



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** 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
- **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

If you see this message you must have added for many skills. YOU CAN CHANGE THE FONT SIZE and tick the 2 column box to fit more skills in. Please select fewer skills. Alternatively you could create more than one wheel, for example, Wheel Title Part 1, Wheel Title Part 2, if you wish to add lots of skills in 1 area of development.



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.

- **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].

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
- **e142** identifying themes and conventions in a wide range of books
- **e144** discussing words and phrases that capture the reader's interest and imagination
- **e146** understand what they read, in books they can read independently, by:
- **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 evidence
- **e150** predicting what might happen from details stated and implied
- **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 say.

- **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
- **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
- **e170** in non-narrative material, using simple organisational devices [for example, headings and sub-headings]
- **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
- **e174** proof-read for spelling and punctuation errors
- **e175** read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Writing - vocabulary, grammar and punctuation LKS2

- **e177** extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
- **e179** choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- **e180** using conjunctions, adverbs and prepositions to express time and cause
- **e181** using fronted adverbials
- **e182** learning the grammar for years 3 and 4 in English Appendix 2
- **e184** using commas after fronted adverbials
- **e185** indicating possession by using the possessive apostrophe with plural nouns
- **e186** using and punctuating direct speech

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

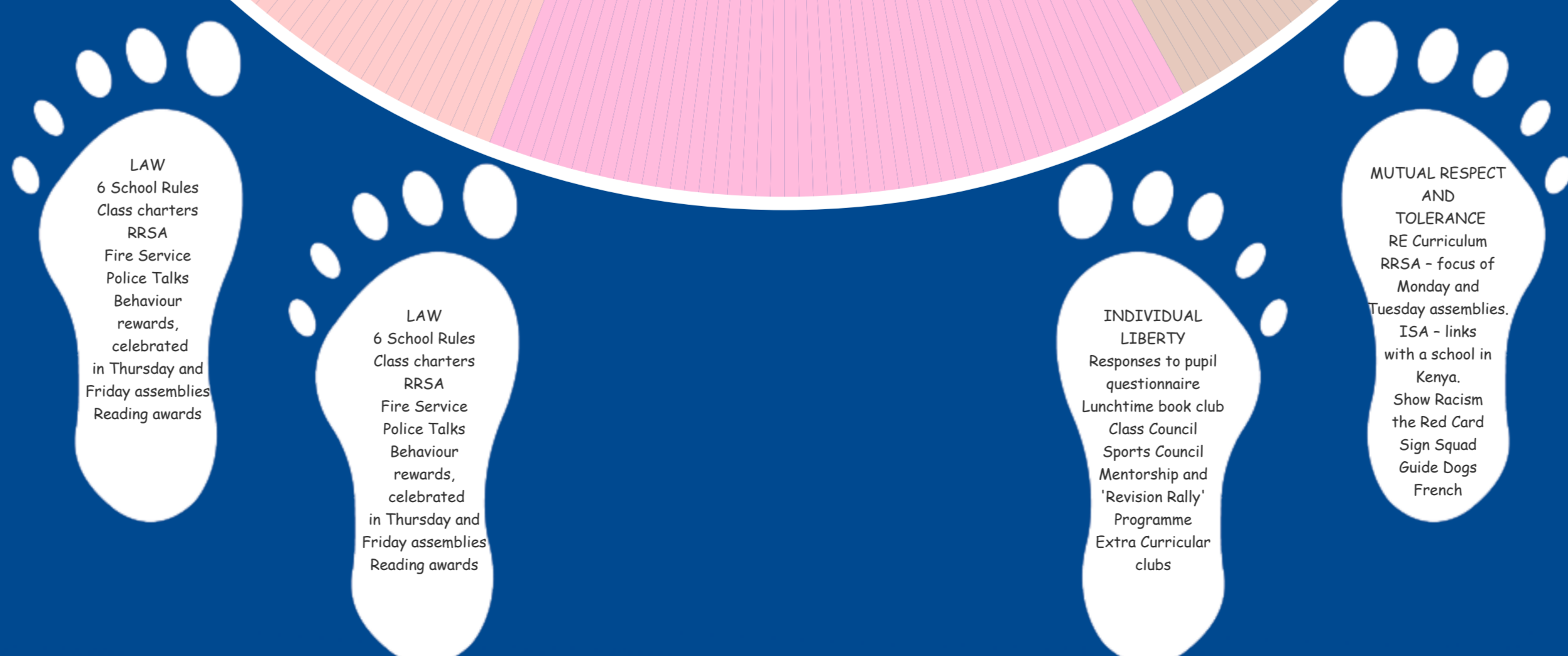
PSED & RELIGIOUS EDUCATION

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.

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



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

UNDERSTANDING THE WORLD

Working scientifically LKS2

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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
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Electricity LKS2

- **sc75** identify common appliances that run on electricity
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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
- **m81** recognise the place value of each digit in a three-digit number (hundreds, tens, ones)
- **m84** read and write numbers up to 1000 in numerals and in words
- **m85** solve number problems and practical problems involving these ideas.

Number - addition and subtraction LKS2

- **m86** add and subtract numbers mentally, including:
- **m87** a three-digit number and ones
- **m88** a three-digit number and tens
- **m89** a three-digit number and hundreds
- **m91** estimate the answer to a calculation and use inverse operations to check answers
- **m92** solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.

Number - multiplication and division LKS2

- **m93** recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables
- **m94** write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods
- **m95** solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects.

Number - fractions LKS2

- **m97** recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators

Measurement LKS2

- **m104** measure the perimeter of simple 2-D shapes
- **m105** add and subtract amounts of money to give change, using both £ and p in practical contexts
- **m106** tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks
- **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].

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
- **m112** identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle

Statistics LKS2

- **m114** interpret and present data using bar charts, pictograms and tables

Number - number and place value LKS2

- **m117** find 1000 more or less than a given number
- **m119** recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)
- **m120** order and compare numbers beyond 1000
- **m122** round any number to the nearest 10, 100 or 1000

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

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

- **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
- **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)
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- **e174** proof-read for spelling and punctuation errors
- **e175** read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

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

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.

