

**Writing****Non-fiction**

Write glossaries.

Present information.

**Poetry**

Write poems that use pattern, rhyme and description.

**Reading**

Listen to traditional tales.

Listen to a range of texts.

Learn some poems by heart.

Become familiar with a wide range of texts of different lengths.

Discuss books.

Use the class and school libraries.

**Communication**

Engage in meaningful discussions in all areas of the curriculum.

Listen to and learn a wide range of subject specific vocabulary.

Through reading identify vocabulary that enriches and enlivens stories.

Speak to small and larger audiences at frequent intervals.

Practise and rehearse sentences and stories, gaining feedback on the overall effect and the use of standard English.

Listen to and tell stories often so as to internalise the structure.

Debate issues and formulate well-constructed points.

**Science****Biology****Habitats**

Look at the suitability of environments and at food chains.

**Animals and humans**

Look at growth, basic needs, exercise, food and hygiene.

**All living things**

Investigate differences.

**Physics****Earth and space**

Observe seasonal changes.

**Working Scientifically**

Across all year groups scientific knowledge and skills should be learned by working scientifically. (This is documented in the Essentials for progress section.)

**Art & Design**

Use experiences and ideas as the inspiration for artwork.

Share ideas using drawing, painting and sculpture.

Explore a variety of techniques.

**Geography**

Use world maps, atlases and globes.

Use aerial photographs.

Use fieldwork and observational skills.

**Music**

Use their voices expressively by singing songs and speaking chants and rhymes.

Play tuned and untuned instruments musically.

**Physical Education**

Participate in team games, developing simple tactics for attacking and defending.