

Programme of study

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 5 | Retrieve, record and present information from non-fiction. |
| <input type="checkbox"/> | En SL 2 | Ask relevant questions to extend their understanding and knowledge. | <input type="checkbox"/> | En R C 1d | Recommend books that they have read to their peers, giving reasons for their choices. |
| <input type="checkbox"/> | En SL 10 | Gain, maintain and monitor the interest of the listener(s). | <input type="checkbox"/> | En R C 2a | Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. |
| <input type="checkbox"/> | En SL 8 | Speak audibly and fluently with an increasing command of Standard English. | <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 SL 1 | Listen and respond appropriately to adults and their peers. | <input type="checkbox"/> | En R C 1a | 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 9 | Participate in discussions, presentations, performances, role play, improvisations and debates. | | | |
| <input type="checkbox"/> | En SL 5 | Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. | | | |
| 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 2d | Use a wide range of devices to build cohesion within and across paragraphs. | | | |
| <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. | | | |
| <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 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 1c | In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed. | | | |
| <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 H 1 | Choose which shape of a letter to use when given choices and decide whether or not to join specific letters. | | | |
| 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).**
- ☐ AD 3 Find out about great artists, architects and designers in history.

D&T

- ☐ 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.
- ☐ DT CN 3 Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.
- ☐ 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 1 **Investigate and analyse a range of existing products.**
- ☐ DT E 2 **Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.**

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 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 7 **Learn about the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.**

PSHE

- ☐ PSHE 2e Reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences.
- ☐ PSHE 4b Think about the lives of people living in other places and times, and people with different values and customs.

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