



Wow Starter: Listen to the Declaration of War radio announcement as if it were for real - while doing another task?!

Final Event: VE Day celebration/party - in full 1940s fancy dress?

UNDERSTANDING THE WORLD

Forces and magnets LKS2

- **sc55** compare how things move on different surfaces
- **sc56** notice that some forces need contact between two objects, but magnetic forces can act at a distance
- **sc57** observe how magnets attract or repel each other and attract some materials and not others
- **sc58** compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials
- **sc59** describe magnets as having two poles
- **sc60** predict whether two magnets will attract or repel each other, depending on which poles are facing.

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

Geographical skills and fieldwork LKS2

- **ge46** I can use a variety of paper-based and digital resources to locate and identify places and features around the world

- **ge47** I can read and understand eight points of a compass

Core Skills across the Key Stage LKS2

- **hi18** I can place events, people and changes into correct periods of time (British, local and world history)
- **hi19** I can describe key features and events in the periods and societies I have studied
- **hi20** I can recognise similarities and differences between periods of time
- **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

MATHEMATICS AND COMPUTING

Number - number and place value LKS2

- **m123** solve number and practical problems that involve all of the above and with increasingly large positive numbers
- **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

Number - fractions (including decimals) LKS2

- **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
- **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

- **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

- **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.

Geometry - position and direction LKS2

- **m153** describe positions on a 2-D grid as coordinates in the first quadrant
- **m154** describe movements between positions as translations of a given unit to the left/right and up/down
- **m155** plot specified points and draw sides to complete a given polygon.

Statistics LKS2

- **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.

LKS2

- **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
- **co26** I understand that some sources are biased
- **co27** I can use a variety of digital devices (including the internet) to create programs to collect, analyse and evaluate data

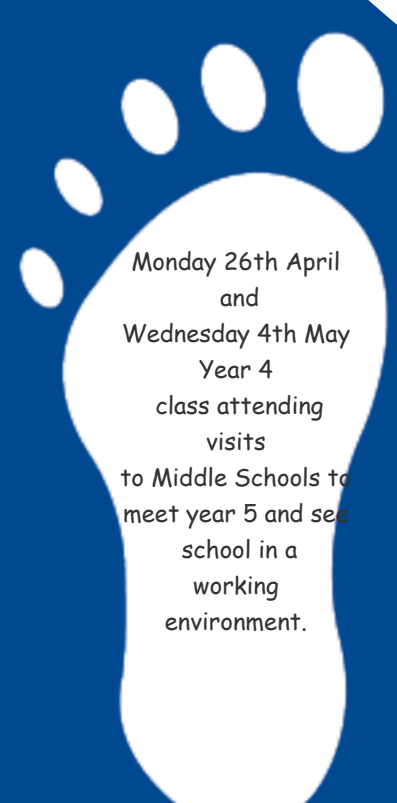
Physical Education

LKS2

- **pe4** I can tell you how I have developed my athletic skills, and which is strongest and which athletic events I prefer

Physical Education

- **pe8** I can tell you about outdoor and adventurous activities I have achieved on my own
- **pe9** I can show you my record of sporting performances



Monday 26th April
and
Wednesday 4th May
Year 4
class attending
visits
to Middle Schools to
meet year 5 and see
school in a
working
environment.

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- **m149** compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes
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Statistics LKS2

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LKS2

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PHYSICAL EDUCATION

LKS2

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Physical Education

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- **pe9** I can show you my record of sporting performances

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
- **ad12** I can show examples of drawing using pencil and charcoal.
- **ad13** I can show examples of painting with different kinds of paint

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

- **dt32** I can select and use appropriate tools and techniques for my product
- **dt34** I can join, assemble and combine components with precision
- **dt36** I can describe the properties of a variety of materials including construction materials, textiles and ingredients and explain my choices in relation to these properties

Evaluate LKS2

- **dt38** I can talk about existing products similar to my own
- **dt39** I can compare my design to those of existing products and can suggest improvements I could make in the light of those comparisons
- **dt40** I have asked for the views of others, especially the intended users, to help to improve my design

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
- **mu14** I can compose pieces of music for a specific purpose, choosing and combining sounds to achieve the effect I desire
- **mu15** I can compose pieces of music using the dimensions and elements of music expressively
- **mu16** I can listen carefully and perform accurately from memory

LITERACY

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
- **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]

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)
- **e159** use the first two or three letters of a word to check its spelling in a dictionary

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

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
- **fl2.1** I can spell and pronounce the words correctly in the songs and poems I know
- **fl3** I can have a conversation including asking and answering questions
- **fl6** I can communicate and be understood in different situations
- **fl11** I can speak and write about everyday life
- **fl12** I know that some words are governed by gender

• **sl13** 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

• **sl18** maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments

• **sl23** consider and evaluate different viewpoints, attending to and building on the contributions of others

• **sl24** select and use appropriate registers for effective communication.

PSED & RELIGIOUS EDUCATION

0 LKS2

- Describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others.
- Identify and begin to describe the similarities and differences within and between religions.
- Investigate the significance of religion in the local, national and global communities.
- Consider the meaning of a range of forms of religious expression, understand why they are important in religion, and note links between them.
- Keeping Safe
- Knowledge about substances

• **pc25** Be able to talk about their views on issues that affect 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 good relationships and respecting the differences between people LKS2

- **pr25** Understand that their actions affect themselves and others.
- **pr26** Able to empathise with another individual

The Home Front - 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

Geographical skills and fieldwork LKS2

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

LKS2

- **hi18** Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history
- **hi19** Pupils should continue to establish clear narratives within and across the periods they study.
- **hi20** They should note connections, contrasts and trends over time
- **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
- **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

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LKS2

- **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
- **co26** appreciate how results are selected and ranked
- **co27** select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs,

PHYSICAL EDUCATION

LKS2

- **pe4** use running, jumping, throwing and catching in isolation
- **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
- **pe6** develop flexibility, strength, technique, control and balance, for example through athletics
- **pe8** take part in outdoor and adventurous activity challenges individually
- **pe9** compare their performances with previous ones.
- **pe9.1** demonstrate improvement
- **pe9.2** demonstrate their personal best.

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)
- **ad12** to improve their mastery of art and design techniques, including drawing with pencil and charcoal
- **ad13** to improve their mastery of art and design techniques, including painting with a range of materials

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

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

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

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
- **mu14** improvise and compose music for a range of purposes
- **mu15** improvise and compose music using the inter-related dimensions of music
- **mu16** listen with attention to detail and recall sounds with increasing aural memory

LITERACY

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- **e137** develop positive attitudes to reading and understanding of what they read by:
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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
- **fl2.1** link the spelling, sound and meaning of words
- **fl3** engage in conversations; ask and answer questions
- **fl6** present ideas and information orally to a range of audiences
- **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
- **sl13** 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
- **sl18** maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- **sl23** consider and evaluate different viewpoints, attending to and building on the contributions of others
- **sl24** select and use appropriate registers for effective communication.

PSED & RELIGIOUS EDUCATION

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 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.

