**Opportunities KS2**

**Writing**

**Narrative**

 Write stories set in places pupils have been.

 Write stories that contain mythical legendary or historical characters or events.

 Write stories of adventure.

 Write stories of mystery and suspense.

 Write letters.

 Write plays.

 Write stories, letters, scripts and fictional biographies inspired by reading across the curriculum.

**Non-fiction**

 Write instructions. Write recounts.

 Write persuasively. Write explanations.

 Write non-chronological reports. Write biographies.

 Write in a journalistic style. Write arguments.

 Write formally.

**Poetry**

 Learn by heart and perform a significant poem.

 Write haiku.

 Write cinquain.

 Write poems that convey an image (simile, word play, rhyme and metaphor).

**Reading**

 Read and listen to a wide range of styles of text, including fairy stories, myths and legends.

 Listen to and discuss a wide range of texts.

 Learn poetry by heart.

 Increase familiarity with a wide range of books, including myths and legends, traditional stories, modern fiction, classic British fiction and books from other cultures.

 Take part in conversations about books.

 Learn a wide range of poetry by heart.

 Use the school and community libraries.

 Look at classification systems.

 Look at books with a different alphabet to English.

 Read and listen to whole books.

**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.

**Mathematics**

 Count and calculate in increasingly complex contexts, including those that cannot be experienced first hand.

 Rigorously apply mathematical knowledge across the curriculum, in particular in science, technology and computing.

 Deepen conceptual understanding of mathematics by frequent repetition and extension of key concepts in a range of engaging and purposeful contexts.

 Explore numbers and place value so as to read and understand the value of all numbers.

 Add and subtract using efficient mental and formal written methods.

 Multiply and divide using efficient mental and formal written methods.

 Use the properties of shapes and angles in increasingly complex and practical contexts, including in construction and engineering contexts.

 Describe position, direction and movement in increasingly precise ways.

 Use and apply measures to increasingly complex contexts.

 Gather, organise and interrogate data.

 Understand the practical value of using algebra.

**Art and Design**

 Use experiences, other subjects across the curriculum and ideas as inspiration for artwork.

 Develop and share ideas in a sketchbook and in finished products.

 Improve mastery of techniques.

 Learn about the great artists, architects and designers in history.

**Computing**

 Design and write programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.

 Use sequence, selections and repetition in programs; work with variables and various forms of input and output; generate appropriate inputs and predicted outputs to test programs.

 Use logical reasoning to explain how a simple algorithm works and to detect and correct errors in algorithms and programs.

 Understand computer networks including in the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration.

 Describe how internet search engines find and store data; use search engines effectively; be discerning in evaluating digital content; respect individuals and intellectual property; use technology responsibly, securely and safely.

 Select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information.

**Science**

**Biology**

**Plants**

 Look at the function of parts of flowering plants, requirements of growth, water transportation in plants, life cycles and seed dispersal.

Evolution and inheritance

 Look at resemblance in offspring.

 Look at changes in animals over time.

 Look at adaptation to environments.

 Look at differences in offspring.

 Look at adaptation and evolution.

 Look at changes to the human skeleton over time.

Animals and humans

 Look at nutrition, transportation of water and nutrients in the body, the muscle and skeleton system of humans and animals.

 Look at the digestive system in humans.

 Look at teeth.

 Look at the human circulatory system.

All living things

 Identify and name plants and animals

 Look at classification keys.

 Look at the life cycle of animals and plants.

 Look at classification of plants, animals and micro organisms.

 Look at reproduction in plants and animals, and human growth and changes.

 Look at the effect of diet and exercise and drugs.

**Chemistry**

**Rocks and Fossils**

 Compare and group rocks and describe the formation of fossils.

States of matter

 Look at solids, liquids and gases, changes of state, evaporation, condensation and the water cycle.

Materials

 Examine the properties of materials using various tests.

 Look at solubility and recovering dissolved substances.

 Separate mixtures.

 Examine changes to materials that create new materials that are usually not reversible.

**Physics**

**Light**

 Look at sources, seeing, reflections and shadows.

 Explain how light appears to travel in straight lines and how this affects seeing and shadows.

Sound

 Look at sources, vibration, volume and pitch.

**Electricity**

 Look at appliances, circuits, lamps, switches, insulators and conductors.

 Look at circuits, the effect of voltage in cells & the resistance & conductivity of materials.

**Forces and magnets**

 Look at contact and distant forces, attraction and repulsion, comparing and grouping materials.

 Look at poles, attraction and repulsion.

 Look at the effect of gravity and drag forces.

 Look at transference of forces in gears, pulleys, levers and springs.

**Earth and space**

 Look at the movement of the Earth and the moon.

 Explain day and night.

**Design and 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, such as 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.

**Evaluate**

 investigate and analyse a range of existing products.

 evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.

 understand how key events and individuals in design and technology have helped shape the world

**Technical knowledge**

 apply understanding of how to strengthen, stiffen and reinforce more complex structures.

 understand and use mechanical systems in their products, such as gears, pulleys, cams, levers and linkages.

 understand and use electrical systems in their products, such as series circuits incorporating switches, bulbs, buzzers and motors.

 apply their understanding of computing to programme, monitor and control their products.

**Cooking and nutrition**

 understand and apply the principles of a healthy and varied diet.

 prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.

 understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.

**Geography**

 Locate the world’s countries, with a focus on Europe and countries of particular interest to pupils.

 Locate the world’s countries, with focus on North and South America and countries of particular interest to pupils.

 Key geographical features of the countries of the United Kingdom, and understanding how some of these aspects have changed over time.

 Locate the geographic zones of the world.

 Understand the significance of the geographic zones of the world.

 Understand geographical similarities and differences through the study of human and physical geography of a region or area of the United Kingdom (different from that taught at Key Stage 1).

 Understand geographical similarities and differences through the study of human and physical geography of a region or area in a European country.

 Understand geographical similarities and differences through the study of the human and physical geography of a region or area within North or South America.

 Describe and understand key aspects of:

 physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle

 human geography, including: settlements, land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water supplies.

 Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

 Use the eight points of a compass, four-figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build knowledge of the United Kingdom and the world.

 Use a wide range of geographical sources in order to investigate places and patterns.

 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.

**History**

 Changes in Britain from the Stone Age to the Iron Age.

 The Roman Empire and its Impact on Britain.

 Britain’s settlement by Anglo Saxons and Scots.

 The Viking and Anglo Saxon struggle for the Kingdom of England.

 A local history study.

 A study of a theme in British history.

 Early Civilizations achievements and an in-depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty.

 Ancient Greece.

 A non- European society that contrasts with British history chosen from: Early Islamic Civilization; Mayan Civilization; Benin.

 History of interest to pupils

**Languages—Spanish**

 Speak

 Read

 Write

 Look at the culture of the countries where the language is spoken.

**Music**

 Play and perform in solo and ensemble contexts, using voice and playing instruments with increasing accuracy, control and expression.

 Improvise and compose music using the inter-related dimensions of music separately and in combination.

 Listen with attention to detail and recall sounds with increasing aural memory.

 Use and understand the basics of the staff and other musical notations.

 Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great musicians and composers.

 Develop an understanding of the history of music.

**Personal Development**

 Discuss and learn techniques to improve in the eight areas of ‘success’.

 Study role models who have achieved success.

 Study those who have lost success and relate this to the eight areas of ‘success’.

**Physical Education**

 Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.

 Take part in gymnastics activities.

 Take part in athletics activities.

 Perform dances.

 Take part in outdoor and adventurous activity challenges both individually and within a team.

 Swimming and water safety.

**Religious Education**

 Study the beliefs, festivals and celebrations of Christianity.

 Study at least two other religions in depth. Choose from Buddhism, Hinduism, Islam, Judaism or Sikhism.

 Study three of the major six religions not studied in depth in order to gain a brief outline.

 Study other religions of interest to pupils

Y3 Y4 Y5 Y6