

Programme of study

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

Spoken language

- En SL 2** Ask relevant questions to extend their understanding and knowledge.
- En SL 1** Listen and respond appropriately to adults and their peers.
- En SL 6** Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.
- En SL 4** **Articulate and justify answers, arguments and opinions.**
- En SL 7** Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.

Writing

- En WC 1b** Discuss and record ideas.
- En WC 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).**
- En WC 1a** Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.
- En WC 2c** In narratives, create settings, characters and plot.
- En WC 3a** Assess the effectiveness of their own and others' writing and suggest improvements.
- En WH 2** Increase the legibility, consistency and quality of their handwriting (e.g. by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch).
- En WC 2b** Organise paragraphs around a theme.
- En WC 2d** **In non-narrative material, use simple organisational devices (e.g. headings and sub-headings).**

Reading

- En RC 1g** Discuss words and phrases that capture the reader's interest and imagination.
- En RC 2d** Predict what might happen from details stated and implied.
- En RC 2c** Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
- En RC 3** Retrieve and record information from non-fiction.
- En RC 1c** **Use dictionaries to check the meaning of words that they have read.**

Art & design

- AD 1** Create sketch books to record their observations and use them to review and revisit ideas.
- 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.

Computing

- 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.
- 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 5** Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.

D&T

- DT E 3** Understand how key events and individuals in design and technology have helped shape the world.
- DT TK 3** Understand and use electrical systems in their products (e.g. series circuits incorporating switches, bulbs, buzzers and motors).

Geography

- 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).
- Ge SF 1** Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
- 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 6** Study an aspect or theme in British history that extends chronological knowledge beyond 1066.

Science

- Sc LT 1** Recognise that living things can be grouped in a variety of ways.
- Sc LT 2** Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.
- Sc WS 1** Ask relevant questions and use different types of scientific enquiries to answer them.
- Sc A 3** Construct and interpret a variety of food chains, identifying producers, predators and prey.
- Sc WS 5** Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.
- Sc WS 3** Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.
- Sc LT 3** Recognise that environments can change and that this can sometimes pose dangers to living things.