



Wow Starter: email/postcard from Santa explaining Rudolph's nose has lost it's light. Can we help?

Final Event: Complete working Christmas card

## 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:
- **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
- **sc38** using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
- **sc40** using straightforward scientific evidence to answer questions or to support their findings.

### Electricity LKS2

- **sc75** identify common appliances that run on electricity
- **sc76** construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers

- **sc77** identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery
- **sc78** recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit
- **sc79** recognise some common conductors and insulators, and associate metals with being good conductors.

### 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)
- **hi22** I can ask and answer questions about change and cause and effect
- **hi26** I can use sources of information, including ICT, to find out about events, people and changes in the past

## EXPRESSIVE ARTS AND DESIGN

### 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
- **dt27** I can communicate my ideas through annotated sketches
- **dt29** I can make a model of 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
- **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
- **dt37** I can discuss the aesthetic qualities of my product in relation to the properties of the materials etc I am intending to use

### Evaluate LKS2

- **dt40** I have asked for the views of others, especially the intended users, to help to improve my design
- **dt41** I know about some significant developments in technology that have helped to shape the world

### Technical knowledge LKS2

- **dt43** I can strengthen, stiffen and reinforce more complex structures
- **dt47** I can use series circuits incorporating switches, bulbs, buzzers and motors

### 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 accurately from memory
- **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

## MATHEMATICS AND COMPUTING

### Number - number and place value LKS2

- **m80** count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number

### Number - multiplication and division LKS2

- **m93** recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables

### Measurement LKS2

- **m103** measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)
- **m105** add and subtract amounts of money to give change, using both £ and p in practical contexts
- **m107** estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight
- **m108** know the number of seconds in a minute and the number of days in each month, year and leap year

### Geometry - properties of shapes LKS2

- **m110** draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them
- **m111** recognise angles as a property of shape or a

### LKS2

- **co14** I can design, write and debug simple programs to control or simulate physical systems
- **co15** I can solve problems by breaking them down into progressive steps
- **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
- **co23** I understand internal computer networks (intranet) and external networks (internet) and the opportunities they provide
- **co24** I can use search technologies effectively
- **co25** I am aware that information from some sources may not be accurate
- **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
- **co29** I know the rules for keeping safe on the internet and how to be a responsible internet user
- **co30** I know what is acceptable content and behaviour on the internet and what to do if I am, or any of my friends are, a victim of any inappropriate on-line behaviour



## PHYSICAL EDUCATION

### LKS2

- **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

## 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.

- **e149** drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- **e150** predicting what might happen from details stated and implied
- **e153** retrieve and record information from non-fiction

### 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
- **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
- **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 evidence
- **e150** predicting what might happen from details stated and implied
- **e153** retrieve and record information from non-fiction

### Writing - transcription - Spelling LKS2

- **e160** write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.
- **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

### Writing - vocabulary, grammar and punctuation LKS2

- **e180** using conjunctions, adverbs and prepositions to express time and cause

## PSED & RELIGIOUS EDUCATION

### Learning About Religion LKS2

- **ra19** Begin to describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others.
- **ra22** Investigate the importance of religion in the local community.
- **ra23** Begin to consider the meaning of a range of forms of religious expression.
- **ra24** Begin to learn specialist vocabulary to communicate their knowledge and understanding.

### Learning About Religion LKS2

- **ra26** Describe aspects of religion, especially the people, stories and traditions that influence the beliefs and values of others.
- **ra27** Describe the variety of practices and ways of life in religions.
- **ra31** Understand the importance of religious expression.

## COMMUNICATION AND LANGUAGE

### LKS2

- **fl1** I can understand what is being said to me and respond correctly
- **fl3** I can have a conversation including asking and answering questions
- **fl4** I can speak in grammatically correct sentences

- **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
- **fl12** I know that some words are governed by gender

# Bright Sparks! LKS2 Aut 2 2016/17 Bluebells - Stage Coverage

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- **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
- **sc38** using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
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### Electricity LKS2

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- **sc78** recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit
- **sc79** recognise some common conductors and insulators, and associate metals with being good conductors.

### LKS2

- **hi18** Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history
- **hi22** They should regularly address and sometimes devise historically valid questions about change and cause,
- **hi26** They should understand how our knowledge of the past is constructed from a range of sources

## MATHEMATICS AND COMPUTING

### Number - number and place value LKS2

- **m80** count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number

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- **m93** recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables

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- **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
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### Geometry - properties of shapes LKS2

- **m110** draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them
- **m111** recognise angles as a property of shape or a description of a turn

### Statistics LKS2

- **m114** interpret and present data using bar charts, pictograms and tables
- **m115** solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables.

### LKS2

- **co14** design, write and debug programs, controlling or simulating physical systems
- **co15** solve problems by decomposing them into smaller parts
- **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
- **co23** understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration
- **co24** use search technologies effectively
- **co25** be discerning in evaluating digital content
- **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, systems and content that accomplish given goals including collecting, analysing, evaluating and presenting data and information.
- **co29** use technology safely, respectfully and responsibly
- **co30** recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact

## PHYSICAL EDUCATION

### LKS2

- **pe7** perform dances using a range of movement patterns
- **pe9.1** demonstrate improvement

## 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 sketches
- **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
- **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 properties
- **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

- **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

### Technical knowledge LKS2

- **dt43** apply their understanding of how to strengthen, stiffen and reinforce more complex structures
- **dt47** understand and use electrical systems in their products, such as series circuits incorporating switches, bulbs, buzzers and motors

### 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
- **mu17** understand staff and other musical notations
- **mu19** appreciate a wide range of high-quality live and recorded music

## 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
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### Writing - composition LKS2

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- **e168** organising paragraphs around a theme

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## COMMUNICATION AND LANGUAGE

### LKS2

- **fl1** listen attentively to spoken language and show understanding by joining in and responding
- **fl3** engage in conversations; ask and answer questions
- **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
- **fl6** present ideas and information orally to a range of audiences
- **fl7** read carefully and show understanding of words, phrases and simple writing
- **fl12** understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms

## PSED & RELIGIOUS EDUCATION

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