 1b** **Discuss and record ideas.**
- 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 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 2d** In non-narrative material, use simple organisational devices (e.g. headings and sub-headings).

Reading

- En R C 1a** Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- En R C 2e** Identify the main ideas drawn from more than one paragraph and summarise these.
- En R C 3** Retrieve and record information from non-fiction.
- En R C 2a** Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.

Mathematics

- Ma S 1** Interpret and present data using bar charts, pictograms and tables.
- Ma M 1** Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml).
- Ma M 7** Compare durations of events (e.g. to calculate the time taken by particular events or tasks).

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Art & design

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

Computing

- Co 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.**
- 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.**

D&T

- DT TK 2** Understand and use mechanical systems in their products (e.g. gears, pulleys, cams, levers and linkages).
- DT TK 1** Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.

Geography

- Ge SF 2** 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.
- 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.
- Ge HP 1** **Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.**
- 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 LK 1** Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.

- Ge HP 2** **Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.**

- Ge LK 2** 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.

PE

- PE 5** Take part in outdoor and adventurous activity challenges both individually and within a team.

PSHE

- PSHE 1a** **Talk and write about their opinions, and explain their views, on issues that affect themselves and society.**
- PSHE 2e** **Reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences.**
- PSHE 5b** Feel positive about themselves.

Science

- Sc R 3** Recognise that soils are made from rocks and organic matter.
- Sc WS 6** Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.
- Sc WS 4** **Gather, record, classify and present data in a variety of ways to help in answering questions.**
- Sc P 2** Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant.
- Sc WS 2** **Set up simple practical enquiries, comparative and fair tests.**
- Sc WS 7** Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.

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