

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 1e	Identify and discuss themes and conventions in and across a wide range of writing.
<input type="checkbox"/>	En SL 1	Listen and respond appropriately to adults and their peers.	<input type="checkbox"/>	En R C 2e	Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.
<input type="checkbox"/>	En SL 4	Articulate and justify answers, arguments and opinions.	<input type="checkbox"/>	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.
<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 1d	Recommend books that they have read to their peers, giving reasons for their choices.
Writing		<input type="checkbox"/>	En R C 2c	Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.	
<input type="checkbox"/>	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.			
<input type="checkbox"/>	En W C 3b	Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.			
<input type="checkbox"/>	En W C 1b	Note and develop initial ideas, drawing on reading and research where necessary.			
<input type="checkbox"/>	En W C 3a	Assess the effectiveness of their own and others' writing.			
<input type="checkbox"/>	En W C 2a	Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.			
<input type="checkbox"/>	En W C 2b	In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action.			
<input type="checkbox"/>	En W C 4	Proof-read for spelling and punctuation errors.			
<input type="checkbox"/>	En W C 2e	Use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).			
<input type="checkbox"/>	En W C 5	Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.			

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.

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