



MATHEMATICS AND COMPUTING

Number - number and place value LKS2

- **m81** recognise the place value of each digit in a three-digit number (hundreds, tens, ones)
- **m82** compare and order numbers up to 1000
- **m84** read and write numbers up to 1000 in numerals and in words
- **m85** solve number problems and practical problems involving these ideas.

Number - addition and subtraction LKS2

- **m86** add and subtract numbers mentally, including:
- **m87** a three-digit number and ones
- **m88** a three-digit number and tens
- **m92** solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.

Number - multiplication and division LKS2

- **m93** recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables
- **m94** write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods

Number - fractions LKS2

- **m97** recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators

Measurement LKS2

- **m106** tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks
- **m107** estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight
- **m108** know the number of seconds in a minute and the number of days in each month, year and leap year

Geometry - properties of shapes LKS2

- **m112** identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle

UNDERSTANDING THE WORLD

Working scientifically LKS2

- **sc32** asking relevant questions and using different types of scientific enquiries to answer them
- **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
- **sc39** identifying differences, similarities or changes related to simple scientific ideas and processes

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.

Location knowledge LKS2

- **ge30** I can talk about the environmental regions and key human and physical characteristics of the countries I can identify
- **ge32** I can talk about the human and physical characteristics of some of the geographical regions of the UK
- **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

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

- **ge39** I understand physical geography in relation to climate zones, biomes and vegetation belts
- **ge43** I can talk about goods and produce; where it is sold and how it is transported and how trading nations are interdependent.

Geographical skills and fieldwork LKS2

- **ge50** I have done a local study which included the digital collection and presentation of data as well as drawing sketch maps and plans to support my observations

LKS2

- **hi18** I can place events, people and changes into correct periods of time (British, local and world history)
- **hi26** can use sources of information, including ICT, to find out about events, people and changes in the past
- **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

Use number facts to 10 to solve problems including word problems
 Add several 1-digit numbers. Know the multiple of 10 bonds to 100 and use to derive the multiple of 5 bonds to 100.
 Add and subtract 9 and 11 to and from 2-digit numbers.
 Add 1-digit to 2-digit numbers, bridging 10 and using known facts.
 Understand place value in 2-digit numbers by creating 2-digit numbers, placing them on a number line and solving place value additions and subtractions. Understand place value in 3-digit numbers by creating 3-digit numbers, placing them on a number line/solving place value additions and subtractions.
 Order and compare 3-digit numbers and say a number between. Count in 1s beyond 100.
 Count in 10s and 100s up to 1000. Add and subtract multiples of 10 to and from a 2-digit number. Add and subtract near multiples of 10 to and from 2-digit numbers.
 Add/subtract 2-digit numbers to/from 2-digit numbers by counting on/back.
 Add pairs of 2-digit numbers using partitioning (totals < 100)
 Recall multiplication and division facts for the x10 table. Count in 5s and 2s recall multiplication and division facts for the x5 x2. Count on and back in 4s 3s.
 Recall multiplication and division facts for the x4 x3 table.
 Double numbers to 12 and find related halves.
 Double numbers to 20, including partitioning teen numbers, and find related halves. Double and halve numbers to 100, including partitioning 2-digit numbers. Know the number of seconds in a minute, minutes in an hour, hours in a day and days in a week.
 Know the number of days in each month, and days in a year and leap year.
 Tell the time to the nearest quarter of an hour and five mins using digital and analogue clocks. Sort and categorise 3D shapes according to the number of faces, vertices and edges. Name and describe 3D shapes using the terms: faces, edges and vertices.
 Begin to identify edges, vertices, faces on cones, pyramids, triangular prisms, cubes, cuboids. Recognise and identify 3D shapes in different orientations.
 Describe 3D shapes using mathematical language.
 Understand place value in 2-digit numbers by creating 2-digit numbers, placing them on a number line and solving place value additions and subtractions. Understand place value in 3-digit numbers by creating 3-digit numbers, placing them on a number line and solving place value additions and subtractions.
 Order and compare 3-digit numbers and say a number between.
 Round 3-digit numbers up or down to the nearest 100 and 10.
 Subtract 1-digit from 2-digit numbers, bridging 10 and using known facts.
 Add or subtract 10 from 2-digit numbers

What a rainforest is and where in the world they can be located.
 They will learn about: the rainforest itself including climates, weather and the 4 different layers; about deforestation and its impacts on people and places; about different plant and animal life that can be found in the rainforest and about people that live in rainforests. This work will link closely to the topic of "our local area" where comparisons will be drawn between the two in terms of climate, landscape, plants, daily life... Links will also be made in the literacy unit through 'Stories from Other Cultures' 'Work on Fair Trade' with specific reference to bananas will also be covered. Ask geographical questions, for example, 'What is this landscape like?', 'What do I think about it?'
 To use appropriate geographical vocabulary, for example, rainfall, climate, Tropic of Capricorn etc... To use atlases and globes, and maps and plans at a range of scales, for example, using contents, keys, grids.
 To use secondary sources of information, including aerial photographs, for example, stories, information texts, the internet, satellite images, photographs, videos and artefacts.
 To identify and describe what places are like, for example, in terms of weather, jobs. Recap on what children already know about plants.
 Identify the basic parts of plants: roots, leaves, stems and flowers.
 Look closely at roots and their functions. Find out how they are useful for humans too!
 Start a plant diagram display. Discuss 7 life processes. Learn how plants make their own food in leaves.
 Measure plants & start an enquiry to answer 'Do leaves help plants grow?'
 Plant further seedlings to observe the effect of water on growth & grow cress under different conditions. Though plants produce their own food, the roots also absorb small amounts of nutrients from the soil. Find out more about these nutrients & identify some plants suffering from nutrient deficiency.
 Find out about fertilisers & crop rotation. Play a game.
 Find out about the functions of stems by investigating what happens when wilting celery/white carnation is put in a red dye solution.
 Discuss how scientists use diagrams & labels & children have a go.
 Record results of cress enquiry & eat cress sandwiches!
 Children take a close look at the reproductive part of plants - the flower. They find out about the functions of the various parts within the flower & describe pollination by insects.
 Describe the complete life cycle of plants. Children complete their enquiries from Session 2 & draw conclusions. They then discover that plants disperse their seeds in different ways. What clues do seed sizes, shapes, weights and textures give us about how they are spread?
 Which seeds get carried furthest on the wind? Children work together to create an enquiry to answer this question in the classroom. Their fair test identifies how far seeds travel and graphs make the conclusions clear.

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Investigating plants in the local environment - our school grounds. planning experiments to investigate the growth of plants

Local area study making a Cambo guided walk for village and school

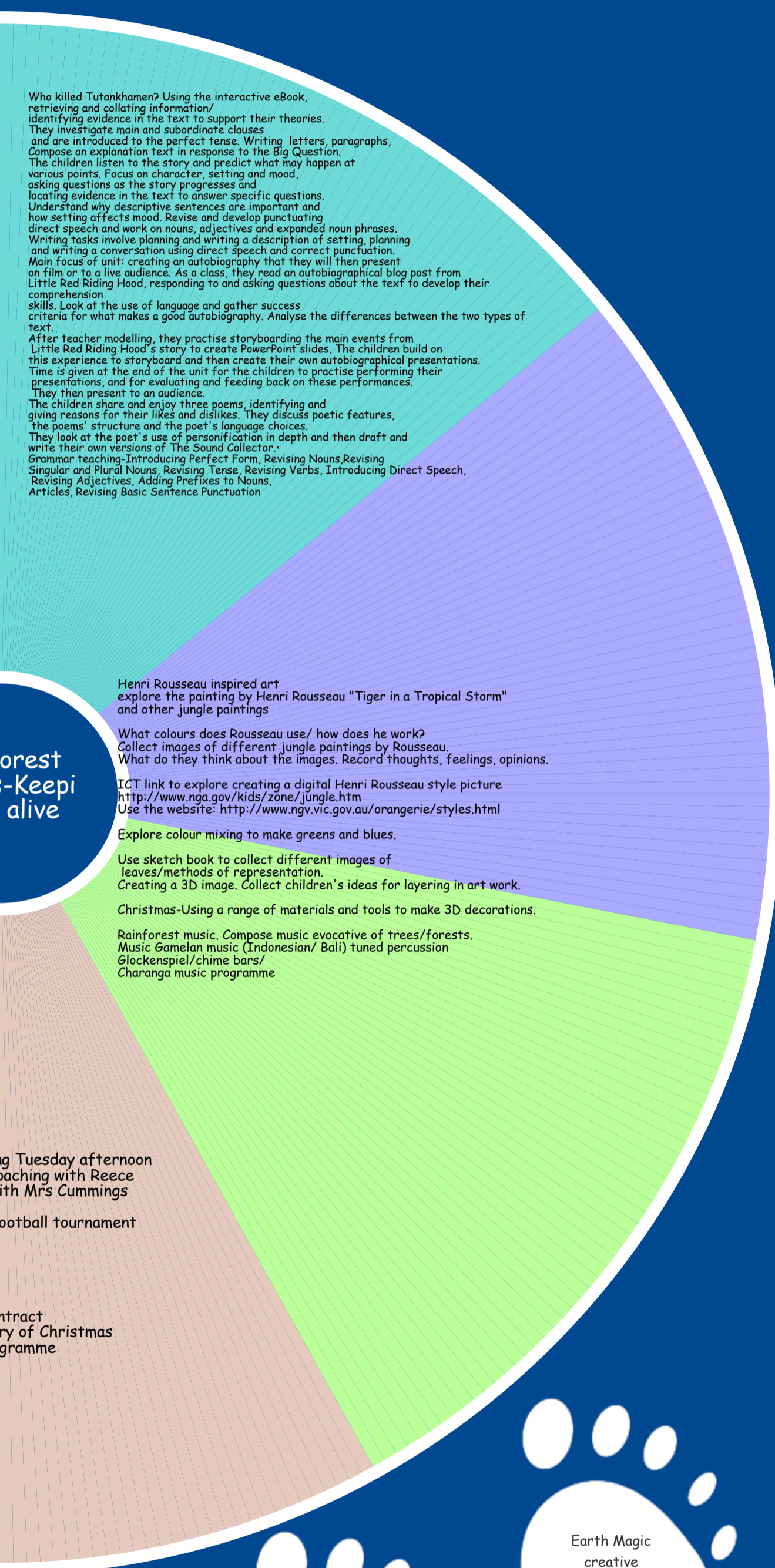
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Heroes - Keeping us alive

of the Expert-using our
to save a rainforest

Final Event: Completing our Earth Magic
project and becoming Earth magicians!



LEARNING

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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
 - 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
 - e149 drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
 - e152 identifying how language, structure, and presentation contribute to meaning
- 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)
 - e171 evaluate and edit by:
 - e172 assessing the effectiveness of their own and others' writing and suggesting improvements
 - 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:
 - e177 extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
 - e178 using the present perfect form of verbs in contrast to the past tense
 - e182 learning the grammar for years 3 and 4 in English Appendix 2
 - e186 using and punctuating direct speech
- Writing - transcription - Spelling LKS2**
- e155 use further prefixes and suffixes and understand how to add them (English Appendix 1)
 - 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

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
 - dt27 I can communicate my ideas through annotated sketches
- dt31 I can use a computer design program
- Make LKS2**
- dt32 I can select and use appropriate tools and techniques for my product
- 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
 - mu14 I can compose pieces of music for a specific purpose, choosing and combining sounds to achieve the effect I desire
 - mu20 I can identify music from different traditions

PHYSICAL EDUCATION

- LKS2
- pe4.1 I can explain how developing my skills separately has improved my performance in team games
 - pe5.1 I can describe both attacking and defending tactics and strategies and begin to apply them
 - 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
- 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

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 a healthy, safer lifestyle LKS2**
- ph14 Follow simple, safe routines to reduce the spread of bacteria/viruses.
- Learning About Religion LKS2**
- re10 Begin to describe the key aspects of

Rainforest heroes-Keeping us alive - Stage Coverage

UNDERSTANDING THE WORLD

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- **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.

Location knowledge LKS2

- **ge30** locate the world's countries, using maps to focus on their environmental regions, key physical and human characteristics
- **ge32** name and locate geographical regions and their identifying human and physical characteristics
- **ge36** identify the position and significance of longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle

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

- **ge39** physical geography, including: climate zones, biomes and vegetation belts
- **ge43** human geography, including economic activity including trade links

Geographical skills and fieldwork LKS2

- **ge50** use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

LKS2

- **hi18** Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history
- **hi26** They should understand how our knowledge of the past is constructed from a range of sources
- **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

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Measurement LKS2

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Geometry - properties of shapes LKS2

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PHYSICAL EDUCATION

LKS2

- **pe4.1** use running, jumping, throwing and catching in combination
- **pe5.1** play competitive games and apply basic principles suitable for attacking and defending
- **pe7** perform dances using a range of movement patterns

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
- **ad11** to improve their mastering techniques, including drawing with a range of materials (e.g. clay)
- **ad13** to improve their mastering techniques, including painting with a range of materials
- **ad15** about great artists, and their work in history.

Design LKS2

- **dt25** use research and design to inform the design of innovative products that are fit for purpose
- **dt27** generate, develop, make and evaluate their ideas through discussion and sketches
- **dt31** generate, develop, make and evaluate their ideas through computer-aided design

Make LKS2

- **dt32** select from and use a range of equipment to perform practical tasks

LKS2

- **mu11** perform in solo and group settings their voices with increasing accuracy and expression
- **mu12** play musical instruments with increasing accuracy
- **mu14** improvise and compose music for a range of purposes
- **mu20** understand music from different cultures and traditions

ARTS AND DESIGN

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LITERACY

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Reading - comprehension LKS2

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- **e144** discussing words and phrases that capture the reader's interest and imagination
- **e149** drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- **e152** identifying how language, structure, and presentation contribute to meaning

Writing - transcription - Spelling LKS2

- **e155** use further prefixes and suffixes and understand how to add them (English Appendix 1)
- **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)
- **e171** evaluate and edit by:
- **e172** assessing the effectiveness of their own and others' writing and suggesting improvements
- **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:
- **e177** extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
- **e178** using the present perfect form of verbs in contrast to the past tense
- **e182** learning the grammar for years 3 and 4 in English Appendix 2
- **e186** using and punctuating direct speech

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.
- **pc27** Be able to face new challenges positively and know when to seek help.

PSED Developing a healthy, safer lifestyle LKS2

- **ph14** Follow simple, safe routines to reduce the spread of bacteria/viruses.

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.
- **ra21** Identify and begin to describe the similarities in religions.

