

<b>Writing</b>	Look at adaptation and evolution.	<b>Music</b>
<b>Narrative</b>	<b>Working Scientifically</b>	Improvise and compose music using the inter-related dimensions of music separately and in combination.
Write stories set in places pupils have been.	Across all year groups scientific knowledge and skills should be learned by working scientifically. (This is documented in the Essentials for progress section.)	
Write stories of adventure.		Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great musicians and composers.
Write stories of mystery and suspense.		
<b>Non-fiction</b>	<b>Art &amp; Design</b>	
Write recounts.	Use experiences, other subjects across the curriculum and ideas as inspiration for artwork.	
Write non-chronological reports.	Develop and share ideas in a sketchbook and in finished products.	<b>Physical Education</b>
<b>Poetry</b>	Learn about the great artists, architects and designers in history.	Play competitive games, modified where appropriate, such as football, netball, rounders, cricket, hockey, basketball, badminton and tennis and apply basic principles suitable for attacking and defending.
Write poems that convey an image (simile, word play, rhyme and metaphor).		
<b>Reading</b>	<b>Design &amp; Technology</b>	Take part in athletics activities.
Listen to and discuss a wide range of texts.	<b>Design</b>	<b>Religious Education</b>
Take part in conversations about books.	Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.	Study the beliefs, festivals and celebrations of Christianity.
Read and listen to whole books.	<b>Make</b>	<b>Additional Content</b>
<b>Communication</b>	Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.	<b>Religious Education</b>
Engage in meaningful discussions in all areas of the curriculum.		Discovering why people pray? And questioning; If God is everywhere, why go to a place of worship?
Listen to and learn a wide range of subject specific vocabulary.	<b>Geography</b>	<b>Science</b>
Through reading identify vocabulary that enriches and enlivens stories.	Locate the world's countries, with focus on North and South America and countries of particular interest to pupils.	Living Things and their Habitats
Debate issues and formulate well-constructed points.	Locate the geographic zones of the world.	
<b>Mathematics</b>	Understand geographical similarities and differences through the study of the human and physical geography of a region or area within North or South America.	
Rigorously apply mathematical knowledge across the curriculum, in particular in science, technology and computing.	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	
Deepen conceptual understanding of mathematics by frequent repetition and extension of key concepts in a range of engaging and purposeful contexts.	Use a wide range of geographical sources in order to investigate places and patterns.	
Use and apply measures to increasingly complex contexts.	Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies.	
Gather, organise and interrogate data.	<b>Language</b>	
<b>Science</b>	In the chosen modern language:	
<b>Biology</b>	- Speak	
<b>Evolution and inheritance</b>	- Read	
Look at resemblance in offspring.	- Write.	
Look at changes in animals over time.		
Look at adaptation to environments.		
Look at differences in offspring.		