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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| Writing | **Writing purpose: To inform and to entertain** | | | | | |
| Prior learning (year 1)  Children will learn how to combine words to make sentences and how to join words and clauses using the conjunction ‘and’. They will sequence sentences to form short narratives and will practise using finger spaces.  **Writing Outcomes:**  Short narrative  Instructions  List poetry  **Knowledge:**  **Narrative**: Children will learn that stories usually have a main character and the reader needs to understand what happens to them. They will learn that sentences go in order of what happened in a story so that the reader can follow more easily – this is the plot of the story. Children will be introduced to fall-rise story shape for basic narrative structure  **Instructions:** Children willlearn**:** use easy to follow, simple steps or sentences for the reader to understand – these might be numbered or written in time (or chronological) order so that the reader acts in the correct sequence or order. Can includes a list of ‘things/ ingredients/ items’ that the reader will need before acting upon the instructions  **Poetry:** Children will learn that a genre of poetry is list poetry, which lists words or phrases that represent a certain topic  **Skills:**  • Write narratives about personal experiences and those of others (real and fictional) -Write about real events -Write poetry -Write for different purposes  • Plan or say out loud what they are going to write about  • Write down ideas and/or key words, including new vocabulary  • Encapsulate what they want to say, sentence by sentence  • Evaluate their writing with the teacher and other pupils  • Re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form  • Proof-read to check for errors in spelling and grammar and punctuation (for example end of sentences punctuated correctly)  • Read aloud what they have written with appropriate intonation to make the meaning clear  • Use the simple present and past tense consistently  • Co-ordination (using or, and, but)  • Subordination (using when, if, that, or because)  • How the grammatical patterns in a sentence indicate its function as a statement, question or command  • Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]  • Review Y1: Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences  • Introduction to use of commas for lists  **Key Vocabulary (new vocab. in bold):**  **noun, verb, present tense, past tense, adjective, statement, command, comma** Review: full stop capital letter, question mark sentence  **Future Learning (Y3)**  In year 3, Children will be able to plan a story using adverbs and adverbial phrases. They will also learn how to use paragraphs to group material. | Prior learning (year 1)  Children will learn how to use capital letters, full stops, question marks and exclamation marks to demarcate sentences.  **Writing Outcomes:**  Narrative (journey)  Letters & Postcards  **Knowledge:**  **Narrative:** See Aut1 objectives  **Letter:**  Children will learn that thesender’s address goes in top-right corner & date under the sender’s address, recipient’s address on lefthand side Start with ‘Dear…’ or’ ‘To whom it may concern…’ Sign off with ‘From…’ or ‘Love from…’ (depending on how well you know your reader)  **Skills:**  • Write narratives about personal experiences and those of others (real and fictional) -Write about real events -Write poetry -Write for different purposes  • Plan or say out loud what they are going to write about  • Write down ideas and/or key words, including new vocabulary  • Encapsulate what they want to say, sentence by sentence  • Evaluate their writing with the teacher and other pupils  • Re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form  • Proof-read to check for errors in spelling and grammar and punctuation (for example end of sentences punctuated correctly)  • Read aloud what they have written with appropriate intonation to make the meaning clear  • Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]  • Subordination (using when, if, that, or because)  • How the grammatical patterns in a sentence indicate its function as a statement, question or command  • Use the simple present and past tense consistently  • Review Y1: Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences  • Introduction to use of commas for lists  **Key Vocabulary (new vocab. in bold):**  statement, question, noun, **noun phrase** adjective, **verb,** comma, present tense, past tense  **Future Learning (Y3)**  In Year 3, the children will learn how to create expanded noun phrases and use a variety of past and future tense verb forms. They will also learn how to use paragraphs to group material. | Prior learning (year 1)  Children will continue to explore the use of basic punctuation, finger spaces and expanded noun phrases. They will be able to use their knowledge of a book to write their own version of the story. They will also learn how to write a non-chronological report.  **Writing Outcomes:**  Traditional Tale  Non-chronological report  **Knowledge:**  **Traditional tale:** Will often include repeated phrases May include animal characters that behave like humans (e.g. can talk) Character names will often tell the reader more about their appearance or traits (e.g. The Big Bad Wolf) Usually include happy endings  **Non-Chronological Report:** Captions and labels to add information to illustrations Glossary to provide definitions in a quick and easy guide for the reader  **Skills:**  • Write narratives about personal experiences and those of others (real and fictional) -Write about real events -Write poetry -Write for different purposes  • Plan or say out loud what they are going to write about  • Write down ideas and/or key words, including new vocabulary  • Encapsulate what they want to say, sentence by sentence  • Evaluate their writing with the teacher and other pupils  • Re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form  • Proof-read to check for errors in spelling and grammar and punctuation (for example end of sentences punctuated correctly)  • Read aloud what they have written with appropriate intonation to make the meaning clear  • Co-ordination (using or, and, or but) and subordination (using when, if, that, or because)  • How the grammatical patterns in a sentence indicate its function as a statement, question, or exclamation  • Use the simple present and past tense consistently  • Learn how to use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks, and commas for lists  **Key Vocabulary (new vocab. in bold):**  past tense, present tense, adjective, comma, exclamation, statement, question  **Future Learning (Y3)**  In Year 3, Children will extend their descriptive writing skills by using noun phrases. Children will also edit their work for clarity. | Prior Learning (year 1)  Children will use a range of adjectives to describe. Children will develop reading skills of prediction and inference. They will learn some features of a poem and will use these to write their own.  **Writing Outcomes:**  Narrative (based on real experiences)  Poetry  **Knowledge:**  **Narrative:** Build upon Aut1 objectives & introduce other story shapes - slow rise and slow fall  **Poetry:** A specific poetic device used by poets can include a simile: this compares something with something else that the reader can relate to, in order to create a clear picture in their mind  **Skills:**  • Write narratives about personal experiences and those of others (real and fictional) -Write about real events -Write poetry -Write for different purposes  • Plan or say out loud what they are going to write about  • Write down ideas and/or key words, including new vocabulary  • Encapsulate what they want to say, sentence by sentence  • Evaluate their writing with the teacher and other pupils  • Re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form  • Proof-read to check for errors in spelling and grammar and punctuation (for example end of sentences punctuated correctly)  • Read aloud what they have written with appropriate intonation to make the meaning clear  • Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]  • Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]  • Co-ordination (using or, and, or but) and subordination (using when, if, that, or because)  • Learn how to use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms  **Key Vocabulary (new vocab. in bold):**  **Apostrophe**, comma, adjective**, present progressive tense, past progressive tense**  **Future Learning (Y3)**  In Year 3, Children will learn how to summarise the key events in a narrative and will be able to sequence their own narrative. They will also be able to infer how a character is feeling and use adjectives to describe a character. They will be able to distinguish the difference between a simile and metaphor. | Prior learning (year 1)  Children will learn to identify emotions that the characters feel using clues from the text and pictures and their own knowledge of similar situations. They will be able to use their knowledge of a book to write their own version of the story.  **Writing Outcomes:**  Narrative  Instructions  **Knowledge:**  **Narrative:** See Aut & Spr objectives  **Instructions:** Link to Aut1 objectives & build to include: In order to tell the reader to do something, writers often use command sentences  **Skills:**  • Write narratives about personal experiences and those of others (real and fictional) -Write about real events -Write poetry -Write for different purposes  • Plan or say out loud what they are going to write about  • Write down ideas and/or key words, including new vocabulary  • Encapsulate what they want to say, sentence by sentence  • Evaluate their writing with the teacher and other pupils  • Re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form  • Proof-read to check for errors in spelling and grammar and punctuation (for example end of sentences punctuated correctly)  • Read aloud what they have written with appropriate intonation to make the meaning clear  • Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]  • How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command  • Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]  • Learn how to use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)  **Key Vocabulary (new vocab. in bold):**  Command, apostrophe, comma, present progressive tense, past progressive tense  **Future Learning (Y3)**  In Year 3, children will learn that a fronted adverb is when an adverbial word or phrase is used at the start of a sentence. They will also learn a range of synonyms for ‘said’ and will use these in their writing. | Prior learning (year 1)  Children will learn the difference between fiction and non-fiction texts. They will learn some of the features of a non-fiction text including a contents page, headings etc and use these to identify a non-fiction text.  **Writing Outcomes:**  Recount (about real event)  Narrative  Poetry  **Knowledge:**  **Recount**: Written in simple past tense Events are recounted in the time order that they happened  **Narrative:** Link to Aut & Spr objectives  **Poetry**: A specific poetic device used by poets can include alliteration to experiment with using words that start with the same speech sound – this creates a pleasing rhythm and musicality for the reader  **Skills:**  • Write narratives about personal experiences and those of others (real and fictional) -Write about real events -Write poetry -Write for different purposes  • Plan or say out loud what they are going to write about  • Write down ideas and/or key words, including new vocabulary  • Encapsulate what they want to say, sentence by sentence  • Evaluate their writing with the teacher and other pupils  • Re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form  • Proof-read to check for errors in spelling and grammar and punctuation (for example end of sentences punctuated correctly)  • Read aloud what they have written with appropriate intonation to make the meaning clear  • Review of objectives taught in KS1  • Review use of conjunctions to combine ideas and sentences  • Learn how to use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)  **Key Vocabulary (new vocab. in bold):**  Review terminology from the year  **adverb**  **Future Learning (Y3)**  In Year 3, Children will learn how to summarise the key events in a narrative and will be able to sequence their own narrative. They will also be able to infer how a character is feeling and use adjectives to describe a character. |
| Maths | **Place Value**  Prior learning (year 1)  Children have learnt what a ten and a one is. They have learnt one more and one less.  Knowledge  To know and understand that to find out 10 more and 10 less, only the 10 digit needs to change.  They recognise place value of each digit in a 2-digit number.  To develop knowledge of place value to 100.  Skills  Children count in 2s, 3s, 5s and 10s.  They use number lines for estimation and representation.  Compare and order numbers up to 100.  Read and write numbers to at least 100 in numerals and words.  Use place value and number facts to solve problems and recall the multiples of 10.  Key vocabulary (new vocabulary in bold)  **Reasoning**,**fact families**, compare , less than, more than , equal to, **partition**, place value, tens and ones, digit,number, **estimate**, order, **greater, fewer**  In Year 3, the children will count in multiples of 4, 8, 50 and 100; find 10 0r 100 more or less. Recognise place value of each digit in a three-digit number. Compare and order numbers to 1000. Read and write numbers to 100 in numerals and words. Identify, estimate and represent numbers in various ways. Solve number and practical problems using these ideas.  **Addition and Subtraction**  Prior learning (year 1)  Read interpret and write mathematical statements with +, - and =. Demonstrate understanding of the commutative law and inverse relationships involving + and -. Recall at least 4 of 10 Number bonds to 10. Represent and use number bonds within 20.  Knowledge  To read, understand and interpret problems involving numbers, quantities and measures. Develop understanding of mental and written methods to work out if regrouping is required. Consolidate knowledge of number bonds to 10 and 20. To understand how to add and subtract numbers with and without regrouping.  Skills  Represent + and – problems concrete and pictorially.  Use knowledge of number bonds fluently to reason, calculate and recognise associated additive relationships, also derive and use related facts to 100.  To represent and mentally solve + and \_ with and without representations, including, two-digit numbers, ones and three one-digit numbers. Use the inverse to check calculations and solve missing number problems.  Key vocabulary (new vocabulary in bold)  Estimate, inverse, reasoning.  In Year 3, the children will  Add and subtract numbers mentally including three-digit numbers, tens, hundreds and ones. Use column method to add and subtract up to three-digit numbers. Consolidate estimation to check answers. Solve missing number problems, use number facts, place value and more complex addition and subtraction. | **Addition and Subtraction (Cont’d)**  Prior learning (year 1)  Represent and use subtraction facts within 20. Add and subtract one and two-digit numbers to 20 including 0. Solve one-step + and - problems using concrete and pictorial representations.  Knowledge  To read, understand and interpret problems involving numbers, quantities and measures. To understand the commutative law does not apply to subtraction. Understand how and why to use the inverse when solving problems. To know a doubles is a number added to itself. Understand that estimating checks if answers are reasonable.  Skills  To use knowledge of doubles to find double and half. To estimate an answer and check it is reasonable. Solve missing number problems involving + and -.  Key vocabulary (new vocabulary in bold)  Estimate, inverse, reasoning.  In Year 3, the children will  Add and subtract numbers mentally including three-digit numbers, tens, hundreds and ones. Use column method to add and subtract up to three-digit numbers. Consolidate estimation to check answers. Solve missing number problems, use number facts, place value and more complex addition and subtraction.  **Shapes**  Prior learning (year 1)  Children have learnt name of most common 2D and 3 D shapes. They started comparing them.  Knowledge  Children will understand that 3D shapes contain 2D shapes. They will understand regular and irregular shapes.  Skills  Children will compare 2D with 3D shapes. They will use subject specific vocabulary to distinguish them. They will identify 2D and 3D shapes.  Key vocabulary (new vocabulary in bold)  2D shapes, 3D shapes, **triangular prism, triangular based pyramid,** triangle, pentagon, hexagon, square, corner, **vertices,** edges, faces, sides, right angle, rectangle, octagon, cone, **line of symmetry.**  In Year 3, the children will recap the topic and identify regular and irregular polygons. They will use shapes n a tangram to create other shapes. They will measure perimeters | **Money**  Prior learning (year 1)  Find different combinations of coins that equal the same amounts of money.  Knowledge  Children will recognise coins and notes. They will use their knowledge of place value to match coins of equivalent values.  Skills  Children will count and select money, compare amounts and make the same amount. Children will know how to find the total, find the difference and find change.  Key Vocabulary (new vocabulary in bold)  coin, penny, pence, pound price, cost buy, sell, spend, spent, pay, change,costs more, cheap, costs less, cheaper, costs the same as, how much …? how many …? Total  In Year 3, the children will learn to add and subtract amounts of money to give change, using both £ and p in practical contexts.  **Multiplication and Division**  Prior learning (year 1) Children will build on their work from Year 1; solving one-step problems involving multiplication and division using concrete and pictorial representations, supported by a teacher.  Knowledge  To understand the relationship between multiplications and divisions.  Skills  They will continue to work on partitioning numbers moving onto the use of part-whole models. They will build on their ability to compare numbers from 0 to 100, using <,> and = symbols.  Key vocabulary (new vocabulary in bold)  Make equal groups,**arrays**,sharing, grouping,**divide**,odd,even  In Year 3, the children will recap place value of 2-digit numbers, which will allow them to develop an understanding of 3 digit numbers. | **Length and height**  Prior learning (year 1)  Pupils started measure lengths and height using standard and non-standard unit of measurements.  Knowledge  Children will learn that to measure using a ruler, you need to start on a number (not at the tip of the ruler).  Children will understand that height is a type of length.  Skills  Children will compare lengths and heights. They will order lengths and measure lengths.  Key vocabulary (new vocabulary in bold)  Ruler, measure, height, length, cm, metres, long, short, shorter, taller,  In Year 3, the children will be taught to measure, compare, add and subtract length. They will be introduced to the concept of perimeter and will measure the perimeter of simple 2-D shapes.  **Mass, capacity, temperature**  Prior Learning (year 1)  Children learnt to choose and use appropriate standard units to measure length,height, mass, capacity to the nearest appropriate unit, using rulers, scales, and measuring vessels.  Knowledge  Children will learn to  Children will learn that the bigger the object doesn’t mean the heavier it is.  Skills  Compare volumes and weights. Measure using standard and non-standard unit of measurements.  Key vocabulary (new vocabulary in bold)  Jugs, measure, temperature, **Celsius**, **standard units, non-standard units, volumes, kilograms, grams, millilitres, capacity, mass,**  In Year 3, the children will learn to measure mass, temperature and capacity to the nearest unit using scales, thermometers and measuring vessels. The children will be taught how to measure, compare, add and subtract mass, volume and capacity. | **Fractions**  Prior learning (year 1)  Children have looked at finding quarter of shapes  Knowledge  Children will identify fractions of shapes.  They will find fractions of amounts and find fractions of length  .  Skills  Children will know how to find fractions of amounts and how to identify fractions of shapes.  Key vocabulary (new vocabulary in bold)  Patterns, **fractions**, one half, a third, **a fourth** (presented as a fraction),  In Year 3, the children will find fractions of a quantity, finding a non-unit fraction of a set of objects and find number patterns.  **Time**  Prior learning (year 1) Telling the time to half past the hour.  Knowledge  Children will be able to tell the time to 5 min.  Skills  Children will be able to show quarter to and quester past on the clock. They will be able to draw hands on the clock  Key vocabulary (new vocabulary in bold)  5 to , 5 pat, 10 past, 20 past, **quarter past**, half past, 25 past , 5 to, 10 to, **quarter to**, 25 to, 20 to, o’clock,  In Year 3, the children will be using am and pm to describe activities throughout the day. | **Statistics**  Prior learning (year 1)  Children did some data collection in Science and recorded them using tally charts.  Knowledge  Children will understand why we use tallly charts and pictograms.  Skills  Children can record data using tally charts and pictograms. They can compare and interpret the data found.  Key vocabulary (new vocabulary in bold)  Tally chart, **pictograms**, key, more , less, difference, fewer,  In Year 3, the children will recap the topic of statistics and how they can record and interpret data in pictograms, tally charts, tables and block diagrams.  **Position and direction**  Prior learning (year 1)  Children learnt different turns and different basic directions.  Knowledge  Children will learn to give direction and follow directions given to them.  Skills  Children will verbally describe position of objects and shapes from different starting positions.  Key vocabulary (new vocabulary in bold)  **Describe position**, **describe movement**, describe turns, making patterns and shapes, left, right, forwards, backwards, direction,  In Year 3, during their study of shapes, children will recognise angles as a description of a turn. |
| Geography | **Map Skills**  Prior learning (year 1) Children will know that a globe is a 3D model of the planet Earth.  Knowledge  Children will understand that the world is spherical and spins at an angle. They will know that it has seven continents and 5 oceans and develop an awareness of their position on the maps, globes. Children will develop their knowledge that an atlas is a flattened version of a globe. They will know that atlases and maps use scales and that maps show us part of the world (small scale) and all of the world (large scale).  Skills  They will know what a compass is and how it can be used to identify directions on a map. They will develop their understanding of how to navigate around an atlas to find key countries, continents, oceans and seas along with devising their own maps and routes.  Key vocabulary (new vocabulary in bold)  Globe,**3D model**, planet,Earth,spins,  **angle**,**tilted**,land,water, curved,flat,**compass rose** **symbol,cardinal directions**, North,South,East,West, map,flattened,**scale**,**small scale**,**large scale**,**segments**, shapes,countries,oceans, compass,atlas,contents page,key,symbols  Continents, oceans, climate, weather,seasons, **North and south hemisphere**, North Pole, **Equator**, North and South America, Europe, Antarctica, Arctic, Oceania, Asia, Atlantic, Pacific, India, Southern, Arctic. |  | **The UK**  Prior learning (year 1)  Children will know their local environment and know about potential changes to it. The position and characteristic of the United Kingdom.  Weather patterns.  Knowledge  Children will be able to name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.  Skills  Children will be able to name key physical & human features e.g. cliff, beach etc. They will be able to understand similarities and differences through studying the human and physical geography of contrasting areas of the UK, Children will explore maps at a local, national and global level, using simple compass directions & directional language to explore local features. They will recognise key landmarks. Children will make links between equator, North and South poles and weather patterns in relation to the UK and it’s position in the world.  Key vocabulary (new vocabulary in bold)  Key, North, South, East , West,compass,directions, **intersection**,**navigate**,**aerial view**,**beach,cliff,coast**,  forest,hill,**mountains,sea**,river  **ocean,soil,valley,vegetation,**  season,weather,city,town,  village,factory,farm,house,  office,**port,harbour**,shop,  **similar,different**  In Year 3, the children will Children will find out about more cities in the UK including their physical feature such as mountains, rivers and seas. They will find out how the UK has changed over time. They will use an 8 point compass. |  | **Kenya**  Prior learning (year 1)  Characteristics of the UK.  Knowledge  Children will learn about the geography of Kenya through focusing on the main human and physical features of the country. Children will learn about the key geographical features of the country including Kenyan wildlife, landscapes and culture. Children will learn about the similarities and differences between Nigeria and the UK.  Skills  Children will apply  their geographical skills, such as the use of simple maps. Compare the UK and Nigeria. Identify similarities and differences between places. Children will know the location of hot & cold areas in relation to Equator & Pole.  Key vocabulary (new vocabulary in bold)  Compare, **human and physical geography**, **vegetation**, seasons, culture,climate, plains, cultivation**,swamps,**  **population**, wet and dry seasons,**currency,**Africa, agriculture, tropical,  **,similar,different, Mount Kenya, Lake Turkana**  In .Year 3, the children will  Children will explore how land is used in the UK and Europe. They will develop their geographical vocabulary and use maps and grids to research and show their findings |  |
| History |  | **The Great Fire of London**  Prior learning (year 1) In year 1 children talked, wrote and,or drew about aspects of the past.  Knowledge  Children will have a basic understanding of the financial implications of the fire. They will also learn that the fire gave rise to modern property insurance and have a basic understanding of what insurance is. They will understand the role that King Charles II and his government played in stopping the fire and then rebuilding after.  Skills  Ask and answer questions, choosing and using parts of stories and other sources to show what they know and understand about key features of events.  They will place the Great Fire of London on a timeline and compare to other periods studied.  Children will sequence the main events of the Great Fire of London.  Key vocabulary (new vocabulary in bold)  **1666, Pudding Lane, Thomas Farriner, plague, destruction, poverty, city, fire brake,fanning, fuelling, leather bucket, pick, axes, water squirts,monument, buildings, River Thames, Samuel Pepys, Kind Charles II,death, Great.**  In Year 3, Children will describe memories of key events in the life of a historical figure using historical vocabulary. |  | **Kings and Queens**  Prior learning (year 1) In year 1 children started to understand key features of events.  Knowledge  In year 2, Children will learn about significant British monarchs in history: Queen Victoria, Queen Elizabeth II and King Charles III, and how they have contributed to national & international achievements. Children will know that monarchs are wealthy and have a basic understanding of where their money comes from. Be able to give some examples of what Kings and Queens spend money on and have a basic understanding of what ‘tax’ is.  Children will also know some ways that a Monarch influenced culture in the general population and know some ways that Royalty entertained themselves and were educated.  Skills  Place known events in chronological order on a time line.  Sequence events and recount changes.  Make comparisons between 3 different monarchs.  Children will compare how the power a Monarch holds has changed over time.  Key vocabulary (new vocabulary in bold)  **Monarchy, regent, regal, septor,** symbol, **orb,reign** ,portrait,significant, historical, **commemorate**, British **Empire** , **mourning** , Victorian Society Timeline,period of time,before,after,earliest,  Chronology,lifespan  In Year 3, the children will develop their use of historical language and questioning, developing intrigue and encouraging curiosity. They will find out what life was like in the Stone Age and the significance of Skara Brae. |  |  |
| RE |  | **Who is a Muslim and how do they live?**  Prior learning (year 1)  Children will begin to suggest how people use stories, texts and teachings to guide their beliefs and outcomes.  Knowledge  In this unit, pupils will find out about Islam, key beliefs, and ways of living for many Muslims. Pupils will learn about some of the key Muslim beliefs about God, the teachings of the Prophet, the 5 pillars of Islam and the importance of prayer. Whilst pupils have had the opportunity to explore Islam in previous thematic units, this is their first systematic encounter and will build upon and deepen previous learning.  Skills  In this unit, pupils will find out about Islam, key beliefs, and ways of living for Muslims. Pupils will learn about some of the key Muslim beliefs about God found in the Shahadah and learn about the 99 names of Allah. Pupils will encounter stories about the Prophet and find out about what these teach Muslims today about ways of living. Pupils will learn about the five pillars of Islam and how these impact upon the lives of believers. They will learn about the importance of prayer and what it means for Muslims all over the world.  Key vocabulary (new vocabulary in bold)  • **Shahadah • Zakat** • Muslims • **Haij •** Islam **•Sawm •Salah • Tawhid • Ramadan •Prophet**  In Year 3, the children will learn about the ‘Trinity’ and why is it important for Christians. They will also explore why Christians call the day Jesus died ‘Good Friday’. |  | **Why does Easter matter to Christians?**  Prior learning (year 1)  Children will begin to suggest how people use stories, texts and teachings to guide their beliefs and outcomes.  Knowledge  In this unit, pupils will explore the concepts of God, Incarnation, Gospel and Salvation through learning about Holy week. Pupils will learn about how many Christians show their beliefs within celebrations and worship in church at Easter and will consider what the story of Easter means for Christians today.  Skills  Pupils will recognize that the concepts of God, Incarnation, Gospel and Salvation are all part of the big story of the Bible. They will find out about the key events of Holy Week and Easter, making links with the Christian belief of salvation. Pupils will learn about how Christians show their beliefs about Jesus being their savior within celebrations and worship in church at Easter. Pupils will learn about the instructions that Christians believe that Jesus gave his followers about how to behave. They will consider what the story of Easter means for Christians today and why they put their hope in heaven.  Key vocabulary (new vocabulary in bold)  • God • **Salvation • Saviour • Resurrection • Eternal Life •Secular** •Easter • Worship • **Good Friday** • Religious  In Year 3, the children will suggest links between some of the beliefs and practices studied and life in the world today. | **What is the good news Christians believe Jesus brings?**  Prior learning (year 1)  In year 1, children learnt to observe, notice and recognise simple aspects of religion in their own communities.  Knowledge  In this unit, pupils will learn about the concept of ‘Gospel’ and the good news of forgiveness, peace and love that Christians believe Jesus brings. Pupils will learn about how many Christians try to follow the example and teachings of Jesus.  Skills  Children will give examples of ways in which Christians follow the teachings studied about forgiveness and peace and bringing good news to the friendless.  Key vocabulary (new vocabulary in bold)  **Gospel,** bible, forgiveness, peace, friendship, **Jesus’ Good News**  In Year 3, the children will discuss how people use stories, texts and teachings to guide their beliefs and outcomes. | **What makes some places special to believers?**  Prior learning (year 1)  Pupils’ knowledge about recycling, nature.  Knowledge  In this unit, pupils will find out about various places of worship and why they are important to many believers. They will build on prior learning about Christians, Muslims and special places. Pupils will focus on the key features of churches, mosques and synagogues how they support their local communities in practical ways.  Skills  Children will find out about various places of worship and why they are important to many believers. They will focus on the key features of churches, mosques and synagogues learning about how these can vary within different traditions. Pupils will also spend time considering the similarities that all places of worship have and how they support their local communities in practical ways.  Key vocabulary (new vocabulary in bold)  Worship • Jewish • Holy • Christian • Muslim • community • Mosque • Sacred • Church •Synagogue •Place of worship •**Shabbat**  In Year 3, the children will suggest links between some of the beliefs and practices studied and life in the world today. |
| PE | **Ball skills**  Prior learning (year 1)  In year 1 children learn under arm and over arm throws.  Knowledge  Pupils will know what type of throw to use with the best outcome , for the best result.  Skills  In this unit, pupils will develop their fundamental ball skills such as throwing and catching, rolling, hitting a target, dribbling with both hands and feet and kicking a ball. Pupils will have the opportunity to work independently, in pairs and small groups.  Key vocabulary (new vocabulary in bold)  Under arm throw, catch , over arm throw, **sequences** ,compare performance,  In Year 3, the children will compare his,her performance with others.  **Fundamentals**  Prior learning (year 1)  I know that the quicker I move my body the faster I can move.  I know that I will improve with practice.  Knowledge  Pupils will develop the fundamental skills of balancing, running, changing direction, jumping, hopping and skipping.  Skills  Pupils will be given opportunities to work with a range of different equipment. Pupils will be asked to observe and recognise improvements for their own and others' skills and identify areas of strength. Pupils will be given the opportunity to work collaboratively with others, taking turns and sharing ideas.  Key vocabulary (new vocabulary in bold)  Balancing, springing,jogging, dodging,jumping, hopping, skipping, taking turns, **supporting and encouraging**, **selecting and applying.**  In year 3, children will Link jumping and hopping actions  Jump and turn a skipping rope  Demonstrate balance | **Yoga**  Prior learning (year 1)  In year 1, pupils learn about mindfulness and body awareness. They learn poses and techniques that will connect their body and mind.  Knowledge  Pupils learn about mindfulness and body awareness.  The unit builds strength, flexibility and balance.  Skills  Pupils begin to learn yoga poses and techniques that will help them to connect their mind and body. Pupils will work independently and with others, sharing ideas and creating their own poses in response to a theme.  The learning includes breathing and meditation taught through fun and engaging activities.  Key vocabulary (new vocabulary in bold)  **Flow, pose**, breathing, exhaling, **Namaste**, mats, counts  In year 3, children will identify the importance of their senses and explain how they help us.  **Dance**  Prior learning (year 1)  Children in year 1 will have performed to one another, allowing them to describe and comment on performance. They also linked skills and actions in different ways to suit different activities.  Knowledge  Children learn to explore space and how their body can move to express an idea, mood, character or feeling. They will expand their knowledge of travelling actions and use them in relation to a stimulus. They will build on their understanding of dynamics and expression.  Skills  Children can zigzag through a series of tightly spaced markers. Hop along the same line on the same foot. Jump for distance.  Key vocabulary (new vocabulary in bold)  Zig zag, skip, run, jump, travel,  In year 3, Children will develop their ability to move in time to music. They will vary the skills and actions that they use to fit appropriately to a theme and music style and evaluate their own and others’ performances. | **Gymnastics**  (Premier Sports will teach the large equipment element)  Prior learning (year 1)  In year 1 pupils learn to use space safely and effectively. They explore and develop basic gymnastic actions on the floor and using low apparatus. Basic skills of jumping, rolling, balancing and travelling are used individually and in combination to create movement phrases.  Knowledge  In this unit pupils learn explore and develop basic gymnastic actions on the floor and using apparatus.  Pupils develop an awareness of compositional devices when creating sequences to include the use of shapes, levels and directions.  They learn to work safely with and around others and whilst using apparatus.  Skills  They develop gymnastic skills of jumping, rolling, balancing and travelling individually and in combination to create short sequences and movement phrases. Pupils are given opportunities to provide feedback to others and recognise elements of high quality performance.  Key vocabulary (new vocabulary in bold)  Shapes, balances,jumps, travelling movements,**barrel roll** ,straight roll, forward roll**, selecting and applying actions.**  In Year 3, children will learn the difference between point and patch balances and transition smoothly into and out of them. They will also learn how to perform straight, barrel, and forward roll and stepping into shape jumps with control. | **Invasion games**  Prior learning (year 1)  Pupils will develop basic skills such as defending, returning and dribbling the ball.  Knowledge  Pupils will understand what being in possession of the ball means. They will know how to support their teammates. They will develop an understanding of marking an opponent.  Skills  Pupils will learn the skills to score and stop goals. They will learn to apply tactics for attacking and defending.  Key vocabulary (new vocabulary in bold)  **Possession**, send, teammate, chest pass, received, goal, **dodge, bounce pass**.  In year 3 children will learn what is meant by dribbling, attacking, defending and space. and will explore this by abiding by the rules of a game of football.  **Field Striking - Cricket**  Prior learning (year 1)  **N,A**  Knowledge  In this unit, pupils develop their understanding of the principles of striking and fielding games.  Skills  They develop the skills of throwing and catching, tracking and retrieving a ball and striking a ball. They begin to self-manage small sided games. Pupils learn how to score points and play to the rules. Pupils will begin to think about how to use skills, strategies and tactics to outwit the opposition appropriate to the situation.  Key vocabulary (new vocabulary in bold)  **Bowling**, **batting**, **tracking a ball**, honesty, acceptance, controlling emotions, decision making.  In Year 3, the children will Children will learn what is meant by bowled out, stumped out, caught out and run out and how these can cause a player to be out of a game of cricket. | **Team building**  Prior learning (year 1)  In year 1, children learn to describe and comment on a performance.  Knowledge  This year they will begin to recognize emotions in others.  Skills  Children will apply cooperation and social skills. Pupils will develop their communication and problem-solving skills.  Key vocabulary (new vocabulary in bold)  Teams, **encourage**, feedback, work together, performance, **appreciation**, skills,  In year 3 children will share their own considered point of view and listen to and consider, other people’s opinions.  **Athletics**  Prior learning (year 1)  In year 1,the children were given opportunities to work collaboratively as well as independently.  Knowledge  Children learn how to improve by identifying areas of strength as well as areas to develop.  Skills  In this unit, pupils will develop skills required in athletic activities such as running at different speeds, jumping and throwing. In all athletic based activities, pupils will engage in performing skills and measuring performance, competing to improve on their own score and against others.  Key vocabulary (new vocabulary in bold)  Compare, athletic, performance, measure, speed, jumping, throwing, running, improve, own score,  In Year 3, the children will develop technique when jumping for distance in a range of approaches and take off positions. They will also develop the sprinting technique and apply it to relay events. | **Fitness**  Prior learning (year 1)  Children have worked at stations of a circuit.  Knowledge  To understand how to run for longer periods of time without stopping. To develop co-ordination and timing when jumping in a long rope. To develop individual skipping. To take part in a circuit to develop stamina and agility  To explore exercises that use your own body weight.  To develop ‘ABC,’ agility, balance and co-ordination.  Skills  Pupils will take part in a range of fitness activities to develop components of fitness. Pupils will begin to explore and develop agility, balance, co-ordination, speed and stamina. Pupils will be given the opportunity to work independently and with others. Pupils will develop perseverance and show determination to work for longer periods of time.  Key vocabulary (new vocabulary in bold)  Coordination, heart beat , **stamina**, pulse,**agility**, station, circuit,body weight, balance, star jump, up and down, heel kick, skip, hop,  In Year 3, the children will learn how to improve in different physical activities and learn to evaluate and recognise their own success.  **Net racket games,tennis**  Prior learning (year 1)  In year 1, pupils will learn the importance of the ready position. They will learn throwing, catching the ball and racket skills.  Knowledge  Pupils will know the importance of the ready position. They will know how to abide by the rules and respect their teammates.  Skills  Pupils will become increasingly competent and extend their skills in agility, balance and coordination. They will master basic movements including running, throwing and catching. They will participate in team games, developing simple tactics for attacking and defending.  Key vocabulary (new vocabulary in bold)  Receive, **opponent**, quickly, **trap, defend,** return, collect, **against**.  In Year 3, the children will develop their understanding of the principles of net and wall games. They think about strategies and tactics to outwit the competition. |
| Computing | Digital literacy - Online Safety  Prior learning (year 1)  Pupils have started learning what to do if they have done something wrong online. They have also learnt what to do and what not to do to keep themselves online.  Knowledge  Pupils will know why they need to keep themselves safe online and what to do if they get in trouble. They will learn what digital footprints are and the importance of not sharing information online.  Skills  Children will use technology safely and keep personal information private.  Children will build upon the knowledge of online literacy from year 1, allowing them to use technology safely and keep personal information private.  Key vocabulary (new vocabulary in bold)  Online safety, private, **a trusted adult**, sending pictures, **information technology, digital footprints.**  In year 3, children will build on their understanding of passwords and how to ensure they are safe and secure as well as who they should and should not share this with. They will also learn about acceptable and unacceptable behaviour online. | Computing systems and networks. Information technology around us.  Prior learning (year 1)  N,A  Knowledge  Children will learn what digital technology is and what it is not.  Skills  Children will search what digital tools we use in school and out of school.  In this unit, learners will look at information technology at school and beyond, in settings such as shops, hospitals, and libraries. They will investigate how information technology improves our world, and they will learn about using information technology responsibly.  Key vocabulary (new vocabulary in bold)  **Network, digital system,** public, information technology, computers, printers, photocopiers, traffic lights, tills, tablets, phones.  In year 3, children will be introduced to the new topic of Networks. The will begin to learn about the concept of networks and how these enable the sharing of data and information. They will develop their understanding of the internet and how it works as a large network of computers. | Information Tehnology - Using Computers, Prt 1  Prior learning (year 1)  Children started learning how to log on a laptop. They learnt how to open different programs.  Knowledge  Children will learn the importance of passwords. Children will learn that different software are used for different purposes.  Skills  Children will learn how to save and retrieve files. They will demonstrate their ability to use the mouse pad. Children will use technology to create purposeful digital content. They will type longer pieces of text using keyboards with increasing accuracy and fluency.  They will further develop this by organising, storing, manipulating and retrieving digital content, whilst comparing the benefits of different programs.  Key vocabulary (new vocabulary in bold)  Online safety, private, a trusted adult, passwords, protect, **mouse**, **keyboard,** **Word**, **search engine**, **web,devices,** **connected**, information, key words, **open, edit**.  In year 3, children will examine how programs can be used for different purposes. They will use simple search technologies to research different topics and recognise that some sources are more reliable than others. | Computer science – Robot algorithms (Beebots)  Prior learning (year 1)  Children have been introduced to the term algorithm and started using some feature of programming.  Knowledge  Children will learn to develop and use logical reasoning.  Skills  Children will recap on their learning of algorithms and how they are implemented on digital devices. They will give simple commands to a floor robot. They will begin to create, debug and predict the behaviours of simple programs through their use of logical reasoning.  Key vocabulary (new vocabulary in bold)  instruction, **sequence**, clear, **unambiguous, algorithm**, **program**, order, prediction, artwork, design, **route**, mat, **debugging**, **decomposition**, BeeBot.  In year 3, they will build on this to develop their skills by designing, writing and debugging their own programs, using logical reasoning to explain simple algorithms as well as developing their ability to use logical reasoning to explain how and why certain algorithms work and others do not. | Creating Media – Digital Music  Prior learning (year 1)  Knowledge  Learners will explore how music can make them think and feel. They will identify that computers can be used to make the sound of different instruments.  Skills  They will make patterns and use those patterns to make music with both percussion instruments and digital tools. They will also create different rhythms and tunes, using the movement of animals for inspiration. Finally, learners will share their creations and compare creating music digitally and non-digitally.  Key vocabulary (new vocabulary in bold)  music, quiet, loud, feelings, emotions, pattern, rhythm, pulse, pitch, tempo, rhythm, notes, create, emotion, beat, instrument, open, edit. | Computer science – Programming quizzes (Scratch Jnr)  Prior learning (year 1)  Children have been introduced to the term algorithm and started using some feature of programming.  Knowledge  Children begin to understand that sequences of commands have an outcome and make predictions based on their learning. They build on their knowledge of algorithms by applying coding skills in Scratch Jnr.  Skills  They use and modify designs to create their own quiz questions in ScratchJr and realise these designs in ScratchJr using blocks of code. They evaluate and make improvements to their work.  Key vocabulary (new vocabulary in bold)  sequence, **command**, program, run, start, **outcome**, predict, **blocks**, design, actions, **sprite**, project, modify, change, algorithm, build, match, compare, debug, features, evaluate, decomposition, code.  In year 3, children will be introduced to a selection of motion, sound, and event blocks which they will use to create their own programs, featuring sequences. |
| Science | **Animals including humans.**  Prior learning (year 1)  The children will revise from year 1 to identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.  Knowledge  Children will learn about animal growth, animal survival and food. They will notice that animals, including humans, have offspring, which grows into adults.  Skills  Children will work scientifically, using their organisation skills and observational skills.  Key vocabulary (new vocabulary in bold)  **Offspring**, grow, adult, egg, caterpillar, **pupa**, butterfly, hygiene, germs, protein, carbohydrate, fat, nutrients, life cycle, life stage, exercise, **spawn**, tadpole, frog, nutrition, reproduce, teenager, **adolescent**, adult, toddler, animal growth, animal survival,  In year 3, children will identify that humans and some other animals have skeletons and muscles for support, protection and movement. | **Animals including humans.(cont’d)**  Prior learning (year 1)  The children will revise from year 1 to identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.  Knowledge  Children will learn about animal exercise and hygiene. They will know that exercise is important for humans and about eating the right types of foods and hygiene practices.  Skills  Children will work scientifically, using their organisation skills and observational skills.  Key vocabulary (new vocabulary in bold)  **Offspring**, grow, adult, egg, caterpillar, **pupa**, butterfly, hygiene, germs, protein, carbohydrate, fat, nutrients, life cycle, life stage, exercise, **spawn**, tadpole, frog, nutrition, reproduce, teenager, **adolescent**, adult, toddler, animal growth, animal survival,  In year 3, children will identify that humans and some other animals have skeletons and muscles for support, protection and movement. | **Materials**  Prior learning (year 1)  Talk about similarities and differences between living things and materials and make simple observations *about their properties*.  Knowledge  They will learn that different materials are used for different purposes. Their purposes will depend on their properties. The children will learn that some materials can be changed when they are stretched, twisted, bent and squashed. They will understand that some materials can be recycled, and the recycling process.  Skills  Children will compare the uses of everyday materials. They will observe closely the uses of different materials and record their observations. They will investigate what happens when water is placed on different materials.  Key vocabulary (new vocabulary in bold)  ship building  Flexible, bendable, break, strong, see-through, light, float, sink, plastic, wood, cork, paper, material, **properties**, changing materials,material strength, ship building, materials in history.  In year 3, children will learn about different types of rocks, how fossils are formed and what soil is made of. | **Plants**  Prior learning (year 1)  Children will observe and describe how seeds and bulbs grow into mature plants, through use of simple equipment.  Knowledge  Children will learn to recognise that plants need water, light and a suitable temperature to grow and stay healthy,  Skills  Children will set up an experiment to observe and describe how seeds and buds grow into mature plants.  Key vocabulary (new vocabulary in bold)  Seed, bulbs, soil, water, deciduous, evergreen, bud, leaf, leaves, roots, branches, flowers, blossom, petals, stem, suitable temperature, wild plant, garden plant,trunk,**germination**, reproduction, grow, healthy.  In Year 3, the children will develop their learning from KS1 and learn about the different parts of a plant, how water travels through a plant and what different plants need to grow. | **Living things and their Habitats**  Prior learning (year 1)  Observations were made of a local habitat and the creatures that live there., building upon the children’s ability to gather and record data.  Knowledge  Children will learn about a variety of habitats and the plants and animals that live there. They will learn to tell the difference between things that are living, dead and things that have never been alive, and apply this in a range of contexts.  Skills  Children will also research a range of global habitats and how the living things that live there are suited to their environments, and also provides an introduction to the idea of dependency between plant and animal species.  Key vocabulary (new vocabulary in bold)  Living, dead, food chain, **never been alive**, micro-habitats, food chain, grassland, forest, pond, leaf litter, under bushes, sunny path, shelter, seashore, ocean, rainforest, conditions, woodland, healthy, desert,ocean, polar, **excretion**, reproduction, **respiration**, mountainous, river.  In year 3, children will use straight forward scientific evidence to answer questions or to support their findings. | **Living things and their Habitats (cont’d)**  Prior learning (year 1)  Observations were made of a local habitat and the creatures that live there., building upon the children’s ability to gather and record data.  Knowledge  Children will learn about a variety of habitats and the plants and animals that live there. They will know how animals obtain their food from plants and other animals, using the idea of a simple food chain.  Skills  Children will also research a range of global habitats and how the living things that live there are suited to their environments, and also provides an introduction to the idea of dependency between plant and animal species.  Key vocabulary (new vocabulary in bold)  Living, dead, food chain, **never been alive**, micro-habitats, food chain, grassland, forest, pond, leaf litter, under bushes, sunny path, shelter, seashore, ocean, rainforest, conditions, woodland, healthy, desert,ocean, polar, **excretion**, reproduction, **respiration**, mountainous, river.  In year 3, children will use straight forward scientific evidence to answer questions or to support their findings.  **Plants (cont’d)**  Prior learning (year 1)  Children will observe and describe how seeds and bulbs grow into mature plants, through use of simple equipment.  Knowledge  Children will learn to recognise that plants need water, light and a suitable temperature to grow and stay healthy,  Skills  Children will observe and describe how seeds and buds grow into mature plants. They will describe, using scientific vocabulary, how plants need water, light and a suitable temperature to grow and stay healthy.  Key vocabulary (new vocabulary in bold)  Seed, bulbs, soil, water, deciduous, evergreen, bud, leaf, leaves, roots, branches, flowers, blossom, petals, stem, suitable temperature, wild plant, garden plant,trunk,**germination**, reproduction, grow, healthy.  In Year 3, the children will develop their learning from KS1 and learn about the different parts of a plant, how water travels through a plant and what different plants need to grow. |
| Art | **Art: Still Life - Drawing and Painting**  Prior learning (year 1)  In year 1 children used art work to record ideas, observations and experience.  Knowledge  This year, the children will describe the differences and similarities within the work of artists from different times, and making links to their own work through the study of the work of Cezanne and local artist Sarah Graham.  Skills  To use pencil strokes to investigate still life. Continue to explore textures, light, dark lines, patterns & shapes in their work. Learn to hold a brush correctly. Use different brush types to make different lines, blobs, dots & dashes.  Key vocabulary (new vocabulary in bold)  **hatching, stippling, pointillism,** **shading, value**, white, black, grey: pale, light, bright, medium, dark, deep, **dim**, **pencil grades**, lighter, darker, **geometric shape, organic shape, observe, positive space, negative space,** size, distance, position, **foreground, middleground, background, element**  In Year 3, the children will will carry out their own independent research and will improve their mastery of art and design techniques. |  | **Art: Modern,Pop Art - Collage,Printing**  Prior learning (year 1)  Children made rubbings and became aware of patterns in the environment.  Knowledge  Children will learn about the work of Kandinsky and place him in a time period. They will know facts about him.  Skills  Children will use a variety of techniques such as carbon printing, relief press, fabric printing and rubbings.  Key vocabulary (new vocabulary in bold)  **Pop Art, Kandinsky,** popular  In Year 3, the children will learn about some of the great artists and designers in history and describe their work. |  | **Art: Surrealism,Abstract -Sculpture,3D**  **CC: Science (materials)**  Prior learning (year 1)  Children will know who Joan Miró was and will be familiar with his paintings, sculptures and printings.  Knowledge  In year 2 children will learn about surrealist art. They will research the work of Picasso and place him in time period. They will know facts about his life and artwork.  Skills  Children will explore sculpture with a range of malleable materials. Children will continue to manipulate and change the surface of malleable materials (clay) for a variety of purposes. They will change the surface of the material. They will be able to use a variety of tools safely.  Key vocabulary (new vocabulary in bold)  **Surrealism, abstract, manipulate, malleable, texture**  In Year 3, the children will join clay adequately and plan, design and make a model,sculpture. |  |
| DT |  | **DT: Cooking and Nutrition**  **CC: Science**  Prior learning (year 1)  Children learnt the names of the different food groups.  Knowledge  They will continue to develop their understanding of where some foods come from by looking at different fruits from around the world.  Children will begin to understand the need for a variety of food in a diet.  Skills  Children will research different fruits and design their own fruit kebab. They will write a set of instructions to make fruit kebabs.  They will research the best shapes to use for kebabs and develop their cutting skills.  Key vocabulary (new vocabulary in bold)  make, **food hygiene**, **pyramid cut**, healthy, variety, **import, seasonal**  In Year 3, the children will  Children will explore different food groups and learn how to translate these into healthy, balanced sandwiches. They will taste and test a variety of sandwich fillings and types of bread, and then design, make, eat and evaluate their own healthy sandwiches. |  | **DT: Fabric - puppet making.**  **CC: Science**  Prior learning (year 1)  Pupils learn basic stitching skills.  Knowledge  Children will evaluate a range of existing products and will be set a design criteria.  Skills  Working with felt, children will cut out shapes and use a simple running stitch, to join and combine materials together safely.  Key vocabulary (new vocabulary in bold)  Design, felt, puppet, products, **property of materials**, stitch, **running stitch**, needle, thread, combine, join.  In Year 3, the children will carry out a hemming and overcast stitch and will learn about decoration techniques; getting the chance to use tie-dye and fabric paints. |  | **DT: Safari Jeep**  **CC: Geography**  Prior learning (year 1)  Pupils made a slider in year 1.  Knowledge  Children will develop their understanding of mechanisms.  Skills  Children will plan, Sketch, edit and design their own version of a Safari jeep. They will use junk modelling to create their design. They will need to ensure that the colours chosen will suit the purpose. They will experiment with whether cardboard or plastic wheels are sturdier and easier to roll.  Key vocabulary (new vocabulary in bold)  Wheel, axel, **sturdy,** purpose, **camouflage**   In Year 3, the children willdevelop their understanding of mechanical systems. Following instructions on how to make different types of lever and linkage mechanisms gives children experience and information to draw on when developing their own ideas. |
| Music | **Hands, Feet, Heart**  Prior learning (year 1)  Children have learnt that dynamics describe how loud or quiet the music is.  Knowledge  Children will know how to handle instruments with respect. They will learn the names of some instruments. They will be listening to Afropop music from South Africa.  Skills  Pupils will be playing different musical instruments and creating a beat played in small groups. They will copy and clap back rhythms.  They describe the music using musical terms.  Key vocabulary (new vocabulary in bold)  Pulse, **rhythm**, pitch, beat  In year 3, Children will learn to play the glockenspiel. They will listen to and follow musical instruction. | **Christmas Performance**  Prior learning (year 1)  In year 1, they would have already learnt and performed chants, rhythms, rap or songs.  Knowledge  All the learning is focused around the songs for the Christmas play.  Skills  They will listen & appraise other styles of music and continue to embed the interrelated dimensions of music through games, singing and playing.  Key vocabulary (new vocabulary in bold)  Pulse, **rhythm**, pitch, timing, **dynamics**, audience  In year 3, Children will continue to develop their confidence in performing to others. They will learn how to project their voice and will learn more about the dynamics of acting. | **I Wanna Play in A Band**  Prior learning (Year 1)  In year 1, children have learnt to listen, copy and repeat a simple rhythm or melody.  Knowledge  Children will know that music has a steady pulse. They will also learn about rhythm and how rhythm is different to pulse. They will begin to understand that pitch means adding high or low sounds when we sing or play. They will know that this unit focuses on Rock music.  Skills  Children will listen to and appraise Rock music, learning to recognise and name the instruments heard. They will copy and clap back rhythms. They will learn to sing and play instruments together as a class, in time and use actions.  Key vocabulary (new vocabulary in bold)  Keyboard, drums, bass, electric guitar, rock, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo  In year 3, Children will learn to play the glockenspiel. They will listen to and follow musical instruction. |  | **Friendship song**  **CC: PSHE**  Prior learning (year 1)  In year 1, children have learnt to listen, copy and repeat a simple rhythm or melody.  Knowledge  Children will learn to appraise pieces of music.  Skills  The children will improvise and clap,clap back using rhythm of words. They will also use voices and instruments.  Key vocabulary (new vocabulary in bold)  Rhythm , clap, improvise, instruments, voices,  In year 3, the children will learn how to sing a variety of different songs and perform some in front of others. They will understand the importance of warming up their vocal chords. |  |
| PSHE | **Me and my relationships**  Prior learning (year 1)  In year 1, children will have talked about their feelings and the impact of their actions on others.  Knowledge  Children will learn that we are all feeling different emotions and same emotions and will learn that it’s ok not to feel ok.  Skills  Children will look at different emotions and will discuss times when they have felt these emotions.  Key vocabulary (new vocabulary in bold)  Emotions, anger, sadness, bully, British values, Citizenship Caring, Community, Cooperation Respect, Rules and laws, Safety Teamwork, Pupil voice, Rights Decision making, Relationship.  In Year 3, the children will talk about special pets and how it might feel losing a pet, as well as falling out with friends and solving problems. | **Valuing differences**    Prior learning (year 1)  In year 1, children will talk about what is fair or unfair.  Knowledge  Children will learn that we are all the same and we are all different.  Skills  Children will think about what makes them special.  Key vocabulary (new vocabulary in bold)  Same, different, **personalities**, look , **talents,** Being different, Being yourself, Self-esteem, Bullying, Community, Diversity, Feelings, Respect, Talents, Tolerance, Great get together, Relationships, education, Emotions.  In Year 3, the children will learn how to celebrate differences. They will also explore the different relationships they have. | **Keeping Myself Safe**  Prior learning (year 1)  Children in year 1 will learn that sleep and a good hygiene are important.  Knowledge  Children will learn that Keeping Yourself safe applies to a whole lot of different situations.  Skills  Children will learn to identify situations in which they would feel safe or unsafe and suggest actions for dealing with unsafe situations including who they could ask for help.  Key vocabulary (new vocabulary in bold)  Drugs, Illness, Medicines, Peer pressure, Rules and laws, Safeguarding, Safety, Sleep, Responsibility, Peer influence, Keeping safe.  In Year 3, the children will learn the difference between a danger and a risk and who to talk to if they feel unsafe. | **Rights and Responsibilities**  Prior learning (year 1)  Children in year 1 will start looking at money and the role of savings.  Knowledge  Children will learn what British values are, what we need values for.  They will also learn what is a need and what is a want.  Skills  Children will recap the different rights and responsibilities that they have.  Key vocabulary (new vocabulary in bold)  British values, Citizenship, Caring, Cooperation, Falling out, Respect, Rules and laws, Teamwork.  In Year 3, the children will explore how they can help other to stay safe and how they can look after their environment. | **Being my best**  CC: Science. PE, PSHE  Prior learning (year 1)  Children will start learning about a balanced diet.  Knowledge  Children will learn that keeping healthy is vital and should be an essential part of their daily routine. They will also learn that we need both physical and mind mental health.  Skills  Children will continue to explore how they can keep healthy.  Key vocabulary (new vocabulary in bold)  Achievement, Aspirations, Self-esteem, Five ways to wellbeing, Growth mindset, Resilience.  In Year 3, the children will also think about their strengths and what they would like to achieve. | **Growing and Changing**  CC: Science, PSHE  Prior learning (year 1)  Children in year 1 will identify who can help them in different stages of the life.  Knowledge  They will learn to recognise the range of feelings that are associated with losing (and being reunited) with a person they are close to.  Children will continue to learn about how their bodies will change as they get older and how this may feel.  They will also explore how their feelings and relationships will change.  Skills  Children will identify different stages of growth (e.g. baby, toddler, child, teenager, adult) and understand and describe some of the things that people are capable of at these different stages.  Key vocabulary (new vocabulary in bold)  Relationship, change, emotion, puberty, adolescence, Caring Cooperation, Respect ,Support networks, Teamwork, Communication, Relationships.  In Year 3, the children will continue to explore how their feelings and relationship will change. |