



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
- **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
- **sc39** identifying differences, similarities or changes related to simple scientific ideas and processes
- **sc40** using straightforward scientific evidence to answer questions or to support their findings.

Plants LKS2

- **sc41** identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers
- **sc42** explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant
- **sc43** investigate the way in which water is transported within plants
- **sc44** explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

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
- **ge29** I know the major cities in the countries I can identify
- **ge31** I can name and locate the counties and major cities in the UK

Place knowledge LKS2

- **ge38** I can describe the geographical similarities and differences of the physical features of contrasting locations in the UK, Europe and a region of North and South America

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'
- **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
- **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
- **hi61** I know about the way of life and beliefs of a particular ancient civilisation and can compare and contrast its main features with societies or other periods I have studied, including my own
- **hi63** I have studied a non-European society and can identify the similarities and differences between it and British society during the same period of time

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

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
- **dt29** I can make a model of my design

Make LKS2

- **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

Cooking and nutrition LKS2

- **dt49** I can describe a healthy diet and explain its importance
- **dt50** I can prepare a variety of savoury meals
- **dt51** I can use a variety of cooking techniques

LKS2

- **mu11** I can sing in a group, or on my own, with expression, awareness of others and in tune
- **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
- **mu17** I can perform from simple, standard notation
- **mu18** I can use standard notation in my compositions
- **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



OUTDOOR LEARNING

- Local habitat survey
- Invertebrate hunt
- Investigating school environment
- Identifying trees at school
- Growing flowers and beans



General Election focus
Who are the main British parties
What are their policies?
Holding debates

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
- **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.

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

- **m128** recall multiplication and division facts for multiplication tables up to 12 x 12
- **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
- **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

- **m134** count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.
- **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

- **m147** read, write and convert time between analogue and digital 12- and 24-hour clocks

Geometry - properties of shapes LKS2

- **m149** compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes
- **m151** identify lines of symmetry in 2-D shapes presented in different orientations

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
- **co18** I can make a program repeat a set of instructions (using FOR-NEXT)
- **co21** I can write a program to produce a variety of outputs (screen displays/ wheel movements/ lights)
- **co22** I can use logical reasoning to interpret how an algorithm works and thus rectify any errors
- **co24** I can use search technologies effectively
- **co25** I am aware that information from some sources may not be accurate
- **co26** I understand that some sources are biased
- **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

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
- **fl3.2** I can ask for clarification of information or for help
- **fl6** I can communicate and be understood in different situations
- **fl7** I can read simple passages with understanding
- **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
- **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
- **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.

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
- **pe9.1** I can show you how I have improved in different activities over time

Romans-Year 4 - 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)
- **ge29** locate the world's countries, using maps to focus on major cities
- **ge31** name and locate counties and cities of the United Kingdom

Place knowledge **LKS2**

- **ge38** understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America

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.
- **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

MATHEMATICS AND COMPUTING

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LKS2

- **co14** design, write and debug programs, controlling or simulating physical systems
- **co16** use sequence in programs
- **co18** use repetition in programs
- **co21** use various forms of output
- **co22** use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
- **co24** use search technologies effectively
- **co25** be discerning in evaluating digital content
- **co26** appreciate how results are selected and ranked
- **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
- **pe9.1** demonstrate improvement

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.

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
- **dt29** generate, develop, model and communicate their ideas through prototypes

Make **LKS2**

- **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

Cooking and nutrition **LKS2**

- **dt49** understand and apply the principles of a healthy and varied diet
- **dt50** prepare and cook a variety of predominantly savoury dishes
- **dt51** cook using a range of cooking techniques

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
- **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

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
- **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
- **e144** discussing words and phrases that capture the reader's interest and imagination
- **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 (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:

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
- **fl3.2** engage in conversations and seek clarification and help
- **fl6** present ideas and information orally to a range of audiences
- **fl7** read carefully and show understanding of words, phrases and simple writing
- **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 orallyand in writing
- **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
- **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
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- **sl24** select and use appropriate registers for effective communication.

PSED & RELIGIOUS EDUCATION

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.

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.
- **pc32** Identify the range of skills needed in different jobs.

PSED Developing a healthy, safer lifestyle **LKS2**

- **ph17** Extend strategies to cope with risky situations.

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.

RE - Learning From Religion **LKS2**

- **rf26** Identify how commitment to a religion is shown in a variety of ways.
- **rf27** Discuss their own and others' religious beliefs, includig worship.

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.
- **ra30** Consider the meaning of a range of forms of religious expression.

