



Wow Starter: Introduction to singing lessons  
- folk songs from around the world.



## MATHEMATICS AND COMPUTING

### Number - fractions LKS2

- **m96** count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10
- **m97** recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators
- **m98** recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators
- **m99** recognise and show, using diagrams, equivalent fractions with small denominators
- **m100** add and subtract fractions with the same denominator within one whole [for example,  $5/7 + 1/7 = 6/7$ ]

- **m101** compare and order unit fractions, and fractions with the same denominators
- **m102** solve problems that involve all of the above.

### Measurement LKS2

- **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
- **m109** compare durations of events [for example to calculate the time taken by particular events or tasks].

## PHYSICAL EDUCATION

### LKS2

- **pe4.1** I can explain how developing my skills separately has improved my performance in team games
- **pe5** I can play competitive net, striking, fielding and invasion games

- **pe5.1** I can describe both attacking and defending tactics and strategies and begin to apply them
- **pe9.1** I can show you how I have improved in different activities over time

## 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
- **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.

### 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

- **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
- **ge28** I can identify North and South America on a map or globe
- **ge29** I know the major cities in the countries I can identify
- **ge30** I can talk about the environmental regions and key human and physical characteristics of the countries I can identify
- **ge31** I can name and locate the counties and major cities in 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
- **ge37** I understand longitude and can locate the Prime/Greenwich Meridian and explain its governance of time zones (including day and night)

### 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

### Geographical skills and fieldwork LKS2

- **ge46** I can use a variety of paper-based and

### Maths -

Children will follow the year 3 curriculum for maths.

### Computing-

Discuss/revise internet safety.  
How to be a responsible internet user.  
Introduce search technologies - discuss how to choose reputable sources and discuss that some information may not be accurate and could be biased.  
How to report inappropriate online behaviour.

### Netball and Tag Rugby -

Children will be taking part in Netball and Tag rugby lessons. They will learn how to play competitive games, with particular attention on recognising and applying tactics and techniques which will help them attack and defend.

Coach coming from Leighton Buzzard Sports Partnership to help children in Year 3/4 develop their skills and techniques further.

### Science

Forces and magnets -

Children will be taught to use practical scientific methods, processes and skills in the following areas:  
Pushes and pulls  
Faster and Slower  
Scrapyard Challenge  
Magnet strength  
Magnetic Poles  
Marvellous Magnets

### Geography

Location Knowledge-

Identifying continents, countries of Europe, North and South America on maps/atlasses.  
Identifying major cities in countries.  
Latitude/Longitude  
Similarities and differences.

## Forces and Around the World

### Ukulele Lessons with Inspiring Music Teacher.

Music - singing lessons in preparation for SingOut concert by Inspiring Music teacher  
-10 lessons and final group concert at the Grove Theatre in Dunstable in June.

Art from around the world. Looking at different techniques and examples of art from famous artists around the world.

### Literacy- Children will follow the year 3 curriculum for Literacy.

Handwriting-  
3 x 15 minute lessons per week

Spellings/Phonics-  
Children will have new phonics/spellings each week. They will use time in class to find out the definitions of the words on their list and will then write appropriate sentences that contain those words.

French lessons will be every other week - about 45/60 minutes each.  
Focus on vocabulary in class, at home and about the children - family, friends, hobbies colours, food etc  
Children to be able to ask and answer simple questions about each area and review vocabulary at the end of term.

### PSED- Feelings and Relationships Keeping Safe

### Religious Education-

What kind of world did Jesus want? Exploring leaders and followers.

Why do Christians call the day Jesus died 'Good Friday'?  
Picturing Easter

## OUTDOOR LEARNING

### Pegasus Award

Children are completing portfolios to help them achieve their Pegasus Award. They will be rewarded for effort and attainment in:

- Helping Others
- Healthy Living
- Skills for Life
- Exploring the Environment

## EXPRESSIVE ARTS AND DESIGN

### LKS2

- **ad13** I can show examples of painting with different kinds of paint

### Cooking and nutrition LKS2

- **dt49** I can describe a healthy diet and explain its importance
- **dt50** I can prepare a variety of savoury meals
- **dt51** I can use a variety of cooking techniques
- **dt52** I can that foods are seasonal and can give examples
- **dt53** I can talk about the way crops and animals are grown and produce is obtained from the sea
- **dt54** I can describe how some foods are processed

### 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
- **mu16** I can listen carefully and perform accurately from memory
- **mu17** I can perform from simple, standard notation
- **mu19** I can describe, compare and evaluate different kinds of music
- **mu20** I can identify music from different traditions
- **mu22** I can talk about the music in the periods of history I have studied, what part it played in people's lives and how modern notation and instruments developed over time

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

### 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

## 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
- **fl5** I can pronounce words correctly so that I am understood
- **fl6** I can communicate and be understood in different situations
- **fl7** I can read simple passages with understanding
- **fl9** I use a dictionary to help me to understand and learn new words
- **fl10** I can write phrases from memory
- **fl11** I can speak and write about everyday life
- **fl12.2** I know the correct order of words in a sentence and that the order may differ from English
- **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
- **sl16** articulate and justify answers, arguments and opinions
- **sl17** give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- **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
- **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
- **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.
- Describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected with, beliefs and teachings.
- 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.

- **pc27** Be able to face new challenges positively and know when to seek help.
- **pc28** Be able to identify the range of jobs carried out by people they know.

### 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.



# Forces and Around the World - Stage Coverage

UNDERSTANDING THE WORLD	MATHEMATICS AND COMPUTING	PHYSICAL EDUCATION	EXPRESSIVE ARTS AND DESIGN	LITERACY	COMMUNICATION AND LANGUAGE	PSED & RELIGIOUS EDUCATION
<p><b>Working scientifically</b> <b>LKS2</b></p> <ul style="list-style-type: none"><li>• <b>sc31</b> 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:</li><li>• <b>sc32</b> asking relevant questions and using different types of scientific enquiries to answer them</li><li>• <b>sc33</b> setting up simple practical enquiries, comparative and fair tests</li><li>• <b>sc35</b> gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</li><li>• <b>sc36</b> recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</li><li>• <b>sc37</b> reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</li><li>• <b>sc38</b> using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</li><li>• <b>sc39</b> identifying differences, similarities or changes related to simple scientific ideas and processes</li><li>• <b>sc40</b> using straightforward scientific evidence to answer questions or to support their findings.</li></ul> <p><b>Forces and magnets</b> <b>LKS2</b></p> <ul style="list-style-type: none"><li>• <b>sc55</b> compare how things move on different surfaces</li><li>• <b>sc56</b> notice that some forces need contact between two objects, but magnetic forces can act at a distance</li><li>• <b>sc57</b> observe how magnets attract or repel each other and attract some materials and not others</li><li>• <b>sc58</b> 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</li><li>• <b>sc59</b> describe magnets as having two poles</li><li>• <b>sc60</b> predict whether two magnets will attract or repel each other, depending on which poles are facing.</li></ul> <p><b>Location knowledge</b> <b>LKS2</b></p> <ul style="list-style-type: none"><li>• <b>ge27</b> locate the world's countries, using maps to focus on Europe (including the location of Russia)</li><li>• <b>ge28</b> locate the world's countries, using maps to focus North and South America,</li><li>• <b>ge29</b> locate the world's countries, using maps to focus on major cities</li><li>• <b>ge30</b> locate the world's countries, using maps to focus on their environmental regions, key physical and human characteristics</li><li>• <b>ge31</b> name and locate counties and cities of the United Kingdom</li><li>• <b>ge36</b> identify the position and significance of longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle</li><li>• <b>ge37</b> identify the position and significance of latitude, the Prime/Greenwich Meridian and time zones (including day and night)</li></ul> <p><b>Place knowledge</b> <b>LKS2</b></p> <ul style="list-style-type: none"><li>• <b>ge38</b> 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</li></ul> <p><b>Geographical skills and fieldwork</b> <b>LKS2</b></p> <ul style="list-style-type: none"><li>• <b>ge46</b> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li><li>• <b>ge47</b> use the eight points of a compass</li></ul>	<p><b>Number - fractions</b> <b>LKS2</b></p> <ul style="list-style-type: none"><li>• <b>m96</b> count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10</li><li>• <b>m97</b> recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators</li><li>• <b>m98</b> recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators</li><li>• <b>m99</b> recognise and show, using diagrams, equivalent fractions with small denominators</li><li>• <b>m100</b> add and subtract fractions with the same denominator within one whole [for example, 5/7 + 1/7 = 6/7]</li><li>• <b>m101</b> compare and order unit fractions, and fractions with the same denominators</li><li>• <b>m102</b> solve problems that involve all of the above.</li></ul> <p><b>Measurement</b> <b>LKS2</b></p> <ul style="list-style-type: none"><li>• <b>m107</b> 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</li><li>• <b>m108</b> know the number of seconds in a minute and the number of days in each month, year and leap year</li><li>• <b>m109</b> compare durations of events [for example to calculate the time taken by particular events or tasks].</li></ul>	<p><b>LKS2</b></p> <ul style="list-style-type: none"><li>• <b>pe4.1</b> use running, jumping, throwing and catching in combination</li><li>• <b>pe5</b> play competitive games, modified where appropriate</li><li>• <b>pe5.1</b> play competitive games and apply basic principles suitable for attacking and defending</li><li>• <b>pe9.1</b> demonstrate improvement</li></ul>	<p><b>LKS2</b></p> <ul style="list-style-type: none"><li>• <b>ad13</b> to improve their mastery of art and design techniques, including painting with a range of materials</li></ul> <p><b>Cooking and nutrition</b> <b>LKS2</b></p> <ul style="list-style-type: none"><li>• <b>dt49</b> understand and apply the principles of a healthy and varied diet</li><li>• <b>dt50</b> prepare and cook a variety of predominantly savoury dishes</li><li>• <b>dt51</b> cook using a range of cooking techniques</li><li>• <b>dt52</b> understand seasonality</li><li>• <b>dt53</b> know where and how a variety of ingredients are grown and/or caught</li><li>• <b>dt54</b> know where and how a variety of ingredients are processed.</li></ul> <p><b>LKS2</b></p> <ul style="list-style-type: none"><li>• <b>mu11</b> perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression</li><li>• <b>mu12</b> play musical instruments with increasing accuracy</li><li>• <b>mu13</b> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with fluency and expression</li><li>• <b>mu14</b> improvise and compose music for a range of purposes</li><li>• <b>mu16</b> listen with attention to detail and recall sounds with increasing aural memory</li><li>• <b>mu17</b> understand staff and other musical notations</li><li>• <b>mu19</b> appreciate a wide range of high-quality live and recorded music</li><li>• <b>mu20</b> understand music drawn from different traditions</li><li>• <b>mu22</b> develop an understanding of the history of music.</li></ul>	<p><b>Reading - word reading</b> <b>LKS2</b></p> <ul style="list-style-type: none"><li>• <b>e135</b> 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</li><li>• <b>e136</b> read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</li></ul> <p><b>Reading - comprehension</b> <b>LKS2</b></p> <ul style="list-style-type: none"><li>• <b>e137</b> develop positive attitudes to reading and understanding of what they read by:</li><li>• <b>e138</b> listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li><li>• <b>e139</b> reading books that are structured in different ways and reading for a range of purposes</li><li>• <b>e140</b> using dictionaries to check the meaning of words that they have read</li><li>• <b>e141</b> increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li><li>• <b>e142</b> identifying themes and conventions in a wide range of books</li><li>• <b>e143</b> preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li><li>• <b>e144</b> discussing words and phrases that capture the reader's interest and imagination</li></ul>	<p><b>LKS2</b></p> <ul style="list-style-type: none"><li>• <b>fl1</b> listen attentively to spoken language and show understanding by joining in and responding</li><li>• <b>fl2</b> explore the patterns and sounds of language through songs and rhymes</li><li>• <b>fl2.1</b> link the spelling, sound and meaning of words</li><li>• <b>fl3</b> engage in conversations; ask and answer questions</li><li>• <b>fl5</b> develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</li><li>• <b>fl6</b> present ideas and information orally to a range of audiences</li><li>• <b>fl7</b> read carefully and show understanding of words, phrases and simple writing</li><li>• <b>fl9</b> broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li><li>• <b>fl10</b> write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li><li>• <b>fl11</b> describe people, places, things and actions orallyand in writing</li><li>• <b>fl12.2</b> 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.</li><li>• <b>sl13</b> listen and respond appropriately to adults and their peers</li><li>• <b>sl14</b> ask relevant questions to extend their understanding and knowledge</li><li>• <b>sl15</b> use relevant strategies to build their vocabulary</li><li>• <b>sl16</b> articulate and justify answers, arguments and opinions</li><li>• <b>sl17</b> give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li><li>• <b>sl18</b> maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li><li>• <b>sl19</b> use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li><li>• <b>sl20</b> speak audibly and fluently with an increasing command of Standard English</li><li>• <b>sl22</b> gain, maintain and monitor the interest of the listener(s)</li><li>• <b>sl23</b> consider and evaluate different viewpoints, attending to and building on the contributions of others</li><li>• <b>sl24</b> select and use appropriate registers for effective communication.</li></ul>	<p><b>PSED Preparing to play an active role as citizens</b> <b>LKS2</b></p> <ul style="list-style-type: none"><li>• <b>pa21</b> Begin to develop negotiating strategies.</li><li>• <b>pa22</b> Know when to compromise.</li><li>• <b>pa23</b> Participate in making and changing rules.</li></ul> <p><b>PSED Developing confidence and responsibility and making the most of their abilities</b> <b>LKS2</b></p> <ul style="list-style-type: none"><li>• <b>pc25</b> Be able to talk about their views on issues that effect themselves and their class.</li><li>• <b>pc26</b> Begin to recognise their worth as individuals by identifying positive things about themselves and their achievements.</li><li>• <b>pc27</b> Be able to face new challenges positively and know when to seek help.</li><li>• <b>pc28</b> Be able to identify the range of jobs carried out by people they know.</li></ul> <p><b>PSED Developing good relationships and respecting the differences between people</b> <b>LKS2</b></p> <ul style="list-style-type: none"><li>• <b>pr25</b> Understand that their actions affect themselves and others.</li><li>• <b>pr26</b> Able to empathise with another viewpoint.</li><li>• <b>pr27</b> Consolidate understanding of differences and similarities between people.</li></ul> <p><b>RE - Learning From Religion</b> <b>LKS2</b></p> <ul style="list-style-type: none"><li>• <b>rf21</b> Reflect on what it means to belong to a faith community.</li><li>• <b>rf22</b> Respond to the challenges of commitment in their own lives.</li><li>• <b>rf23</b> Identify how commitment to a religion is shown.</li><li>• <b>rf24</b> Discuss their own religious beliefs.</li></ul> <p><b>Learning About Religion</b> <b>LKS2</b></p> <ul style="list-style-type: none"><li>• <b>ra19</b> Begin to describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others.</li><li>• <b>ra20</b> Begin to describe the variety of practices and ways of life in religions.</li><li>• <b>ra21</b> Identify and begin to describe the similarities in religions.</li><li>• <b>ra22</b> Investigate the importance of religion in the local community.</li><li>• <b>ra23</b> Begin to consider the meaning of a range of forms of religious expression.</li><li>• <b>ra24</b> Begin to learn specialist vocabulary to communicate their knowledge and understanding.</li><li>• <b>ra25</b> Begin to use information about religions from a range of sources.</li></ul>

