



MATHEMATICS AND COMPUTING

Number - number and place value LKS2

- **m116** count in multiples of 6, 7, 9, 25 and 1000
- **m117** find 1000 more or less than a given number
- **m118** count backwards through zero to include negative numbers
- **m119** recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)
- **m120** order and compare numbers beyond 1000
- **m121** identify, represent and estimate numbers using different representations
- **m122** round any number to the nearest 10, 100 or 1000
- **m123** solve number and practical problems that involve all of the above and with increasingly large positive numbers

- **m124** read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value.

LKS2

- **co14** I can design, write and debug simple programs to control or simulate physical systems
- **co15** I can solve problems by breaking them down into progressive steps
- **co16** I am aware that programs follow a sequence from one instruction to the next
- **co17** I can make a program select a particular set of instructions (using IF-ELSE-END)

EXPRESSIVE ARTS AND DESIGN

LKS2

- **ad10** I can show in my sketch book how I have developed techniques and ideas
- **ad11** I can describe the range of materials I have used since being in KS1
- **ad13** I can show examples of painting with different kinds of paint
- **ad15** I can talk about some famous artists, architects and designers from the past

- **mu12** I can play instruments with accuracy and control
- **mu13** I can play instruments with fluency and expression to reflect the intentions of the music
- **mu16** I can listen carefully and perform accurately from memory
- **mu19** I can describe, compare and evaluate different kinds of music
- **mu20** I can identify music from different traditions
- **mu21** I can talk about some famous composers and musicians and express my opinions of their music using appropriate vocabulary

LKS2

- **mu11** I can sing in a group, or on my own, with expression, awareness of others and in tune

UNDERSTANDING THE WORLD

Working scientifically LKS2

- **sc31** During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:
 - **sc32** asking relevant questions and using different types of scientific enquiries to answer them
 - **sc33** setting up simple practical enquiries, comparative and fair tests
 - **sc34** making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
 - **sc35** gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
 - **sc38** using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions

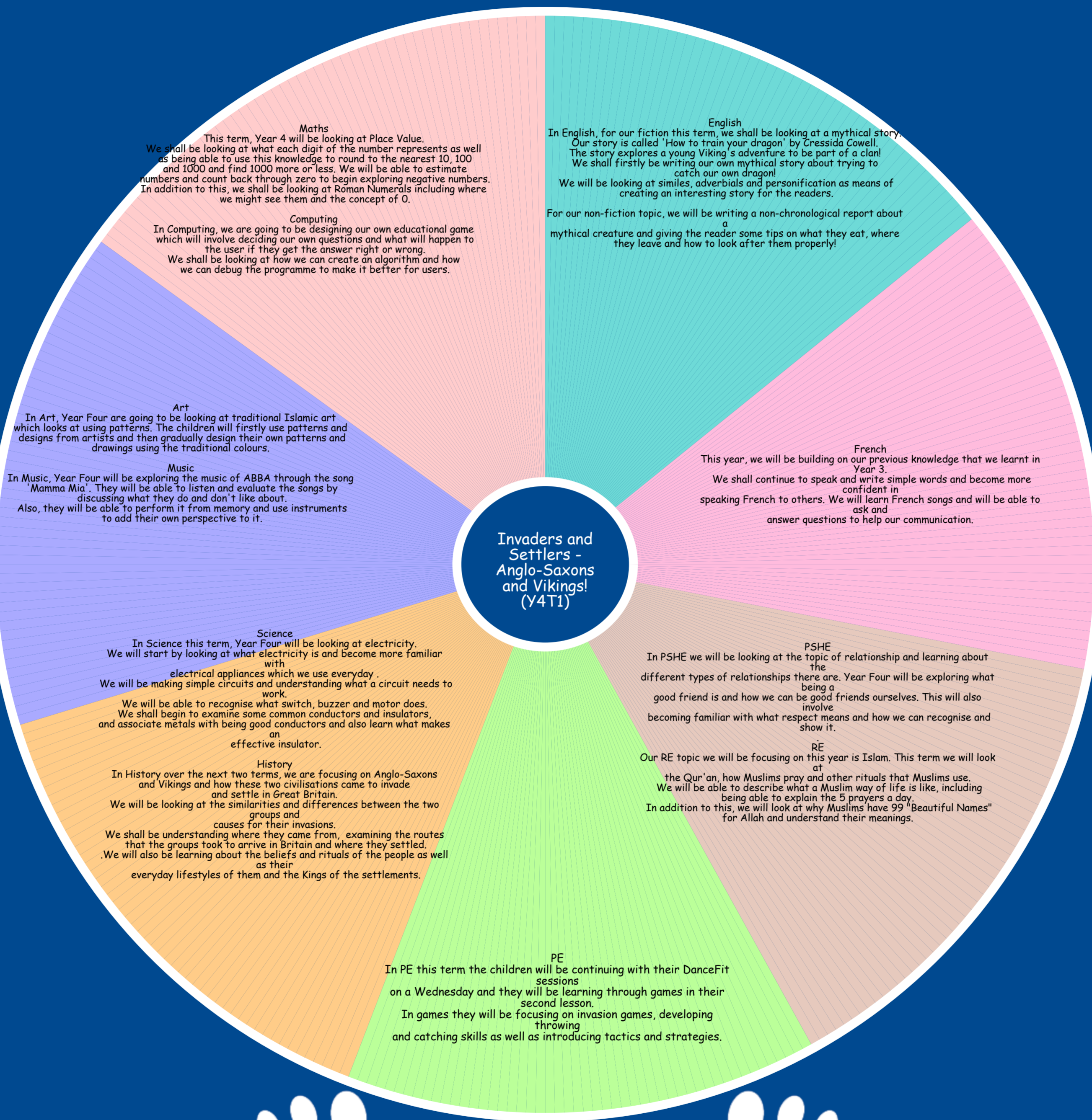
- **sc78** recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit
- **sc79** recognise some common conductors and insulators, and associate metals with being good conductors.

Core Skills across the Key Stage LKS2

- **hi18** I can place events, people and changes into correct periods of time (British, local and world history)
- **hi19** I can describe key features and events in the periods and societies I have studied
- **hi20** I can recognise similarities and differences between periods of time
- **hi21** I can use a range of appropriate historical vocabulary including abstract terms such as 'empire' or 'peasantry'
- **hi22** I can ask and answer questions about change and cause and effect
- **hi23** can ask and answer questions about similarities and differences and their significance
- **hi45** I have studied the conflict in Britain up to the time of Edward the Confessor

Electricity LKS2

- **sc75** identify common appliances that run on electricity
- **sc76** construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers
- **sc77** identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery



OUTDOOR LEARNING

OUTDOOR LEARNING

- We shall be using outdoor space to:
- Look for patterns for our art work
 - Conduct science experiments and observations
 - PSHE activities surrounding relationships

- Harvest festival
- SMSC
- RE
- Assemblies
- PSHE
- Class Charter
- Circle Time
- English

- RRSA
- We have created a Class Charter looking at our rights and responsibilities.
- CBBC news round
- We will be watching global news daily.

LITERACY

Reading - word reading LKS2

- **e135** apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet
- **e136** read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

Reading - comprehension LKS2

- **e138** listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- **e139** reading books that are structured in different ways and reading for a range of purposes
- **e141** increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- **e144** discussing words and phrases that capture the reader's interest and imagination
- **e148** asking questions to improve their understanding of a text
- **e149** drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- **e150** predicting what might happen from details stated and implied

Writing - transcription - Spelling LKS2

- **e155** use further prefixes and suffixes and understand how to add them (English Appendix 1)
- **e156** spell further homophones
- **e157** spell words that are often misspelt (English Appendix 1)
- **e158** place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]

Writing - handwriting LKS2

- **e161** use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- **e162** increase the legibility, consistency and quality of their handwriting [for example, 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].

Writing - composition LKS2

- **e164** discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- **e167** composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)
- **e169** in narratives, creating settings, characters and plot
- **e172** assessing the effectiveness of their own and others' writing and suggesting improvements
- **e174** proof-read for spelling and punctuation errors

Writing - vocabulary, grammar and punctuation LKS2

- **e177** extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
- **e180** using conjunctions, adverbs and prepositions to express time and cause
- **e181** using fronted adverbials
- **e184** using commas after fronted adverbials
- **e186** using and punctuating direct speech

COMMUNICATION AND LANGUAGE

LKS2

- **fl1** I can understand what is being said to me and respond correctly
- **fl2** I can sing songs and say poems in another language and know what the words mean
- **fl3** I can have a conversation including asking and answering questions
- **fl3.1** I can express my own and understand others' opinions
- **fl5** I can pronounce words correctly so that I am understood
- **fl11** I can speak and write about everyday life
- **fl12** I know that some words are governed by gender

- **sl13** listen and respond appropriately to adults and their peers
- **sl14** ask relevant questions to extend their understanding and knowledge
- **sl16** articulate and justify answers, arguments and opinions
- **sl18** maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- **sl20** speak audibly and fluently with an increasing command of Standard English

PSED & RELIGIOUS EDUCATION

PSED Developing good relationships and respecting the differences between people LKS2

- **pr28** Empathise with the lives of people living in other places and times, and people with different values and customs.
- **pr29** Realise the nature and consequences of negative behaviour.
- **pr30** Able to identify strategies to respond to negative behaviour constructively and ask for help.

- **rf27** Discuss their own and others' religious beliefs, including worship.
- **rf28** Reflect on ideas of right and wrong and others' response to them.

RE - Learning From Religion LKS2

- **rf25** Response to the challenges of commitment in their own views and in religious traditions.
- **rf26** Identify how commitment to a religion is shown in a variety of ways.

Learning About Religion LKS2

- **ra26** Describe aspects of religion, especially the people, stories and traditions that influence the beliefs and values of others.
- **ra27** Describe the variety of practices and ways of life in religions.
- **ra29** Investigate the significance of religion in the local and national communities.
- **ra31** Understand the importance of religious expression.

PHYSICAL EDUCATION

LKS2

- **pe7** I can respond to music to create and perform dance, an original composition, a story, a play or a poem.

Invaders and Settlers - Anglo-Saxons and Vikings! (Y4T1) - Stage

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- **sc79** recognise some common conductors and insulators, and associate metals with being good conductors.

LKS2

- **hi18** Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history
- **hi19** Pupils should continue to establish clear narratives within and across the periods they study.
- **hi20** They should note connections, contrasts and trends over time
- **hi21** They should develop the appropriate use of historical terms.
- **hi22** They should regularly address and sometimes devise historically valid questions about change and cause,
- **hi23** They should regularly address and sometimes devise historically valid questions about similarity and difference and significance
- **hi45** the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

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LKS2

- **co14** design, write and debug programs, controlling or simulating physical systems
- **co15** solve problems by decomposing them into smaller parts
- **co16** use sequence in programs
- **co17** use selection in programs

PHYSICAL EDUCATION

LKS2

- **pe5** play competitive games, modified where appropriate
- **pe5.1** play competitive games and apply basic principles suitable for attacking and defending
- **pe7** perform dances using a range of movement patterns

EXPRESSIVE ARTS AND DESIGN

LKS2

- **ad10** to create sketch books to record their observations and use them to review and revisit ideas
- **ad11** to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay)
- **ad13** to improve their mastery of art and design techniques, including painting with a range of materials
- **ad15** about great artists, architects and designers in history.

LKS2

- **mu11** perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression
- **mu12** play musical instruments with increasing accuracy
- **mu13** play and perform in solo and ensemble contexts, using their voices and playing musical instruments with fluency and expression
- **mu16** listen with attention to detail and recall sounds with increasing aural memory
- **mu19** appreciate a wide range of high-quality live and recorded music
- **mu20** understand music drawn from different traditions
- **mu21** appreciate some great composers and musicians

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COMMUNICATION AND LANGUAGE

LKS2

- **fl1** listen attentively to spoken language and show understanding by joining in and responding
- **fl2** explore the patterns and sounds of language through songs and rhymes
- **fl3** engage in conversations; ask and answer questions
- **fl3.1** engage in conversations and express opinions and respond to those of others
- **fl5** develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- **fl11** describe people, places, things and actions orally and in writing
- **fl12** understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms
- **sl13** listen and respond appropriately to adults and their peers
- **sl14** ask relevant questions to extend their understanding and knowledge
- **sl16** articulate and justify answers, arguments and opinions
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