

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Writing	<p>Book: Goldilocks project</p> <p><u>Prior learning (year 1)</u> Children will develop positive attitudes towards writing by sequencing sentences to form narratives</p> <p><u>Knowledge</u> Children will develop their knowledge of fairy tales. Reasons to use different sentence structure/types. To understand inference. To understand why to add s/ es/ er/ ed/ing</p> <p><u>Skills</u> Sequencing events Identify and using different sentence structures. Use adjectives Use/ identify plural Apply taught suffixes spelling rules.</p> <p><u>Key vocabulary (new vocabulary in bold)</u> Once upon a time... <i>But that day...</i> Then... <i>Last of all...</i> At last... <i>Meanwhile...</i> But before anyone could say a word...the next time/ view point</p> <p>In year 3, Children will explore a range of scenarios and their consequences, in order to make predictions about the contents of a number of tales. Children then go on to read a number</p>	<p>Book: The Journey Home Non-fiction text)</p> <p><u>Prior learning (year 1)</u></p> <ul style="list-style-type: none"> • Making sentences • Using 'and' • Sequencing sentences • Finger spaces • Capitals, full stops, ?, ! <p><u>Knowledge</u> Children will learn what a persuasive style of writing can be used for.</p> <p><u>Skills</u> Children will present facts about different endangered animals in a non-chronological order. Children will be able to identify how a sentence is formed by its grammatical structure as a question, a command, a statement or an exclamation. They will use question marks and exclamation marks appropriately. Children will be encouraged to edit work, being aware of tense and word choice. Word classes (nouns/verbs/adjectives) will be referred to throughout.</p> <p><u>Key vocabulary (new vocabulary in bold)</u> Bulky/ lumpy/timid/ bold/ feathered/ fact file/ beak/extinct/if/bamboo/ panda bear/ tusks/valuable/poacher/ climate change/ dodo/ habitat/ Arctic/ ivory/</p>	<p>Book: Jelly Boots, Smelly Boots</p> <p><u>Prior learning (year 1)</u> Children will develop pleasure in reading, vocabulary and understanding by listening to a wide range of poems.</p> <p><u>Knowledge</u> Pupils will look at look at several poems by Michael Rosen. They will know how to listen and respond to a wide range of poems from a single poetry collection. They will explore and understand the importance of poetry as a genre.</p> <p><u>Skills</u> They will interpret poems for performance. They will recognise recurring literary language in poems. They will discuss their favourite words and phrases. They will explain and discuss their understanding about poems.</p> <p><u>Key vocabulary (new vocabulary in bold)</u> Poem, poet, performance, collection, rhyme, stanza, verse</p> <p>Book: The Bear Under the stairs</p> <p><u>Prior learning (year 1)</u></p> <ul style="list-style-type: none"> • Making sentences • Using 'and' • Sequencing sentences • Finger spaces • Capitals, full stops,?, ! 	<p>Book: The Dragon Machine</p> <p><u>Prior learning (year 1)</u></p> <ul style="list-style-type: none"> • Making sentences • Using 'and' • Sequencing sentences • Finger spaces • Capitals, full stops, ?, ! <p><u>Knowledge</u> The children will develop their understanding of emotive language in the style of a diary entry.</p> <p><u>Skills</u> Children will use descriptive and positional language. Throughout the sequence, children explore a number of spelling patterns and rules. They will also use letter writing techniques and diary entry skills using the present and past tense consistently including some use of progressive forms.</p> <p><u>Key vocabulary (new vocabulary in bold)</u> Machine/ dragon/ diary/ prepositional language/ perched/ mythical creatures/ undetected/ invisible/ uncovered/ unveil/ revealed/ noticed/ faraway lands/ knolls/ captured/ fuselage/ should/ would/ could/ noun-phrases/</p> <p>In Year 3, the children will explore the idea of wonder and magic. They will learn</p>	<p>Book <i>The Owl and the Pussy-cat</i></p> <p><u>Prior learning (year 1)</u></p> <ul style="list-style-type: none"> • Making sentences • Using 'and' • Sequencing sentences • Finger spaces • Capitals, full stops,?, ! <p><u>Knowledge</u> Children will learn to write in rhymes to create a rhyming poem. They will consider what they are going to write before beginning by encapsulating what they want to say, sentence by sentence.</p> <p><u>Skills</u> Children use dictionaries, thesaurus and their own knowledge to write in rhymes.</p> <p><u>Key vocabulary (new vocabulary in bold)</u> Subordinating conjunctions, prose, clauses, pea-green. Noun-phrases, adverbs, stanza, runcible spoon, contraction, statement, possessive pronouns, progressive tense, syllables,</p> <p>In Year 3, children will use their understanding of rhyming words allowing them to identify cohesion within rhyming couplets. Children will explore a range of scenarios and their consequences, in order to make predictions about the contents of a number of tales.</p>	<p>Book focus The Great Fire of London (CC: History)</p> <p><u>Prior learning (year 1)</u></p> <ul style="list-style-type: none"> • Making sentences • Using 'and' • Sequencing sentences • Finger spaces • Capitals, full stops, ?, ! <p><u>Knowledge</u> Children will learn facts about the Great Fire of London. Children will compare the London of today and the London of 1666, using past and present tense and present their work in a factual way.</p> <p><u>Skills</u> Children will use past tense and use non-chronological writing skills.</p> <p><u>Key vocabulary (new vocabulary in bold)</u> The River Thames/ wharfs/ capsule/ The London Eye/ landmarks/ beautiful city/ trendy/ attractions/ spectacular/ ancient/ 1666/ concrete/ buildings/ narrow/ dirty/ candles/ ashes/ sweep up/Londoners/ A Butcher's Diary/ screaming/ fire/ panicky/ petrified /hysterical /horror-struck/ devouring/ collapsing/ Your Royal Highness/ fire brigade/ bravest/ stone/ wood/ straw/</p>

	of these tales, eventually innovating upon a known cautionary tale before planning in detail.	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.	<p><u>Knowledge</u> Children will learn that to write a story, you can use a combination of real and unreal facts. They will also learn the importance to using inference.</p> <p><u>Skills</u> The children will use narrative technique: they will write their own story of a child who is scared of something that might be in the house. Children will write using comparisons.</p> <p><u>Key vocabulary (new vocabulary in bold)</u> Bear/ stair/shaggy fur/ stare/ homophone/ however/ now/ scared/ lurking/ Every day...After a while...But... Then...../ lair/ whiff/ shadow/</p> <p>In Year 3, the children will learn what a fronted adverbial 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.</p>	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.		In Year 3, the children will learn the features of a newspaper article and will apply this knowledge to produce their own article.
Writing	<p>Book focus Wolves</p> <p><u>Prior learning (year 1)</u> In year 1, children Read aloud their writing to adults and peers.</p> <p><u>Knowledge</u></p>	<p>Book focus We are Water Protectors</p> <p><u>Prior learning (year 1)</u></p> <ul style="list-style-type: none"> • Making sentences • Using 'and' • Sequencing sentences • Finger spaces • Capitals, full stops, ?, ! <p><u>Knowledge</u></p>	<p>Book focus Minpins Roahl Dahl</p> <p><u>Prior learning (year 1)</u></p> <ul style="list-style-type: none"> • Making sentences • Using 'and' • Sequencing sentences • Finger spaces • Capitals, full stops, ?, ! 	<p>Book focus A Tadpole's Promise CC Link: Science</p> <p><u>Prior learning (year 1)</u></p> <ul style="list-style-type: none"> • Making sentences • Using 'and' • Sequencing sentences • Finger spaces • Capitals, full stops, ?, ! 	<p>Book focus When Ocean Meets Sky.</p> <p><u>Prior learning (year 1)</u></p> <ul style="list-style-type: none"> • Making sentences • Using 'and' • Sequencing sentences • Finger spaces • Capitals, full stops, ?, ! <p><u>Knowledge</u></p>	<p>Book focus Rosie Revere, Engineer Andrea Beatty</p> <p><u>Prior learning (year 1)</u></p> <ul style="list-style-type: none"> • Making sentences • Using 'and' • Sequencing sentences • Finger spaces • Capitals, full stops, ?, !

	<p>The children can write -in captions, write information writing (non-fiction sentences) To know how to use adjectives, to describe characters' characteristics. To differentiate between fact and fiction.</p> <p><u>Skills</u> Children will apply the skills of non-chronological text to their writing.</p> <p><u>Key vocabulary (new vocabulary in bold)</u> Wolves/ species/ packs/ carnivores/ survive/cub/ pup/</p> <p>In Year 3, the children will explore using a range of different grammatical forms of sentence to create an information/ persuasive poster before writing a letter to another year group explaining why different tears are more precious than others.</p> <p>Cross curricular: Science (living things and their habitats. Understanding basic needs of animals and plants. Food chains and different sources of food)</p>	<p>Children learn about the Native Americans and that campaigning and using punchy vocabulary and sentences structures can have very strong impact.</p> <p><u>Skills</u> Children explore the true story of the narrative, and produce descriptive non-fiction writing in different forms, such as writing the life-cycle of water, identifying environmental issues, researching Native American tribes and creating a campaign to look after a local water.</p> <p><u>Key vocabulary (new vocabulary in bold)</u> Campaign/ Native American/ tribes/ River; Brook; Channel; Canal; Stream; Tributary Rivulet; Ocean, Lake/ onomatopoeia/ splashing/ running water / flowing/ lashing/ meander/ ripple/ protector/ Construction in Progress/ oil spillages/ water pollution/ Prevent/ Nokomis/ Ojibawe/ North Dakota/ Sioux tribe/ culture/</p> <p>In Year 3, the children will use a range of different grammatical forms of sentence to create an information/ persuasive poster and letter. They will be able to distinguish the difference between a simile and metaphor.</p>	<p><u>Knowledge</u> Children will use their knowledge of planning to create a certain atmosphere in their writing.</p> <p><u>Skills</u> Children will create character descriptions, retell the story and continue a story using their understanding and their vocabulary to make their writing interesting and atmospheric.</p> <p><u>Key vocabulary (new vocabulary in bold)</u> eye-popping, hairsucking Pinchsquiddler/ danger/ atmosphere/ Boymuncher, Childswallower/ trouble/ venture/ stood still/terrifying/ shudder/ sight that made .../ monster/ sense of scariness/ wrinkled/creatures/ bemused/</p> <p>In Year 3, the children will write character descriptions using a range of descriptive vocabulary. They will pose questions to make predictions about the text and then create their own stories where a dilemma occurs and there is an emotional response.</p>	<p><u>Knowledge</u> Children will re-enact sections of the story and consider the thoughts of the characters at certain points. This is in preparation for them to plan and write their own version of the narrative using characters of their choice.</p> <p><u>Skills</u> Children will use their narrative writing skills such as using expanded noun-phrases, different tense, subordinating and coordinating conjunctions.</p> <p><u>Key vocabulary (new vocabulary in bold)</u> Possession apostrophes, tadpole, promise, caterpillar, chameleon, contractions, birch, ripples, adverbial phrases, longingly, vowed, pledge, synonyms.</p> <p>In Year 3, children will pose questions to make predictions about the text and then create their own stories where a dilemma occurs and there is an emotional response.</p>	<p>Children will use their knowledge of planning to create a setting description</p> <p><u>Skills</u> Children are given a variety of meaningful writing opportunities throughout the sequence and gradually build up the skills to write an extended fantasy story of their own.</p> <p><u>Key vocabulary (new vocabulary in bold)</u> water, great, everybody, wild, beautiful, path, kind, last, pass, eye, gold, brothers, reckon, visitor, special wispy, warm smile, face beamed like the moon, comparative expressions, missing, shells, pipe, humming of the wind, outside, wrinkled face glowed, strange places, bedsheet, planks of wood, nails, hammer, saw, paddle, guidance, politely, broom, mast, stands proudly, pointiest, rolling waves, dizzy, towering books, wonder, amazement, astonishment rock pools, libraries, submarine,</p> <p>In Year 3, children will explore the idea of wonder and magic. They 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.'</p>	<p><u>Knowledge</u> Children will learn about and how using their non-narrative skills, they will be able to present their work in an organised manner which will generate the readers' interest. They will learn how to make their writing informative and interesting.</p> <p><u>Skills</u> Children will use their non-chronological writing skills to create a leaflet for a local landmark.</p> <p><u>Key vocabulary (new vocabulary in bold)</u> cog, pulley, crank, crankshaft, level, lever, road, bascule, tower, pillar, column, engine, pivot, chain, suspension bridge, rotate, pumps, suspend, disappointment, engineer, invention, regret, aunt, skilled, world-wide, constructed, engine room, materials, storing, bustling, magnificent, masonry, piston, impressive,</p> <p>In Year 3, will continue to develop their knowledge of writing for different purposes including letters, first person recounts and a report.</p>
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Maths	<p><u>Place Value</u></p> <p><u>Prior learning (year 1)</u> Children have learnt what a ten and a one is. They have learnt one more and one less.</p> <p><u>Knowledge</u> 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.</p> <p><u>Skills</u> 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.</p> <p><u>Key vocabulary (new vocabulary in bold)</u> Reasoning/fact families/ compare / less than/ more than / equal to/ partition/ place value/ tens and ones/ digit/number/ estimate/ order/ greater/ fewer</p> <p>In Year 3, the children will count in multiples of 4, 8, 50 and 100; find 10 Or 100 more or less. Recognise place value of each digit in a three-digit number. Compare and order numbers to 1000. Read and</p>	<p><u>Addition and Subtraction</u></p> <p><u>Prior learning (year 1)</u> 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. 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.</p> <p><u>Knowledge</u> 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. 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.</p> <p><u>Skills</u> Represent + and - problems concrete and pictorially.</p>	<p><u>Money</u></p> <p><u>Prior learning (year 1)</u> Find different combinations of coins that equal the same amounts of money.</p> <p><u>Knowledge</u> Children will recognise coins and notes. They will use their knowledge of place value to match coins of equivalent values.</p> <p><u>Skills</u> 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.</p> <p><u>Key Vocabulary (new vocabulary in bold)</u> 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</p> <p>In Year 3, the children will learn to add and subtract amounts of money to give change, using both £ and p in practical contexts.</p> <p><u>Multiplication and Division</u></p> <p><u>Prior learning (year 1)</u> Children will build on their work from Year 1; solving one-step problems involving multiplication and division using concrete and pictorial</p>	<p><u>Fractions</u></p> <p><u>Prior learning (year 1)</u> Children have looked at finding quarter of shapes</p> <p><u>Knowledge</u> Children will identify fractions of shapes. They will find fractions of amounts and find fractions of length .</p> <p><u>Skills</u> Children will know how to find fractions of amounts and how to identify fractions of shapes.</p> <p><u>Key vocabulary (new vocabulary in bold)</u> Patterns/ fractions/ one half, a third, a fourth (presented as a fraction)/</p> <p>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.</p> <p><u>Length and height</u></p> <p><u>Prior learning (year 1)</u> Pupils started measure lengths and height using standard and non-standard unit of measurements.</p> <p><u>Knowledge</u> 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.</p>	<p><u>Mass, capacity, temperature</u></p> <p><u>Prior Learning (year 1)</u> 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.</p> <p><u>Knowledge</u> Children will learn to bigger the object doesn't mean the heavier it is.</p> <p><u>Skills</u> Compare volumes and weights. Measure using standard and non-standard unit of measurements.</p> <p><u>Key vocabulary (new vocabulary in bold)</u> Jugs/ measure/ temperature/ Celsius/ standard units/ non-standard units/ volumes/ kilograms/ grams/ millilitres/ capacity/ mass/</p> <p>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.</p> <p><u>Time</u></p> <p><u>Prior learning (year 1) Telling the time to half past the hour.</u></p> <p><u>Knowledge</u></p>	<p><u>Statistics</u></p> <p><u>Prior learning (year 1)</u> Children did some data collection in Science and recorded them using tally charts.</p> <p><u>Knowledge</u> Children will understand why we use tally charts and pictograms.</p> <p><u>Skills</u> Children can record data using tally charts and pictograms. They can compare and interpret the data found.</p> <p><u>Key vocabulary (new vocabulary in bold)</u> Tally chart/ pictograms/ key/ more / less/ difference/ fewer/</p> <p>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.</p> <p><u>Position and direction</u></p> <p><u>Prior learning (year 1)</u> Children learnt different turns and different basic directions.</p> <p><u>Knowledge</u> Children will learn to give direction and follow directions given to them.</p> <p><u>Skills</u> Children will verbally describe position of objects and shapes from different starting positions.</p>

	<p>write numbers to 100 in numerals and words. Identify, estimate and represent numbers in various ways. Solve number and practical problems using these ideas.</p> <p>.</p>	<p>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. 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 -.</p> <p><u>Key vocabulary (new vocabulary in bold)</u> Estimate, inverse, reasoning.</p> <p>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.</p> <p>Shapes</p> <p><u>Prior learning (year 1)</u> Children have learnt name of most common 2D and 3 D shapes. They started comparing them.</p> <p><u>Knowledge</u> Children will understand that 3D shapes contain 2D shapes.</p>	<p>representations, supported by a teacher.</p> <p><u>Knowledge</u> To understand the relationship between multiplications and divisions.</p> <p><u>Skills</u> 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.</p> <p><u>Key vocabulary (new vocabulary in bold)</u> Make equal groups/arrays/sharing/ grouping/divide/odd/even</p> <p>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.</p>	<p><u>Skills</u> Children will compare lengths and heights. They will order lengths and measure lengths.</p> <p><u>Key vocabulary (new vocabulary in bold)</u> Ruler/ measure/ height/ length/ cm/ metres/ long/ short/ shorter/ taller/</p> <p>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.</p>	<p>Children will be able to tell the time to 5 min.</p> <p><u>Skills</u> Children will be able to show quarter to and quarter past on the clock. They will be able to draw hands on the clock</p> <p><u>Key vocabulary (new vocabulary in bold)</u> 5 to / 5 past/ 10 past/ 20 past/ quarter past/ half past/ 25 past / 5 to/ 10 to/ quarter to/ 25 to/ 20 to/ o'clock/</p> <p>In Year 3, the children will be using am and pm to describe activities throughout the day.</p>	<p><u>Key vocabulary (new vocabulary in bold)</u> Describe position/ describe movement/ describe turns/ making patterns and shapes/ left/ right/ forwards/ backwards/ direction/</p> <p>In Year 3, during their study of shapes, children will recognise angles as a description of a turn.</p>
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		<p>They will understand regular and irregular shapes.</p> <p><u>Skills</u> Children will compare 2D with 3D shapes. They will use subject specific vocabulary to distinguish them. They will identify 2D and 3D shapes.</p> <p><u>Key vocabulary (new vocabulary in bold)</u> 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.</p> <p>In Year 3, the children will recap the topic and identify regular and irregular polygons. They will use shapes in a tangram to create other shapes. They will measure perimeters</p>				
Geography		<p><u>The World</u></p> <p><u>Prior learning (year 1)</u> The position and characteristic of the United Kingdom. Weather patterns.</p> <p><u>Knowledge</u> Will understand that the world is spherical, it has seven continents and 5 oceans and develop an awareness of their position on the maps/ globes. They will learn about the location of countries, continents and oceans of the world in relation to the position of the United</p>		<p><u>Mapping</u></p> <p><u>Prior learning (year 1)</u> Children learn to develop key map skills through a range of engaging geographical skill based activities suitable for Key Stage One.</p> <p><u>Knowledge</u> Children will develop their knowledge of what an atlas is. They will learn what a key is. 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</p>	<p><u>Kenya</u></p> <p><u>Prior learning (year 1)</u> Characteristic of the UK.</p> <p><u>Knowledge</u> Children will learn about the geography of Nigeria through focusing on the main human and physical features of the country. Children will learn about the key geographical features of the country including Nigerian wildlife, landscapes and culture. Children will learn about the similarities and differences between Nigeria and the UK.</p>	

		<p>Kingdom. Know the location of hot & cold areas in relation to Equator & Pole & ID seasonal weather patterns in UK.</p> <p><u>Skills</u> Children will build upon their use of atlases, maps and globes, along with using aerial photographs.</p> <p><u>Key vocabulary (new vocabulary in bold)</u> 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.</p> <p>In Year 3, the 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.</p>		<p>maps and routes. They will know human & physical features.</p> <p><u>Skills</u> Children will explore maps at a local, national and global level. Use simple compass directions & directional language. Children will use fieldwork and observational skills to study the geography of our school, it's grounds and key physical/human features of surrounding areas.</p> <p><u>Key vocabulary (new vocabulary in bold)</u> Key/ North/ South/ East / West/ compass/ directions/ intersection/ navigate/ aerial view/ names of 7 continents/ name of 5 oceans / equator/ coast/forest/mountain/ factory</p> <p>In Year 3, the 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 a 8 point compass.</p>	<p><u>Skills</u> Children will apply their geographical skills, such as the use of simple maps. Compare the UK and Nigeria. Identify similarities and differences between places.</p> <p><u>Key vocabulary (new vocabulary in bold)</u> Compare/ human and physical geography/ vegetation/ seasons/ culture/ climate/ plains/ cultivation/ Lagos/ Abuja/ population/ wet and dry seasons/currency/ Africa/ agriculture/ tropical/ Ogba Ukwu Caves and Waterfall/</p> <p>In .Year 3, the 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</p>	
History	<p><u>Kings and Queens</u></p> <p>Prior learning (year 1) In year 1 children started to understand key features of events.</p>		<p><u>Great Explorers</u> CC: Geography (polar regions)</p> <p>Prior learning (year 1) In year 1 children learnt about significant people from the past and described events beyond living memory.</p>			<p><u>The Great Fire of London</u> (covered in English)</p> <p>Prior learning (year 1) In year 1 children talked, wrote and/or drew about aspects of the past.</p>

	<p><u>Knowledge</u> In year 2, Children will learn about the significant British monarchs in history: Queen Victoria, Queen Elizabeth II and King Charles III, and how they have contributed to national & international achievements. They will compare Queen Victoria's life to the life of someone living in those times. Learn how to use a time line. Learn that time is linear.</p> <p><u>Skills</u> Place known events in chronological order on a time line. Sequence events and recount changes. Make comparisons between different monarchs. Queen Elizabeth II and Queen Victoria.</p> <p><u>Key vocabulary (new vocabulary in bold)</u> Monarchy/ regent/ regal/ septon/ symbol/ orb/reign /portrait/significant/ historical/ commemorate/ British Empire / mourning / Victorian Society Timeline/period of time/before/after/earliest/ Chronology/lifespan</p> <p>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.</p>		<p><u>Knowledge</u> In year 2 pupils will learn about local explorer Apsley Cherry-Garrard, Matthew Henson and Felicity Aston and how they have contributed to international achievements. They will know where they fit within a chronological framework and will understand what makes someone a significant person.</p> <p><u>Skills</u> Place known events in chronological order on a time line. Make comparisons between explorers from different time periods. Understand connections between local, regional and international history. Pupils will identify similarities and differences between ways of life in different periods. They will understand some of the ways we find out about the past.</p> <p><u>Key vocabulary (new vocabulary in bold)</u> Polar regions, explorer, exploration, significant, Antarctica, commemorated, North Pole, South Pole, GPS, satellite, modern, recent, equipment</p> <p>In Year 3, the children will understand how people lived in the past (the Stone Age) and will develop historical language and questioning.</p>		<p><u>Knowledge</u> Children will learn about the key events of the Great Fire of London. They will develop an understanding of the ways in which we can find out the answers to simple questions about the past through use of simple sources of information.</p> <p><u>Skills</u> 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.</p> <p><u>Key vocabulary (new vocabulary in bold)</u> 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.</p> <p>In Year 3, Children will describe memories of key events in his/her life using historical vocabulary.</p>
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RE	<p>How and why do we celebrate significant times? What makes some celebrations sacred to believers? CC Link: Art</p> <p><u>Prior learning (year 1)</u> In year 1, children recall, remember, name and talk about simple beliefs, stories and festivals.</p> <p><u>Knowledge</u> Children will learn why we celebrate significant times.</p> <p><u>Skills</u> Children will learn how we celebrate significant times.</p> <p><u>Key vocabulary (new vocabulary in bold)</u> Rosh-Hashana/ Sukkot/ Harvest Festival/ Lent/ Holi</p> <p>In Year 3, children will learn how festivals and family life show what matters to Jewish, Christian and Muslim people.</p>	<p>What can we learn from sacred books and stories?</p> <p><u>Prior learning (year 1)</u> Children will begin to suggest how people use stories, texts and teachings to guide their beliefs and outcomes.</p> <p><u>Knowledge</u> Children will learn what sacred books are used for and what they represent. They will learn what ceremonies are used with the sacred books.</p> <p><u>Skills</u> They will give examples of ways in which believers put their beliefs into action.</p> <p><u>Key vocabulary (new vocabulary in bold)</u> Torah/ yad/ scroll/ Judaism/ muslim/ Islam/ Jewish / Christians/ bible/ Qu'oran/priest</p> <p>In Year 3, the children will suggest links between some of the beliefs and practices studied and life in the world today.</p>	<p>How should we care for each other? Why does it matter? CC Link: PSHE</p> <p><u>Prior learning (year 1)</u> In year 1, children learnt to observe, notice and recognise simple aspects of religion in their own communities.</p> <p><u>Knowledge</u> Children will learn that being good to each other/ to help each other is a common thread throughout the religions studied.</p> <p><u>Skills</u> Identify the core beliefs and concepts studied and give a simple description of what they mean.</p> <p><u>Key vocabulary (new vocabulary in bold)</u> Zakat/The Good Samaritan/ Ramadan</p> <p>In Year 3, the children will discuss how people use stories, texts and teachings to guide their beliefs and outcomes.</p>	<p>How should we care for the Earth? Why does it matter? CC Link: Science</p> <p><u>Prior learning (year 1)</u> Pupils' knowledge about recycling, nature.</p> <p><u>Knowledge</u> Children will be able to make a link between the environment to a creation story. They will be able to give examples of how Christians and Jews can show care for the Earth. They will be able to say why Christians and Jews might look after the natural world.</p> <p><u>Skills</u> Compare creation stories from different religions.</p> <p><u>Key vocabulary (new vocabulary in bold)</u> Story of Creation/ Khalifah/roles and responsibilities/ class Psalm/ Tikkun Olam.</p> <p>In Year 3, the children will suggest links between some of the beliefs and practices studied and life in the world today.</p>	<p>Who is an inspiring person? What stories inspire Christians, Muslim and /or Jewish people? CC link: Maths (5th day ...)</p> <p><u>Prior learning (year 1)</u> Children will begin to suggest how people use stories, texts and teachings to guide their beliefs and outcomes.</p> <p><u>Knowledge</u> Children will understand why some people inspire others.</p> <p><u>Skills</u> Children will identify/ list common traits of inspirational religious leaders.</p> <p><u>Key vocabulary (new vocabulary in bold)</u> Life and Teaching of Jesus/ disciples/ Andrew and Peter/Prophet Muhammad/ the story of the First Revelation of the Qur'an/ Black Stone/ Life of Moses/ Burning Bush/ 10 commandments.</p> <p>In Year 3, the children will continue to develop their respect and tolerance shown to people with different beliefs/religions/views.</p>	<p>What is the 'Good News' Christians say Jesus brings?</p> <p><u>Prior learning (year 1)</u> Children will begin to suggest how people use stories, texts and teachings to guide their beliefs and outcomes.</p> <p><u>Knowledge</u> Children will recognise that Jesus instructs people about how to behave.</p> <p><u>Skills</u> Children will give examples of ways in which Christians follow the teachings studied about forgiveness and peace and bringing good news to the friendless.</p> <p><u>Key vocabulary (new vocabulary in bold)</u> Gospel/ bible/ forgiveness/ piece/ friendship/ Jesus' Good News</p> <p>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'.</p>
PE	<p>Ball skills</p> <p><u>Prior learning (year 1)</u> In year 1 children learn under arm and over arm throws.</p>	<p>Fitness</p> <p><u>Prior learning (year 1)</u></p>	<p>Yoga</p> <p><u>Prior learning (year 1)</u> N/A</p>	<p>Invasion games</p> <p><u>Prior learning (year 1)</u></p>	<p>Team building</p> <p><u>Prior learning (year 1)</u> In year 1, children learn to describe and comment on a</p>	<p>Athletics</p> <p><u>Prior learning (year 1)</u> In year 1, the children were given opportunities to work</p>

	<p><u>Knowledge</u> Pupils will know what type of throw to use with the best outcome / for the best result.</p> <p><u>Skills</u> 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.</p> <p><u>Key vocabulary (new vocabulary in bold)</u> Under arm throw/ catch / over arm throw/ sequences /compare performance/</p> <p>In Year 3, the children will compare his/her performance with others.</p> <p>Fundamentals <u>Prior learning (year 1)</u> I know that the quicker I move my body the faster I can move. I know that I will improve with practice.</p> <p><u>Knowledge</u> Pupils will develop the fundamental skills of balancing, running, changing direction, jumping, hopping and skipping.</p>	<p>Children have worked at stations of a circuit.</p> <p><u>Knowledge</u> 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.</p> <p><u>Skills</u> 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.</p> <p><u>Key vocabulary (new vocabulary in bold)</u> Coordination/ heart beat / stamina/ pulse/agility/ station/ circuit/body weight/ balance/ star jump/ up and down/ heel kick/ skip/ hop/</p> <p>In Year 3, the children will learn how to improve in different physical activities and learn to evaluate and recognise their own success.</p>	<p><u>Knowledge</u> Pupils learn about mindfulness and body awareness. The unit builds strength, flexibility and balance.</p> <p><u>Skills</u> 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.</p> <p><u>Key vocabulary (new vocabulary in bold)</u> Flow/ pose/ breathing/ exhaling/ Namaste/ mats/ counts</p> <p>In year 3, children will identify the importance of their senses and explain how they help us.</p> <p>Dance <u>Prior learning (year 1)</u> 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.</p> <p><u>Knowledge</u></p>	<p>Pupils will develop basic skills such as defending, returning and dribbling the ball.</p> <p><u>Knowledge</u> 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.</p> <p><u>Skills</u> Pupils will learn the skills to score and stop goals. They will learn to apply tactics for attacking and defending.</p> <p><u>Key vocabulary (new vocabulary in bold)</u> Possession, send, teammate, chest pass, received, goal, dodge, bounce pass.</p> <p>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.</p> <p>Net racket games/tennis <u>Prior learning (year 1)</u> In year 1, pupils will learn the importance of the ready position. They will learn throwing, catching the ball and racket skills.</p> <p><u>Knowledge</u> Pupils will know the importance of the ready position. They will know how</p>	<p>performance.</p> <p><u>Knowledge</u> This year they will begin to recognize emotions in others.</p> <p><u>Skills</u> Children will apply cooperation and social skills. Pupils will develop their communication and problem-solving skills.</p> <p><u>Key vocabulary (new vocabulary in bold)</u> Teams/ encourage/ feedback/ work together/ performance/ appreciation/ skills/</p> <p>In year 3 children will share their own considered point of view and listen to and consider, other people's opinions.</p> <p>Field Striking - Cricket <u>Prior learning (year 1)</u> N/A</p> <p><u>Knowledge</u> In this unit, pupils develop their understanding of the principles of striking and fielding games.</p> <p><u>Skills</u> 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.</p>	<p>collaboratively as well as independently.</p> <p><u>Knowledge</u> Children learn how to improve by identifying areas of strength as well as areas to develop.</p> <p><u>Skills</u> 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.</p> <p><u>Key vocabulary (new vocabulary in bold)</u> Compare/ athletic/ performance/ measure/ speed/ jumping/ throwing/ running/ improve/ own score/</p> <p>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.</p> <p>Athletics <u>Prior learning (year 1)</u> In year 1, pupils developed skills required in athletic activities such as running at different speeds, changing direction, jumping and throwing.</p> <p><u>Knowledge</u> In all athletic based activities, pupils will engage in performing skills and measuring</p>
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	<p><u>Skills</u> 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.</p> <p><u>Key vocabulary (new vocabulary in bold)</u> Balancing/ springing/jogging/ dodging/jumping/ hopping/ skipping/ taking turns/ supporting and encouraging/ selecting and applying.</p> <p>In year 3, children will Link jumping and hopping actions Jump and turn a skipping rope Demonstrate balance</p>	<p>Gymnastics (Mainly large equipment) <u>Prior learning (year 1)</u> In this unit 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.</p> <p><u>Knowledge</u> 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.</p> <p><u>Skills</u> 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.</p> <p><u>Key vocabulary (new vocabulary in bold)</u> Shapes/ balances/jumps/ travelling movements/barrel</p>	<p>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.</p> <p><u>Skills</u> Children can zigzag through a series of tightly spaced markers. Hop along the same line on the same foot. Jump for distance.</p> <p><u>Key vocabulary (new vocabulary in bold)</u> Zig zag/ skip/ run/ jump/ travel/</p> <p>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.</p>	<p>to abide by the rules and respect their teammates.</p> <p><u>Skills</u> 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.</p> <p><u>Key vocabulary (new vocabulary in bold)</u> Receive, opponent, quickly, trap, defend, return, collect, against.</p>	<p><u>Key vocabulary (new vocabulary in bold)</u> Bowling/ batting/ tracking a ball/ honesty/ acceptance/ controlling emotions/ decision making.</p> <p>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.</p>	<p>performance, competing to improve on their own score and against others. They are given opportunities to work collaboratively as well as independently. They learn how to improve by identifying areas of strength as well as areas to develop.</p> <p><u>Skills</u> In this unit, pupils will develop skills required in athletic activities such as running at different speeds, jumping and throwing.</p> <p><u>Key vocabulary (new vocabulary in bold)</u> Running/ speed/ distance/throwing/collaborating/ Determination/exploring ideas.</p> <p>In Year 3, children will learn the difference between jump, hop and leap and how their stamina can help to sustain prolonged effort.</p>
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Computing	<p><u>Computing systems and networks. Information technology around us.</u></p> <p><u>Prior learning (year 1)</u> N/A</p> <p><u>Knowledge</u> Children will learn what digital technology is and what it is not.</p> <p><u>Skills</u> 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</p>	<p><u>Digital literacy - Online Safety</u></p> <p><u>Prior learning (year 1)</u> 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.</p> <p><u>Knowledge</u> Pupils will know why they need to keep themselves safe online and what to do if they get in trouble.</p> <p><u>Skills</u> Children will use technology safely and keep personal information private.</p>		<p><u>Computer science - Coding</u></p> <p><u>Prior learning (year 1)</u> Children have been introduced to the term algorithm and started using some feature of programming.</p> <p><u>Knowledge</u> Children will learn to develop and use logical reasoning.</p> <p><u>Skills</u> 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.</p>	<p><u>Digital literacy -Using Computers</u></p> <p><u>Prior learning (year 1)</u> Children started learning how to log on a laptop.</p> <p><u>Knowledge</u> Children will learn that different software are used for different purposes.</p> <p><u>Skills</u> Children will continue to use technology to create purposeful digital content. They will further develop this by organising, storing, manipulating and retrieving digital content, whilst comparing the benefits of different programs.</p> <p><u>Key vocabulary (new vocabulary in bold)</u> Word/ search engine/ web/ devices/ connected/ information/ key words/</p> <p>In year, children will develop their use of different programs and how they can be used for different purposes. They will use simple search</p>	

	<p>how information technology improves our world, and they will learn about using information technology responsibly.</p> <p><u>Key vocabulary (new vocabulary in bold)</u> Network/ digital system/ public/ information technology/ computers/ printers/ photocopiers/ traffic lights/ tills/ cable/ tablets/ phones/</p> <p>In year 3, children will be introduced to the new topic of Networks. They 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.</p>	<p>Children will build upon the knowledge of online literacy from year 1, allowing them to use technology safely and keep personal information private.</p> <p><u>Key vocabulary (new vocabulary in bold)</u> Online safety/ private / a trusted adult/ sending pictures/ information technology</p> <p>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.</p>		<p>They will begin to create, debug and predict the behaviours of simple programs through their use of logical reasoning.</p> <p><u>Key vocabulary (new vocabulary in bold)</u> Algorithm/ debugging/ code/ programming/ flag / start button/ sprite/ project/</p> <p>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.</p>	<p>technologies to research different topics and recognise that some sources are more reliable than others.</p>
Science	<p>Animals including humans.</p> <p><u>Prior learning (year 1)</u> The children will revise from year 1 to identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</p> <p><u>Knowledge</u> Children will learn about animal growth, animal survival, food, exercise and hygiene. They will notice that animals, including humans, have offspring, which grows into adults.</p> <p><u>Skills</u> Children will work scientifically, using their organisation skills and observational skills.</p> <p><u>Key vocabulary (new vocabulary in bold)</u> Offspring/ grow/ adult/ egg/ caterpillar/ pupa/ butterfly/ hygiene/ germs/ protein/ carbohydrate/ fat/ nutrients/ life cycle/ life stage/ exercise/ spawn / tadpole/ frog/ nutrition/ reproduce/teenager/ adult/ toddler/ animal growth/ animal survival/</p>	<p>Materials</p> <p><u>Prior learning (year 1)</u> Talk about similarities and differences between living things and materials and make simple observations about their properties.</p> <p><u>Knowledge</u> They will learn that different materials are used for different purposes. Their purposes will depend on their properties.</p> <p><u>Skills</u> In year 2 children will look at changing materials, material strengths, ship building and materials in history.</p>	<p>Plants</p> <p><u>Prior learning (year 1)</u> Children will observe and describe how seeds and bulbs grow into mature plants, through use of simple equipment.</p> <p><u>Knowledge</u> Children will They will learn to recognise that plants need water, light and a suitable temperature to grow and stay healthy,</p> <p><u>Skills</u> Children will observe and describe how seeds and buds grow into mature plants. and describe the impact of changing these.</p> <p><u>Key vocabulary (new vocabulary in bold)</u> 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.</p> <p>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.</p>		

	<p>In year 3, children will identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p>		<p><u>Key vocabulary (new vocabulary in bold)</u> 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.</p> <p>In year 3, children will learn about different types of rocks, how fossils are formed and what soil is made of.</p>	<p>Living things and their Habitats</p> <p><u>Prior learning (year 1)</u> Observations were made of a local habitat and the creatures that live there., building upon the children's ability to gather and record data.</p> <p><u>Knowledge</u> 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.</p> <p><u>Skills</u> 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.</p> <p><u>Key vocabulary (new vocabulary in bold)</u> 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.</p> <p>In year 3, children will use straight forward scientific evidence to answer questions or to support their findings.</p>		
Art/ DT	<p>Art: Still Life - Drawing and Painting</p> <p><u>Prior learning (year 1)</u> In year 1 children used art work to record ideas, observations and experience.</p> <p><u>Knowledge</u> 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.</p> <p><u>Skills</u></p>	<p>DT: Cooking and Nutrition CC: Science</p> <p><u>Prior learning (year 1)</u> Children learnt the names of the different food groups.</p> <p><u>Knowledge</u> 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.</p> <p><u>Skills</u> Children will research different fruits and design</p>	<p>Art: Surrealism/Abstract - Sculpture/3D CC: Science (materials), RE (salt pots)</p> <p><u>Prior learning (year 1)</u> Children will know who Joan Miró was and will be familiar with his paintings, sculptures and printings.</p> <p><u>Knowledge</u> 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.</p>	<p>DT: Fabric - puppet making. CC: Science (materials)</p> <p><u>Prior learning (year 1)</u> Pupils learn basic stitching skills.</p> <p><u>Knowledge</u> Children will evaluate a range of existing products and will be set a design criteria.</p> <p><u>Skills</u> Working with felt, children will cut out shapes and use a simple running stitch, to join and combine materials together safely.</p>	<p>Art: Modern/Pop Art - Collage/Printing CC: history</p> <p><u>Prior learning (year 1)</u> Children made rubbings and became aware of patterns in the environment.</p> <p><u>Knowledge</u> Children will learn about the work of Kandinsky and place him in a time period. They will know facts about him.</p> <p><u>Skills</u> Children will use a variety of techniques such as carbon printing, relief press, fabric printing and rubbings.</p>	<p>DT: Dragon Machine CC: English</p> <p><u>Prior learning (year 1)</u> Pupils made a slider in year 1.</p> <p><u>Knowledge</u> Children will develop their understanding of mechanisms.</p> <p><u>Skills</u> Children will plan, Sketch, edit and design their own version of a dragon machine. They will use junk modelling to create their design.</p> <p><u>Key vocabulary (new vocabulary in bold)</u></p>

	<p>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.</p> <p><u>Key vocabulary (new vocabulary in bold)</u> 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</p> <p>In Year 3, the children will will carry out their own independent research and will improve their mastery of art and design techniques.</p>	<p>their own fruit kebab. They will write a set of instructions to make fruit kebabs.</p> <p>They will research the best shapes to use for kebabs and develop their cutting skills.</p> <p><u>Key vocabulary (new vocabulary in bold)</u> make/ food hygiene, pyramid cut, healthy, variety, import, seasonal</p> <p>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.</p>	<p><u>Skills</u> 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.</p> <p><u>Key vocabulary (new vocabulary in bold)</u> Surrealism, abstract, manipulate, malleable</p> <p>In Year 3, the children will join clay adequately and plan, design and make a model/sculpture.</p>	<p><u>Key vocabulary (new vocabulary in bold)</u> Design/ felt/ puppet/ products/ property of materials/ stitch/ running stitch/ needle/ thread/ combine/ join.</p> <p>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.</p>	<p><u>Key vocabulary (new vocabulary in bold)</u> Pop Art, Kandinsky, popular</p> <p>In Year 3, the children will learn about some of the great artists and designers in history and describe their work.</p>	<p>Wheel/ axel/ inflate/ blow/ deflate/ air/ force / balloon.</p> <p>In Year 3, the children will develop 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.</p>
Music	<p>Music Trolley</p> <p><u>Prior learning (year 1)</u> Children have learnt that dynamics describe how loud or quiet the music is.</p> <p><u>Knowledge</u> Children will know how to handle instruments with respect. They will learn the names of some instruments.</p> <p><u>Skills</u> Pupils will be playing different musical instruments</p>	<p>Christmas Performance</p> <p><u>Prior learning (year 1)</u> In year 1, they would have already learnt and performed chants, rhythms, rap or songs.</p> <p><u>Knowledge</u> All the learning is focused around the song for the Christmas play.</p> <p><u>Skills</u> They will Listen & appraise other styles of music and</p>	<p>I wanna play in a band</p> <p><u>Prior learning (year 1)</u> N/A]</p> <p><u>Knowledge</u> Children will find the pulse and know that this unit is about Rock music. They will recognise and name some of the instruments that they hear.</p> <p><u>Skills</u> They will find the pulse, copy and clap back rhythms,</p>	<p>Zootime</p> <p><u>Prior learning (year 1)</u> In year 1, children have learnt to follow the conductor or band leader.</p> <p><u>Knowledge</u> Children will find a pulse and know that this unit is about Reggae music. They will understand that songs have musical style.</p>	<p>Friendship song PSHE link</p> <p><u>Prior learning (year 1)</u> In year 1, children have learnt to listen, copy and repeat a simple rhythm or melody.</p> <p><u>Knowledge</u> Children will learn to appraise pieces of music.</p> <p><u>Skills</u> The children will improvise and clap / clap back using rhythm of</p>	<p>Reflect, rewind & replay</p> <p><u>Prior learning (year 1)</u> In year 1, children have learnt to listen, copy and repeat a simple rhythm or melody.</p> <p><u>Knowledge</u> All the learning is focused around visiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.</p>

	<p>and creating a beat played in small groups. They describe the music using musical terms.</p> <p><u>Key vocabulary (new vocabulary in bold)</u> Pulse, rhythm, pitch, beat</p>	<p>continue to embed the interrelated dimensions of music through games, singing and playing.</p> <p><u>Key vocabulary (new vocabulary in bold)</u> Pulse, rhythm, pitch, timing, dynamics, audience</p> <p>In year 3, Children will develop their ability to play the glockenspiel. They will listen to and follow musical instruction.</p>	<p>creating their own rhythms for the class. They will use percussion instruments to create their own rhythms. They will listen to rock style music and recognise the rhythmic pattern.</p> <p><u>Key vocabulary (new vocabulary in bold)</u> Keyboard, drums, bass, electric guitar, rock, pulse, rhythm, pitch, improvise, compose, perform, melody, dynamics, tempo.</p>	<p><u>Skills</u> Children will play instrumental parts, improvise and compose simple rhythms.</p> <p><u>Key vocabulary (new vocabulary in bold)</u> Keyboard, drums, bass, electric guitar, Reggae, pulse, rhythm, pitch, improvise, compose, perform, melody, dynamics, tempo.</p>	<p>words. They will also use voices and instruments.</p> <p><u>Key vocabulary (new vocabulary in bold)</u> Rhythm / clap/ improvise/ instruments/ voices/</p> <p>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.</p>	<p><u>Skills</u> This Unit of Work consolidates the learning that has occurred during the year. They will listen to and appraise classical music.</p> <p><u>Key vocabulary (new vocabulary in bold)</u> Ages/ History of music/ Language of music/ tempo/ war songs/ Reggae/ Classical/ Jazz/ Big Band / Swing/ Rock n Roll/ Soul/ Pop/ Funk/ Disco/ Indie/ RnB/ Country.</p> <p>In year 3, children will understand that composition is when a composer writes down and records a musical idea.</p>
PSHE	<p>Me and my relationships</p> <p><u>Prior learning (year 1)</u> In year 1, children will have talked about their feelings and the impact of their actions on others.</p> <p><u>Knowledge</u> Children will learn that we are all feeling different emotions and same emotions and will learn that it's ok not to feel ok.</p> <p><u>Skills</u> Children will look at different emotions and will discuss times when they have felt these emotions.</p> <p><u>Key vocabulary (new vocabulary in bold)</u> Emotions/ anger/ sadness/ bully, British values, Citizenship Caring, Community, Cooperation Respect, Rules and laws, Safety Teamwork, Pupil voice,</p>	<p>Valuing differences</p> <p><u>Prior learning (year 1)</u> In year 1, children will talk about what is fair or unfair.</p> <p><u>Knowledge</u> Children will learn that we are all the same and we are all different.</p> <p><u>Skills</u> Children will think about what makes them special.</p> <p><u>Key vocabulary (new vocabulary in bold)</u> Same/ different/ personalities/ look / talents, Being different, Being yourself, Self-esteem, Bullying, Community, Diversity, Feelings, Respect, Talents, Tolerance, Great get together, Relationships, education, Emotions.</p> <p>In Year 3, the children will learn how to celebrate</p>	<p>Keeping Myself Safe</p> <p><u>Prior learning (year 1)</u> Children in year 1 will learn that sleep and a good hygiene are important.</p> <p><u>Knowledge</u> Children will learn that Keeping Yourself safe applies to a whole lot of different situations.</p> <p><u>Skills</u> 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.</p> <p><u>Key vocabulary (new vocabulary in bold)</u> Drugs, Illness, Medicines, Peer pressure, Rules and laws, Safeguarding, Safety, Sleep, Responsibility, Peer influence, Keeping safe.</p>	<p>Rights and Responsibilities</p> <p><u>Prior learning (year 1)</u> Children in year 1 will start looking at money and the role of savings.</p> <p><u>Knowledge</u> 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.</p> <p><u>Skills</u> Children will recap the different rights and responsibilities that they have.</p> <p><u>Key vocabulary (new vocabulary in bold)</u> British values, Citizenship, Caring, Cooperation, Falling out, Respect, Rules and laws, Teamwork.</p> <p>In Year 3, the children will explore how they can help</p>	<p>Being my best Science. PE and and DT link.</p> <p><u>Prior learning (year 1)</u> Children will start learning about a balance diet.</p> <p><u>Knowledge</u> 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.</p> <p><u>Skills</u> Children will continue to explore how they can keep healthy.</p> <p><u>Key vocabulary (new vocabulary in bold)</u> Achievement, Aspirations, Self-esteem, Five ways to wellbeing, Growth mindset, Resilience.</p> <p>In Year 3, the children will also think about their strengths and what they would like to achieve.</p>	<p>Growing and Changing Science link</p> <p><u>Prior learning (year 1)</u> Children in year 1 will identify who can help them in different stages of the life.</p> <p><u>Prior learning missed (pandemic/lockdown)</u> N/A</p> <p><u>Knowledge</u> 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.</p> <p><u>Skills</u> Children will identify different stages of growth (e.g. baby, toddler, child, teenager, adult) and understand and describe some of</p>

	<p>Rights Decision making, Relationship.</p> <p>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.</p>	<p>differences. They will also explore the different relationships they have.</p>	<p>In Year 3, the children will learn the difference between a danger and a risk and who to talk to if they feel unsafe.</p>	<p>other to stay safe and how they can look after their environment.</p>		<p>the things that people are capable of at these different stages.</p> <p><u>Key vocabulary (new vocabulary in bold)</u></p> <p>Relationship/ change/ emotion/ puberty/ adolescence, Caring Cooperation, Respect ,Support networks, Teamwork, Communication, Relationships.</p> <p>In Year 3, the children will continue to explore how their feelings and relationship will change.</p>
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