



Guyhirn Church of England Primary School



Tigers: Autumn term (Around the World in 80 days) - Cycle A (2020/2021)

Autumn

Science

Knowledge - What am I going to learn?

Plants: What are plants?

Y2 - How do plants grow? What do plants need to survive? What is a life cycle?

Y3 - What are the main parts of a plant? What are the different functions of a plant? What do plants need to grow? How is water transported through plants? What is a life cycle? How do plants get food?

Forces and Magnets: What are forces and magnets? How do different materials affect forces? What everyday objects use magnets? Which metals are magnetic? What is magnetism?

Skills - Year 2

Working Scientifically

1. Asking simple questions and recognising that they can be answered in different ways
2. Observing closely, using simple equipment and measurement
3. Performing simple tests
4. Identifying and classifying
5. Using their observations and ideas to suggest answers to questions
6. Gathering, recording and communicating data and findings to help in answering questions.
7. Use scientific language and read and spell age-appropriate scientific vocabulary
8. Begin to notice patterns and relationships

Plants

1. Observe and describe how seeds and bulbs grow into mature plants
2. Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.

Skills - Year 3

Working Scientifically

1. Making decisions, asking relevant questions and using different types of scientific enquiries to answer them
2. Setting up simple practical enquiries, comparative and fair tests
3. Making systematic and careful observations using notes and simple tables
4. Taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
5. Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
6. Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
7. Reporting on findings from enquiries, using relevant scientific language, including oral and written explanations, displays or presentations of results and conclusions
8. Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
9. Identifying differences, patterns, similarities or changes related to simple scientific ideas and processes
10. Using straightforward scientific evidence to answer questions or to support their findings.
11. Begin to look for naturally occurring patterns and relationships
12. Recognise when and how secondary sources might help them to answer questions that cannot be answered through practical investigations.

Plants

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

Skills - Year 4

Working Scientifically

1. Making decisions, asking relevant questions and using different types of scientific enquiries to answer them
2. Setting up simple practical enquiries, comparative and fair tests
3. Making systematic and careful observations using notes and simple tables
4. Taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
5. Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
6. Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
7. Reporting on findings from enquiries, using relevant scientific language, including oral and written explanations, displays or presentations of results and conclusions
8. Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
9. Identifying differences, patterns, similarities or changes related to simple scientific ideas and processes
10. Using straightforward scientific evidence to answer questions or to support their findings.
11. Begin to look for naturally occurring patterns and relationships
12. Recognise when and how secondary sources might help them to answer questions that cannot be answered through practical investigations.

2.Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant

3. Investigate the way in which water is transported within plants

4.Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

5.Know that plants make their own food

Forces and Magnets

Compare how things move on different surfaces

Forces and magnets

1.Notice that some forces need contact between two objects, but magnetic forces can act at a distance

2.Observe how magnets attract or repel each other and attract some materials and not others

3.Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials

4.Describe magnets as having two poles

5.Predict whether two magnets will attract or repel each other, depending on which poles are facing

History

Knowledge - What am I going to learn?

Transport: How did Phileas Fogg travel? How would we travel now to get around the world? How has transport changed?

Travel: How has travel changed over the years? What was the first form of travel? Who invented the...?

Famous Travelers Now/Then: Is Phileas Fogg fictional or real? Who are some famous travellers in History? Who is a famous traveller now? How are they the same/different? How would the world be different if people didn't travel and explore?

Skills - Year 2

Knowledge and understanding of events, people and changes in the past

- 1.Use information to describe the past.
- 2.Describe the differences between then and now.
- 3.Look at evidence to give and explain reasons why people in the past may have acted in the way they did.
- 4.Recount the main events from a significant event in history.

Historical enquiry

- 1.Identify different ways in which the past is represented
- 2.Ask questions about the past.
- 3.Use a wide range of information to answer questions.

Chronological understanding

Skills - Year 3

Knowledge and understanding of events, people and changes in the past

- 1.Use evidence to describe the culture and leisure activities from the past.
- 2.Use evidence to describe the clothes, way of life and actions of people in the past.
- 3.Use evidence to describe buildings and their uses of people from the past

Historical enquiry

- 1.Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites as evidence about the past.
- 2.Ask questions and find answers about the past

Chronological understanding

Skills - Year 4

Knowledge and understanding of events, people and changes in the past

- 1.Use evidence to describe what was important to people from the past.
2. Use evidence to show how the lives of rich and poor people from the past differed.
- 3.Describe similarities and differences between people, events and artefacts studied.
- 4.Describe how some of the things I have studied from the past affect/influence life today.

Historical enquiry

- 1.Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums or galleries and visits to sites to collect evidence about the past.
- 2.Ask questions and find answers about the past

Chronological understanding

<p>1.Understand and use the words past and present when telling others about an event 2.Recount changes in my own life over time. 3.Understand how to put people, events and objects in order of when they happened, using a scale the teacher has given me. 4.Use a timeline to place important events.</p> <p>Historical interpretation 1.Look at and use books and pictures, stories, eye witness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about the past.</p> <p>Organisation and communication 1.Describe objects, people or events in history. 2.Use timelines to order events or objects or place significant people. 3.Communicate ideas about people, objects or events from the past in speaking, writing, drawing, role-play, storytelling and using ICT.</p>	<p>1.Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) 2.Use a timeline to place historical events in chronological order. 3.Describe dates of and order significant events from the period studied</p> <p>Historical interpretation 1.Explore the idea that there are different accounts of history</p> <p>Organisation and communication 1.Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.</p>	<p>1.Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) 2.Order significant events and dates on a timeline. 3.Describe the main changes in a period in history.</p> <p>Historical interpretation 1.Look at different versions of the same event in history and identify differences. 2.Know that people in the past represent events or ideas in a way that persuades others.</p> <p>Organisation and communication 1.Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.</p>
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Geography

Knowledge - What am I going to learn?
The World: What is the World? What makes up the world? What are the seven continents and five oceans? Where is the UK? Where in the world did Phileas Fogg travel? How do places differ across the world? Why are some places hot/cold?

Skills - Year 2	Skills - Year 3	Skills - Year 4
<p style="text-align: center;">Locational knowledge</p> <p>1.Name and locate the world's seven continents and five oceans.</p> <p style="text-align: center;">Place knowledge</p> <p>1.Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country concentrating on islands and sea sides</p> <p style="text-align: center;">Human and Physical geography</p> <p>1.Use basic geographical vocabulary to refer to: * key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p>	<p style="text-align: center;">Locational knowledge</p> <p>1.Locate and name the continents on a World Map. 2.Locate the main countries of Europe inc. Russia. 3.Identify capital cities of Europe. 4.Locate and name the countries making up the British Isles, with their capital cities. 5.Identify longest rivers in the world, largest deserts, highest mountains. 6.Compare with UK. 7.Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn.</p> <p style="text-align: center;">Place knowledge</p> <p>1.Compare a region of the UK with a region in Europe, eg. local hilly area with a flat one or under sea level.</p> <p style="text-align: center;">Human and Physical geography</p> <p>1.Describe and understand key aspects of: * Physical geography including Rivers and the water cycle, excluding transpiration, brief introduction to Volcanoes and earthquakes</p>	<p style="text-align: center;">Locational knowledge</p> <p>1.On a world map, locate areas of similar environmental regions, either desert, rainforest or temperate regions. 2.Locate and name the main counties and cities in/around</p> <p style="text-align: center;">Place knowledge</p> <p>1.Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.</p> <p style="text-align: center;">Human and Physical geography</p> <p>1.Describe and understand key aspects of: * Physical geography, including: climate zones, biomes and vegetation belts 2.Types of settlements in modern Britain: villages, towns, cities.</p>

<p>* key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>Geographical skills and fieldwork</p> <ol style="list-style-type: none"> 1. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. 2. Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map. 	<p>* Human geography including trade links in the Pre-roman and Roman era.</p> <p>2. Types of settlements in Early Britain linked to History. Why did early people choose to settle there?</p> <p>Geographical skills and fieldwork</p> <ol style="list-style-type: none"> 1. Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. 2. Learn the eight points of a compass, 2 figure grid reference (maths co-ordinates), some basic symbols and key (including the use of a simplified Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world 3. Use fieldwork to observe and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. 	<p>Geographical skills and fieldwork</p> <ol style="list-style-type: none"> 1. Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied 2. Learn the eight points of a compass, four-figure grid references. 3. Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
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Art

Knowledge - What am I going to learn?

I know about different artists from around the world. I can look at their work and describe what I can see. I know about different styles of art. I can use different media/artists tools. I can recreate the work of famous artists. I can use the work of famous artists to create my own pieces.

Drawing (Dali - melting clocks, linked to time/stopwatch Phileas Fogg): Surrealism. What is surrealism? Who is Salvador Dali? Where was he from? When was he born/when did he die? How does his work make you feel? How was it created?

Painting (Matisse - Using style to create hot air balloons): Pointillism. What is pointillism? Who is Henry Matisse? Where was he from? When was he born/when did he die? How does his work make you feel? How did he create his work?

Skills - Year 2	Skills - Year 3	Skills - Year 4
<p>Drawing Skills</p> <ol style="list-style-type: none"> 1. Begin control of marks made with the range of media such as crayons, pastels, felt tips, charcoal, pen, chalk 2. Control the types of marks made with the range of media. Draw on different surfaces with a range of media. 3. Use a sketchbook to plan and develop simple ideas. 4. Continue to investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes using a pencil. Name, match and draw lines /marks from observations. 5. Continue to investigate textures and produce an expanding range of patterns. 6. Explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 7. Discuss own work and others work, expressing thoughts and feelings. 	<p>Drawing Skills</p> <ol style="list-style-type: none"> 1. Develop intricate patterns/ marks with a variety of media. 2. Demonstrate experience in different grades of pencil and other implements to draw different forms and shapes. 3. Use a sketchbook to record media explorations and experimentations as well as planning and collecting source material for future works. 4. Begin to show an awareness of objects having a third dimension and perspective. 5. Create textures and patterns with a wide range of drawing implements.. 6. Continue to explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work 7. Discuss own and others work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques. 	<p>Drawing Skills</p> <ol style="list-style-type: none"> 1. Develop intricate patterns using different grades of pencil and other implements to create lines and marks. 2. Draw for a sustained period of time at an appropriate level. 3. Experiment with different grades of pencil and other implements to achieve variations in tone and make marks on a range of media. 4. Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material for future works. 5. Have opportunities to develop further drawings featuring the third dimension and perspective. Experiment with different grades of pencil and other implements to achieve variations in tone. 6. Further develop drawing a range of tones, lines using a pencil. Include in their drawing a range of technique and begin to understand why they best suit. 7. Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further. 8. Begin to explore a range of great artists, architects and designers in history.

<p>Painting Skills</p> <ol style="list-style-type: none"> 1.Begin to control the types of marks made with a range of painting techniques e.g. layering, mixing media, and adding texture. 2.Continue to experiment in lighten and darken without the use of black or white. Begin to mix colour shades and tones. 3.Use a sketchbook to plan and develop simple ideas and continue to store information on colour mixing, the colour wheel and colour spectrums. 4.Continue to control the types of marks made with the range of media. Use a brush to produce marks appropriate to work. E.g. small brush for small marks. 5.Explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 6.Discuss own work and others work, expressing thoughts and feelings. 	<p>Painting Skills</p> <ol style="list-style-type: none"> 1.Demonstrate the control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. 2.Use light and dark within painting and begin to explore complimentary colours. Mix colour, shades and tones with increasing confidence. 3.Use a sketchbook to record media explorations and experimentations as well as try out ideas, plan colours and collect source material for future works. 4.Confidently create different effects and textures with paint according to what they need for the task. 5.Discuss own and others work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques. Explore a range of great artists, architects and designers in history. 	<p>Painting Skills</p> <ol style="list-style-type: none"> 1.Confidently control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects 2.Start to develop a painting from a drawing. 3.Begin to choose appropriate media to work with. Use light and dark within painting and show understanding of complimentary colours. Mix colour, shades and tones with increasing confidence. 4.Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works. 5.Start to look at working in the style of a selected artist (not copying). 6.Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further. 7.Begin to explore a range of great artists, architects and designers in history.
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DT

Knowledge - What am I going to learn?
Make and Evaluate - vehicle for Primary Engineer project including: Axels, Pulleys & Gears/Electrical & Mechanical:
 Y2: I can create a vehicle following step-by-step instructions. I can make a box model. I can add axels to add wheels. I can think about the design of my model. I can create a farm vehicle
 Y34: I can create a vehicle following step-by-step instructions. I can create a structure to add axels. I can follow the instructions to add an electrical/mechanical element to make my farm machine move. I can get my vehicle to move up a slope.

Skills - Year 2	Skills - Year 3	Skills - Year 4
<p>Make</p> <ol style="list-style-type: none"> 1.Begin to select tools and materials; use correct vocabulary to name and describe them. 2.Build structures, exploring how they can be made stronger, stiffer and more stable. 3.With help measure, cut and score with some accuracy. 4.Learn to use hand tools safely and appropriately. 5.Start to assemble, join and combine materials in order to make a product. 6.Demonstrate how to cut, shape and join fabric to make a simple product. Use basic sewing techniques. 7.Start to choose and use appropriate finishing techniques based on own ideas 	<p>Make</p> <ol style="list-style-type: none"> 1.Select a wider range of tools and techniques for making their product i.e. construction materials and kits, textiles, food ingredients, mechanical components and electrical components. 2.Explain their choice of tools and equipment in relation to the skills and techniques they will be Using. 3.Start to understand that mechanical and electrical systems have an input, process and output. 4.Start to understand that mechanical systems such as levers and linkages or pneumatic systems create movement. 5.Know how simple electrical circuits and components can be used to create functional products. 6.Measure, mark out, cut, score and assemble components with more accuracy. 7.Start to work safely and accurately with a range of simple tools. 8.Start to think about their ideas as they make progress and be willing to change things if this helps them to improve their work. 	<p>Make</p> <ol style="list-style-type: none"> 1.Select a wider range of tools and techniques for making their product safely. 2.Know how to measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques. 3.Start to join and combine materials and components accurately in temporary and permanent ways. 4.Know how mechanical systems such as cams or pulleys or gears create movement. 5.Understand how more complex electrical circuits and components can be used to create functional products. 6.Continue to learn how to program a computer to monitor changes in the environment and control their products. 7.Understand how to reinforce and strengthen a 3D framework. 8.Now sew using a range of different stitches, to weave and knit. 9.Demonstrate how to measure, tape or pin, cut and join fabric with some accuracy.

<p>Evaluate</p> <ol style="list-style-type: none"> 1.Evaluate their work against their design criteria. 2.Look at a range of existing products explain what they like and dislike about Products and why. 3.Start to evaluate their products as they are developed, identifying strengths and possible changes they might make. 4.With confidence talk about their ideas, saying what they like and dislike about them <p>Axles, pulleys and gears</p> <ol style="list-style-type: none"> 1.Construct cubes of different sizes from a net. 2.With support attach a fixed axle to a chassis and add wheels ensuring that they can move freely. 3.Construct a simple pulley using rope over a horizontal bar to raise an object off the ground. 4.Use construction kits with gears to construct a line of gears that turn. <p>Electrical and mechanical components</p> <ol style="list-style-type: none"> 1.Use remote controlled devices e.g. Bee bots 2.Talk about how common electrical equipment works and how it can be used safely. 	<p>9.Start to measure, tape or pin, cut and join fabric with some accuracy.</p> <p>Evaluate</p> <ol style="list-style-type: none"> 1.Start to evaluate their product against original design criteria e.g. how well it meets its intended purpose 2.Begin to disassemble and evaluate familiar products and consider the views of others to improve them. 3.Evaluate the key designs of individuals in design and technology has helped shape the world. <p>Axles, pulleys and gears</p> <ol style="list-style-type: none"> 1.Construct cuboids of different sizes from a net. 2.Attach a fixed axle to a chassis and add wheels ensuring that they can move freely. 3.Construct a pulley that allows a load to travel horizontally along a rope. 4.Use construction kits with gears to mesh gears at right angles. <p>Electrical and mechanical components</p> <ol style="list-style-type: none"> 1.Use remote controlled devices e.g. remote-controlled vehicles 2.Talk about simple electrical safety. <p>Structures</p> <ol style="list-style-type: none"> 1.Deconstruct and assemble the net of basic 3D shapes. 2.Join 2D frames to make 3D structures. 3.With support, make rectangular frames of different sizes using strip wood, reinforcing with cross braces. 4.Use a range of materials to make joints. 	<p>10.Begin to use finishing techniques to strengthen and improve the appearance of their product using a range of equipment including ICT.</p> <p>Evaluate</p> <ol style="list-style-type: none"> 1.Evaluate their products carrying out appropriate tests. 2.Start to their work both during and at the end of the assignment. 3.Be able to disassemble and evaluate familiar products and consider the views of others to improve them. 4.Evaluate the key designs of individuals in design and technology has helped shape the world. <p>Axles, pulleys and gears</p> <ol style="list-style-type: none"> 1.Construct cuboids of different sizes from a net. 2.Attach a fixed axle to a chassis, experimenting with different ways to do this, and add wheels ensuring that they can move freely. 3.Construct a pulley that allows a load to travel horizontally along a rope. 4.Use construction kits with gears to mesh gears at right angles. <p>Electrical and mechanical components</p> <ol style="list-style-type: none"> 1.Describe how a simple battery powered circuit can be controlled by different kinds of switches. 2.Identify key features of electrical safety. 3.Create simple circuits. <p>Structures</p> <ol style="list-style-type: none"> 1.Deconstruct and assemble the net of a range of basic 3D shapes. 2.Join 2D frames to make 3D structures. 3.Make rectangular frames of different sizes using strip wood, reinforcing with cross braces. 4.Use a range of materials to make joints.
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Computing

<p>Knowledge - What am I going to learn?</p> <p>Understanding Technology (research): I can name different forms of technology and how they help us. I know that you have to put something in (input) to get something out (output).</p> <p>Programing (maps/logo/digi-maps): I know what an algorithm is. I can create and de-bug to achieve a goal. I can use logical reasoning when solving problems</p> <p>Digital Literacy (fact sheets/art): I can use technology to create images and texts. I can stores and retrieve my own work</p> <p>e-safety (anti-bullying week): I know how to keep myself safe on the computer. I know what to do if something doesn't feel right.</p>		
<p>Skills - Year 2</p> <p>Understanding technology</p> <ol style="list-style-type: none"> 1.Pupils recognise common uses of information technology beyond school, including those which they don't frequently encounter in their daily routine. 2.Pupils understand that computers are not intelligent but can appear to be when following algorithms. They can share examples of this. 	<p>Skills - Year 3</p> <p>Understanding technology</p> <ol style="list-style-type: none"> 1.Pupils understand that computers (in various forms) generally accept inputs and produce outputs and can give examples of this. 2.Pupils develop a basic understanding of how computers can be linked to form a local network such as those found in schools. 	<p>Skills - Year 4</p> <p>Understanding technology</p> <ol style="list-style-type: none"> 1.Pupils understand the role of web browsers when viewing web pages and can explain how individual web pages can be found (e.g. by clicking on a favourite link, search result or by typing in a URL). They recognise that there is a difference between the Internet and the World Wide Web.

<p>Programming</p> <ol style="list-style-type: none"> 1.Pupils understand that algorithms are implemented as programs on digital devices. 2.Pupils create and debug programs to achieve specific goals. 3.Pupils use the principles of logical reasoning to plan and predict the behaviour of simple programs. 4.Pupils solve real and imaginary problems on and off screen. <p>Digital literacy</p> <ol style="list-style-type: none"> 1.Pupils increasingly use a range of technology to enquire with purpose, accessing and creating digital content such as still and moving images, video, audio and text. 2.With appropriate levels of support, pupils collect data (e.g. numerical, research facts etc.) which they are able to retrieve, store and manipulate. 3.They can present and communicate their learning to others in a variety of ways. 4.With support, pupils are beginning to access and retrieve online content, making appropriate choices to achieve <p>e-safety</p> <ol style="list-style-type: none"> 1.Pupils understand that information about themselves may be personal and they can choose who to share it with. 2.With support, pupils can manage can their online activity safely, recognising which information should be kept private. 3.They can explain what it means to stay safe online and older pupils identify some of the potential risks associated with the online world. 4.They communicate safely and respectfully using a range of digital devices, making links to their behaviour in the physical world. 5.Pupils start to develop strategies for managing concerns about online content or contact; seeking help and support when needed. 	<p>3.Pupils are aware of some of the services offered by the Internet and can describe when they are, and are not, using online technologies</p> <p>Programming</p> <ol style="list-style-type: none"> 1.Pupils create programs to accomplish specific goals: - using an increasing range of digital devices and applications. - exploring and understanding the impact of changing instructions. - using sequence and repetition - decomposing problems both on and off screen - using the principles of logical reasoning in order to resolve problems. <p>Digital literacy</p> <ol style="list-style-type: none"> 1.Pupils are confident and creative users of technology. They are beginning to make informed choices about the appropriateness of digital content they access and create, using an increasing range of digital resources and devices 2.Pupils identify, collect and manipulate different types of data (e.g. numerical data from science experiments, words, still and moving images etc.) which they present as information, showing a greater awareness of purpose and audience. <p>e-safety</p> <ol style="list-style-type: none"> 1.Pupils, review their online activity, including maintaining amending online profiles, communication channels and publishing spaces to ensure they do not inadvertently reveal personal details. 2.Pupils show respect for content created by others by acknowledging sources, commenting respectfully and responsibly on other people's work and respecting privacy. 3.They are discriminating about what they share and whether any permission is needed to do so 	<p>2.Pupils recognise and describe some of the services offered by the Internet, especially those used for communication and collaboration</p> <p>Programming</p> <ol style="list-style-type: none"> 1.Pupils create and debug programs. They can: - use sequence and repetition. - refine algorithms to improve efficiency - control or simulate physical systems 2.Pupils begin to explore and notice the similarities and differences between programming languages and use this knowledge to help them create and debug programs efficiently <p>Digital literacy</p> <ol style="list-style-type: none"> 1.Pupils become more discerning in their choice of search technology to accomplish specific goals. They understand the need for efficiency when conducting searches, choosing keywords carefully. <p>e-safety</p> <ol style="list-style-type: none"> 1.Pupils can identify a range of potential online risks including inappropriate contact or content and can identify ways of seeking support and reporting concerns. 2.They exercise caution when receiving attachments and following web links contained in messages.
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PSHE

Knowledge - What am I going to learn?

Managing Change: What changes have I already experienced and might I experience in the future? What changes might other people be going through? What is it like to be separated from a special person? How do people feel when things change or people or pets die? What emotions might I feel at times of loss and change? How might I behave when I feel these emotions? What can I do to make the best of new situations?

Anti-Bullying: What are the key characteristics and forms of bullying? Do I understand that bullying occurs when a person or group of people feel the need to have power over another person or group of people? Do I understand how bullying affects the way we think, feel and behave? How can I keep myself safe if I am being bullied? How might bystanders intervene and help someone who is being bullied?

Skills - Year 2	Skills - Year 3	Skills - Year 4
<p>Managing Change</p> <p>To be able to identify changes that they and other children may experience in their lives.</p> <p>To be able to name emotions that may be involved in loss and change situations, and have some strategies for coping with them.</p>		

To know what helps or hinders when they are experiencing difficult emotions.
 To understand how someone who experiences bereavement might feel.
 To know who they can talk to if they are experiencing difficult emotions, and how to ask for help.
 To be able to plan to make a chosen change happen.

Key words/phrases:

Range of experiences of Change/ Positive changes/ Emotions involved in loss and change/ Taking responsibility for choices/ Confidence in new situations/ People I see, people I don't see/ Bereavement

Anti-Bullying

To understand that bullying is deliberately hurtful behaviour and be able to give a range of examples of different forms of bullying including simple forms of cyberbullying.
 To understand that sometimes people are bullied because of issues relating to their identity e.g. ethnicity, religion, culture or family life.
 To be able to describe the feelings of those involved in bullying including those who bully others.
 To be able to describe and demonstrate a number of assertiveness techniques when responding to bullying and be starting to show that they can support a child in a bullying situation.
 To be able to provide reasons for why bullying may occur in certain parts of the school and suggest a range of strategies to

Key words/phrases:

Bullying/ Respect/ Direct and indirect bullying/ Cyberbullying/ Bystanders and followers/ Being supportive/ Getting help

Music

Knowledge - What am I going to learn?

Music from around the World: I can listen to different pieces of music from around the world. I can notice and talk about similarities and differences. I can think about how the music makes me feel and describe what causes these feelings.

Christmas Carol Concert songs: I can rehearse and sing songs from memory. I can think about my voice. I can control the pitch and volume of my voice.

Skills - Year 2	Skills - Year 3	Skills - Year 4
<p>Controlling Sounds through singing and playing 1. Use voices expressively and creatively.</p> <p>Responding and reviewing appraising skills 1. To respond to different moods in music and explain thinking about changes in sound</p> <p>Listening and applying knowledge and understanding 1. To identify and recognise repeated patterns and follow a wider range of musical instructions 2. To understand how musical elements create different moods and effects. 4. To listen to pieces of music and discuss where and when they may be heard explaining why using simple musical vocabulary. E.g. It's quiet and smooth so it would be good for a lullaby.</p>	<p>Controlling Sounds through singing and playing 1. To sing in unison, becoming aware of pitch.</p> <p>Responding and reviewing appraising skills 1. To explore and comment on the ways sounds can be used expressively.</p> <p>Listening and applying knowledge and understanding 1. To listen with attention and begin to recall sounds. 2. To begin to understand how different musical elements are combined and used to create an effect. 4. To listen to and begin to respond to music drawn from different traditions and great composers and musicians.</p>	<p>Controlling Sounds through singing and playing 1. To sing in unison maintaining the correct pitch and using increasing expression.</p> <p>Responding and reviewing appraising skills 1. To recognise and explore the ways sounds can be combined and used expressively and comment on this effect.</p> <p>Listening and applying knowledge and understanding 1. To listen to and recall patterns of sounds with increasing accuracy. 2. To understand how different musical elements are combined and used expressively. 4. To listen to, understand a wide range of high quality live and recorded music drawn from different traditions, great composers and musicians</p>

RE

Knowledge - What am I going to learn?

Autumn A Understanding Christianity: Creation/Fall - What do Christians learn from the Creation Story?

- Place the concepts of God and Creation on a timeline of the Bible's 'Big Story'.
- Make clear links between Genesis 1 and what Christians believe about God and Creation.
- Describe what Christians do because they believe God is the Creator. (For example, follow God, wonder how amazing God's creation is; care for the earth in some specific ways.)
- To ask questions and suggest answers about what might be important in the creation story for Christians living today, and for people who are not Christians.

Autumn B Understanding Christianity: Unit 2A.3 Incarnation/God - What is the Trinity?

- Identify the difference between a 'Gospel', which tells the story of the life and teaching of Jesus, and a letter.
- Offer suggestions about what texts about baptism and Trinity might mean.

- Give examples of what these texts mean to some Christians today.
- Describe how Christians show their beliefs about God the Trinity in worship (in baptism and prayer, for example) and in the way they live.
- Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what the God of Christianity is like.

Skills - Year 2	Skills - Year 3	Skills - Year 4
<p>AT1: Learning about religion and belief</p> <ol style="list-style-type: none"> 1. Name the different beliefs and practices of Christianity and at least one other religion and begin to look for similarities between religions. 2. Retell some of the religious and moral stories from the bible and at least one other religious text or special books. 3. Begin to understand what it looks like to be a person of faith. 4. Pupils begin to use key words and vocabulary related to Christianity and at least one other religion. <p>AT2: Learning from religion and belief</p> <ol style="list-style-type: none"> 1. Talk about and find meanings behind different beliefs and practices. 2. Suggest meanings of some religious and moral stories. 3. Ask and respond to questions about what individuals and faith communities do. 4. Express their own ideas, opinions and talk about their work creatively using a range of different medium 	<p>AT1: Learning about religion and belief</p> <ol style="list-style-type: none"> 1. Recall the different beliefs and practices of Christianity and at least one other religion. 2. Retell some of the religious and moral stories from at least three different religious texts and books. 3. Understand what it looks like to be a person of faith. 4. Use key words and vocabulary related to Christianity and at least one other religion. <p>AT2: Learning from religion and belief</p> <ol style="list-style-type: none"> 1. Suggest and find meanings behind different beliefs and practices. 2. Suggest meanings of some religious and moral stories and suggest how these relate to right and wrong. 3. Ask and respond to questions about what individuals and faith communities do and why. 4. Use a range of different medium to creatively express their own ideas, thoughts and opinions. Begin to explain their ideas. Express their own ideas and opinions, and begin to give good reasons for those ideas. Use a range of different medium to express their thoughts. 	<p>AT1: Learning about religion and belief</p> <ol style="list-style-type: none"> 1. Recall in detail and use the correct vocabulary in regard to the different beliefs and practices of different religions. 2. Begin to compare the similarities of at least three different religious texts or stories. 3. To begin to understand the diversity of belief in different religions, nationally and globally. 4. Begin to compare directly different responses to ethical questions looking at a range of different religions. <p>AT2: Learning from religion and belief</p> <ol style="list-style-type: none"> 1. Respond to meanings behind different beliefs and practices. 2. Respond to the meanings of some religious and moral stories and expresses how these relate (directly) to right and wrong. 3. Express views about why belonging to a faith community is valuable in their own lives. 4. Begin to make connections between their own ideas and others.

MFL

Knowledge - What am I going to learn?

Greetings: I can say hello and good bye. I can ask how someone is. I can say what my name is and ask others what there name is. I can respond to someone else's questions

Numbers to 20: I can say the numbers to 20 in order. I can match French numbers to English numbers. I can write some numbers in French

How old am I?: I can say 'I am ...years old' in French. I can listen to others saying how old they are. I can write the sentence with support

Skills - Year 2	Skills - Year 3	Skills - Year 4
	<p>Listening</p> <ol style="list-style-type: none"> 1. Understand a few familiar spoken words and phrases <p>Speaking</p> <ol style="list-style-type: none"> 1. Chn will be able to: Say and repeat single words and short simple phrases <p>Reading</p> <ol style="list-style-type: none"> 1. Chn will be able to: Can recognise and read out a few familiar words and phrases <p>Writing</p> <ol style="list-style-type: none"> 1. Chn will be able to: Can write or copy simple words or symbols correctly 	<p>Listening</p> <ol style="list-style-type: none"> 1. Chn will be able to: Understand a range of familiar spoken phrases <p>Speaking</p> <ol style="list-style-type: none"> 1. Chn will be able to: Answer simple questions and give basic information <p>Reading</p> <ol style="list-style-type: none"> 1. Chn will be able to: Understand and read out familiar written phrases <p>Writing</p> <ol style="list-style-type: none"> 1. Chn will be able to: Can write one or two short sentences to a model and fill in the words on a simple form

Knowledge - What am I going to learn?

Games: (Tag Rugby/Kwik sticks) What are the rules in Tag Rugby/Kwik Sticks? What does it mean to be part of a team? What is defending/attacking? Why do we have rules?

Dance: What is dance? What is a sequence? How can we vary our sequences? How can I use dance to show feelings, emotions and ideas? How is my body important in dance?

Gymnastics: (Travelling) What does it mean to travel? How many different ways can we travel? How can we vary the way we travel?

Skills - Year 2

Games

1. Understand the terms 'opponent' and 'team mate'
2. Develop basic tactics for small team games
3. Lead others in small game situations
4. To set myself targets to improve my performance

Dance

1. Copy and remember moves and positions
2. Choose appropriate movements to communicate mood / feelings / ideas

Gymnastics

1. Copy and remember actions
2. Travel by rolling forwards, backwards and sideways
3. Hold a position whilst balancing on different points of my body
4. Climb safely on large equipment
5. Stretch and curl to develop increasing flexibility
6. Jump in a variety of ways and land with increasing control and balance

Skills - Year 3

Games

1. Throw and catch various objects / balls with control and accuracy
2. Follow rules of games and play fairly
3. Maintain possession of a ball
4. Pass to teammates when appropriate

Dance

1. Refine movements into sequences
2. Change speed and level within a performance
3. Develop suppleness through stretching

Gymnastics

1. Refine movements into sequences
2. Show changes of direction, speed and level during a performance
3. Swing and hang from equipment safely using my hands

Skills - Year 4

Games

1. Strike a ball and field with control
2. Choose appropriate tactics to cause problems for the opposition
3. Be an effective team member
4. Lead a team effectively

Dance

1. Plan, perform and repeat sequences
2. Move in a clear, fluent and expressive manner
3. Create dances and movements that convey a clear idea
4. Develop physical strength by practicing moves

Gymnastics

1. Refine movements into sequences
2. Show changes of direction, speed and level during a performance
3. Swing and hang from equipment safely using my hands