

Programme of study

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"/>	<p>AD 2</p> <p>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>	<input type="checkbox"/>	<p>Ge SF 3</p> <p>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.</p>
Computing		<input type="checkbox"/>	<p>Ge SF 1</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>
<input type="checkbox"/>	<p>Co 1</p> <p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</p>	PE	
<input type="checkbox"/>	<p>Co 6</p> <p>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>	<input type="checkbox"/>	<p>PE 6</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>
<input type="checkbox"/>	<p>Co 5</p> <p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</p>	<input type="checkbox"/>	<p>PE 2</p> <p>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.</p>
<input type="checkbox"/>	<p>Co 3</p> <p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p>	Science	
D&T		<input type="checkbox"/>	<p>Sc WS 4</p> <p>Gather, record, classify and present data in a variety of ways to help in answering questions.</p>
<input type="checkbox"/>	<p>DT M 2</p> <p>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.</p>	<input type="checkbox"/>	<p>Sc A 1</p> <p>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.</p>
		<input type="checkbox"/>	<p>Sc R 2</p> <p>Describe in simple terms how fossils are formed when things that have lived are trapped within rock.</p>
		<input type="checkbox"/>	<p>Sc P 1</p> <p>Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.</p>
		<input type="checkbox"/>	<p>Sc P 3</p> <p>Investigate the way in which water is transported within plants.</p>
		<input type="checkbox"/>	<p>Sc A 2</p> <p>Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p>
		<input type="checkbox"/>	<p>Sc WS 6</p> <p>Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</p>
		<input type="checkbox"/>	<p>Sc WS 5</p> <p>Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.</p>

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