

Programme of study

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

Spoken language		Reading	
<input type="checkbox"/>	En SL 7	<input type="checkbox"/>	En R C 5
	Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.		Retrieve, record and present information from non-fiction.
<input type="checkbox"/>	En SL 2	<input type="checkbox"/>	En R C 1a
	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"/>	En SL 5	<input type="checkbox"/>	En R C 3
	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"/>	En SL 8	Mathematics	
	Speak audibly and fluently with an increasing command of Standard English.	<input type="checkbox"/>	Ma N NPV 3
<input type="checkbox"/>	En SL 1		Use negative numbers in context, and calculate intervals across zero.
	Listen and respond appropriately to adults and their peers.		
<input type="checkbox"/>	En SL 9		
	Participate in discussions, presentations, performances, role play, improvisations and debates.		
Writing			
<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 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 2b		
	In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action.		
<input type="checkbox"/>	En W C 2d		
	Use a wide range of devices to build cohesion within and across paragraphs.		
<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 2a		
	Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.		
<input type="checkbox"/>	En W H 2		
	Write legibly, fluently and with increasing speed by choosing the writing implement that is best suited for a task.		
<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 5		
	Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.		
<input type="checkbox"/>	En W C 2c		
	Précis longer passages.		
<input type="checkbox"/>	En W C 3a		
	Assess the effectiveness of their own and others' writing.		

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

<h2>Art & design</h2>						
<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 1	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	
<input type="checkbox"/>	AD 1	Create sketch books to record their observations and use them to review and revisit ideas.		<input type="checkbox"/>	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.
<h2>Computing</h2>				<h2>History</h2>		
<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"/>	Hi 6	Study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.
<input type="checkbox"/>	Co 5	Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.		<h2>Music</h2>		
<input type="checkbox"/>	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.		<input type="checkbox"/>	Mu 2	Improvise and compose music for a range of purposes using the interrelated dimensions of music.
<h2>D&T</h2>				<h2>PE</h2>		
<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"/>	PE 5	Take part in outdoor and adventurous activity challenges both individually and within a team.
<h2>Geography</h2>				<h2>PSHE</h2>		
<input type="checkbox"/>	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).		<input type="checkbox"/>	PSHE 2e	Reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences.
<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"/>	PSHE 1a	Talk and write about their opinions and explain their views, on issues that affect themselves and society.
<input type="checkbox"/>	Ge HP 2	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.		<h2>Science</h2>		
				<input type="checkbox"/>	Sc EI 3	Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.
				<input type="checkbox"/>	Sc LT 1	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.
				<input type="checkbox"/>	Sc WS 3	Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.
<p>The POS shown in bold text will be applied by the children during the Innovate stage.</p>						