



Wow Starter: Detectives!! Look at parts of an image. What do you think it is? Piece together the information. What do you think

Final Event: Invite parents into school to showcase learning.

## UNDERSTANDING THE WORLD

### Working scientifically LKS2

- **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
- **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
- **sc38** using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions

### Animals, including humans LKS2

- **sc45** identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat
- **sc46** identify that humans and some other animals have skeletons and muscles for support, protection and movement.

### Forces and magnets LKS2

- **sc55** compare how things move on different surfaces

- **sc56** notice that some forces need contact between two objects, but magnetic forces can act at a distance
- **sc57** observe how magnets attract or repel each other and attract some materials and not others
- **sc58** compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials
- **sc59** describe magnets as having two poles
- **sc60** predict whether two magnets will attract or repel each other, depending on which poles are facing.

### Location knowledge LKS2

- **ge28** I can identify North and South America on a map or globe
- **ge30** I can talk about the environmental regions and key human and physical characteristics of the countries I can identify
- **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
- **ge33** I can identify key topographical features of the UK (e.g. hills, coastal features, rivers, mountain ranges etc)
- **ge35** I know how and why human and physical features in the landscape change over time (e.g. river courses or patterns of settlement)
- **ge37** I understand longitude and can locate the Prime/Greenwich Meridian and explain its governance of time zones (including day and night)

## MATHEMATICS AND COMPUTING

### Number - addition and subtraction LKS2

- **m86** add and subtract numbers mentally, including:
- **m89** a three-digit number and hundreds
- **m90** add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction
- **m91** estimate the answer to a calculation and use inverse operations to check answers

### Number - fractions LKS2

- **m96** count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10

### Geometry - properties of shapes LKS2

- **m110** draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them

### Statistics LKS2

- **m114** interpret and present data using bar charts, pictograms and tables

### LKS2

- **co14** I can design, write and debug simple programs to control or simulate physical systems

- **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)
- **co18** I can make a program repeat a set of instructions (using FOR-NEXT)
- **co19** I know that a variable is a piece of stored information (numbers or a 'string' i.e. a sequence of characters)
- **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)
- **co23** I understand internal computer networks (intranet) and external networks (internet) and the opportunities they provide
- **co28** I can use a variety of software to present data and information ( including combining images and text, multi-media presentations and data-bases)
- **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

## PSED & RELIGIOUS EDUCATION

### PSED Developing good relationships and respecting the differences between people LKS2

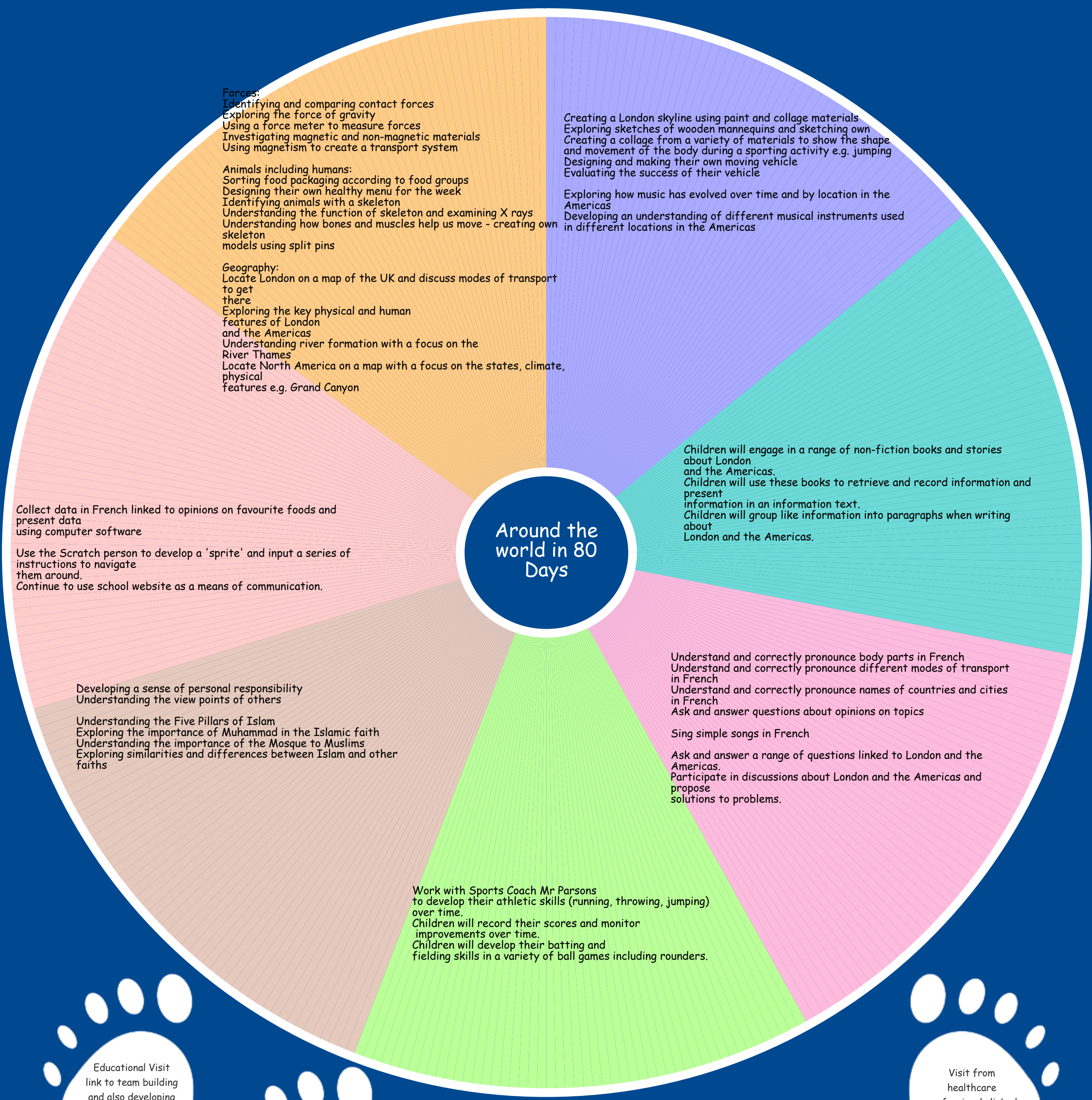
- **pr25** Understand that their actions affect themselves and others.
- **pr26** Able to empathise with another viewpoint.
- **pr27** Consolidate understanding of differences and similarities between people.

### RE - Learning From Religion LKS2

- **rf21** Reflect on what it means to belong to a faith community.
- **rf23** Identify how commitment to a religion is shown.

### Learning About Religion LKS2

- **ra19** Begin to describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others.
- **ra20** Begin to describe the variety of practices and ways of life in religions.
- **ra21** Identify and begin to describe the similarities in religions.
- **ra23** Begin to consider the meaning of a range of forms of religious expression.



## 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
- **ad12** I can show examples of drawing using pencil and charcoal.
- **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

### Design LKS2

- **dt25** I can talk about my product and explain my design ideas and where they came from
- **dt27** I can communicate my ideas through annotated sketches
- **dt29** I can make a model of my design

### Make LKS2

- **dt32** I can select and use appropriate tools and techniques for my product
- **dt33** I can measure, mark, cut and shape a range of materials accurately
- **dt34** I can join, assemble and combine components with precision
- **dt35** I can use appropriate finishing techniques to strengthen and improve the appearance of 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

### Evaluate LKS2

- **dt41** I know about some significant developments in technology that have helped to shape the world

### Technical knowledge LKS2

- **dt43** I can strengthen, stiffen and reinforce more complex structures

### LKS2

- **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
- **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

## 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

### Reading - comprehension LKS2

- **e139** reading books that are structured in different ways and reading for a range of purposes
- **e151** identifying main ideas drawn from more than one paragraph and summarising these
- **e153** retrieve and record information from non-fiction

### Writing - transcription - Spelling LKS2

- **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 - 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
- **e168** organising paragraphs around a theme
- **e172** assessing the effectiveness of their own and others' writing and suggesting improvements
- **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

### Writing - vocabulary, grammar and punctuation LKS2

- **e185** indicating possession by using the possessive apostrophe with plural nouns

## COMMUNICATION AND LANGUAGE

### LKS2

- **fl2** I can sing songs and say poems in another language and know what the words mean
- **fl3.1** I can express my own and understand others' opinions
- **fl5** I can pronounce words correctly so that I am understood
- **fl12** I know that some words are governed by gender

- **sl14** ask relevant questions to extend their understanding and knowledge
- **sl21** participate in discussions, presentations, performances, role play, improvisations and debates
- **sl23** consider and evaluate different viewpoints, attending to and building on the contributions of others



## OUTDOOR LEARNING

Forest School with Mrs Cox



## 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
- **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
- **pe6** I can identify the techniques I need to practice to improve my strength and performance in athletic activities

- **pe9** I can show you my record of sporting performances
- **pe9.1** I can show you how I have improved in different activities over time
- **pe9.2** I can tell you my personal best in a particular activity and my aspirations for the future



# Around the world in 80 Days - Stage Coverage

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- **sc59** describe magnets as having two poles
- **sc60** predict whether two magnets will attract or repel each other, depending on which poles are facing.

### Location knowledge **LKS2**

- **ge28** locate the world's countries, using maps to focus North and South America,
- **ge30** locate the world's countries, using maps to focus on their environmental regions, key physical and human characteristics
- **ge31** name and locate counties and cities of the United Kingdom
- **ge32** name and locate geographical regions and their identifying human and physical characteristics
- **ge33** name and locate key topographical features (including hills, mountains, coasts and rivers)
- **ge35** name human and physical characteristics and understand how some of these aspects have changed over time
- **ge37** identify the position and significance of latitude, the Prime/Greenwich Meridian and time zones (including day and night)

## MATHEMATICS AND COMPUTING

### Number - addition and subtraction **LKS2**

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### Geometry - properties of shapes **LKS2**

- **m110** draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them

### Statistics **LKS2**

- **m114** interpret and present data using bar charts, pictograms and tables

### LKS2

- **co14** design, write and debug programs, controlling or simulating physical systems
- **co16** use sequence in programs
- **co17** use selection in programs
- **co18** use repetition in programs
- **co19** use programs with variables
- **co20** use various forms of input
- **co21** use various forms of output
- **co23** understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration
- **co28** select, use and combine a variety of software (including internet services) on a range of digital devices presenting data and information.
- **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** use running, jumping, throwing and catching in isolation
- **pe4.1** use running, jumping, throwing and catching in combination
- **pe5** play competitive games, modified where appropriate
- **pe6** develop flexibility, strength, technique, control and balance, for example through athletics
- **pe9** compare their performances with previous ones.
- **pe9.1** demonstrate improvement
- **pe9.2** demonstrate their personal best.

## 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)
- **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
- **ad15** about great artists, architects and designers in history.

### Design **LKS2**

- **dt25** use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose
- **dt27** generate, develop, model and communicate their ideas through discussion and annotated sketches
- **dt29** generate, develop, model and communicate their ideas through prototypes

### Make **LKS2**

- **dt32** select from and use a wider range of tools and equipment to perform practical tasks
- **dt33** use a wider range of tools and equipment to perform practical tasks accurately
- **dt34** use a wider range of tools and equipment to perform practical tasks, such as joining accurately
- **dt35** select from and use a wider range of tools and equipment to perform practical tasks, such as finishing, accurately
- **dt36** select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties

### Evaluate **LKS2**

- **dt41** understand how key events in design and technology have helped shape the world

### Technical knowledge **LKS2**

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

### LKS2

- **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

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- **e185** indicating possession by using the possessive apostrophe with plural nouns

## COMMUNICATION AND LANGUAGE

### LKS2

- **fl2** explore the patterns and sounds of language through songs and rhymes
- **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
- **fl12** understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms
- **sl14** ask relevant questions to extend their understanding and knowledge
- **sl21** participate in discussions, presentations, performances, role play, improvisations and debates
- **sl23** consider and evaluate different viewpoints, attending to and building on the contributions of others

## PSED & RELIGIOUS EDUCATION

### PSED Developing good relationships and

- **respecting the differences between people **LKS2****
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