



Wow Starter: Through the key hole... what can we see?  
<http://images.scholastic.co.uk/assets/a/38/b6>

Final Event: Empire Day  
Ragged Schools Day (part way through project)

### MATHEMATICS AND COMPUTING

**Number - number and place value LKS2**

- m116** count in multiples of 6, 7, 9, 25 and 1000
- 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
- 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
- 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
- m130** recognise and use factor pairs and commutativity in mental calculations
- 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
- 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

**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.

**Geometry - properties of shapes LKS2**

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

**Statistics LKS2**

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

**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
- 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)
- co22** I can use logical reasoning to interpret how an algorithm works and thus rectify any errors
- 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

### 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**

- 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

**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
- 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

**e160** write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

**Writing - handwriting LKS2**

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### OUTDOOR LEARNING

Trevelyan Photo Album Project Working with Newcastle University to explore the life of the Trevelyan Family in particular the children

Science Electricity Investigating circuits Safety Famous scientists associated with electricity

Mapping Cambo through a walk Art- Looking at nature garden/ pond to explore patterns in William Morris's work

Visit to London and Parliament to explore how laws are made in this country

Visit to Pantomime. Visit to Laing Art Gallery with study focus of sculpture Henry Moore

### UNDERSTANDING THE WORLD

**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'
- 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

**hi28** I can describe reasons for the different interpretations of historical events, significance of individuals or changes in the periods and societies I have studied

**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

### EXPRESSIVE ARTS AND DESIGN

**LKS2**

- ad10** I can show in my sketch book how I have developed techniques and ideas
- 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
- dt31** I can use a computer design program

### PSED & RELIGIOUS EDUCATION

**PSED Preparing to play an active role as citizens LKS2**

- pa21** Begin to develop negotiating strategies.
- 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.

**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**

- 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.

**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.
- 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.
- pc31** Begin to make responsible choices and consider consequences.

**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.
- ra32** Develop a greater vocabulary to communicate their knowledge and understanding.

### PHYSICAL EDUCATION

**LKS2**

- pe6.1** I can perform fluent gymnastics sequences to demonstrate my control and balance
- pe9.1** I can show you how I have improved in different activities over time

**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



# Local Area Study/Victorians - Stage Coverage

## UNDERSTANDING THE WORLD

### 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.
- **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
- **hi28** They should understand that different versions of past events may exist, giving some reasons for this.
- **hi55** a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 For example:

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- **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
- **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  $12 \times 12$
- **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
- **m130** recognise and use factor pairs and commutativity in mental calculations
- **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
- **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  $\frac{1}{4}$ ,  $\frac{1}{2}$ ,  $\frac{3}{4}$
- **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
- **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.

### Geometry - properties of shapes LKS2

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

### Statistics LKS2

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

### LKS2

- **co14** design, write and debug programs, controlling or simulating physical systems
- **co16** use sequence in programs
- **co20** use various forms of input
- **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

## PHYSICAL EDUCATION

### LKS2

- **pe6.1** develop flexibility, strength, technique, control and balance, for example gymnastics
- **pe9.1** demonstrate improvement
- **pe9.2** demonstrate their personal best.

### 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
- **pe10.2** perform safe self-rescue in different water-based situations.

## EXPRESSIVE ARTS AND DESIGN

### LKS2

- **ad10** to create sketch books to record their observations and use them to review and revisit ideas
- **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
- **dt31** generate, develop, model and communicate their ideas through computer-aided design

## LITERACY

### Reading - word reading LKS2

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### Reading - comprehension LKS2

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- **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)
- **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]
- **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:
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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:

## COMMUNICATION AND LANGUAGE

### LKS2

- **fl1** listen attentively to spoken language and show understanding by joining in and responding
- **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
- **fl7** read carefully and show understanding of words, phrases and simple writing
- **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
- **fl11** describe people, places, things and actions orally and 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
- **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

## PSED & RELIGIOUS EDUCATION

### PSED Preparing to play an active role as citizens LKS2

- **pa21** Begin to develop negotiating strategies.
- **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 effect themselves and their class.

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

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### RE - Learning From Religion LKS2

- **rf23** Identify how commitment to a religion is shown.

### Learning About Religion LKS2

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