



Wow Starter: Children to collect and piece together a map by completing an orienteering activity. Using the map from 1887 Dunston is familiar to them.

Final Event: Children to plan and host a Victorian Summer Fete for year 3 children. This will include Victorian singing, dancing



EXPRESSIVE ARTS AND DESIGN

LKS2

- **ad12** I can show examples of drawing using pencil and charcoal.
- **ad13** I can show examples of painting with different kinds of paint

Design LKS2

- **dt25** I can talk about my product and explain my design ideas and where they came from
- **dt26** I can tell you for whom I have designed my product and why I think my product would be useful to them
- **dt27** I can communicate my ideas through annotated sketches
- **dt30** I can make pattern pieces for my design

Make LKS2

- **dt32** I can select and use appropriate tools and techniques for my product
- **dt36** I can describe the properties of a variety of materials including construction materials, textiles and ingredients and explain my choices in relation to these properties
- **dt37** I can discuss the aesthetic qualities of my product in relation to the properties of the materials etc I am intending to use

Evaluate LKS2

- **dt38** I can talk about existing products similar to my own
- **dt39** I can compare my design to those of existing products and can suggest improvements I could make in the light of those comparisons
- **dt41** I know about some significant developments in technology that have helped to shape the world

Technical knowledge LKS2

- **dt46** I know how to use levers and linkages in my designs

Cooking and nutrition LKS2

- **dt50** I can prepare a variety of savoury meals

LKS2

- **mu11** I can sing in a group, or on my own, with expression, awareness of others and in tune
- **mu16** I can listen carefully and perform accurately from memory
- **mu22** I can talk about the music in the periods of history I have studied, what part it played in people's lives and how modern notation and instruments developed over time

PSED & RELIGIOUS EDUCATION

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.

MATHEMATICS AND COMPUTING

Measurement LKS2

- **m143** Convert between different units of measure [for example, kilometre to metre; hour to minute]

Geometry - properties of shapes LKS2

- **m149** compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes

Geometry - position and direction LKS2

- **m154** describe movements between positions as translations of a given unit to the left/right and up/down

Statistics LKS2

- **m156** interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.

m157 solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.

LKS2

- **co20** I can use a variety of inputs (keyboards/keypads/switches) to enter data into a program
- **co21** I can write a program to produce a variety of outputs (screen displays/ wheel movements/ lights)
- **co29** I know the rules for keeping safe on the internet and how to be a responsible internet user
- **co30** I know what is acceptable content and behaviour on the internet and what to do if I am, or any of my friends are, a victim of any inappropriate on-line behaviour



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
- **sc35** gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
- **sc40** using straightforward scientific evidence to answer questions or to support their findings.

Living things and their habitats LKS2

- **sc61** recognise that living things can be grouped in a variety of ways
- **sc62** explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment
- **sc63** recognise that environments can change and that this can sometimes pose dangers to living things.

Location knowledge LKS2

- **ge32** I can talk about the human and physical characteristics of some of the geographical regions of the UK

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
- **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
- **hi25** I can produce structured work from an appropriate range of resources relevant to the focus of enquiry
- **hi26** can use sources of information, including ICT, to find out about events, people and changes in the past
- **hi27** I understand that the same event in the past can be interpreted or represented differently by different people
- **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
- **hi55** I have studied an historical theme beyond 1066 and show some understanding of the causes of change over time and the impact it had on the lives of people in Britain

PHYSICAL EDUCATION

LKS2

- **pe4.1** I can explain how developing my skills separately has improved my performance in team games
- **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
- **pe6.1** I can perform fluent gymnastics sequences to demonstrate my control and balance

- **pe7** I can respond to music to create and perform dances, on my own or with a group, that incorporate a range of more complex, controlled and precise movements
- **pe8** I can tell you about outdoor and adventurous activities I have achieved on my own
- **pe8.1** I can tell you about outdoor and adventurous activities I have achieved in a team

LITERACY

Reading - comprehension LKS2

- **e140** using dictionaries to check the meaning of words that they have read
- **e144** discussing words and phrases that capture the reader's interest and imagination
- **e150** predicting what might happen from details stated and implied
- **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 - 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
- **e165** discussing and recording ideas
- **e168** organising paragraphs around a theme
- **e169** in narratives, creating settings, characters and plot
- **e172** assessing the effectiveness of their own and others' writing and suggesting improvements

Reading - grammar and punctuation LKS2

- **e173** proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- **e174** proof-read for spelling and punctuation errors
- **e175** read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

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
- **e179** choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- **e181** using fronted adverbials
- **e185** indicating possession by using the possessive apostrophe with plural nouns
- **e186** using and punctuating direct speech

COMMUNICATION AND LANGUAGE

LKS2

- **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

- **fl8** know which stories, poems and songs I like and prefer
- **fl10** I can write phrases from memory



Victorian Dunston - Stage Coverage

UNDERSTANDING THE WORLD

Working scientifically **LKS2**

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- **sc32** asking relevant questions and using different types of scientific enquiries to answer them
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Living things and their habitats **LKS2**

- **sc61** recognise that living things can be grouped in a variety of ways
- **sc62** explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment
- **sc63** recognise that environments can change and that this can sometimes pose dangers to living things.

Location knowledge **LKS2**

- **ge32** name and locate geographical regions and their identifying human and physical characteristics

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
- **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
- **hi25** They should construct informed responses that involve organisation of relevant historical information.
- **hi26** They should understand how our knowledge of the past is constructed from a range of sources
- **hi27** They should understand that different versions of past events may exist
- **hi51** a local history study For example:
- **hi55** a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 For example:

MATHEMATICS AND COMPUTING

Measurement **LKS2**

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Statistics **LKS2**

- **m156** interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.
- **m157** solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.

LKS2

- **co20** use various forms of input
- **co21** use various forms of output
- **co29** use technology safely, respectfully and responsibly
- **co30** recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact

PHYSICAL EDUCATION

LKS2

- **pe4.1** use running, jumping, throwing and catching in combination
- **pe5** play competitive games, modified where appropriate
- **pe5.1** play competitive games and apply basic principles suitable for attacking and defending
- **pe6.1** develop flexibility, strength, technique, control and balance, for example gymnastics
- **pe7** perform dances using a range of movement patterns
- **pe8** take part in outdoor and adventurous activity challenges individually
- **pe8.1** take part in outdoor and adventurous activity challenges within a team

EXPRESSIVE ARTS AND DESIGN

LKS2

- **ad12** to improve their mastery of art and design techniques, including drawing with pencil and charcoal
- **ad13** to improve their mastery of art and design techniques, including painting with a range of materials

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
- **dt27** generate, develop, model and communicate their ideas through discussion and annotated sketches
- **dt30** generate, develop, model and communicate their ideas through pattern pieces

Make **LKS2**

- **dt32** select from and use a wider range of tools and equipment to perform practical tasks
- **dt36** select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties
- **dt37** select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their aesthetic qualities

Evaluate **LKS2**

- **dt38** investigate a range of existing products
- **dt39** analyse a range of existing products
- **dt41** understand how key events in design and technology have helped shape the world

Technical knowledge **LKS2**

- **dt46** understand and use mechanical systems in their products, such as levers and linkages

Cooking and nutrition **LKS2**

- **dt50** prepare and cook a variety of predominantly savoury dishes

LKS2

- **mu11** perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression
- **mu16** listen with attention to detail and recall sounds with increasing aural memory
- **mu22** develop an understanding of the history of music.

LITERACY

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COMMUNICATION AND LANGUAGE

LKS2

- **fl2** explore the patterns and sounds of language through songs and rhymes
- **fl2.1** link the spelling, sound and meaning of words
- **fl8** appreciate stories, songs, poems and rhymes in the language
- **fl10** write phrases from memory, and adapt these to create new sentences, to express ideas clearly

PSED & RELIGIOUS EDUCATION

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.
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