



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:
- **sc36** recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- **sc37** reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions

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

Location knowledge LKS2

- **ge27** I can identify the countries of Europe (including Russia) on a map or globe

- **ge31** I can name and locate the counties and major cities in the UK
- **ge32** I can talk about the human and physical characteristics of some of the geographical regions of the UK

Human and physical geography LKS2

- **ge42** I understand human geography in relation to types of settlement and land-use

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'
- **hi23** can ask and answer questions about similarities and differences and their significance
- **hi39** I can give reasons for the settlement in Britain by the Anglo-Saxons and Scots
- **hi51** I know about the history of my local area, how it has changed over time and some of the major events and significant people associated with it

MATHEMATICS AND COMPUTING

Number - fractions LKS2

- **m102** solve problems that involve all of the above.

Measurement LKS2

- **m103** measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)
- **m104** measure the perimeter of simple 2-D shapes
- **m105** add and subtract amounts of money to give change, using both £ and p in practical contexts
- **m106** tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks
- **m107** estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight
- **m108** know the number of seconds in a minute and the number of days in each month, year and leap year
- **m109** compare durations of events [for example to calculate the time taken by particular events or tasks].

Number - fractions (including decimals) LKS2

- **m137** recognise and write decimal equivalents of any number of tenths or hundredths

- **m138** recognise and write decimal equivalents to 1/4, 1/2, 3/4
- **m139** find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths
- **m140** round decimals with one decimal place to the nearest whole number
- **m141** compare numbers with the same number of decimal places up to two decimal places
- **m142** solve simple measure and money problems involving fractions and decimals to two decimal places.

Measurement LKS2

- **m143** Convert between different units of measure [for example, kilometre to metre; hour to minute]
- **m145** find the area of rectilinear shapes by counting squares
- **m146** estimate, compare and calculate different measures, including money in pounds and pence
- **m147** read, write and convert time between analogue and digital 12- and 24-hour clocks
- **m148** solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.

PHYSICAL EDUCATION

LKS2

- **pe4** I can tell you how I have developed my athletic skills, and which is strongest and which athletics events I prefer
- **pe5** I can play competitive net, striking, fielding and invasion games

- **pe5.1** I can describe both attacking and defending tactics and strategies and begin to apply them



PSED & RELIGIOUS EDUCATION

PSED Preparing to play an active role as citizens LKS2

- **pa21** Begin to develop negotiating strategies.
- **pa22** Know when to compromise.
- **pa23** Participate in making and changing rules.

PSED Developing confidence and responsibility and making the most of their abilities LKS2

- **pc25** Be able to talk about their views on issues that affect themselves and their class.
- **pc26** Begin to recognise their worth as individuals by identifying positive things about themselves and their achievements.
- **pc27** Be able to face new challenges positively and know when to seek help.
- **pc28** Be able to identify the range of jobs carried out by people they know.

PSED Developing a healthy, safer lifestyle LKS2

- **ph14** Follow simple, safe routines to reduce the spread of bacteria/viruses.

PSED Developing good relationships and respecting the differences between people LKS2

- **pr25** Understand that their actions affect themselves and others.
- **pr26** Able to empathise with another viewpoint.
- **pr27** Consolidate understanding of differences and similarities between people.

PSED Preparing to play an active role as citizens LKS2

- **pa24** To continue to develop skills to take part in small discussions about community issues.
- **pa25** Continue to value contributions of others in discussion.
- **pa26** Continue to develop negotiating strategies.
- **pa27** Know when to compromise.
- **pa28** Identify reasons about why rules are needed.

- **pa29** Understand there are consequences when rules are broken.
- **pa30** Distinguish between accidental and deliberate actions.
- **pa31** Understand that there are responsibilities as well as rights.
- **pa32** To realise the consequences of anti social and aggressive behaviours, such as bullying and racism, on individuals and communities.

PSED Developing confidence and responsibility and making the most of their abilities LKS2

- **pc29** Able to explain their views on issues that affect the school environment.
- **pc30** Able to reflect on their mistakes and make amends.
- **pc31** Begin to make responsible choices and consider consequences.
- **pc32** Identify the range of skills needed in different jobs.
- **pc33** To understand that money has a value that needs to be earned.

PSED Developing a healthy, safer lifestyle LKS2

- **ph15** Behave safely and responsibly in different situations.
- **ph16** Follow school rules about health and safety, basic emergency aid procedures and where to get help.
- **ph17** Extend strategies to cope with risky situations.
- **ph18** To increase awareness of personal bodily hygiene.

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.

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
- **fl2.1** I can spell and pronounce the words correctly in the songs and poems I know
- **fl3** I can have a conversation including asking and answering questions
- **fl3.1** I can express my own and understand others' opinions
- **fl3.2** I can ask for clarification of information or for help
- **fl4** I can speak in grammatically correct sentences
- **fl5** I can pronounce words correctly so that I am understood
- **fl6** I can communicate and be understood in different situations
- **fl7** I can read simple passages with understanding
- **fl8** know which stories, poems and songs I like and prefer
- **fl9** I use a dictionary to help me to understand and learn new words
- **fl10** I can write phrases from memory
- **fl11** I can speak and write about everyday life
- **fl12** I know that some words are governed by gender
- **fl12.1** I can conjugate some high-frequency verbs
- **fl12.2** I know the correct order of words in a sentence and that the order may differ from English

- **sl13** listen and respond appropriately to adults and their peers
- **sl14** ask relevant questions to extend their understanding and knowledge
- **sl15** use relevant strategies to build their vocabulary
- **sl16** articulate and justify answers, arguments and opinions
- **sl17** give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- **sl18** maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- **sl19** use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- **sl20** speak audibly and fluently with an increasing command of Standard English
- **sl21** participate in discussions, presentations, performances, role play, improvisations and debates
- **sl22** gain, maintain and monitor the interest of the listener(s)
- **sl23** consider and evaluate different viewpoints, attending to and building on the contributions of others
- **sl24** select and use appropriate registers for effective communication.

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

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

The Anglo-Saxons - Stage Coverage

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Location knowledge LKS2

- **ge27** locate the world's countries, using maps to focus on Europe (including the location of Russia)
- **ge31** name and locate counties and cities of the United Kingdom
- **ge32** name and locate geographical regions and their identifying human and physical characteristics

Human and physical geography LKS2

- **ge42** human geography, including: types of settlement and land use

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.
- **hi23** They should regularly address and sometimes devise historically valid questions about similarity and difference and significance
- **hi39** Britain's settlement by Anglo-Saxons and Scots
- **hi51** a local history study For example:

MATHEMATICS AND COMPUTING

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PHYSICAL EDUCATION

LKS2

- **pe4** use running, jumping, throwing and catching in isolation
- **pe5** play competitive games, modified where appropriate
- **pe5.1** play competitive games and apply basic principles suitable for attacking and defending

EXPRESSIVE ARTS AND DESIGN

LKS2

- **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)

Design LKS2

- **dt25** use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose
- **dt26** use research and develop design criteria to design products that are fit for purpose, aimed at particular individuals or groups

Make LKS2

- **dt32** select from and use a wider range of tools and equipment to perform practical tasks

Technical knowledge LKS2

- **dt43** apply their understanding of how to strengthen, stiffen and reinforce more complex structures

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
- **mu14** improvise and compose music for a range of purposes
- **mu15** improvise and compose music using the inter-related dimensions of music
- **mu16** listen with attention to detail and recall sounds with increasing aural memory
- **mu17** understand staff and other musical notations
- **mu18** se staff and other musical notations
- **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
- **mu22** develop an understanding of the history of music.

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

- **e137** develop positive attitudes to reading and understanding of what they read by:
- **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
- **e140** using dictionaries to check the meaning of words that they have read
- **e141** increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- **e142** identifying themes and conventions in a wide range of books
- **e143** preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- **e144** discussing words and phrases that capture the reader's interest and imagination
- **e145** recognising some different forms of poetry [for example, free verse, narrative poetry]
- **e146** understand what they read, in books they can read independently, by:
- **e147** checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- **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
- **e151** identifying main ideas drawn from more than one paragraph and summarising these
- **e152** identifying how language, structure, and presentation contribute to meaning
- **e154** participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

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]
- **e159** use the first two or three letters of a word to check its spelling in a dictionary
- **e160** write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

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

- **e163** plan their writing by:
- **e164** discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- **e165** discussing and recording ideas
- **e166** draft and write by:
- **e167** composing and rehearsing sentences orally

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
- **fl2.1** link the spelling, sound and meaning of words
- **fl3** engage in conversations; ask and answer questions
- **fl3.1** engage in conversations and express opinions and respond to those of others
- **fl3.2** engage in conversations and seek clarification and help
- **fl4** peak in sentences, using familiar vocabulary, phrases and basic language structures
- **fl5** develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- **fl6** present ideas and information orally to a range of audiences
- **fl7** read carefully and show understanding of words, phrases and simple writing
- **fl8** appreciate stories, songs, poems and rhymes in the language
- **fl9** broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- **fl10** write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- **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
- **fl12.1** understand basic grammar appropriate to the language being studied, including how to conjugation of high-frequency verbs.
- **fl12.2** understand basic grammar key features and patterns of the language and how to apply these, for instance, to build sentences; and how these differ from or are similar to English.
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