



Wow Starter: Pupil timeline - what have you done in 8 years?  
Main events on a timeline - sense of history

Final Event: Class photo reenacting the photo from 1920  
Finished model village of Stanbridge

## UNDERSTANDING THE WORLD

**Location knowledge LKS2**  
• **ge32** I can talk about the human and physical characteristics of some of the geographical regions of the UK  
• **ge34** I can identify patterns of land-use and describe how these shape the landscape  
• **ge35** I know how and why human and physical features in the landscape change over time (e.g. river courses or patterns of settlement)

**Human and physical geography LKS2**  
• **ge42** I understand human geography in relation to types of settlement and land-use

**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)  
• **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  
• **hi24** I can draw informed conclusions by using a range of research skills  
• **hi25** I can produce structured work from an appropriate range of resources relevant to the focus of enquiry  
• **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

## MATHEMATICS AND COMPUTING

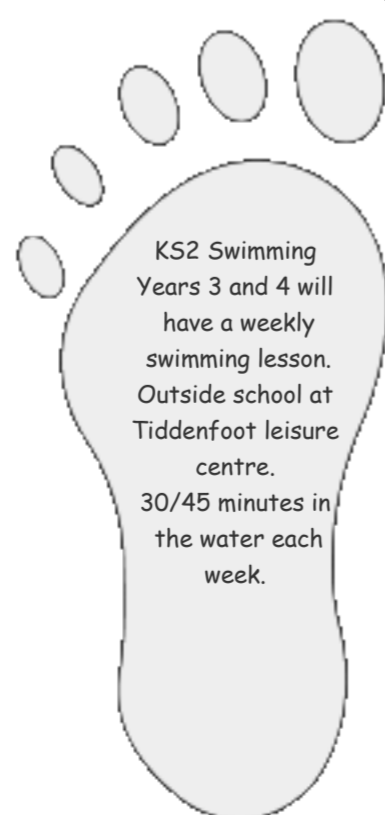
LKS2  
• **co24** I can use search technologies effectively  
• **co25** I am aware that information from some sources may not be accurate  
• **co28** I can use a variety of software to present data and information ( including combining images and text, multi-media presentations and data-bases)

• **co29** I know the rules for keeping safe on the internet and how to be a responsible internet user

## PHYSICAL EDUCATION

LKS2  
• **pe6.1** I can perform fluent gymnastics sequences to demonstrate my control and balance  
• **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  
• **pe9.1** I can show you how I have improved in different activities over time  
• **pe9.2** I can tell you my personal best in a particular activity and my aspirations for the future

**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  
• **pe10.2** I can demonstrate self-rescue skills



KS2 Swimming  
Years 3 and 4 will have a weekly swimming lesson.  
Outside school at Tiddenfoot leisure centre.  
30/45 minutes in the water each week.

Produce a graph of the change in the village population using data from the internet.  
Or a graph of pupil numbers over time since school opened.  
Search for facts and figures about the village of Stanbridge using Parish records websites.  
Produce a short presentation about the village either in the past or as it is now- using text, photos and video (if possible) - to share with the year 3 - using powerpoint or similar program.

Swimming lesson each week for 10 weeks at local pool with year 3.  
Dance lessons weekly with EF. Following Val Sabin Dance scheme of work.

## Our School past and present

Individual timelines - to understand chronology  
Study local records (websites) - find out when school was built and why  
Study maps of the village in the past - how has the village developed?  
What were the houses/jobs like?  
Village walk to look at range of buildings - photos/sketches/rubbings  
Find out history of some of the buildings - were they always dwellings?  
Study school records - number of pupils - subjects taught, discipline and uniform etc  
Create graphs of village population over time - look at censuses and find out why population changed around certain events happening locally or nationally.  
Compare life in a Victorian school to 21st Century.

African drumming lesson once a week with year 3 - learning rhythm and skills to perform as an individual and part of a KS2 band.  
Singing regular in class - and as part of assemblies where year4 will take the lead when learning new songs.

Drawings/sketches of various buildings around the village - looking closely at the materials used.  
Using photographs to produce plans/drawings for a model of a building in the village from cardboard and other resources - to be part of a class model village.  
Use photographs to add the detail on my model - to be an accurate representation.

Topic based literacy - read website information and interpret this into useful facts for children / child speak.  
Compile a guide to the village of Stanbridge from 100 years ago.  
Write a short diary extract as written by a pupil of the school more than 100 years ago.  
Produce a report on population changes over time in Stanbridge.

Introduction (or re-introduction) to simple French vocabulary using units of work from Languagenet website. subscription to be paid for KS2 pupils.

R.E - Importance of the village church in the past - why did the village need a church? Who went? and why?  
Is the church so important today?  
What happens in a church?  
What items/artefacts are found in a church? Some of which have been there since the church was built.

Circle time - PSED  
Year 4 to have regular meetings at the start of term to discuss expectations in their final year, the jobs and responsibilities they have, how the children will look up to them, how manners are very important and how their behaviour can influence on others and has consequences.  
Choices are important - need to take more responsibility for actions.  
PSHCE- Children to recognise their strengths and weaknesses.

Recognise ways of being a good learner. Class display.  
Recognise main achievements in their lives so far.  
Create a personal timeline.  
Children to show that they have some strategies to cope with friendship problems.  
Set up role play situations where children are given a card with a scenario involving a friendship problem.  
Monitor selected children's responses through the drama.  
Can the children recognise and talk about their feelings in different situations?

## EXPRESSIVE ARTS AND DESIGN

LKS2  
• **ad10** I can show in my sketch book how I have developed techniques and ideas  
• **ad12** I can show examples of drawing using pencil and charcoal.

**Design LKS2**  
• **dt27** I can communicate my ideas through annotated sketches  
• **dt29** I can make a model of my design  
• **dt30** I can make pattern pieces for my design

**Make LKS2**  
• **dt32** I can select and use appropriate tools and techniques for my product  
• **dt33** I can measure, mark, cut and shape a range of materials accurately  
• **dt34** I can join, assemble and combine components with precision

• **dt35** I can use appropriate finishing techniques to strengthen and improve the appearance of my product

**Evaluate LKS2**  
• **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  
• **mu16** I can listen carefully and perform accurately from memory

## LITERACY

**Reading - comprehension LKS2**  
• **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  
• **e153** retrieve and record information from non-fiction

• **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  
• **e170** in non-narrative material, using simple organisational devices [for example, headings and sub-headings]

**Writing - composition LKS2**

## 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

• **fl4** I can speak in grammatically correct sentences  
• **fl5** I can pronounce words correctly so that I am understood

## PSED & RELIGIOUS EDUCATION

0 LKS2  
• 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.  
• Use specialist vocabulary in communicating their knowledge and understanding.  
• Me and my relationships  
• Making the most of my abilities  
• Friendships and Feelings

• **pa28** Identify reasons about why rules are needed.  
• **pa29** Understand there are consequences when rules are broken.  
• **pa30** Distinguish between accidental and deliberate actions.  
• **pa31** Understand that there are responsibilities as well as rights.

**PSED Preparing to play an active role as citizens LKS2**  
• **pc25** Continue to value contributions of others in discussion.  
• **pc27** Know when to compromise.

**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.  
• **pc30** Able to reflect on their mistakes and make amends.  
• **pc31** Begin to make responsible choices and consider consequences.

# Our School past and present - Stage Coverage

## UNDERSTANDING THE WORLD

### Location knowledge **LKS2**

- **ge32** name and locate geographical regions and their identifying human and physical characteristics
- **ge34** name and locate land-use patterns
- **ge35** name human and physical characteristics and understand how some of these aspects have changed over time

### Human and physical geography **LKS2**

- **ge42** human geography, including: types of settlement and land use

### 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
- **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
- **hi24** They should construct informed responses that involve thoughtful selection
- **hi25** They should construct informed responses that involve organisation of relevant historical information.
- **hi26** They should understand how our knowledge of the past is constructed from a range of sources
- **hi51** a local history study For example:

## MATHEMATICS AND COMPUTING

### **LKS2**

- **co24** use search technologies effectively
- **co25** be discerning in evaluating digital content
- **co28** select, use and combine a variety of software (including internet services) on a range of digital devices presenting data and information.
- **co29** use technology safely, respectfully and responsibly

## PHYSICAL EDUCATION

### **LKS2**

- **pe6.1** develop flexibility, strength, technique, control and balance, for example gymnastics
- **pe7** perform dances using a range of movement patterns
- **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
- **ad12** to improve their mastery of art and design techniques, including drawing with pencil and charcoal

### Design **LKS2**

- **dt27** generate, develop, model and communicate their ideas through discussion and annotated sketches
- **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

### Evaluate **LKS2**

- **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
- **mu16** listen with attention to detail and recall sounds with increasing aural memory

## LITERACY

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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
- **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

## PSED & RELIGIOUS EDUCATION

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

- **pa25** Continue to value contributions of others in discussion.
- **pa27** Know when to compromise.
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