Basketball-Wednesday afternoons

Arts award

We will continue

to work

towards

our award

with

dance and art

Cricket-Monday afternoons

Yoga Hoopstarz

# To boldly go---Are we nearly there yet? Year 4





## MATHEMATICS AND COMPUTING

Number - number and place value LK52 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

m120 order and compare numbers beyond 1000 m122 round any number to the nearest 10, 100 or 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  $12 \times 12$ • m129 use place value, known and derived facts to multiply and divide mentally, including: multiplying by O and 1; dividing by 1; multiplying together three

 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

PHYSICAL EDUCATION

• pe5 I can play competitive net, striking, fielding

and invasion games

· m136 add and subtract fractions with the same

· m137 recognise and write decimal equivalents of any number of tenths or hundredths · m138 recognise and write decimal equivalents to

· 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

#### Measurement LKS2

· m143 Convert between different units of measure [for example, kilometre to metre; hour to minute] · m144 measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres

· m145 find the area of rectilinear shapes by counting squares

• m146 estimate, compare and calculate different measures, including money in pounds and pence • m147 read, write and convert time between analogue and digital 12- and 24-hour clocks · m148 solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.

Geometry - properties of shapes LKS2

· m150 identify acute and obtuse angles and compare and order angles up to two right angles by

• m152 complete a simple symmetric figure with respect to a specific line of symmetry.

· m156 interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs. · m157 solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.

e numbers on a number line and relate to temperature ers by 10, 100 and 1000 to get 1-place decimal answers ch 2-place decimals to 1/100s, using a place value grid numbers by 10 and 100 to give 1- or 2-place decimal answers add and subtract 0.1 and 0.01 to and from decimal numbers Multiply mentally 2-digit by 1-digit numbers using partitioning Recall multiplication and division facts for the ×11 and ×12 tables Double and halve 3-digit numbers by partitioning Multiply multiples and near multiples of 10 and 100 by 1-digit numbers ally numbers just beyond the tables by subtracting the multiple of 10 (no

Solve simple measure and money problem involving fractions and decimals up to 2 decimal places Round 3-digit numbers up or down to the nearest 100 and 10 Multiply 2- and 3-digit by 1-digit numbers using the ladder method Divide 2- and 3-digit by 1-digit numbers using a written method drawn from mental strategies with integer remainders and answers between 10 and

rstand place value in 4-digit numbers obtract multiples of 10, 100 and 1000

Divide 3-digit by 1-digit numbers using a written method drawn from mental strategies with integer remainders and answers < 50 Estimate, compare and calculate different measures, including money in pounds and

Read Roman numerals to 1000 (M) and recognise dates Find the area of rectilinear shapes by counting squares
Calculate and compare areas of squares and rectangles using standard units
Measure and calculate the perimeter of rectilinear figures in cm and m Compare and classify squares, rectangles and triangles based on their properties and Compare and classify regular polygons and some irregular polygons based on properties and sizes

Compare and classify triangles, according to their properties Compare and classify quadrilaterals according to their properties Recognise and identify 3D shapes, including cones, spheres, pyramids, triangular Identify 2D shapes on the faces of 3D shapes, e.g. circle on a cone and triangle on a Sort and categorise 3D shapes according to the number of faces, vertices and edges Understand 2-place decimals in the context of money and length, recognise and write decimal equivalents to 1/4; 1/2; 3/4

Use place value to add and subtract 0·1 and 0·01 to and from decimal numbers Develop an understanding of equivalence in fractions; 1/2s, 1/3s, 1/4s, 1/5s, 1/6s,

Transition focus Moving On

Debating a school issue following on from School uniform and palm

Focus on single use plastics-giving opinions and deciding on a course

To boldly

"How far would you go to look cool?"
Reading the text "Shocking Styles" about more extreme fashion exploring features of non-fiction Retrieving information from the text to answer questions Identifying and summarising main ideas Discuss, plan and write newspaper report valuate, edit and redraft Use a dictionary to check word meanings The Spiderwick Chronicles Asking questions and drawing inferences from a text xploring language and meaning Using dictionaries omparing texts of the same genre (Fergus Crane) Recall and summarise events Use evidence to support inferences Grammar-prepositions and conjunctions Draft, edit and write a new chapter for a fantasy novel including speech, action and description. Poetry-looking at different types of poetry

rom Wordsmith plann

Learning about the countries and continents of the World through finding out about the Great Explorers and the Vikings In particular-Ibn Battuta, Christopher Columbus, Shakleton and Robert Falcon Scott Exploring the question related also to previous topic What makes someone and important or significant person? Exploring early travel methods of the Vikings through to cars, trains and planes (Wright Brothers) Plants and Animals including Humans

go---Are we nearly there yet? Year 4

Drama role playing characters' feelings in Literacy texts.

School Council debates

Presenting an argument linked to our debate choice. Researching a theme, forming an opinion Taking part in a debate

Summer Play

Design and technology project
To understand mechanical parts.
To design a poster with moving parts to encourage people to recycle
We will explore mechanical systems-input and output
Our designs can have mechanism that is oscillating, linear,

reciprocating or rotary
As part of our recycling project, we will also write to supermarkets
to express our views on single use plastic.

Music with Kathy Anderson-singing Peripatetic instrumental teaching

Violins and Music with Mrs Nicklen

# PSED & RELIGIOUS EDUCATION

• pa21 Begin to develop negotiating strategies. pa22 Know when to compromise. pa23 Participate in making and changing rules.

and making the most of their abilities LKS2 pc25 Be able to talk about their views on issues that effect themselves and their class. their achievements.

know when to seek help.

• **pe5.1** I can describe both attacking and defending tactics and strategies and begin to apply them

PSED Preparing to play an active role as citizens PSED Developing a healthy, safer lifestyle LKS2 • ph14 Follow simple, safe routines to reduce the

spread of bacteria/viruses. PSED Developing good relationships and respecting the differences between people LKS2

PSED Developing confidence and responsibility • pc26 Begin to recognise their worth as individuals by identifying positive things about themselves and

pc27 Be able to face new challenges positively and

• pr25 Understand that their actions affect

• pr26 Able to empathise with another viewpoint.

• pr27 Consolidate understanding of differences

themselves and others.

and similarities between people.

## OUTDOOR LEARNING

Plants topic Exploring the growth of different seeds and bulbs Investigating the best conditions What do plants need to grow?

Exploring effects of exercise as related to Animals including Humans topic

Gardening Day

Cambo Fete Taking part in this community event Working on art, craft and handwritina

Summer play

## 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

• e136 read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

#### Reading - comprehension LK52

• 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

• 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] · 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

• e151 identifying main ideas drawn from more than one paragraph and summarising these • e152 identifying how language, structure, and

presentation contribute to meaning • e153 retrieve and record information from

• 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 • e170 in non-narrative material, using simple

organisational devices [for example, headings and sub-headings]

• e171 evaluate and edit by:

• 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

## Writing - vocabulary, grammar and punctuation

• e174 proof-read for spelling and punctuation

· e176 develop their understanding of the concepts set out in English Appendix 2 by: • e180 using conjunctions, adverbs and prepositions

• e185 indicating possession by using the possessive apostrophe with plural nouns

to express time and cause

• e186 using and punctuating direct speech

#### 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

· sc46 identify that humans and some other animals have skeletons and muscles for support, protection and movement.

#### Location knowledge LKS2

• ge27 I can identify the countries of Europe (including Russia) on a map or globe

· ge28 I can identify North and South America on a map or globe

• ge29 I know the major cities in the countries I

• 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

· ge33 I can identify key topographical features of the UK (e.g. hills, coastal features, rivers, mountain ranges etc)

· 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 · ge37 I understand longitude and can locate the Prime/Greenwich Meridian and explain its

Core Skills across the Key Stage | KS2

governance of time zones (including day and night)

UNDERSTANDING THE WORLD

#### Working scientifically LKS2

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- 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 c 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.

#### 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.

#### **Location knowledge LKS2**

- ge27 locate the world's countries, using maps to focus on Europe (including the location of Russia) ge28 locate the world's countries, using maps to focus North and South America,
- ge29 locate the world's countries, using maps to focus on major cities
- 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) ge36 identify the position and significance of longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle
- ge37 identify the position and significance of latitude, the Prime/Greenwich Meridian and time zones (including day and night)

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
- hi23 They should regularly address and sometimes

#### MATHEMATICS AND COMPUTING

- Number number and place value LKS2
- 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
- m120 order and compare numbers beyond 1000 m122 round any number to the nearest 10, 100 or
- 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.

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- m128 recall multiplication and division facts for multiplication tables up to 12 × 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
- 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 he 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

#### Measurement LKS2

- m143 Convert between different units of measure [for example, kilometre to metre; hour to minute] • m144 measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres
- m145 find the area of rectilinear shapes by counting
- m146 estimate, compare and calculate different measures, including money in pounds and pence
- m147 read, write and convert time between

analogue and digital 12- and 24-hour clocks

 m148 solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.

#### Geometry - properties of shapes LKS2 m150 identify acute and obtuse angles and compare and order angles up to two right angles by

#### PHYSICAL EDUCATION

- **pe5** play competitive games, modified where
- pe5.1 play competitive games and apply basic principles suitable for attacking and defending

#### 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.

**EXPRESSIVE ARTS AND DESIGN** 

#### 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
- dt27 generate, develop, model and communicate their ideas through discussion and annotated
- dt28 generate, develop, model and communicate their ideas through cross-sectional and exploded diagrams
- dt29 generate, develop, model and communicate their ideas through prototypes
- dt30 generate, develop, model and communicate their ideas through pattern pieces

#### 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
- dt37 select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their aesthetic qualities

#### **Evaluate LKS2**

- dt38 investigate a range of existing products
- dt39 analyse a range of existing products
- dt40 evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- dt41 understand how key events in design and technology have helped shape the world
- dt42 understand how key individuals 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
- dt44 understand and use mechanical systems in their products, such as gears and pulleys
- dt46 understand and use mechanical systems in their products, such as levers and linkages
- dt48 apply their understanding of computing to programme, monitor and control their products.

- 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
- mu21 appreciate some great composers and

#### LITERACY

- Reading word reading LKS2 e135 apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as
- 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.

listed in English Appendix 1, both to read aloud and

#### 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 • 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] • e147 checking that the text makes sense to them, discussing their understanding and explaining the
- e148 asking questions to improve their understanding of a text

meaning of words in context

- e149 drawing inferences such as inferring characters' feelings, thoughts and motives from their
- actions, and justifying inferences with evidence e151 identifying main ideas drawn from more than one paragraph and summarising these 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

- 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)
- e158 place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example,
- 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
- 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
- e170 in non-narrative material, using simple

• fl1 listen attentively to spoken language and show

**COMMUNICATION AND LANGUAGE** 

- understanding by joining in and responding fl2 explore the patterns and sounds of language
- through songs and rhymes fl2.1 link the spelling, sound and meaning of words
- fl3 engage in conversations; ask and answer
- fl3.2 engage in conversations and seek clarification and help
- so that others understand when they are reading aloud or using familiar words and phrases • fl6 present ideas and information orally to a range

• fl5 develop accurate pronunciation and intonation

- of audiences fl8 appreciate stories, songs, poems and rhymes in
- the language fl11 describe people, places, things and actions orallyand in writing
- fl12 understand basic grammar appropriate to the language being studied, including (where relevant) feminine, masculine and neuter forms
- fl12.2 understand basic grammar key features and patterns of the language and how to apply these, for instance, to build sentences; and how these differ from or are similar to English.
- sI13 listen and respond appropriately to adults and their peers
- sl14 ask relevant questions to extend their understanding and knowledge sl15 use relevant strategies to build their
- vocabulary sl16 articulate and justify answers, arguments and
- 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

sl23 consider and evaluate different viewpoints.

attending to and building on the contributions of

listener(s)

others

- PSED Preparing to play an active role as citizens
  - pa21 Begin to develop negotiating strategies. pa22 Know when to compromise.
  - 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.

pc26 Begin to recognise their worth as individuals

by identifying positive things about themselves and

- their achievements. 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
- **PSED Developing good relationships and** respecting the differences between people LKS2
- pr26 Able to empathise with another viewpoint. pr27 Consolidate understanding of differences and

similarities between people.

- spread of bacteria/viruses
- pr25 Understand that their actions affect themselves and others.

**PSED & RELIGIOUS EDUCATION** 

