



MATHEMATICS AND COMPUTING

Number - number and place value LKS2

- **m116** count in multiples of 6, 7, 9, 25 and 1000
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- **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
- **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

Number - addition and subtraction LKS2

- **m125** add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate
- **m126** estimate and use inverse operations to check answers to a calculation
- **m127** solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.

Number - multiplication and division LKS2

- **m129** use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers
- **m130** recognise and use factor pairs and commutativity in mental calculations
- **m131** multiply two-digit and three-digit numbers by a one-digit number using formal written layout
- **m132** solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.

Number - fractions (including decimals) LKS2

- **m133** recognise and show, using diagrams, families of common equivalent fractions
- **m134** count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.
- **m135** solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number
- **m136** add and subtract fractions with the same denominator
- **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

Measurement LKS2

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

Geometry - properties of shapes LKS2

- **m150** identify acute and obtuse angles and compare and order angles up to two right angles by size
- **m151** identify lines of symmetry in 2-D shapes presented in different orientations
- **m152** complete a simple symmetric figure with respect to a specific line of symmetry.

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
 - **sc35** gathering, recording, classifying and presenting data in a variety of ways to help in answering questions

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

- **ge27** I can identify the countries of Europe (including Russia) 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
- **ge35** I know how and why human and physical features in the landscape change over time (e.g. river courses or patterns of settlement)

- **ge36** I understand latitude and can locate and name the Equator, Northern and Southern hemispheres, the Tropics of Cancer and Capricorn and the Arctic and Antarctic circles

Human and physical geography LKS2

- **ge39** I understand physical geography in relation to climate zones, biomes and vegetation belts
- **ge41** I understand the water cycle

Geographical skills and fieldwork LKS2

- **ge46** I can use a variety of paper-based and digital resources to locate and identify places and features around the world
- **ge47** I can read and understand eight points of a compass

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
- **hi24** I can draw informed conclusions by using a range of research skills
- **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

EXPRESSIVE ARTS AND DESIGN

LKS2

- **ad10** I can show in my sketch book how I have developed techniques and ideas
- **ad13** I can show examples of painting with different kinds of paint
- **ad14** I can show examples of my work in clay

Evaluate LKS2

- **dt40** I have asked for the views of others, especially the intended users, to help to improve my design

Technical knowledge LKS2

Place 4-digit numbers on landmarked lines; 0-10000 and 1000-2000;
 round 4-digit numbers to the nearest 10, 100 and 1000;
 mentally add and subtract to/from 4-digit and 3-digit numbers using place-value;
 count on and back in multiples of 10, 100 and 1000;
 count on in multiples of 25 and 50;
 add and subtract multiples of 10 and 100 to/from 4-digit numbers
 Use expanded written subtraction and compact written subtraction to subtract pairs of 3-digit numbers (one > 699; exchange > 700);
 use expanded column subtraction and compact column subtraction to subtract pairs of 3-digit and 2-digit numbers from 3-digit numbers (one > 699; carry > 700);
 learn the 7x table and > 699; tricky > 700; facts;
 use the vertical algorithm to multiply 3-digit numbers by 1-digit numbers;
 solve simple money problems with decimals to two decimal places
 Use mental multiplication and division strategies;
 find non-unit fractions of 2-digit and 3-digit numbers;
 find equivalent fractions and use them to simplify fractions (halves, thirds, quarters) Recognise and compare acute, right and obtuse angles; draw lines of a given length; identify perpendicular and parallel lines; recognise and draw line symmetry in shapes; sort 2D shapes according to their properties; draw shapes with given properties and explain reasoning; draw the other half of symmetrical shapes
 Understand how to divide 2-digit and 3-digit numbers by 1-digit numbers using place value and mental strategies;
 divide numbers by 1-digit numbers to give answers between 10 and 25, with remainders;
 identify factor pairs and use these to solve multiplications and divisions with larger numbers;
 use Frog to find complements to multiples of 1000;
 use Frog to find change from £10, £20 and £50

Ocean Life

The sea. Locating and naming the seas and oceans of the World on a map. Sea and ocean habitats. (Science)
 Looking at the the seven characteristics of living things.
 Features of different habitats. deserts, woodland, sea and oceans etc.
 Classification of animals and plants.
 habitat visit (woodland) collect and classify mini beasts.
 Food chains and webs. Sustainability.
 What happens if an environment changes or a link in the chain is removed?
 Physical features of the sea.
 What creatures and plants live in the sea?
 Weather linked to sea.. Tsunamis, earthquakes, tides and currents.
 The Vikings- understand who the Vikings were and why they invaded Britain. Using non-fiction texts and internet to research.
 Be able to place in a timeline of the past.
 Where did they invade before Britain?
 Locate countries on maps and name.
 Why and where did the Vikings trade?
 Life on a longship-link to tides and currents.
 Antarctica-looking at life in Antarctica and finding out about different expeditions there..
 Ernest Shackleton. Life of a famous Britain.
 Survival. Sustainability.
 Link to Literacy-Instructions. How to put up a tent. Diary writing.



OUTDOOR

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Gymnastics-Sam Dronsfield
Swimming-Tuesday afternoons
Yoga
Football coaching

The Iron Man
Developing a positive approach to reading
Identifying and creating similes
Exploring language
Drawing inferences
Using and punctuating direct speech
Plan and write a conversation
Make predictions
Write a diary entry
Evaluate and redraft writing
Expanded noun phrases including the use of adjectives
The role of adjectives and descriptive phrases in enhancing meaning
Non-fiction- The World's Most Important Sport- e-book
Writing a newspaper article
Poetry-exploring poetic form
Spelling-prefixes/suffixes/homophones

Reading and performing favourite poems
by ourselves and other authors
Taking part in discussions in Guided Reading
and in Newstime discussions

French- learning Finger rhymes and
extending vocabulary and
range of discussion topics based on everyday life.
Writing down common words
as a reminder
Noting words have gender

Sea monster paintings/interpretations of the sea-exploring texture
(use Viking mythology to explore
Watercolour sea painting
Longboat design-investigate and identify features.
Make a longboat from my design
Make a persuasive railway poster based on those in Victorian times
Listen to Viking sagas
Grieg in the Hall of The Mountain King.
Use Stop Motion/Scratch
to plan, make and narrate a wildlife documentary
Kathy Anderson-singing and peripatetic instruments
Annaliese Nicklen -music and violins (whole class)

LEARNING

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PHYSICAL EDUCATION

LKS2

• **pe6.1** I can perform fluent gymnastics sequences to demonstrate my control and balance

Swimming and water safety LKS2

• **pe10** I can swim unaided in a recognised style over a distance of 25m
• **pe10.1** I can swim at least two strokes in a recognised style

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
• **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
• **e150** predicting what might happen from details stated and implied
• **e152** identifying how language, structure, and presentation contribute to meaning
• **e153** retrieve and record information from non-fiction
• **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
• **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:
• **e165** discussing and recording ideas
• **e166** draft and write by:
• **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)
• **e168** organising paragraphs around a theme
• **e169** in narratives, creating settings, characters and plot
• **e171** evaluate and edit by:
• **e172** assessing the effectiveness of their own and others' writing and suggesting improvements
• **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

• **e176** develop their understanding of the concepts set out in English Appendix 2 by:
• **e179** choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
• **e180** using conjunctions, adverbs and prepositions to express time and cause
• **e181** using fronted adverbials
• **e182** learning the grammar for years 3 and 4 in English Appendix 2
• **e184** using commas after fronted adverbials
• **e185** indicating possession by using the possessive apostrophe with plural nouns
• **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
• **fl5** I can pronounce words correctly so that I am

• **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
• **sl21** participate in discussions, presentations, performances, role play, improvisations and debates
• **sl22** gain, maintain and monitor the interest of the

Ocean Life - Stage Coverage

UNDERSTANDING THE WORLD

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Location knowledge LKS2

- **ge27** locate the world's countries, using maps to focus on Europe (including the location of Russia)
- **ge30** locate the world's countries, using maps to focus on their environmental regions, key physical and human characteristics
- **ge35** name human and physical characteristics and understand how some of these aspects have changed over time
- **ge36** identify the position and significance of longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle

Human and physical geography LKS2

- **ge39** physical geography, including: climate zones, biomes and vegetation belts
- **ge41** the water cycle

Geographical skills and fieldwork LKS2

- **ge46** use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- **ge47** use the eight points of a compass

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
- **hi24** They should construct informed responses that involve thoughtful selection
- **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

MATHEMATICS AND COMPUTING

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Number - fractions (including decimals) LKS2

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- **m137** recognise and write decimal equivalents of any number of tenths or hundredths
- **m138** recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$
- **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
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Measurement LKS2

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

Geometry - properties of shapes LKS2

- **m150** identify acute and obtuse angles and compare and order angles up to two right angles by size
- **m151** identify lines of symmetry in 2-D shapes presented in different orientations
- **m152** complete a simple symmetric figure with respect to a specific line of symmetry.

PHYSICAL EDUCATION

LKS2

- **pe6.1** develop flexibility, strength, technique, control and balance, for example gymnastics

Swimming and water safety LKS2

- **pe10** swim competently, confidently and proficiently over a distance of at least 25 metres
- **pe10.1** use a range of strokes effectively such as front crawl, backstroke and breaststroke

EXPRESSIVE ARTS

LKS2

- **ad10** to create sketch books of observations and use them to generate ideas
- **ad13** to improve their mass communication techniques, including painting with different materials
- **ad14** to improve their mass communication techniques, including sculpting with different materials including clay.

Design LKS2

- **dt25** use research and design to inform the design of innovative products that are fit for purpose
- **dt26** use research and design to create design products that are fit for purpose for particular individuals or groups
- **dt27** generate, develop, make and evaluate their ideas through discussion and sketching

Make LKS2

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

Evaluate LKS2

- **dt40** evaluate their ideas against their own design criteria and compare their work to improve their work

Technical knowledge LKS2

- **dt43** apply their understanding of materials to strengthen, stiffen and reinforce structures

LKS2

- **mu11** perform in solo and group contexts, using their voices with increasing accuracy and expression
- **mu12** play musical instruments with increasing accuracy
- **mu13** play and perform in group contexts, using their voices and instruments with fluency and accuracy
- **mu16** listen with attention and understanding to sounds with increasing accuracy and range
- **mu17** understand staff notation and recorded music
- **mu19** appreciate a wide range of music and recorded music
- **mu20** understand music from different cultures and traditions

ARTS AND DESIGN

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LITERACY

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Writing - transcription - Spelling LKS2

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- **e156** spell further homophones
- **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.

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- **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
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- **e163** plan their writing by:
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- **e166** draft and write by:
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- **e168** organising paragraphs around a theme
- **e169** in narratives, creating settings, characters and plot
- **e171** evaluate and edit by:
- **e172** assessing the effectiveness of their own and others' writing and suggesting improvements
- **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

- **e176** develop their understanding of the concepts

COMMUNICATION AND LANGUAGE

LKS2

- **f11** listen attentively to spoken language and show understanding by joining in and responding
- **f12** explore the patterns and sounds of language through songs and rhymes
- **f13** engage in conversations; ask and answer questions
- **f15** develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- **f111** describe people, places, things and actions orally and in writing
- **f112** understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms
- **s113** listen and respond appropriately to adults and their peers
- **s116** articulate and justify answers, arguments and opinions
- **s118** maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- **s121** participate in discussions, presentations, performances, role play, improvisations and debates
- **s122** gain, maintain and monitor the interest of the listener(s)
- **s123** consider and evaluate different viewpoints, attending to and building on the contributions of others

Ocean Life