

Class 2 Curriculum Plan - Year 3 of rolling programme 2022/23

	Autumn		Spring		Summer	
Topic/Theme	Travellers		Passport to India		Anglo Saxons and Vikings	
English	Short stories - fantasy and science fiction	Non-Chronological reports - Brunel	Persuasive writing Brochures - India	Stories from other cultures Poetry - creating images Information leaflet	Myths and legends - Beowulf and Grendel Recount	Patterns on a page Explanation Adventure and mystery
Ongoing - Reading (Word level and comprehension) Writing (transcription, handwriting, composition, vocabulary, grammar and punctuation) Spoken Language						
Mathematics	Number and place value Addition and subtraction Multiplication and division Statistics Shape, position and direction Fractions, decimals and percentages		Number and Place value Addition and subtraction Multiplication and division Measurement Ratio and proportion		Number and place value Addition and subtraction Multiplication and division Measurement Fractions, decimals and percentages Shape, position and direction	
Ongoing - Number and Place Value						
Science	Sound		Forces and Magnets		Living things and their Habitats	
Computing	Computing Systems and Networks - Connecting Computers (Y3,	Creating Media - Digital Photography (Y2, L2)	Creating Media - Photo Editing (Y4, L3)	Data and Information - Pictograms (Y2, L4)	Programming A- Repetition in Shapes (Y4, L5)	Programming B- Repetition in games (Y4, L6)

	L1)					
History		<p>What made Isambard Kingdom Brunel a great Victorian?</p> <p>Lives of significant individuals in the past and their achievements;</p> <p>Parliament Week</p>		How did the British Empire affect India in Victorian times?		Who were the Anglo-Saxons and the Vikings and how do we know about them?
Geography	Map skills unit - continents, countries and the UK Weather patterns		India - a study of human and physical geography.		Dartmoor Geographical skills and fieldwork unit	
RE	What is it like for someone to follow God?	How and why do people mark the significant events of life?	What do Hindu's believe God is like?	Why do Christians call the day Jesus died "Good Friday"?	What does it mean to be Hindu in Britain today?	What kind of world did Jesus want?
DT/Art Drawing and sketchbooks Print, colour, collage	ART Gestural Drawing with Charcoal Aut 1 Access Art	DT/ART Christmas Puppet making- Make animated drawings Sum	ART Telling stories through drawing and making - link to Indian topic Spr 1 Access Art	DT Indian food (whole day off curriculum) ART	ART Cloth, Thread, Paint Spr 2 Access Art	DT Anglo Saxon shields- link to topic (homework task-guidance planning in

<p>Working in 3D Paint, surface and texture Collaboration and community</p>	<p>DT Forest School -apple pressing -apple fritters -whittling skills and knot tying -wood carving pendants</p>	<p>term 1 Access Art</p>		<p>Working with shape and colour Aut 2 Access Art</p>		<p>school) ART Using natural materials to make images Sum 2 Access Art</p>
<p>Music Composing Singing Appraising WCET / Playing</p>	<p>Recorder Year 2 (Recorder Course) Improvising/reading letter notation Year 3/4 - Doods- Guinea Pig Gig (Charanga - two part) Improvising/reading written notation Harvest Festival Singing Weekly singing assembly</p>	<p>Recorder Year 2 (Recorder Course) Improvising/letter notation Year 3/4 - Doods- Guinea Pig Gig (Charanga - two part) Improvising/written notation Then 3 weeks of Doods (Y2- learning B, A, G and embouchure, Y3/4 - reading notation + playing wider)</p>	<p><u>Glocks</u> (Stage 2 - Charanga) Charanga Year 3 - Developing Notation Skills (Y3) Singing for Class assembly Weekly singing assembly History of Music (ongoing - featuring Beethoven/ Mozart/ Vivaldi) Class Music Log Music from India/ Bollywood</p>	<p><u>Glocks</u> (Stage 2- Charanga) Charanga Year 3 - Developing Simple Melodies Together (Y4) Singing for Class assembly Weekly singing assembly History of Music (ongoing - featuring Beethoven/ Mozart/ Vivaldi) Class Music Log</p>	<p>WCET - Doods Reading music (Y2/3- crotchets, rests, Y4- minims, quavers), learning notes, confidence and delivery Year 2 - consolidate B A G Year 3/4 learning C, F, B Flat EXT - D, E Y2- Rhythm grids Y3/4 beginning to use own notation to compose (Music Notepad) History of Music (ongoing)</p>	<p>WCET - Doods Composition and performance focus using known notes Notation understanding and early usage - Y3 - crotchets & rests Y4 - crotchets, rests, minims, quavers Y2- reading crotchets/ rests History of Music (ongoing) Class Music Log Weekly singing assembly</p>

	History of Music (ongoing) Class Music Log	Christmas Singing for Carol Concert and Christmas Show History of Music (ongoing) Class Music Log		Music from India/ Bollywood	Class Music Log Weekly singing assembly	FOLK MUSIC DAY- Dartmoor/ Myths inspired song writing and playing, appraising folk music and singing folk music
PSHE	New beginnings Setting targets and goals- both academic and personal British Values	Getting on and falling out Fire Safety Say no to bullying Parliament Week; -debate -British values -democracy -voting	1 Decision Relationships	1 Decision Being Responsible	1 Decision Feelings and Emotions	1 Decision Computer Safety Money Matters
PE	High 5 Netball Forest School	Gymnastics	Tag Rugby Swimming Dance (Step up and Dance with Kate Murray- Bollywood inspired)	Handball Dance LA / Gymnastics (DLP competition sequence)	Striking & Fielding (Dartmoor 3 Ball, Cricket, Rounders) Forest School	Athletics Dance (Step up and Dance with Kate Murray)
	Ongoing Themes:-Vocabulary, Grammar (see rolling programme)					

MFL- French		Colours, numbers, greetings revision. Weather		Days of the week Months of the year		Clothes Sports
Outdoor Learning	Forest School DT using a range of tools				Forest School	

**Curriculum Overview of skills and 'knowledge rich' curriculum
Class 2 Year 3 of the rolling programme**

English - Pupils in Year 2	English - Pupils in Year 3	English - Pupils in Year 4
<p>Reading</p> <ul style="list-style-type: none"> • Develop phonics until decoding is secure • Read common suffixes • Read and re-read phonic-appropriate books • Read common 'exception' words • Discuss and express views about fiction, non-fiction and poetry • Become familiar with and retell stories • Ask and answer questions; make predictions • Begin to make inferences <p>Writing</p> <ul style="list-style-type: none"> • Spell by segmenting into phonemes 	<p>Reading</p> <ul style="list-style-type: none"> • Use knowledge to read 'exception' words • Read a range of fiction and non-fiction words • Use dictionaries to check meaning • Prepare poems and plays to perform • Check own understanding of reading • Draw inferences and make predictions • Retrieve and record information from non-fiction books • Discuss reading with others <p>Writing</p>	<p>Reading</p> <ul style="list-style-type: none"> • Secure decoding of unfamiliar words • Read for a range of purposes • Retell some stories orally • Discuss words and phrases that capture the imagination • Identify themes and conventions • Retrieve and record information • Make inferences and justify predictions • Recognise a variety of forms of poetry • Identify and summarise ideas <p>Writing</p> <ul style="list-style-type: none"> • Correctly spell common homophones

- Learn to spell common 'exception' words
- Spell using common suffixes, etc
- Use appropriate size letters and spaces
- Develop a positive attitude and stamina for writing
- Record ideas sentence by sentence
- Make simple additions and changes after proofreading

Grammar

- Use ., ?, and '
- Use simple conjunctions
- Begin to expand noun phrases
- Use some features of standard English

Speaking and Listening

- Listen and respond appropriately to adults and peers
- Ask relevant questions to extend their understanding and knowledge
- Use relevant strategies to build their vocabulary
- Articulate and justify answers, arguments and opinions
- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- Use spoken language to develop understanding through speculating,

- Use prefixes and suffixes in spelling
- Use a dictionary to confirm spellings
- Write simple dictated sentences
- Use handwriting joins appropriately
- Plan to write based on familiar forms
- Rehearse sentences orally for writing
- Use varied rich vocabulary
- Create simple settings and plot
- Assess effectiveness of own and others' writing

Grammar

- Use a range of conjunctions
- Use perfect tense
- Use a range of nouns and pronouns
- Use time connectives
- Introduce speech punctuation
- Know language and clauses

Speaking and listening

- Give structured descriptions
- Participate actively in conversation
- Consider and evaluate different viewpoints

- Increase regularity of handwriting
- Plan writing based on familiar forms
- Organise writing into paragraphs
- Use simple organisational devices
- Proofread for spelling and punctuation errors
- Evaluate own and others' writing
- Read own writing aloud

Grammar

- Use wider range of conjunctions
- Use perfect tense appropriately
- Select pronouns and nouns for clarity
- Use and punctuate direct speech
- Use and punctuate direct speech
- Use commas after front adverbials

Speaking and Listening

- Articulate and justify opinions
 - Speak audibly in Standard English
- Gain, maintain and monitor the interest of listeners

<p>hypothesising, imagining and exploring ideas</p> <ul style="list-style-type: none"> • Speak audibly and fluently with an increasing command of Standard English • Participate in discussions, presentations, performances, role play, improvisations and debates • Gain, maintain and monitor the interest of the listener(s) • Consider and evaluate different viewpoints, attending to and building on the contributions of others • Select and use appropriate registers for effective communication 		
<p style="text-align: center;">Mathematics - Pupils in Year 2</p> <p>Number/Calculation</p> <ul style="list-style-type: none"> • Know 2, 5 and 10x tables • Begin to use place value (T/U) • Count in 2's, 3's, 5's and 10's • Identify, represent and estimate numbers • Compare/order numbers, inc < > = • Write numbers to 100 • Know number facts to 20 (+ related to 100) • Use multiplication and division symbols 	<p style="text-align: center;">Mathematics - Pupils in Year 3</p> <p>Mathematics - Pupils in Year 3</p> <p>Number/Calculation</p> <ul style="list-style-type: none"> • Learn 3, 4 and 8 times tables • Secure place value to 100 • Mentally add and subtract units, tens or hundreds to numbers of up to 3 digits • Written column addition and subtraction • Solve number problems, including multiplication and simple division and missing number problems • Use commutativity to help calculations <p>Geometry and measure</p>	<p style="text-align: center;">Mathematics - Pupils in Year 4</p> <p>Number/Calculation</p> <ul style="list-style-type: none"> • Know all tables to 12 X 12 • Secure place value to 1000 • Use negative whole numbers • Round numbers to nearest 10, 100 or 1000 • Use Roman numerals to 100 • Column addition and subtraction up to 4 digits • Multiply and divide mentally • Use standard short multiplication <p>Geometry and Measures</p>

- Recognise commutative property of multiplication

Geometry and measure

- Know and use standard measures
- Read scales to nearest whole unit
- Use symbols for £ and p and add/subtract simple sums of less than £1 or in pounds
- Tell time to the nearest 5 minutes
- Identify and sort 2d and 3d shapes
- Identify 2d shapes on 3d surfaces
- Order and arrange mathematical objects
- Use terminology of position and movement

Fractions

- Find and write simple fractions
- Understand equivalence of e.g. $\frac{2}{4} = \frac{1}{2}$

Data

- Interpret simple tables and pictograms
- Ask and answer comparison questions
- Ask and answer questions about totalling

- Measure and calculate with metric measures
- Measure simple perimeter
- Add/subtract using money in context
- Use Roman numerals up to XII; tell time
- Calculate using simple time problems
- Draw 2d/make 3d shapes
- Identify and use right angles
- Identify horizontal, vertical, perpendicular and parallel lines

Fractions and decimals

- Use and count in tenths
- Recognise, find and write fractions
- Recognise some equivalent fractions
- Add/subtract fractions up to <1
- Order fractions with common denominator

Data

- Interpret bar charts and pictograms

- Compare 2d shapes, including quadrilaterals and triangles
- Find area by counting squares
- Calculate rectangle perimeters
- Estimate and calculate measures
- Identify acute, obtuse and right angles
- Identify symmetry
- Use first quadrant coordinates
- Introduce simple translations

Data

- Use bar charts, pictograms and line graphs

Fractions and decimals

- Recognise tenths and hundredths
- Identify equivalent fractions
- Add and subtract fractions with common denominators
- Recognise common equivalents
- Round decimals to whole numbers
- Solve money problems

Y2 Science Working Scientifically

- asking simple questions and recognising that they can be answered in different ways.
- observing closely, using simple equipment
- performing simple tests

- identifying and classifying
- using their observations and ideas to suggest answers to questions
- gathering and recording data to help in answering questions

Y3/4 Science

- ask relevant questions and use different types of scientific enquiries to answer them
- set up simple practical enquiries, comparative and fair tests
- make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
- gather, record, classify and present data in a variety of ways to help in answering questions
- record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
- identify differences, similarities or changes related to simple scientific ideas and processes
- use straightforward scientific evidence to answer questions or to support their findings.

Year 2 Sticky Skills

- Ask questions such as :
How long are the roots of tall trees? Why do some animals have underground habitats
- Use microscopes to find out more about small creatures and plants
- Know how to set up a fair test and do so when finding out about how seeds grow best
- Classify or group things according to a given criteria, eg deciduous or coniferous
- Draw conclusions from fair test and explain what has been found out
- Use measures (within Y2 mathematical limits) to help find out more about the investigations they are engaged with

Year 3 Sticky skills

- Ask questions such as : Why do shadows change during the day?
- Observe at what time of day a shadow is likely to be at its longest and shortest
- Observe which type of plants grow in different places e.g. bluebells in woodland, roses in domestic gardens, etc.
- Use research to find out how reflection can help us see things that are around the corner
- Test to see which type of soil is most suitable when growing two similar plants
- Set up a fair test with different variables e.g. the best conditions for a plant to grow

- Measure carefully (taking account of mathematical knowledge up to Year 3) and add to scientific learning
- Use a thermometer to measure temperature and know there are two main scales used to measure temperature
- Gather and record information using a chart, matrix or tally chart, depending on what is most sensible
- Group information according to common factors e.g. plants that grow in woodlands or plants that grow in gardens
- Use bar charts and other statistical tables (in line with Year 3 mathematics statistics) to record findings
- Know how to use a key to help understand information presented on a chart
- Be confident to stand in front of others and explain what has been found out, for example about how the moon changes shape
- Present findings using written explanations and include diagrams when needed
- Make sense of findings and draw conclusions which help them to understand more about scientific information
- Amend predictions according to findings
- Be prepared to change ideas as a result of what has been found out during a scientific enquiry

Year 4 Sticky Skills

- Ask questions such as: What do we mean by 'pitch' when it comes to sound?
- Use research to find out which materials make effective conductors and insulators of electricity
- Carry out tests to see, for example, which of two instruments make the highest or lowest sounds and to see if a glass of ice weighs the same as a glass of water.
- Set up a fair test with more than one variable e.g. using different materials to cut out sound
- Explain to others why a test that has been set up is a fair one
- Measure carefully (taking account of mathematical knowledge up to Year 4) and add to scientific learning
- Gather and record information using a chart, matrix or tally chart, depending on what is most sensible
- Group information according to common factors e.g. materials that make good conductors or insulators
- Use bar charts and other statistical tables (in line with Year 4 mathematics statistics) to record findings
- Present findings using written explanations and include diagrams, when needed
- Write up findings using a planning, doing and evaluating process
- Make sense of findings and draw conclusions which helps them understand more about the scientific information that has been learned
- When making predictions there are plausible reasons as to why they have done so
- Able to amend predictions according to findings
- Prepared to change ideas as a result of what has been found out during a scientific enquiry

Science - Autumn Term

Sound - Year 4

- identify how sounds are made, associating some of them with something vibrating.
- recognise that vibrations from sound travel through a medium to the ear.
- find patterns between the pitch of a sound and features of the object that produced it.
- find patterns between the volume of a sound and the strength of the vibrations that produce it.
- recognise that sounds get fainter as the distance from the sound source increases.

Sticky Knowledge

- sound is made when something vibrates, which makes the air around it vibrate too
- sound can travel through solids, liquids and gases
- air vibrations enter our ears; we hear them as sounds
- the pitch of a sound can be high or low, depending on the sound waves, eg a tight or loose drum skin
- Stronger vibrations produce louder sounds
- As a sound travels away from its source it gets quieter

Science - Spring Term

Forces and magnets - Year 3

- Compare how things move on different surfaces
- Notice that some forces need contact between two objects, but magnetic forces can act at a distance
- Observe how magnets attract or repel each other and attract some materials and not others
- 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
- Describe magnets as having two poles
- Predict whether two magnets will attract or repel each other, depending on which poles are facing

Sticky Knowledge

- Forces are pushes and pulls which make things move and stop moving.
- Most forces need contact between objects, but magnets can act at a distance.
- Magnets can attract or repel one another. They attract some materials & not others.
- The north pole of one magnet will repel the north pole of another magnet. However, it will attract the south pole of another magnet.
- Forces are shown by arrows in diagrams.

Science - Summer Term

Living Things and their habitats - Year 2 & 4 Year 2

- explore and compare the differences between things that are living, dead, and things that have never been alive.
- identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals, and plants and how they depend on each other.
- identify and name a variety of plants and animals in their habitats, including microhabitats.
- describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.

Sticky Knowledge

- there are many different habitat types, inc polar, ocean, woodland, rainforest and urban
- there are microhabitats within habitats, eg on leaves or under stones
- animals and plants rely on their habitat providing for their needs, including food, climate, shelter
- animals and plants adapt to their habitats, eg buttress trunks / drip tip leaves in rainforests
- animals get their food from eating other animals, plants or plant produce,

	<p>The bigger the arrow, the bigger the force. The direction of the arrow shows the direction of the force.</p> <ul style="list-style-type: none"> • When two forces acting on objects are not equal in size, they are called unbalanced. • Unbalanced forces change the way and/or speed that something is moving, 	<p>eg nuts</p> <ul style="list-style-type: none"> • food chains comprise of producers (plants) and consumers (animals) • in a food chain energy moves from one animal to the next as they eat <p><u>Year 4</u></p> <ul style="list-style-type: none"> ● recognise that living things can be grouped in a variety of ways. ● explore and use classification keys to help group, identify and name a variety of things in their local and wider environment. ● recognise that environments can change and that this can sometimes pose dangers to living things. <p>Sticky Knowledge</p> <ul style="list-style-type: none"> • animals can be grouped as vertebrates (mammals, amphibians, reptiles, birds and fish) and invertebrates (inc insects, spiders and crustaceans) • vertebrates have backbones, invertebrates don't • use branching and venn diagrams to sort and classify • name and classify animals and plants native to our local habitats of field, hedgerow, woodland, sea, pond and river
<p align="center">Computing - Autumn Term <u>Online safety to underpin all learning</u></p> <p><u>Autumn 1:</u> Learners develop their understanding of digital devices, with an initial focus on inputs,</p>	<p align="center">Computing - Spring Term <u>Online safety to underpin all learning</u></p> <p><u>Spring 1:</u></p>	<p align="center">Computing - Summer Term <u>Online safety to underpin all learning</u></p> <p><u>Summer 1:</u></p>

processes, and outputs. They also compare digital and non-digital devices. Following this, learners are introduced to computer networks, including devices that make up a network's infrastructure, such as wireless access points and switches. The unit concludes with learners discovering the benefits of connecting devices in a network.

- Use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- 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
- 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

Computing Systems and Networks-

Connecting computers

Year 2:

To recognise the uses and features of information technology

Learners will develop their understanding of how digital images can be changed and edited, and how they can then be resaved and reused. They will consider the impact that editing images can have, and evaluate the effectiveness of their choices.

- Use search technologies effectively
- 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
- Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

Creating Media - Photo editing

Year 2:

To know what devices can be used to take photographs

To use a digital device to take a photograph

To describe what makes a good photograph

To decide how photographs can be improved

Pupils will create programs by planning, modifying, and testing commands to create shapes and patterns. They will use Logo, a text-based programming language.

- Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- Use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
- 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

Programming A - Repetition in shapes

Year 2:

To describe a series of instructions as a sequence

<p>To identify information technology in the home and beyond school</p> <p>To explain how information technology benefits us and the way we work</p> <p>To show how to use information technology safely</p> <p>To recognise that choices are made when using information technology, especially in search engines</p> <p>To begin to understand how all computers are connected</p> <p>Year 3:</p> <p>To explain how digital devices function</p> <p>To identify input and output devices</p> <p>To recognise how digital devices can change the way we work</p> <p>To explain how a computer network can be used to share information</p> <p>To explore how digital devices can be connected</p> <p>To recognise the physical components of a network</p> <p>To use simple search technologies and recognise some sources are more reliable than others</p> <p>Year 4:</p> <p>To describe how networks physically connect to other networks</p>	<p>To use tools to change an image</p> <p>To recognise that images can be changed</p> <p>Year 3:</p> <p>To recognise how images convey information</p> <p>To recognise photos can be edited</p> <p>To choose appropriate tools to edit my photo</p> <p>To consider how different layouts and edits can suit different purposes</p> <p>To consider the benefits and negatives of photo editing</p> <p>To evaluate my edits</p> <p>Year 4:</p> <p>To explain that digital images can be changed</p> <p>To change the composition of an image</p> <p>To describe how images can be changed for different uses</p> <p>To make good choices when selecting different tools</p> <p>To recognise that not all images are real</p> <p>To evaluate how changes can improve an image</p> <p><u>Spring 2:</u></p> <p>Learners will begin to understand what the term data means and how data can be collected</p>	<p>To explain what happens when we change the order of instructions</p> <p>To use logical reasoning to predict the outcome of a program (series of commands)</p> <p>To explain that programming projects have a code</p> <p>To create and debug a program that I have written</p> <p>Year 3:</p> <p>To explore a new programming environment</p> <p>To explain that a program has a start</p> <p>To recognise that a sequence of commands can have an order</p> <p>To change the appearance of my project</p> <p>To create a project from a task description</p> <p>Year 4:</p> <p>To identify that accuracy in programming is important</p> <p>To create a program in a text-based language</p> <p>To explain what 'repeat' means</p> <p>To modify a count-controlled loop to produce a given outcome</p> <p>To decompose a program into parts</p> <p>To create a program that uses count-controlled loops to produce a given outcome</p> <p><u>Summer 2:</u></p>
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To recognise how networked devices make up the internet
To outline how websites can be shared via the World Wide Web
To describe how content can be created, added and accessed by people on the World Wide Web
To evaluate the consequences of unreliable content

Autumn 2:

Learners will learn to recognise that different devices can be used to capture photographs and will gain experience capturing, editing, and improving photos. Finally, they will use this knowledge to recognise that images they see may not be real.

- Use technology purposefully to create, organise, store, manipulate, and retrieve digital content
- Recognise common uses of information technology beyond school

Creating Media -

Digital photography

Year 2:

To know what devices can be used to take photographs
To use a digital device to take a photograph
To describe what makes a good

in the form of a tally chart. They will learn the term 'attribute' and use this to help them organise data. They will then progress onto presenting data in the form of pictograms and finally block diagrams. Learners will use the data presented to answer questions.

- use technology purposefully to create, organise, store, manipulate and retrieve digital content
- use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies

Data and Information-

Pictograms

Year 2:

To recognise that we can count and compare objects using tally charts
To recognise that objects can be represented as pictures
To create a pictogram
To select objects by attribute and make comparisons
To recognise that people can be described by attributes
To explain that we can present information using a computer

Learners look at the difference between count-controlled and infinite loops, and use their knowledge to modify existing animations and games using repetition. Their final project is to design and create a game which uses repetition, applying stages of programming design throughout.

- Design, write, and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- Use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- Use logical reasoning to explain how some simple algorithms work, and to detect and correct errors in algorithms and programs

Programming B -

Repetition in games

Year 2:

To explain that a sequence of commands has a start
To explain that a sequence of commands has an outcome
To create a program using a given design
To change a given design

<p>photograph To decide how photographs can be improved To use tools to change an image To recognise that images can be changed</p> <p>Year 3: To take digital images confidently To understand that not all images are real To begin to edit photos by using simple photo editing tools To evaluate my work as I go</p> <p>Year 4: To explain that digital images can be changed and used for different purposes To change the composition of an image To make good choices when selecting different tools To recognise that not all images are real To evaluate how changes can improve an image</p>	<p>Year 3: To create questions with yes/no answers and show results on a pictogram To identify the object attributes needed to collect relevant data To discuss the types of questions needed to get the best data To compare the information shown in a pictogram with a branching database (end of term)</p> <p>Year 4: To make the link between pictograms and data To identify the data needed to answer questions To use collected data to answer questions To explain that data gathered over time can be used to answer questions To show my findings on a pictogram</p>	<p>To create a program using my own design To decide how my project can be improved To understand what repetition is</p> <p>Year 3: To adapt a program to a new context To develop my program by adding features To identify and fix bugs in a program To design and create a project that has repetition with support To begin to have an understanding of loops</p> <p>Year 4: To develop the use of count-controlled loops in a different programming environment To explain that in programming there are infinite loops and count controlled loops To develop a design which includes two or more loops which run at the same time To modify an infinite loop in a given program To design and create a project that includes repetition</p>
<p><u>Computational Skills to be Honed Throughout the Year:</u> Year 2:</p>		

- I can write algorithms for everyday tasks
- I can use logical reasoning to predict the outcome of algorithms
- I understand decomposition is breaking objects/processes down
- I can implement simple algorithms on digital devices (Bee Bots)
- I can debug algorithms

Year 3:

- I can create algorithms for use when programming
- I can decompose tasks (such as animations) into separate steps to create an algorithm
- I understand abstraction is focusing on important information
- I can identify patterns in an algorithm I can use repetition in algorithms

Year 4:

- I can use abstraction to focus on what's important in my design
- I can write increasingly more precise algorithms for use when programming.
- I can use simple selection in algorithms
- I can use logical reasoning to detect and correct errors in programs

History - Autumn Term	History - Spring Term	History - Summer Term
<p>What made Isambard Kingdom Brunel a great Victorian?</p> <p>Key Questions:</p> <ul style="list-style-type: none"> • What do we mean by The Victorian era? • What were the main changes that took place during this time? • Who was Isambard Kingdom Brunel? • What were his most significant achievements? • How did the railway affect local life? • What impact have his achievements had locally? • What made IKB a great Victorian? <p>Lives of significant individuals in the past and their achievements;</p>	<p>How did the British Empire affect India in Victorian times?</p> <p>Key questions:</p> <ul style="list-style-type: none"> • What was the British Empire? • Why was India an important part of the British Empire? • What was life like for Indian people under British rule? How do we know? • When did the British leave India and why? • How did the British Raj change the lives of people in Britain? • Was the British Empire a good thing for India? <p>Know and understand significant aspects of the</p>	<p>Who were the Anglo-Saxons and the Vikings and how do we know about them?</p> <p>Key questions:</p> <ul style="list-style-type: none"> • <p>- Understand and appreciate how life might have been in the Anglo Saxon and Viking Age - Understand, question and discuss how early history is inferred from current evidence - Bronze Age workshop (Heatree) - What was everyday life like? Beliefs, laws, Viking ships and raids , Alfred the Great - Compare Anglo Saxon laws to Parliament today. Thread through this theme from Empire unit last term.</p>

<ul style="list-style-type: none"> - Who Brunel was and when he lived - Major achievements - railways, stations, tunnels, steamships, hospitals - Brunel was a Victorian - an era of change, revolution and tech progress - place Victorian period in chronological context - Lasting impact of achievements locally in the South West to include Starcross and Cockwood links to GWR and the atmospheric railway - compare achievements with those of today - Channel Tunnel build <p>Year 2</p> <ul style="list-style-type: none"> -Describe events beyond living memory that are significant nationally -Describe significant people and places in own locality - describe Brunel's achievements and why he was so important -Communicate learning in an organised way - through drawing and writing -Show the Victorian period on a timeline and describe how it was similar and different to today -Use a wide vocabulary of historical terms -Confidently talk about how they have found out about the past <p>Year 3/4</p> <ul style="list-style-type: none"> -Place Brunel in the Victorian period and then place this period in a chronological framework -Use key vocabulary linked to the topic - see knowledge org and planning 	<p>history of the wider world - the expansion and dissolution of empires</p> <ul style="list-style-type: none"> - The expansion of the empire in Victorian times (move from Brunel in Autumn Term to significant events in the Victorian period) - What was meant by the Empire? Why was it important in Victorian times? - Place events from the period studied on a timeline and learn about key individuals - prime minister, queen. - Know which countries were in the British Empire at the time of Queen Victoria - Independence in India - what was the effect of this? Link to theme of democracy and parliament studies from last term. - Begin to gain an understanding of abstract terms - empire, civilisation, parliament. -Understand continuity and change - how has India changed over time? What was the impact of being part of the British Empire? <p>Year 2</p> <ul style="list-style-type: none"> -Use a wide vocabulary of historical terms related to this topic - see knowledge organiser -Describe events beyond living memory -Speak about how they have found out about the past -Communicate learning in an organised way- through drawing and writing -Show an understanding of some of the ways we find out about the past - photographs, letters, secondary evidence 	<ul style="list-style-type: none"> - Use a range of sources to find out about the period - Use evidence to reconstruct life in the time studied, to include the Dartmoor visit - Place the period studied on a timeline and use terms related to this period. Pupils to understand when this period was compared to the Victorian period already studied this year - Ask a variety of questions about this time - Use stories to show the children about life in the past Beowulf <p>Year 2</p> <ul style="list-style-type: none"> -Show an awareness of the past, using common words and phrases relating to the passing of time -Describe where the Anglo Saxons fit within a chronological framework and identify similarities and differences with the Victorians -Ask and answer questions using stories and other sources to show understanding of the period -Record what they have learnt in an organised way <p>Year 3/4</p> <ul style="list-style-type: none"> -Communicate learning in an organised and structured way, using appropriate terminology -Demonstrate a sound knowledge and understanding of Anglo Saxon beliefs, laws and everyday life -Use a variety of resources to find out about
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<p>-Use a variety of resources to find out about Brunel</p> <p>-Use sources that go beyond simple explanation and make judgements on Brunel's impact on the world and the South West (focus on GWR and London links)</p> <p>-Communicate learning in an organised and structured way, using appropriate terminology</p> <p>Parliament Week activities</p>	<p>Year 3/4</p> <p>-Use sources of information which go beyond simple observations to answer questions about the past</p> <p>-Use a variety of resources</p> <p>-Place key events in a chronological order and in context (Victorian Period)</p> <p>-Use an increasing range of words and phrases related to time</p> <p>-Use key vocabulary and historical terms correctly and widely</p> <p>-Draw conclusions about the past</p>	<p>the Anglo Saxons and Viking invaders</p> <p>Place the period in a chronological context</p> <p>-Use historical terms related to the topic widely and accurately</p>
<p>Geography - Autumn Term</p> <p>Location knowledge:</p> <p>All - Some recap for Yr 3/4</p> <ul style="list-style-type: none"> - Developing map skills - name and locate the world's seven continents and 5 oceans - Name, locate and identify key features of the countries of the UK and their capital cities. - Locate countries of Europe and their capital cities - Identify Exeter and other major cities of the UK <p>Geographical skills and fieldwork</p> <p>Yr 2</p> <ul style="list-style-type: none"> - Use simple compass directions (North, South, East, West) 	<p>Geography - Spring Term</p> <p>- Locational knowledge: All</p> <ul style="list-style-type: none"> - Know where the equator and tropics are on maps. Consider countries and climates that surround these lines and relationships between them. - Know what is meant by 'tropics', Northern and Southern Hemisphere. Critically study photographs. Make reasoned judgements. Explore the variety of environments in India - tackle misconceptions. - Locate India on a world map with its major cities. Answer differentiated key questions - which hemisphere, which continent, countries nearby, timezone, climate, where it is in relation to the UK, which bodies of water are nearby, what is the capital city, which countries are nearby? 	<p>Geography - Summer Term</p> <ul style="list-style-type: none"> - Fieldwork - map reading and orienteering at Heatree Residential Centre. Using fieldwork skills, understand compass directions grid references and OS maps to create own maps and follow a route. Study how human geography has changed over time - why did invaders want to settle where they did - Bronze Age to Anglo Saxon? - What is Dartmoor like? Use aerial photographs to recognise landmarks: human and physical features. Link to Ten Tors race in the summer. <p>Geographical skills and fieldwork</p> <p>Year 2</p>

<ul style="list-style-type: none"> - Use locational and directional language - Use world maps, atlases and globes to identify the UK and its countries, as well as continents and oceans (Recap Yr 3/4) <p>Yr 3/4</p> <ul style="list-style-type: none"> - Use the 8 points of a compass - Use maps, atlases and globes to locate countries and capitals - Use directional language when discussing location - Locate the countries of Europe (Yr 3 and 4) and their capital cities 	<p>Place knowledge</p> <ul style="list-style-type: none"> - Compare Cockwood to a village in India - key features, vocabulary, terms. Discuss similarities and differences. Draw conclusions and pose questions, using prior knowledge. <p>Year 2</p> <ul style="list-style-type: none"> - understand similarities and differences of Cockwood and an area of India. <p>Year 3/4</p> <ul style="list-style-type: none"> - study of human and physical features of Cockwood/Devon to an area of India <p>Physical geography</p> <p>Year 2</p> <ul style="list-style-type: none"> - understand which crops are grown in India and where. What is a monsoon and how does it affect farmers? Locate the 3 main climatic areas in India and describe what it is like there. <p>Year 3/4</p> <ul style="list-style-type: none"> - describe the physical geography of India - 3 main areas (North, Mid and South). Understand monsoon, fertile, farming, desert climate and weather. Locate the main types of crop grown and why they are grown there. What is the environment like in these different regions? Pupils to understand the diversity of India's 	<p>Use simple fieldwork and observational skills to study the Heatree Residential Centre and surrounding area and the key physical and human features of the environment</p> <ul style="list-style-type: none"> -Use 4 figure grid references to locate places -Use OS maps of Dartmoor and locate physical and human features. Identify using a key. - Identify features from aerial photographs <p>Year 3/4</p> <p>Use fieldwork to observe, measure and record the physical and human features at Heatree and the surrounding area, using a range of methods</p> <ul style="list-style-type: none"> - sketch maps and plans. <p>Use 8 points of a compass, 4 and 6 figure grid references</p> <ul style="list-style-type: none"> -Use OS maps of Dartmoor to locate features and identify them with a key -Identify physical and human features from aerial photographs and compare with OS map information <p>Ask, research and explain - Why did the Anglo Saxons and Vikings choose to settle where they did?</p> <p>Relate land use and trade to settlements.</p>
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	<p>geography. How does climate impact people and the physical environment? How is this similar and different to Devon? UK?</p> <p>Skills and fieldwork Extension to map skills from Term 1. Using atlases and globes to locate India.</p>	
<p style="text-align: center;">RE Autumn term What is it like for someone to follow God?</p> <p>Make sense of belief:</p> <ul style="list-style-type: none"> • Make clear links between the story of Noah and the idea of covenant <p>Understand the impact:</p> <ul style="list-style-type: none"> • Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony <p>Make connections:</p> <ul style="list-style-type: none"> • Make links between the story of Noah and how we live in school and the wider world <p style="text-align: center;">How and why do people mark the significant events of life?</p> <p>Make sense of belief:</p> <ul style="list-style-type: none"> • Identify some beliefs about love, commitment and promises in two religious traditions and describe what they mean • Offer informed suggestions about the 	<p style="text-align: center;">RE Spring Term What do Hindus believe God is like?</p> <p>Make sense of belief</p> <ul style="list-style-type: none"> • Identify some Hindu deities and say how they help Hindus describe God • Make clear links between some stories (e.g. Svetaketu, Ganesh, Diwali) and what Hindus believe about God • Offer informed suggestions about what Hindu murtis express about God <p>Understand the impact:</p> <ul style="list-style-type: none"> • Make simple links between beliefs about God and how Hindus live (e.g. choosing a deity and worshiping at a home shrine; celebrating Diwali) • Identify some different ways in which Hindus worship <p>Make connections:</p> <ul style="list-style-type: none"> • Raise questions and suggest answers about whether it is good to think about the cycle of create/preserve/destroy in the 	<p style="text-align: center;">RE Summer term What does it mean to be Hindu in Britain today?</p> <p>Make sense of belief:</p> <ul style="list-style-type: none"> • Describe how Hindus show their faith within their families in Britain today (e.g. home puja) • Describe how Hindus show their faith within their faith communities in Britain today (e.g. arti and bhajans at the mandir; in festivals such as Diwali) • Identify some different ways in which Hindus show their faith (e.g. between different communities in Britain, or between Britain and parts of India) <p>Understand the impact:</p> <ul style="list-style-type: none"> • Identify the terms dharma, Sanatan Dharma and Hinduism and say what they mean • Make links between Hindu practices and the idea that Hinduism is a whole 'way of life' (dharma) <p>Make connections:</p> <ul style="list-style-type: none"> • Raise questions and suggest answers about

<p>meaning and importance of ceremonies of commitment for religious and non-religious people today</p> <p>Understand the impact:</p> <ul style="list-style-type: none"> • Describe what happens in ceremonies of commitment and say what these rituals mean • Make simple links between beliefs about love and commitment and how people in at least two religious traditions live • Identify some differences in how people celebrate commitment <p>Make connections:</p> <ul style="list-style-type: none"> • Raise questions and suggest answers about whether it is good for everyone to see life as a journey, and to mark the milestones • Make links between ideas of love, commitment and promises in religious and non-religious ceremonies • Give good reasons why they think ceremonies of commitment are or are not valuable today. 	<p>world today</p> <ul style="list-style-type: none"> • Make links between the Hindu idea of everyone having a 'spark' of God in them and ideas about the value of people in the world today, giving good reasons for their ideas. <p>Why do Christians call the day Jesus died "Good Friday"?</p> <p>Make sense of belief</p> <ul style="list-style-type: none"> • Recognise the word 'Salvation', and that Christians believe Jesus came to 'save' or 'rescue' people, e.g. by showing them how to live • Offer informed suggestions about what the events of Holy Week mean to Christians • Give examples of what Christians say about the importance of the events of Holy Week <p>Understand the impact:</p> <ul style="list-style-type: none"> • Make simple links between the Gospel accounts and how Christians mark the Easter events in their communities • Describe how Christians show their beliefs about Jesus in worship in different ways <p>Make connections:</p> <ul style="list-style-type: none"> • Raise thoughtful questions and suggest some answers about why Christians call the day Jesus died 'Good Friday', giving good reasons for their suggestions 	<p>what is good about being a Hindu in Britain today, and whether taking part in family and community rituals is a good thing for individuals and society, giving good reasons for their ideas.</p> <p>What kind of world did Jesus want?</p> <p>Make sense of belief:</p> <ul style="list-style-type: none"> • Identify texts that come from a Gospel, which tells the story of the life and teaching of Jesus • Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people' • Suggest ideas and then find out about what Jesus' actions towards outcasts mean for a Christian <p>Understand the impact:</p> <ul style="list-style-type: none"> • Give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus' teaching in different ways <p>Make connections:</p> <ul style="list-style-type: none"> • Make links between the importance of love in the Bible stories studied and life in the world today, giving a good reason for their ideas.
<p>DT Autumn Term FOREST SCHOOL</p>	<p>DT - Spring Term COOKING SAMOSAS</p>	<p>DT - Summer Term SHIELDS -HOME LEARNING PROJECT</p>
<p>Year 2</p>	<p>Year 2</p>	

- design purposeful, functional, appealing products for themselves and other users based on design criteria
- select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]

Year 3/4

- select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
- understand how key events and individuals in design and technology have helped shape the world

Sticky Knowledge

DESIGN

Year 2

- choose tools and materials and explain why they have chosen them
- join materials and components in different ways

Year 3

- prove that a design meets a set criteria
- design a product and make sure that it looks attractive
- choose a material for both its suitability and its appearance

- use the basic principles of a healthy and varied diet to prepare dishes
- understand where food comes from.
- select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

Year 3/4

- understand and apply the principles of a healthy and varied diet
- prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques

Sticky Knowledge

Food Technology

Year 2

- weigh ingredients to use in a recipe
- describe the ingredients used when making a dish or cake.

Year 3

- describe how food ingredients come together
- weigh out ingredients and follow a given recipe to create a dish
- talk about which food is healthy and which food is not

Year 4

- know how to be both hygienic and safe when using food

Year 2

- Generate, develop, model and communicate his/her ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology
- Choose appropriate tools, equipment, techniques and materials from a wide range
- Safely measure, mark out, cut and shape materials and components using a range of tools

Year 3

- Create designs using annotated sketches, cross-sectional diagrams and simple computer programmes
- Safely measure, mark out, cut, assemble and join with some accuracy
- Make suitable choices from a wider range of tools and unfamiliar materials and plan out the main stages of using them

Year 4

- Use techniques which require more accuracy to cut, shape, join and finish his/her work e.g. Cutting internal shapes, slots in frameworks
- Use his/her knowledge of techniques and the functional and aesthetic qualities of a wide range of materials to plan how to use them

<p>Year 4</p> <ul style="list-style-type: none"> -use ideas from other people when designing -produce a plan and explain it -persevere and adapt work when original ideas do not work <p>MAKE</p> <p>Year 2</p> <ul style="list-style-type: none"> -choose tools and materials and explain why they have chosen them -join materials and components in different ways <p>Year 3</p> <ul style="list-style-type: none"> -select the most appropriate tools and techniques for a given task <p>Year 4</p> <ul style="list-style-type: none"> -know which tools to use for a particular task and show knowledge of handling the tool <p>EVALUATE</p> <p>Year 2</p> <ul style="list-style-type: none"> -explain what went well with their work <p>Year 3</p> <ul style="list-style-type: none"> -explain how to improve a finished product <p>Year 4</p>	<ul style="list-style-type: none"> -bring a creative element to the food product being designed 	<ul style="list-style-type: none"> • Apply techniques he/she has learnt to strengthen structures and explore his/her own ideas
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<ul style="list-style-type: none"> •evaluate and suggest improvements for design •evaluate products for both their purpose and appearance 		
<p style="text-align: center;">Art Autumn Term AUT 1 GESTURAL DRAWING Drawing and Sketchbook pathway</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> • That when we draw we can use gestural marks to make work. • That when we draw we can use expressive marks we make to create a sense of drama. • That when we draw we can move around • That when we draw we can use light to make our subject matter more dramatic, and we can use the qualities of the material (charcoal) to capture the drama <p>Sticky Knowledge Year 2</p> <ul style="list-style-type: none"> • to use drawing to develop and share their ideas, experiences and imagination. • Use a range of materials <p>Year 3</p> <ul style="list-style-type: none"> • to create sketch books to record their observations and use them to review and revisit ideas • know how to use sketches to produce a 	<p style="text-align: center;">Art - Spring Term SPR1 TELLING STORIES THROUGH MAKING Working in 3d pathway</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> • That we can take inspiration from other artforms such as film and literature and make work in 3 dimensions in response. • That through making work in another medium we can make the work our own, re-interpreting and re-inventing. • That we can explore character, narrative and context and create objects (sculptures) which convey these qualities through their form, texture, material, construction and colour. <p>Sticky Knowledge Year 2</p> <ul style="list-style-type: none"> • Know that different artistic works are made by craftspeople from different cultures and times • Represent things observed, remembered or imagined using colour/tools in two and three dimensions <p>Year 3</p> <ul style="list-style-type: none"> • Know about some of the great artists, 	<p style="text-align: center;">Art - Summer Term SUM 1 CLOTH, THREAD, PAINT Paint, surface and texture pathway</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> • That artists can combine art and craft using painting and sewing together to make art. • That when we use two media together such as paint and thread, we can use their unique qualities in different ways to build an image. • That the skills we learn in one medium such as mark making in drawing, can be used in another way such as sewing. • That we don't have to use materials in traditional ways- it is up to us to reinvent how we use materials and techniques to make art. <p>Sticky Knowledge Year 2</p> <ul style="list-style-type: none"> • Try out different activities and make sensible choices about what to do next • Give reasons for his/her preferences when looking at art/craft or design work • Develop techniques to join fabrics and apply decorations such as a running or

final piece of art

Year 4

- to create sketch books to record their observations and use them to review and revisit ideas
- know how to use marks and lines to show texture in art.
- know how to use line, tone, shape and colour to represent figures and forms in movement and know how to show reflections

**AUT2 MAKING ANIMATED DRAWINGS
(PUPPETS)**
Working in 3d pathway

Key Concepts:

- That artists can make animations by creating drawings which move in a sequence.
- That we can use all our mark making skills and imagination to make our drawings visually engaging.
- That we can use our moving drawings to share narratives.

Sticky Knowledge

Year 2

- Try out different activities and make sensible choices about what to do next
- Select particular techniques to create a chosen product and develop some care and control over materials and their use

architects and designers in history and describe their work

- Compare and recreate form of natural and manmade objects

Year 4

- Describe some of the key ideas, techniques and working practices of artists, architects and designers who he/she has studied
- Plan a sculpture through drawing and other preparatory work

SPR 2 WORKING WITH SHAPE AND COLOUR
Print, colour and collage pathway

Key Concepts:

- That we can be inspired by key artworks and make our own work in creative response.
- That we can use shape and colour as a way to simplify elements of the world.
- That shapes have both a positive and negative element.
- That we can arrange shapes to create exciting compositions.
- That we can build up imagery through layering shapes.
- That we can use collage to inspire prints.

Sticky Knowledge

over stitch

Year 3

- Use a sketchbook for recording observations, for experimenting with techniques or planning out ideas
- Explain what he/she likes or dislikes about their work
- Add detail to work using different types of stitch, including cross-stitch

Year 4

- Use a sketchbook for collecting ideas and developing a plan for a completed piece of artwork
- Articulate how he/she might improve their work using technical terms and reasons as a matter of routine
- Print on fabrics using tie-dyes or batik

**SUM 2 USING NATURAL MATERIALS TO
MAKE IMAGES**

Collaboration and community pathway

Key Concepts:

- That we can use the world around us as "ingredients" with which to make art
- That photographs are created when a light sensitive surface is exposed to light.
- That we can manipulate the world around us, transforming it into art.

<p>Year 3</p> <ul style="list-style-type: none"> Experiment with different materials to create a range of effects and use these techniques in the completed piece of work Use a sketchbook for recording observations, for experimenting with techniques or planning out ideas <p>Year 4</p> <ul style="list-style-type: none"> Use a sketchbook for collecting ideas and developing a plan for a completed piece of artwork Use taught technical skills to adapt and improve his/her work 	<p>Year 2</p> <ul style="list-style-type: none"> He/she is able to make textured collages from a variety of media and by folding, crumpling and tearing materials Know that different artistic works are made by craftspeople from different cultures and times <p>Year 3</p> <ul style="list-style-type: none"> He/she is able to create a collage using overlapping and layering Know about some of the great artists, architects and designers in history and describe their work <p>Year 4</p> <ul style="list-style-type: none"> Experiment with creating mood, feeling, movement and areas of interest by selecting appropriate materials and learnt techniques Describe some of the key ideas, techniques and working practices of artists, architects and designers who he/she has studied 	<p>Sticky Knowledge</p> <p>Year 2</p> <ul style="list-style-type: none"> Use a variety of techniques including carbon printing, relief, press and fabric printing and rubbings Know that different artistic works are made by craftspeople from different cultures and times Give reasons for his/her preferences when looking at art/craft or design work <p>Year 3</p> <ul style="list-style-type: none"> Know about some of the great artists, architects and designers in history and describe their work Explain what he/she likes or dislikes about their work <p>Year 4</p> <ul style="list-style-type: none"> Experiment with creating mood, feeling, movement and areas of interest by selecting appropriate materials and learnt techniques Describe some of the key ideas, techniques and working practices of artists, architects and designers who he/she has studied Articulate how he/she might improve their work using technical terms and reasons as a matter of routine
<p>Music - Autumn Term</p>	<p>Music - Spring Term</p>	<p>Music - Summer Term</p>

Recorders/ Doods - WCET	Glockenspiels - Composition	Doods - WCET
<p><u>Appraising:</u></p> <p><u>Year 2:</u></p> <ul style="list-style-type: none"> - Understand that texture describes layers in music -Understand that structure describes how music is ordered -Understand that timbre is the quality of the sound - Internalise the pulse when listening to a piece of music <p><u>Year 3:</u></p> <ul style="list-style-type: none"> - Understand how the use of tempo can provide contrast within a piece of music - Use musical words to describe what they like and dislike, using musical terminology to describe pieces <p><u>Year 4:</u></p> <ul style="list-style-type: none"> - Analyse features within different pieces of music, using understanding of musical features 	<p><u>Appraising:</u></p> <p><u>Year 2:</u></p> <ul style="list-style-type: none"> - Listen with sustained concentration to a variety of high quality live / recorded performances - Identify the beat groupings in familiar music - Develop an understanding of melody, and the impact of lyrics <p><u>Year 3:</u></p> <ul style="list-style-type: none"> - Recognise the work of at least one famous composer -Tell whether a change is gradual or sudden -Identify repetition within a piece <p><u>Year 4:</u></p> <ul style="list-style-type: none"> - Understand and identify 2, 3 or 4 beats in a bar. -Begin to recognise major and minor tonality. - Become familiar with the works of Beethoven, Mozart, Vivaldi and other significant 	<p><u>Appraising:</u></p> <p><u>Year 2:</u></p> <ul style="list-style-type: none"> - Describe a piece of music by using developing understanding of inter-relational aspects of music (tempo, pitch, duration, structure, texture) <p><u>Year 3:</u></p> <ul style="list-style-type: none"> - Listen to a range of high quality music, and use musical words to describe what they like and dislike, using musical terminology to describe pieces/ compositions - Improve their work, explaining how it has improved <p><u>Year 4:</u></p> <ul style="list-style-type: none"> - Explain the place of silence (rests) and say what effect it has - Analyse features within different pieces of music, using understanding of musical features to appraise musical choices - (tempo, timbre, structure, texture, dynamics etc.) <p><u>Playing an Instrument:</u></p>

<p>to appraise musical choices - (tempo, timbre, structure, texture, dynamics etc.)</p> <ul style="list-style-type: none"> - Start to identify the character of a piece of music and its style - Describe and identify the different purposes of music <p><u>Playing an Instrument:</u></p> <p><u>Year 2:</u></p> <ul style="list-style-type: none"> - Play an instrument (Dood/ recorder) with correct technique (embouchure/ hold), making a clear sound - Experiment and improvise with instrument playing - Have an understanding of musical families - Play a simple rhythm patterns on an instrument <p><u>Year 3:</u></p> <ul style="list-style-type: none"> - Have a secure understanding and use of correct embouchure and hand hold on woodwind instruments - Play clear and intentional notes on tuned percussion instruments and woodwind - Have a clear and confident understanding of 	<p>composers/ artists</p> <p><u>Playing an Instrument:</u></p> <p><u>Year 2:</u></p> <ul style="list-style-type: none"> - Play simple accompaniment to simple tunes using tuned and untuned instruments (glocks) - Play short melodies by simple letter notation with confidence (glocks) <p><u>Year 3:</u></p> <ul style="list-style-type: none"> - Create repeated patterns on a variety of tuned/untuned percussion instruments and play these with growing accuracy - Play in time with others <p><u>Year 4:</u></p> <p>Create and play repeated patterns confidently on tuned and untuned percussion</p> <p>Play notes of varying length, with an understanding of their place in a bar</p> <p><u>Composing and Notation:</u></p> <p><u>Year 2:</u></p> <ul style="list-style-type: none"> - Make connections between others notation and musical sounds 	<p><u>Year 2:</u></p> <ul style="list-style-type: none"> - Play simple rhythmic patterns on an instrument keeping a steady pulse, using at least 5 notes confidently - Demonstrate correct embouchure independently, ensure good timbre when playing - Follow simple letter notation when playing, taking into account rests and early crotchets (from exposure) <p><u>Year 3:</u></p> <ul style="list-style-type: none"> - Play melodies of growing length using letter notation, with an awareness of formal notation (crotchets and rests) - Create repeated patterns with different tuned instruments (DooD) and play these as accompaniment - Play as part of a group, with an awareness of what others are playing <p><u>Year 4:</u></p> <ul style="list-style-type: none"> - Create and play longer repeated patterns with different instruments (DooD) - Play solo - Play off beat, syncopated rhythms with
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<p>musical families, and be able to name instruments within these</p> <p><u>Year 4:</u></p> <ul style="list-style-type: none"> - Play in time with others in an ensemble context - Play instrument with direction of a leader <p><u>Composing and Notation:</u></p> <p><u>Year 2:</u></p> <ul style="list-style-type: none"> - Choose sounds which create a desired effect - Use symbols to represent sounds they wish to make - Improvise simple rhythms <p><u>Year 3:</u></p> <ul style="list-style-type: none"> - Clearly understand the difference between improvisation and composition, and the time for each one. - To improve confidence and style within improvisation (begin to develop own direction) <p><u>Year 4:</u></p> <ul style="list-style-type: none"> - Understand what minims and quavers are - Gain confidence in composing using crotchets 	<ul style="list-style-type: none"> - Use simple structures in a piece of music- create a beginning, middle and end <p><u>Year 3:</u></p> <ul style="list-style-type: none"> - Use different elements (changes in pitch, dynamics, texture) in their compositions on any instrument - Develop an understanding of crotchets and rests within formal notation - Combine different sounds and tempos to create a specific mood or feeling <p><u>Year 4:</u></p> <ul style="list-style-type: none"> - Understand and begin to use minims and quavers - Compose using crotchets and rests independently - Show how they can use dynamics, tempo and timbre to provide contrast <p><u>Performing and Singing:</u></p> <p><u>Year 2:</u></p> <ul style="list-style-type: none"> - Sing and follow the melody (tune) with confidence - Sing accurately at a given pitch 	<p>increasing accuracy</p> <ul style="list-style-type: none"> - Perform from simple staff notation- including crotchets, rests, minims and quavers <p><u>Composing and Notation:</u></p> <p><u>Year 2:</u></p> <ul style="list-style-type: none"> - Use letter notation or graphic symbols to record their composition, and play from this - Compose as a group, showing who plays what and when <p><u>Year 3:</u></p> <ul style="list-style-type: none"> - Use different elements (changes in pitch, dynamics, texture) in their compositions on any instrument - Create repeated patterns with different instruments (dood) within compositions and improvisations - Compose short compositions using crotchets and rests. <p><u>Year 4:</u></p> <ul style="list-style-type: none"> - Understand and use minims and quavers in playing and own compositions - Use notation to record own short, simple compositions using minims, quavers, crotchets
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<p>and rests</p> <ul style="list-style-type: none"> - Continue to improvise with improved confidence and awareness of musical quality (tempo, dynamics etc.) <p><u>Performing and Singing:</u></p> <p><u>Year 2:</u></p> <ul style="list-style-type: none"> - Perform with others - Sing/ clap a pulse increasing or decreasing in tempo - Respond to dynamic and tempo changes from the leader and visual instruction when performing <p><u>Year 3:</u></p> <ul style="list-style-type: none"> - Sing in tune with expression - Begin to listen to and recall sounds using voice with increasing aural memory <p><u>Year 4:</u></p> <ul style="list-style-type: none"> - Perform a simple part rhythmically with expression, with awareness of pitch and dynamics <p><u>Harvest/ Christmas:</u></p> <ul style="list-style-type: none"> - Learn new songs and sing these with 	<ul style="list-style-type: none"> - Perform with others, with an awareness of audience and context <p><u>Year 3:</u></p> <ul style="list-style-type: none"> - Work with a partner to perform a piece of music using more than one instrument/ voice - Copy stepwise melodic phrases (notes going up/down in a scale fashion). - Control their voice when singing pitch and dynamics. <p><u>Year 4:</u></p> <ul style="list-style-type: none"> - Begin to sing rounds and partner songs in different time signatures - Perform in two or more parts with confidence - Sing songs from memory with accurate pitch - Begin to sing in harmony <p><u>Class 2 Assembly:</u></p> <ul style="list-style-type: none"> - Perform with confidence and flair to an audience, adding vocal elements. - Add lyrics to songs created, with an awareness of audience and style <p><u>Ongoing:</u></p> <ul style="list-style-type: none"> • Develop an awareness of famous composers, and what a composer is. 	<p>and rests</p> <ul style="list-style-type: none"> - Use their notation in a performance (solo/ with others) - Explore 4 or 5 note scales - Introduce the Pentatonic Scale (C, D, E, G, A). <p><u>Performing and Singing:</u></p> <p><u>Year 2:</u></p> <ul style="list-style-type: none"> - Use voices expressively and creatively sing songs/ chants/ rhymes with confidence and awareness of the mood/ feeling - Begin to sing a song in 2 parts - Improve their own work and rehearse <p><u>Year 3:</u></p> <ul style="list-style-type: none"> - Perform/share in a solo context using an instrument or voice - Play songs with multiple parts with growing confidence and awareness <p><u>Year 4:</u></p> <ul style="list-style-type: none"> - Listen to and recall sounds with increased
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<p>confidence, using good singing techniques.</p> <ul style="list-style-type: none"> - Sing to an audience for a purpose (Christmas show/ Carol service) <p><u>Ongoing:</u></p> <ul style="list-style-type: none"> • Develop an awareness of famous composers, and what a composer is. • Develop an understanding and repertoire of different remarkable musical pieces, and have an awareness of their time period. 	<ul style="list-style-type: none"> • Develop an understanding and repertoire of different remarkable musical pieces, and have an awareness of their time period. 	<p>aural memory and accuracy</p> <ul style="list-style-type: none"> - Sing songs from memory with accurate pitch <p><u>Ongoing:</u></p> <ul style="list-style-type: none"> • Develop an awareness of famous composers, and what a composer is. • Develop an understanding and repertoire of different remarkable musical pieces, and have an awareness of their time period.
<p style="text-align: center;">PSHE - Autumn Term</p> <p style="text-align: center;">(H- Health and Wellbeing, R- Relationships, L- Living in the Wider World)</p> <p style="text-align: center;"><u>1 Decision Units</u></p> <p><u>Keeping Safe</u></p> <p><u>Year 2</u> Being Safe (R) How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. How to recognise and report feelings of being unsafe or feeling bad about any adult.</p> <p><u>Year 3</u> Health and Well Being</p>	<p style="text-align: center;">PSHE - Spring Term</p> <p style="text-align: center;">(H- Health and Wellbeing, R- Relationships, L- Living in the Wider World)</p> <p style="text-align: center;"><u>1 Decision Units</u></p> <p><u>Relationships</u></p> <p><u>Year 2</u> Respectful relationships (R) That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</p> <p>Caring friendships (R) How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</p>	<p style="text-align: center;">PSHE - Spring Term</p> <p style="text-align: center;">(H- Health and Wellbeing, R- Relationships, L- Living in the Wider World)</p> <p style="text-align: center;"><u>1 Decision Unit</u></p> <p><u>Feelings and Emotions</u></p> <p><u>Year 2</u> Caring friendships (R) That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</p> <p>Mental wellbeing (H) That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</p>

<p>How to manage risks to physical and emotional health and wellbeing Ways of keeping physically and emotionally safe</p> <p>Drugs, Alcohol and Tobacco (H) The facts about legal and illegal harmful substances and associated risks</p> <p><u>Keeping healthy</u></p> <p>Year 2</p> <p>About dental health and the benefits of good oral hygiene and dental flossing, including regular check-up</p> <p>Drugs, Alcohol and Tobacco (H) The facts about legal and illegal harmful substances</p>	<p><u>Year 3/4</u></p> <p>Being Safe (R) About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</p> <p><u>Being Responsible</u></p> <p><u>Year 2</u></p> <p>The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. The risks associated with an inactive lifestyle (including obesity).</p> <p>Being safe (R) How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. How to recognise and report feelings of being unsafe or feeling bad about any adult.</p> <p><u>Year 3/4</u></p> <p>Respectful relationships (R) Practical steps they can take in a range of different contexts to improve or support respectful relationships. The conventions of courtesy and manners.</p>	<p>Mental wellbeing (H) That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</p> <p><u>Year 3/4</u></p> <p>Wellbeing (H) How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings</p> <p>How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</p> <p>Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests</p> <p><u>Money Matters</u></p> <p><u>Year 2</u></p> <p>Core theme - Living in the Wider World About where money comes from, keeping it safe and the importance of managing it effectively The part that money plays in people's lives A basic understanding of enterprise.</p> <p><u>Year 3/4</u></p>
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Basic First Aid (H) How to make a clear and efficient call to emergency services if necessary.

PE

The planning and assessment of PE skills follows the programme outlined by Primary Sports in Education which breaks the national curriculum learning objectives into smaller steps from Levels 1 to 5, allowing more accurate assessment of pupil's attainment, progress and next steps. Most pupils will be working within the levels detailed here, but some pupils may be working at a higher / lower level and accessing skills outlined in the Class 1 or Class 3 Curriculum Maps

PE - Autumn Term

High 5 Netball

Level 2

- Stop and catch a ball with control, and understand the footwork rule
- Pass a ball to someone else using a bounce, chest or shoulder pass, and use a variety of simple attacking principles
- Take part in opposed conditioned games with basic understanding, shoot with control and be aware of others on the court
- Become increasingly aware of the rules of the game

Level 3

- Begin to influence opposed conditioned game with passing, movement or shooting skills, and explain the techniques used in each skill
- Control and catch a ball and pivot ready to play the next pass

PE - Spring Term

Tag Rugby

Level 2

- Catch a ball after using hands to create a target
- Run with the ball in two hands and evade an opponent to score a try
- Take part in opposed conditioned games with a basic understanding of the game and use a variety of simple tactics for attacking
- Understand the need to defend and attack and become increasingly familiar with the rules of the game

Level 3

- Begin to influence opposed conditioned game with my running, passing or tagging skills and understand the technique for each skill
- Catch the ball from static and moving positions and run forwards with the ball

PE - Summer Term

Striking and Fielding

Level 2

- use with increasing accuracy, underarm and overarm throwing and hitting skills
- track, intercept, stop and catch balls and beanbags with consistency
- track balls or other equipment sent to them and anticipate where is is going and start to understand the rules of the game
- choose a skill that suits the needs of the game and outwits their opponents and use simple tactics and skills within a game

Level 3

- hit a bowled ball with intent and force plus bat, bowl and field with control
- use a range of fielding skills e.g catching, throwing, bowling and intercepting with control and

- Mark opponents and support plays in defence
- Accurately pass to someone else using the correct pass technique, even when under pressure by a defender
- Use a range of tactics to attack and defend, and use and interpret the rules of the game

Gymnastics

Level 2

- Show control and coordination when travelling and remaining still, use space safely showing awareness of others
- Remember and repeat simple actions and movements with control and describe movements such as travelling, balancing and climbing

Level 3

- Travel in a range of ways using feet and hands, use all available space using pathways and changes of direction, repeat simple sequences accurately and with consistency
- Describe own and others' movements, balances and body shapes
- select, link and perform with control and a variety of action and perform longer phrases containing a clear beginning, middle and end
- identify when heart rate and breathing quickens

Level 4

- Perform flat, spin and pop passes with accuracy to a team-mate and can mark opponents in game play
- Identify tactics to help the team to keep the ball and invade the opposition team
- Use a variety of defending and attacking principles within the games

Handball

Level 2

- stop and catch a ball with increased control and look to score in the goal
- pass a ball to someone else using one of the correct handball throws plus be aware of the space that is around me
- take part in opposed conditioned games with basic understanding of the rules
- use a variety of simple tactics for attacking and keeping possession of the ball and understand when the attack and defend

Level 3

- begin to influence opposed conditioned game with my dribbling, passing or shooting skills
- mark opponents and support players in defence
- identify tactics to help the team to keep the ball and take it towards the oppositions end
- use a range of tactics to attack and defend and use and interpret the rules

consistency

- make good tactical decisions quickly whilst remaining aware of what is going on around them and start to understand tactics within a game
- identify own strengths and suggest practices to help improve them and identify and describe features successful game play

Athletics

Level 2

- run fast, medium and slow speeds, changing speed and direction
- link jumping and running together with fluency, control and consistency and make up and repeat a short sequence of linked jumps
- throw a javelin, shot putt and discus with accuracy and power which hit certain targets
- recognise a change in temperature and heart rate during exercise

Level 3

- understand and demonstrate the difference between sprinting and running for sustained periods plus increase the fluency and control of running techniques
- perform a range of jumps showing consistent technique and where appropriate using a short run up
- effectively assume the role of a team

<ul style="list-style-type: none"> perform actions balances and movements with control, combine a range of elements with a sequence, and combine their own work with that of others identify aspects of a performance that need to be practised prepare well structured sequences that can be performed alone or with a partner, and plan, perform and repeat sequences that include changes of levels, direction and speed 	<p>of the game</p> <p style="text-align: center;">Dance</p> <p>Level 2</p> <ul style="list-style-type: none"> Perform a series of simple movements and actions and show an increasing series of dynamic expression and rhythmic accuracy Select appropriate movements to support different dance ideas and remember, repeat short dance phrases and simple dances <p>Level 3</p> <ul style="list-style-type: none"> Perform movements and actions with increasing control, and perform clearly with expression showing an awareness of phrasing and music Select movements that demonstrate understanding of the dance, mood and feeling. Repeat dance phrase and simple dances with control and accuracy <p style="text-align: center;">Swimming</p> <p style="text-align: center;">Working towards end of KS2 outcomes, key steps taken from Swim England Duckling Stages 1-4</p> <ul style="list-style-type: none"> enter and leave water safely push and glide on front / back, arms at side and then progressing to arms extended 	<p>member taking part in an athletic event e.g in a team relay</p> <ul style="list-style-type: none"> throw objects, changing their action for accuracy and distance including the throwing of Javelins, Discus and shot puts at targets <p style="text-align: center;">Dance</p> <p>Level 2</p> <ul style="list-style-type: none"> Perform a series of simple movements and actions and show an increasing series of dynamic expression and rhythmic accuracy Select appropriate movements to support different dance ideas and remember, repeat short dance phrases and simple dances <p>Level 3</p> <ul style="list-style-type: none"> Perform movements and actions with increasing control, and perform clearly with expression showing an awareness of phrasing and music
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	<ul style="list-style-type: none"> jump in from poolside safely, progressing to submerging perform tuck float / log roll / star float submerge to collect an object know the safety message 'float, breathe, relax' kick/push/glide 10m using backstroke, front crawl, butterfly or breaststroke legs, with and progressing to without a float learn the skills of sculling and treading water sink, push off, glide and rotate swim 10m wearing clothing <p style="text-align: center;">End of KS2 outcomes</p> <ul style="list-style-type: none"> swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] 	
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MFL - Autumn Term Topics- In all lessons children will:-	MFL - Spring Term Topics- In all lessons children will:-	MFL - Summer Term Topics- In all lessons children:-
<p style="text-align: center;">Listen and engage</p> <p style="text-align: center;">Ask and answer questions</p> <p style="text-align: center;">Speak in short sentences using familiar vocabulary</p> <p style="text-align: center;">Develop appropriate pronunciation and intonation.</p>	<p style="text-align: center;">Listen and engage</p> <p style="text-align: center;">Ask and answer questions</p> <p style="text-align: center;">Speak in short sentences using familiar vocabulary</p> <p style="text-align: center;">Develop appropriate pronunciation and intonation.</p>	<p style="text-align: center;">Listen and engage</p> <p style="text-align: center;">Ask and answer questions</p> <p style="text-align: center;">Speak in short sentences using familiar vocabulary</p> <p style="text-align: center;">Develop appropriate pronunciation and intonation.</p>

<p>Show understanding of words and phrases Appreciate stories, songs, poems and rhymes Broaden vocabulary</p>	<p>Show understanding of words and phrases Appreciate stories, songs, poems and rhymes Broaden vocabulary</p>	<p>Show understanding of words and phrases Appreciate stories, songs, poems and rhymes Broaden vocabulary</p>
<p>Skills Children will be able to:</p>		
<p>Listening</p>	<p>Y2/3 recognise a few familiar spoken words and phrases - e.g. the teacher's instructions, colours, numbers</p>	<p>Y3/4 understand familiar spoken words and phrases - e.g. the teacher's instructions, colours, numbers</p>
<p>Speaking</p>	<p>Y2/3 say and repeat single words and short simple phrases.</p>	<p>Y3/4 answer simple questions and give basic information - e.g. name, age</p>
<p>Reading</p>	<p>Y2/3 recognise and read out a few familiar words and phrases</p>	<p>Y3/4 understand and read out familiar written words and some phrases.</p>
<p>Writing</p>	<p>Y2/3 write or copy simple words or symbols correctly.</p>	<p>Y3/4 write one or two short sentences to a model and fill in the words on a simple form.</p>