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| **Autumn Term National Curriculum Coverage** | |
| **Core Subjects** |  |
| Reading | * *pupils should maintain positive attitudes to reading and understanding of what they read.* * *continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.* * *reading books that are structured in different ways and reading for a range of purposes.* * *increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.* * *learning a wider range of poetry by heart.* |
| Writing | * *use expanded noun phrases across writing to convey complicated information concisely by modifying adjectives, nouns and prepositional phrases.* * *use multi-clause sentences, identifying main and subordinate clauses.* * *use a range of simple, compound and complex sentences.* * *use commas to separate/mark main and subordinate clauses.* * *use relative clauses beginning with who, which, where, when, whose and that.* * *use a range of cohesive devices within paragraphs and to link ideas across paragraphs.* |
| Mathematics | ***Number***   * place value (representing numbers, comparing and ordering, rounding & negative numbers) * four operations (addition, subtraction, multiples, multiplication, factors, division, square, cube & prime numbers) * fractions (equivalence, simplification, improper fractions, mixed numbers, comparing and ordering, addition, subtraction, multiplication, division & fractions of an amount) |
| Science | ***Living Things & their Habitats***   * *describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.* * *describe the life process of reproduction in some plants and animals.* * *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.* * *give reasons for classifying plants and animals based on specific characteristics.*   ***Evolution & Inheritance***   * *identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.* |
| **Foundation Subjects** |  |
| History | ***A local history study***  ***A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066***   * *develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.* * *address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.* |
| Geography | ***Place Knowledge***   * *understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.*   ***Human & Physical Geography***   * *describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.* * *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.* |
| Design & Technology | ***Design***   * *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.* * *generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.*   ***Make***   * *select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.* * *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.* |
| Languages | * *listen attentively to spoken language and show understanding by joining in and responding explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.* * *engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.* |
| Computing | * *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.* * *use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.* * *use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.* |