

Class 2 Curriculum Plan - Year 1 of rolling programme (2023-2024)

	Autumn		Spring		Summer	
Enrichment	Anti Bullying Week Harvest Festival Remembrance Day - Community Parliament Week Nov 4-8th Whole School Show at Langstone Cliff Christmas Carol Service PE Impact Day Trip to Kent's Cavern		Safer Internet Day Easter Service Mental Health Week Growing Potatoes World Book Day Mother's Day Art PE Impact Day Dance		Forest School Swimming Dance Solar farm visit (science - light)	
Visits	Kents Cavern Trip- 28th September History/Art/DT themed day Forest School links		Roman visitor Museum trip		Field study - Land use in Exeter	
Topic/Theme	Stone Age to Iron Age		The Romans		Cities of the World	
English	Stone Age Boy by Satoshi Kitamura - (KS2 History) Narrative Non chron report Diary writing Description	Parliament Week: Guy Fawkes: Guilty or Innocent? by Stewart Ross. Diary writing, writing to persuade, report. How to Wash a Woolly Mammoth by Michelle Robinson - Instructions (KS2 History)	Myths and Legends - Narrative The Thieves of Ostia by Caroline Lawrence Writing to persuade- Little Red Riding Hood, different perspectives/ versions Little Red - Bethan Woollvin The Wolf's Story - Toby Forward	Escape from Pompeii by - Description, Letters Non Chron Report, Newspaper Report - Mount Vesuvius In The Shadow of the Volcano - Caryn Jenner	The Street Beneath My Feet - Charlotte Guillian Information texts Recount Poetry - Calligrams based on cities, non fiction	Different stories by the same author - The Fan Brothers Ocean Meets the Sky - description, narrative, advert - writing to persuade The Barnabus Project - description, narrative, advert - writing to persuade

			Red Riding Hood and the Sweet Little Wolf - Rachael Mortimer Honestly, Red Riding Hood was Rotten! - Trisha Shashkan			
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		Time Fractions Geometry - Shape Number and place value Multiplication and division		Measurement - Length, weight, temperature and capacity Statistics Four Operations	
Ongoing - Number and Place Value						
Science	Electricity Enrichment: halloween circuits Light bulb challenge	Rocks Enrichment: Skype a scientist (paleontologist) wormeries	Plants Enrichment: beans sent home to grow. Class nature walk. Bulb dissection		Light Enrichment: solar farm visit and light workshop	
Computing	Computing Systems and Networks - Information technology Around Us (Y2, L1)	Creating Media - Animation (Y3, L2)	Creating Media - Making Music (Y2, L3)	Data and Information - Data Logging (Y4, L4)	Programming A- Sequence in Music (Y3, L5)	Programming B- Events and actions (Y3, L6)

History	Stone Age to Iron Age: How do we know what this period of history was like when there was no writing?		How did the Romans change Britain?		How has Exeter changed from Roman times to the present day?	
Geography		Why is Dartmoor an important National Park?		Why do people go on holiday to Italy from the UK?		How does the position of a country on the globe affect its climate?
RE	LKS2.3 What is the "Trinity" and why is it important to Christians?	KS1.3 Why does Christmas matter to Christians?	LKS2.1 What do Christians learn from the creation story?	KS1.8 What makes some places sacred to believers?	LKS2.12 How and why do people try to make the world a better place?	
DT/Art	Art Drawing and sketchbooks Print, colour, collage Working in 3D Paint, surface and texture Collaboration and community	Art <u>Exploring Pattern</u> Exploring how we can use colour, line and shape to create patterns, including repeating	Art <u>Exploring Still Life</u> Explore artists working with the genre of still life, contemporary and more traditional. Create your own still life inspired art work	DT Build volcanoes using paper mache/wire (link to topic)	Art <u>The Art of Display</u> Explore how the way we display our work can affect the way it is seen.	Art/DT <u>Festival Feasts</u> How might we use food and art to bring us together?

	strips to retell poetry or prose through drawing.	patterns.				
Music Composing Singing Appraising WCET / Playing	<p>Recorder Year 2 First Notes to Band (Act 1 and 2) Improvising/ rhythm grid usage</p> <p>Year 3/4 Doods First Notes to Band (Act 1 and 2) Improvising/ rhythm grid usage/reading written notation</p> <p>Harvest Festival Singing</p> <p>Weekly singing assembly</p> <p>History of Music (ongoing)</p> <p>Class Music Log</p>	<p>Recorder Year 2 First Notes to Band (Act 1 and 2) Improvising/ Letter Notation</p> <p>Year 3/4 Doods First Notes to Band (Act 1 and 2) Improvising/ Written Notation</p> <p>Then 3 weeks of Doods (Y2- learning B, A, G and embouchure, Y3/4 - reading notation + playing wider)</p> <p>Christmas Show Singing</p> <p>Weekly singing assembly</p>	<p><u>Glocks</u></p> <p><u>Composing/ Playing-</u> Charanga</p> <p>Musical Structures (Y4 Unit 1)</p> <p>Singing for Class assembly</p> <p>Weekly singing assembly</p> <p>History of Music (ongoing - featuring Bach, Tchaikovsky, music of John Williams)</p> <p>Class Music Log</p>	<p><u>Glocks</u></p> <p><u>Composing/ Playing-</u> Charanga</p> <p>Learning More About Musical Styles (Y3 Unit 4)</p> <p>Rhythm Grids (Y2)/ Music Notepad (Y3) Singing for Class assembly</p> <p>Weekly singing assembly</p> <p>History of Music (ongoing - featuring Bach, Tchaikovsky, music of John Williams)</p> <p>Class Music Log</p>	<p>Doods First Notes- Charanga Act 3</p> <p>Year 2 - consolidate B A G Year 3/4 learning C, F, B Flat EXT - D, E Composing with known notes using rhythm grids</p> <p>History of Music (ongoing)</p> <p>Class Music Log</p> <p>Weekly singing assembly</p>	<p>Doods First Notes - Charanga Act 3</p> <p>Composition and performance focus using known notes - Music Notepad Y3/4 (notation)</p> <p>History of Music (ongoing)</p> <p>Class Music Log</p> <p>Weekly singing assembly</p>

		History of Music (ongoing) Class Music Log				
PSHE	1 Decision Keeping Safe	1 Decision Keeping Healthy	1 Decision Relationships	1 Decision Being Responsible	1 Decision Feelings and Emotions	1 Decision Computer Safety Money Matters
PE	Netball	Hockey	Gymnastics/Dance Swimming	Outdoor Education	Striking and Fielding; Cricket Tennis	Athletics
MFL- French	Ongoing Themes:-Vocabulary, Grammar (see rolling programme)					
		Colours, numbers, greetings revision. Myself and family		The body Pets		Holidays Places and travel
Outdoor Learning	Forest School				Forest School	

**Curriculum Overview of skills
Class 2 Year 1 of rolling programme (2023-24)**

English - Pupils in Year 2	English - Pupils in Year 3	English - Pupils in Year 4
Reading <ul style="list-style-type: none"> Develop phonics until decoding is secure Read common suffixes 	Reading <ul style="list-style-type: none"> Use knowledge to read 'exception' words 	Reading <ul style="list-style-type: none"> Secure decoding of unfamiliar words Read for a range of purposes

- 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

Writing

- Spell by segmenting into phonemes
- 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 proof reading

Grammar

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

Speaking and Listening

- Articulate and justify answers
- Initiate and respond to comments
- Use spoken language to develop understanding

- 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

Writing

- 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

- 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

Writing

- Correctly spell common homophones
- 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

	<ul style="list-style-type: none"> Consider and evaluate different viewpoint 	<ul style="list-style-type: none"> Gain, maintain and monitor the interest of listeners
<p>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 Recognise commutative property of multiplication <p>Geometry and measure</p> <ul style="list-style-type: none"> 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 <p>Fractions</p> <ul style="list-style-type: none"> Find and write simple fractions 	<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> <ul style="list-style-type: none"> 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 <p>Fractions and decimals</p> <ul style="list-style-type: none"> Use and count in tenths Recognise, find and write fractions Recognise some equivalent fractions 	<p>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> <ul style="list-style-type: none"> 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 <p>Data</p> <ul style="list-style-type: none"> Use bar charts, pictograms and line graphs <p>Fractions and decimals</p> <ul style="list-style-type: none"> Recognise tenths and hundredths

<ul style="list-style-type: none"> • Understand equivalence of e.g. $2/4 = 1/2$ <p>Data</p> <ul style="list-style-type: none"> • Interpret simple tables and pictograms • Ask and answer comparison questions • Ask and answer questions about totalling 	<ul style="list-style-type: none"> • Add/subtract fractions up to <1 • Order fractions with common denominator <p>Data</p> <ul style="list-style-type: none"> • Interpret bar charts and pictograms 	<ul style="list-style-type: none"> • Identify equivalent fractions • Add and subtract fractions with common denominators • Recognise common equivalents • Round decimals to whole numbers • Solve money problems
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Y2 Science

Working Scientifically (investigations)

- 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

Working Scientifically

- asking relevant questions and using different types of scientific enquiries to answer them
- setting up simple practical enquiries, comparative and fair tests
- making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, using thermometers and data loggers
- gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
- recording findings using simple scientific language, drawings, labelled diagrams, keys, charts and tables.
- reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.
- using results to draw simple conclusions, making predictions for new values, suggest improvements and raise further questions.
- identifying differences, similarities or changes related to simple scientific ideas and processes
- using straightforward scientific evidence to answer questions 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	Science - Spring Term	Science - Summer Term
<p>Electricity <u>Year 4</u></p> <ul style="list-style-type: none"> ● identify common appliances that run on electricity. ● construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. ● identify whether or not a lamp will light in a simple circuit, based on whether or not the lamp is part of a complete loop with a battery. ● recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple 	<p>Plants</p> <ul style="list-style-type: none"> ● Observe and describe how seeds and bulbs grow into mature plants ● Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy (Yr 2) ● Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers ● Explore the requirements of plants for life and growth and how they vary from plant to plant 	<p>Light</p> <ul style="list-style-type: none"> ● Recognise that they need light in order to see things and that dark is the absence of light ● Notice that light is reflected from surfaces ● Recognise that light from the sun can be dangerous and that there are ways to protect their eyes ● Recognise that shadows are formed when the light from a light source is blocked by an opaque object ● Find patterns in the way that the size of shadows change

series circuit.

- recognise some common conductors and insulators, and associate metals with being good conductors.

Sticky Knowledge

- batteries and mains are both types of electricity
- TVs, fridges, phones and tablets all need electricity to work
- a circuit is an unbroken chain of components that electricity can travel around
- know what cells, wires, lamps, buzzers and switches are
- know that for a component in a circuit to work, there must be no breaks
- know that a switch can break or complete a circuit
- some materials, including most metals, allow electricity to pass through them (conductor) and some do not (insulators)

Rocks

- **Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties**
- **Describe in simple terms how fossils are formed when things that have lived are trapped within rock**
- **Recognise that soils are made from rocks and organic matter**

- **Investigate the way in which water is transported within plants**
- **Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal**

Year 2

- observe and describe how seeds and bulbs grow into mature plants
- find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.

Sticky Knowledge

- some plants grow from seeds, eg sunflower, pumpkin, tomato
- many spring flowering plants grow from bulbs, eg tulip, daffodil, crocus
- some vegetables grow from bulbs, eg onion, garlic, spring onion
- bulbs lie dormant in the ground through the winter, then grow in spring / early summer
- when there is enough moisture, warmth and light seeds and bulbs germinate and grow into plants
- without the right conditions seed and bulbs will not germinate

Year 3/4

- identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.

	<ul style="list-style-type: none"> ● explore the requirements of plants for life and growth (air, light, water, nutrients from the soil, and room to grow) and how they vary from plant to plant. ● Investigate the way in which water is transported within plants. ● explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. <ul style="list-style-type: none"> • Know the function of different parts of flowering plants and trees <p>Sticky Knowledge</p> <ul style="list-style-type: none"> • roots anchor and support plants/trees and collect water and nutrients from the soil • the stem transports water and nutrients to other parts of the plant • the leaves collect sunlight to make food for the plant (photosynthesis) • the petals are brightly coloured to attract insects for pollination • all plants need water, light, nutrients and air (CO₂) to grow • what is germination and pollination • seeds can be dispersed in different ways, including wind, water, animals and humans • describe / draw a simple plant life cycle 	
<p style="text-align: center;">Computing - Autumn Term</p> <p>Computing Systems and Networks -</p>	<p style="text-align: center;">Computing</p>	<p style="text-align: center;">Computing</p>

<p>Information technology around us</p> <p>Autumn 1:</p> <p>Learners will look at information technology at school and beyond, in settings such as shops, hospitals, and libraries. Learners will investigate how information technology improves our world, and they will learn about using information technology responsibly.</p> <ul style="list-style-type: none"> • Use technology purposefully to create, organise, store, manipulate and retrieve digital content • Recognise common uses of information technology beyond school • 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. <p>Health, well-being and lifestyle</p> <ul style="list-style-type: none"> • I can identify rules that help keep us safe and healthy in and beyond the home when using technology. • I can give some simple examples. <p>Year 2: To recognise the uses and features of</p>	<p>Creating Media Making music</p> <p>Learners will be using a computer to create music. They will listen to a variety of pieces of music and consider how music can make them think and feel. Learners will compare creating music digitally and non-digitally. Learners will look at patterns and purposefully create music.</p> <ul style="list-style-type: none"> • Use technology purposefully to create, organise, store, manipulate and retrieve digital content <p>Copyright and ownership</p> <ul style="list-style-type: none"> • I know that work I create belongs to me <p>Year 2: To say how music can make us feel To identify that there are patterns in music To describe how music can be used in different ways To show how music is made from a series of notes To create music for a purpose To review and refine our computer work</p> <p>Year 3: To explain that audio is digitally captured sound</p>	<p>Programming A - Sequence in music</p> <p>Pupils will use given commands in different orders to investigate how the order affects the outcome. Pupils will also learn about design in programming. They will develop artwork and test it for use in a program. They will design algorithms and then test those algorithms as programs and debug them.</p> <ul style="list-style-type: none"> • Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions • Create and debug simple programs • Use logical reasoning to predict the behaviour of simple programs • 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.
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<p>information technology To identify information technology in the home To identify information technology beyond school To explain how information technology benefits us To show how to use information technology safely To recognise that choices are made when using information technology</p> <p>Year 3: To explain how digital devices function To recognise how digital devices can change the way we work To explore how digital devices can be connected To use simple search technologies and recognise some sources are more reliable than others</p> <p>Year 4: To outline how websites can be shared via the World Wide Web To describe how content can be added and accessed on the World Wide Web To recognise how the content of the WWW is created by people To evaluate the consequences of unreliable content</p>	<p>To relate audio to sound we make To plan how to capture and edit audio To use software to digitally create music To identify the need to work consistently and carefully To review and improve an audio snippet To evaluate the impact of adding other media to an audio edit</p> <p>Year 4: To identify that sound can be digitally recorded To use software to digitally create music To use a digital device to record sound To explain that a digital recording is stored as a file To explain that audio can be changed through editing To show that different types of audio can be combined and played together To evaluate editing choices made</p> <p>Data and Informatio+n- Data logging Pupils will consider how and why data is collected over time. Pupils will consider the senses that humans use to experience the environment and how computers can use special input devices called sensors to</p>	<p>Year 2: To describe a series of instructions as a sequence To explain what happens when we change the order of instructions To use logical reasoning to predict the outcome of a program (series of commands) To explain that programming projects can have code and artwork To design an algorithm To create and debug a program that I have written</p> <p>Year 3: To explore a new programming environment I can identify that each sprite is controlled by the commands I choose To explain that a program has a start To recognise that a sequence of commands can have an order To change the appearance of my project To create a project from a task description</p> <p>Year 4: To identify that accuracy in programming is important To explain what 'repeat' means To modify a count-controlled loop to</p>
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Creating Media - Stop-frame animation

Learners will use a range of techniques to create a stop-frame animation using tablets. Next, they will apply those skills to create a story-based animation. This unit will conclude with learners adding other types of media to their animation, such as music and text

- 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

Managing online information

- I can use key phrases in search engines.

monitor the environment. Pupils will collect data as well as access data captured over long periods of time. They will look at data points, data sets, and logging intervals.

Pupils will spend time using a computer to review and analyse data. Towards the end of the unit, pupils will pose questions and then use data loggers to automatically collect the data needed to answer those questions

- ...work with various forms of input
- 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

Year 2:

To use a digital device to collect data automatically

To use collected data to answer questions

To devise my own question to be answered using a data logger

To explain that we can present information

produce a given outcome

To decompose a program into parts

To create a program that uses loops to produce a given outcome

Programming B - Events and actions

Learners begin to understand that sequences of commands have an outcome, and make predictions based on their learning. They use and modify designs to create their own quiz questions in ScratchJr, and realise these designs in ScratchJr using blocks of code. Finally, learners evaluate their work and make improvements to their programming projects.

- Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
- Create and debug simple programs
- Use logical reasoning to predict the behaviour of simple programs

Year 2:

<ul style="list-style-type: none"> • I can use search technologies effectively. <p>Copyright and ownership</p> <ul style="list-style-type: none"> • I can explain why copying someone else's work from the internet without permission can cause problems. • I can give examples of what those problems might be. • When searching on the internet for content to use, I can explain why I need to consider who owns it and whether I have the right to reuse it. • I can give some simple examples. • I can give examples of content that is permitted to be reused. • I can demonstrate the use of search tools to find and access online content which can be reused by others. <p>Year 2: To know what devices can be used to take photographs for animation To use a digital device to take a range of photographs accurately To describe what makes a good</p>	<p>using a computer</p> <p>Year 3: To use a digital device to collect data automatically To use collected data to answer questions To explain why it is helpful for a database to be well structured</p> <p>Year 4: To explain that data gathered over time can be used to answer questions To use a digital device to collect data automatically To explain that a data logger collects 'data points' from sensors over time To use data collected over a long duration to find information To identify the data needed to answer questions To use collected data to answer questions</p>	<p>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 To create a program using my own design To decide how my project can be improved</p> <p>Year 3: To explain how a sprite moves in an existing project To create a program to move a sprite in four directions 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 maze-based challenge</p> <p>Year 4: To design and create my own maze- based challenge independently To use a sprite to carry out my code To debug and problem solve, and develop my program by making it longer and more complex, adding repetition I can add sound, direction and a loop to my program</p>
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photograph for stop-frame animation
To decide how my animation can be improved
To use tools to change an image/ animation
To recognise that images can be changed

Year 3:

To explain that animation is a sequence of drawings or photographs
To relate animated movement with a sequence of images
To plan an animation
To identify the need to work consistently and carefully
To review and improve an animation
To evaluate the impact of adding other media to an animation

Year 4:

To explain that digital images can be taken, combined and changed
To change the composition of an image for animation
To describe how images can be changed for different uses
To make good choices when selecting different tools for animation
To recognise that not all images are real (online safety)
To evaluate how changes can improve an

image/ animation		
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Computational Skills to be Honed Throughout the Year:

Year 2:

- 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>Key Questions:</p> <ul style="list-style-type: none"> • What do we mean by The Stone Age? • Was Stone Age man simply a hunter and gatherer, concerned only with survival? • How different was life in the Stone Age when man started to farm? • What can we learn about life in the Stone Age from a study of Skara Brae? 	<p>Key Questions:</p> <ul style="list-style-type: none"> • Why would Julius Caesar want to leave sunny Italy invade cold Britain and what would he have found here? • Why did the Emperor Claudius invade Britain a cold bleak • country, on the edge of the empire? • Why did Boudicca stand up to the Romans and how do we remember her today? 	<p>Key Questions:</p> <p>What was Exeter like during Roman times? What happened when the Romans abandoned Exeter? (Anglo-Saxons) When was Exeter cathedral built? What was Exeter like during the reign of Queen Victoria? What does Exeter look like today? How have the events we have learnt about made Exeter the city it is today?</p>

<ul style="list-style-type: none"> ● Why is it so difficult to work out why Stonehenge was built? ● How much did life really change during the Iron Age and how do we know? ● Can you solve the mystery of the 52 skeletons of Maiden Castle? <p>Substantive Concepts:</p> <ul style="list-style-type: none"> ● Civilisation ● Society ● Trade <p>Key vocab: prehistoric, palaeolithic, mesolithic, neolithic, settlement, technology, sources, migration, consequence,</p>	<ul style="list-style-type: none"> ● How can we explain the power of the Roman army at this time? ● What can we tell about Roman life from a study of this villa/fort? ● How did the Romans change the life of people living in Britain after the conquest? <p>Substantive Concepts:</p> <ul style="list-style-type: none"> ● Empire ● Society ● Conflict <p>Key vocab: Celts, citizen, empire, emperor, legion, rebellion, conquest, Roman, tribe, Julius Caesar, Boudicca, legacy, Claudius, invade, power, army, Britain, villa, excavation, remains, evidence</p>	<p>Substantive Concepts:</p> <ul style="list-style-type: none"> ● Society ● Trade ● Monarchy ● Conflict <p>Key Vocab: Change, cause, effect, similarities, differences, Romans, Victorians, Anglo-Saxons, city, blitz, war, cathedral, architect</p>
<p align="center">Geography - Autumn Term</p> <p><u>Key Questions:</u> What is a national park? Where is Dartmoor? What are counties? What county is Dartmoor in? What can aerial photos tell us about Dartmoor? What is a tor and how is it formed? What is the land on Dartmoor used for? How has this changed over time?</p>	<p align="center">Geography - Spring Term</p> <p><u>Key Questions:</u> What countries make up Europe? What are their capital cities? Where is Italy? Which continent is it on? What are the physical features of Italy? How are they different to the UK? What are the human features of Italy? Is there anything similar in the UK? What is the climate like in Italy?</p>	<p align="center">Geography - Summer Term</p> <p><u>Key Questions:</u> What is the position and significance of the Equator, the Northern Hemisphere, and the Southern Hemisphere? What are lines of longitude and latitude and how can I use them to find places on maps, atlases and globes? What are the key features of the polar regions and how do they compare to the UK?</p>

<p>Why is it important to look after Dartmoor?</p> <p><u>Key vocab:</u> national park, county, aerial photo, tor, erosion, granite, industry, tourism, agriculture, farming, grazing, conservation, quarry, tram, ranger, settlement</p>	<p>Would you like to go on holiday to Italy? Why?</p> <p><u>Key vocab:</u> country, Europe, city, capital, physical features, human features, climate, weather, similarity, difference, tourism</p>	<p>What is the climate like in the tropics? How is it different to the UK? What is the position and significance of the Prime Meridian? What are time zones and why are they important?</p> <p><u>Key vocab:</u> co-ordinates, hemisphere, observatory, polar, precipitation, equator, time zones, longitude, latitude, Arctic, Antarctic, tropics, Tropical Rainforest, Tropical Coniferous Rainforest, Tropical Dry Forest, Tropical Grasslands (Savannahs), Prime Meridian, International Date Line</p>
<p style="text-align: center;">RE Autumn term</p> <p>LKS2.3 What is the "Trinity" and why is it important to Christians?</p> <p>Make sense of belief:</p> <ul style="list-style-type: none"> • Recognise what a 'Gospel' is and give an example of the kinds of stories it contains • Offer suggestions about what texts about baptism and Trinity mean • Give examples of what these texts mean to 	<p style="text-align: center;">RE Spring Term</p> <p>LKS2.1 What do Christians learn from the creation story?</p> <p>Make sense of belief</p> <ul style="list-style-type: none"> • Place the concepts of God and Creation on a timeline of the Bible's 'big story' • Make clear links between Genesis 1 and what Christians believe about God and Creation • Recognise that the story of 'the Fall' in Genesis 3 gives an explanation of why things go wrong in the world <p>Understand the impact:</p>	<p style="text-align: center;">RE Summer term</p> <p>LKS2.12 How and why do people try to make the world a better place?</p> <p>Make sense of belief:</p> <ul style="list-style-type: none"> • Identify some beliefs about why the world is not always a good place (e.g. Christian ideas of sin) • Make links between religious beliefs and teachings and why people try to live and make the world a better place <p>Understand the impact:</p>

<p>some Christians today</p> <p>Understand the impact:</p> <ul style="list-style-type: none"> • Describe how Christians show their beliefs about God the Trinity in worship in different ways (in baptism and prayer, for example) and in the way they live <p>Make connections:</p> <ul style="list-style-type: none"> • Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what Christians believe God is like <p>KS1.3 Why does Christmas matter to Christians?</p> <p>Make sense of belief:</p> <ul style="list-style-type: none"> • Recognise that stories of Jesus' life come from the Gospels • Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians <p>Understand the impact:</p> <ul style="list-style-type: none"> • Give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas <p>Make connections:</p> <ul style="list-style-type: none"> • Think, talk and ask questions about Christmas for people who are Christians and for people 	<ul style="list-style-type: none"> • Describe what Christians do because they believe God is Creator (e.g. follow God, wonder at how amazing God's creation is; care for the Earth - some specific ways) • Describe how and why Christians might pray to God, say sorry and ask for forgiveness <p>Make connections:</p> <ul style="list-style-type: none"> • Ask questions and suggest answers about what might be important in the Creation story for Christians and for nonChristians living today <p>KS1.8 What makes some places sacred to believers?</p> <p>Make sense of belief</p> <ul style="list-style-type: none"> • Recognise that there are special places where people go to worship, and talk about what people do there • Identify at least three objects used in worship in two religions and give a simple account of how they are used and something about what they mean • Identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship <p>Understand the impact:</p> <ul style="list-style-type: none"> • Give examples of stories, objects, symbols and actions used in churches, mosques and/or 	<ul style="list-style-type: none"> • Make simple links between teachings about how to live and ways in which people try to make the world a better place (e.g. tikkun olam and the charity Tzedek) • Describe some examples of how people try to live (e.g. individuals and organisations) • Identify some differences in how people put their beliefs into action <p>Make connections:</p> <ul style="list-style-type: none"> • Raise questions and suggest answers about why the world is not always a good place, and what are the best ways of making it better • Make links between some commands for living from religious traditions, non-religious worldviews and pupils' own ideas • Express their own ideas about the best ways to make the world a better place, making links with religious ideas studied, giving good reasons for their views.
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<p>who are not</p> <ul style="list-style-type: none"> • Decide what they personally have to be thankful for, giving a reason for their ideas 	<p>synagogues which show what people believe • Give simple examples of how people worship at a church, mosque or synagogue • Talk about why some people like to belong to a sacred building or a community</p> <p>Make connections:</p> <ul style="list-style-type: none"> • Think, talk and ask good questions about what happens in a church, synagogue or mosque, saying what they think about these questions, giving good reasons for their ideas • Talk about what makes some places special to people, and what the difference is between religious and non-religious special places. 	
<p>DT/Art - Autumn Term</p> <ul style="list-style-type: none"> • Use a range of materials • Use drawing and painting • Develop techniques of colour, pattern, texture, line, shape, form and space • Use sketchbooks to collect, record and evaluate ideas • Stone Age Art • Iron Age Art 	<p>DT/Art - Spring Term</p> <ul style="list-style-type: none"> • Use sculpture • Use a range of tools and materials • Generate, model and communicate ideas • Evaluate existing products and own ideas • Use research and criteria to develop products which are fit for purpose 	<p>DT/Art - Summer Term</p> <ul style="list-style-type: none"> • Understand where food comes from • Understand seasonality; prepare and cook mainly savoury dishes • Include at least one session about Fair Trade
<p>Music - Autumn Term Stone Age to Iron Age</p> <p><u>Appraising:</u></p> <p><u>Year 2:</u></p>	<p>Music - Spring Term Romans</p> <p><u>Appraising:</u></p> <p><u>Year 2:</u></p>	<p>Music - Summer Term</p> <p><u>Appraising:</u></p> <p><u>Year 2:</u></p> <p>- Describe a piece of music by using developing</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 to appraise musical choices - (tempo, timbre, structure, texture, dynamics etc.) - 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 	<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 composers/ artists <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>	<p>understanding of inter-relational aspects of music (tempo, pitch, duration, structure, texture)</p> <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><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
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<p>clear sound</p> <ul style="list-style-type: none"> - 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 musical families, and be able to name instruments within these <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 - Play a simple melody clearly <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 	<ul style="list-style-type: none"> - Create repeated patterns on a variety of tuned/untuned percussion instruments (glocks) and play these with growing accuracy - Play in time with others <p><u>Year 4:</u></p> <ul style="list-style-type: none"> - Create and play repeated patterns confidently on tuned percussion (glocks), using a range of notation - Play notes of varying length, with an understanding of their place in a bar <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 - 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>	<p>(from exposure)</p> <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 increasing accuracy - 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>
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<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) 	<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>	<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 what minims and quavers are - Gain confidence in composing using crotchets and rests - Continue to improvise with improved confidence and awareness of musical quality (tempo, dynamics etc.) 	<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 - Perform with others, with an awareness of audience and context 	<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 and rests - 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"> - 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"> - 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>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"> - 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"> - 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>Year 3:</u></p> <ul style="list-style-type: none"> - Perform/share in a solo context using an

<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 confidence, using good singing techniques. - Sing to an audience for a purpose (Christmas show/ Carol service) 	<p><u>Class 2 Assembly:</u></p> <p>Perform with confidence and flair to an audience, adding vocal elements.</p> <p>Add lyrics to songs created, with an awareness of audience and style</p>	<p>instrument or voice</p> <ul style="list-style-type: none"> - 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 aural memory and accuracy - Sing songs from memory with accurate pitch
<p>PSHE - Autumn Term</p> <p>(H- Health and Wellbeing, R- Relationships, L- Living in the Wider World)</p> <p><u>1 Decision Units</u></p> <p><u>Keeping Safe</u></p> <p><u>Year 2</u></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>Being safe at home and on the road. How to recognise dangers to themselves and to others.</p>	<p>PSHE - Spring Term</p> <p>(H- Health and Wellbeing, R- Relationships, L- Living in the Wider World)</p> <p><u>1 Decision Units</u></p> <p><u>Relationships</u></p> <p><u>Year 2</u></p> <p>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</p>	<p>PSHE - Spring Term</p> <p>(H- Health and Wellbeing, R- Relationships, L- Living in the Wider World)</p> <p><u>1 Decision Unit</u></p> <p><u>Feelings and Emotions</u></p> <p><u>Year 2</u></p> <p>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</p>

<p><u>Year 3/4</u> 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 Healthy Eating (H) What constitutes a healthy diet (including understanding calories and other nutritional content) The principles of planning and preparing a range of healthy meals The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)</p> <p>Year 3/4 Healthy Eating (H) Know and understand that too much sugar, salt, and saturated fat in our food and drink can affect us now and when we are older.</p>	<p>manage these situations and how to seek help or advice from others, if needed.</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> 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>relation to different experiences and situations.</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> 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> <u>Year 2</u> Core theme - Living in the Wider World About where money comes from, keeping it safe and the importance of managing it effectively The</p>
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<p>About dental health and the benefits of good oral hygiene and dental flossing, including regular check-up</p>	<p><u>Respectful relationships (R)</u> 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>part that money plays in people's lives A basic understanding of enterprise.</p> <p><u>Year 3/4</u> Basic First Aid (H) How to make a clear and efficient call to emergency services if necessary.</p>
<p>PE - Autumn Term</p> <ul style="list-style-type: none"> • Master basic movement - running, throwing, catching in isolation and combination • Participate in team games • Develop flexibility and control in gym • Compare performances to achieve personal bests <p>Football (or netball) Hockey Dance</p>	<p>PE - Spring Term</p> <ul style="list-style-type: none"> • Swimming proficiency • Take part in outdoor and adventurous activities • Play competitive games and apply basic principles in attacking and defending • Develop flexibility and control in dance • Compare performances to achieve personal best <p>Gymnastics Outdoor Education Swimming</p>	<p>PE - Summer Term</p> <ul style="list-style-type: none"> • Use running, jumping, throwing and catching in isolation and combination • Play competitive games and apply basic principles of attacking and defending • Compare performance and demonstrate improvement <p>Striking and Fielding;Cricket Tennis Athletics</p>

<p>MFL - Autumn Term Topics- In all lessons children will:-</p>	<p>MFL - Spring Term Topics- In all lessons children will:-</p>	<p>MFL - Summer Term Topics- In all lessons children:-</p>
<p>Listen and engage Ask and answer questions Speak in short sentences using familiar vocabulary</p>	<p>Listen and engage Ask and answer questions Speak in short sentences using familiar vocabulary</p>	<p>Listen and engage Ask and answer questions Speak in short sentences using familiar vocabulary</p>

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