

Programme of study

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

Spoken language

- En SL 7 **Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.**
- En SL 2 Ask relevant questions to extend their understanding and knowledge.
- En SL 9 Participate in discussions, presentations, performances, role play, improvisations and debates.
- En SL 12 Select and use appropriate registers for effective communication.
- En SL 6 Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.
- En SL 5 **Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.**
- En SL 4 Articulate and justify answers, arguments and opinions.

Writing

- En WC 1a Write narratives about personal experiences and those of others (real and fictional).
- En WC 4 Read aloud what they have written with appropriate intonation to make the meaning clear.
- En WC 2b **Write down ideas and/or key words, including new vocabulary.**
- En WC 1c Write poetry.
- En WH 2 Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.
- En WC 2c Encapsulate what they want to say, sentence by sentence.
- En WC 3b Re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.
- En WC 2a Plan or say out loud what they are going to write about.
- En WC 1d Write for different purposes.
- En WC 1b Write about real events.

Reading

- En RC 1h Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.
- En RC 4 Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.
- En RC 1c Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales.
- En RC 1f Discuss and clarify the meanings of words, linking new meanings to known vocabulary.
- En RC 3 Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say.

Mathematics

- Ma M 6 Compare and sequence intervals of time.
- Ma S 1 Interpret and construct simple pictograms, tally charts, block diagrams and simple tables.

Art & design

- AD 4 Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.
- AD 2 **Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.**
- AD 1 Use a range of materials creatively to design and make products.

Computing

- Co 4 **Use technology purposefully to create, organise, store, manipulate and retrieve digital content.**
- Co 1 Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.

D&T

- DT M 2 **Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.**
- DT M 1 Select from and use a range of tools and equipment to perform practical tasks (e.g. cutting, shaping, joining and finishing).
- DT D 1 **Design purposeful, functional, appealing products for themselves and other users based on design criteria.**

Geography

- Ge SF 4 Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.
- Ge SF 2 **Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right), to describe the location of features and routes on a map.**
- Ge SF 3 **Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.**

History

- Hi 4 **Learn about significant historical events, people and places in their own locality.**
- Hi 1 Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.

PE

- PE 1 Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.

PSHE

- PSHE 2f Recognise that they belong to various groups and communities, such as family and school.
- PSHE 2g **Know what improves and harms their local, natural and built environments and about some of the ways people look after them.**

Science

- Sc EM 1 Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.
- Sc WS 4 Identify and classify.