

Year 2 & 3 - Annual Cycle A - Spring Term

	1st ½ term	2nd ½ term
Topics	Plants and Living Things	Local Area
Subject	Content Overview	
English Focus	Poetry – Rhyming Couplets Chorological Reports – Newspaper Reports Recount – Outdoor Learning	Poetry – Riddles Narratives – Fantasy Persuasion – TV Advert
Maths links	<p>Number: Multiplication and Division Y2 – Division and Odd & Even. Y3 – Division, Scaling and Correspondence.</p> <p>Number: Statistics Y2 – Tally Charts, Pictograms and Bar Charts. Y3 – Pictograms, Bar Charts and Tables.</p> <p>Geometry: Properties of Shape Y2 – 2-D shapes, Symmetry, 3-D shapes, and Patterns. Y3 – Lines, 2-D shapes and 3-D shapes.</p>	<p>Geometry: Properties of Shape Y2 – 2-D shapes, Symmetry, 3-D shapes, and Patterns. Y3 – Lines, 2-D shapes and 3-D shapes.</p> <p>Number: Fractions Y2 – Recognising Fractions, Unit & Non-unit Fractions, Fractions of an amount and Equivalence. Y3 – Unit & Non-unit Fractions, Tenths, Fractions of an amount, Equivalence, Compare & Order and Add & Subtract.</p>
Science	Plants and Living Things	
History		Local Study – York and the surrounding area.
Geography	Human Features	
A & D	Painting – David Hockney	Printing
D & T	Food – What can our garden provide?	
R.E.	What can we learn from Sacred Books?	Easter
Music	Patterns	
P.E.	Gym	Dance
Computing	Online Safety	Computer Art
MFL	La Jungle	Tutti Frutti
PSHE/SRE	Living in the wider world	

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Subject – English. Topic – Rhyming Couplets, Newspaper Report, Recount/Riddles Fantasy Narrative, TV Advert.

Curriculum Coverage

Reading
Pupils should be taught to:

- Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent; read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes; read accurately words of two or more syllables that contain the same graphemes as above; read words containing common suffixes; read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word; read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered; read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation; re-read these books to build up their fluency and confidence in word reading.
- Develop pleasure in reading, motivation to read, vocabulary and understanding by: listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently; discussing the sequence of events in books and how items of information are related; becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales; being introduced to non-fiction books that are structured in different ways; recognising simple recurring literary language in stories and poetry; discussing and clarifying the meanings of words, linking new meanings to known vocabulary; discussing their favourite words and phrases.
- Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear; understand both the books that they can already read accurately and fluently and those that they listen to by: drawing on what they already know or on background information and vocabulary provided by the teacher; checking that the text makes sense to them as they read and correcting inaccurate reading; making inferences on the basis of what is being said and done; answering and asking questions; predicting what might happen on the basis of what has been read so far; participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say; explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

Pupils should be taught to:

- Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet; read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.
- Develop positive attitudes to reading and understanding of what they read by: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks; reading books that are structured in different ways and reading for a range of purposes; using dictionaries to check the meaning of words that they have read; increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally; identifying themes and conventions in a wide range of book; preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action; discussing words and phrases that capture the reader's interest and imagination; recognising some different forms of poetry [for example, free verse, narrative poetry].
- Understand what they read, in books they can read independently, by: checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context; asking questions to improve their understanding of a text; drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence; predicting what might happen from details stated and implied; identifying main ideas drawn from more than one paragraph and summarising these; identifying how language, structure, and presentation contribute to meaning; retrieve and record information from non-fiction; participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

Writing – Composition
Pupils should be taught to:

- Develop positive attitudes towards and stamina for writing by: writing narratives about personal experiences and those of others (real and fictional); writing about real events; writing poetry; writing for different purposes.
- Consider what they are going to write before beginning by: planning or saying aloud what they are going to write about; writing down ideas and/or key words, including new vocabulary; encapsulating what they want to say, sentence by sentence.
- Make simple additions, revisions and corrections to their own writing by: evaluating their writing with the teacher and other pupils; re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form; proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]; read aloud what they have written with appropriate intonation to make the meaning clear.
- Plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar; discussing and recording ideas.
- Draft and write by: composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2); organising paragraphs around a theme; in narratives, creating settings, characters and plot; in non-narrative material, using simple organisational devices [for example, headings and sub-headings].

	<ul style="list-style-type: none"> Evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements; proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences; proof-read for spelling and punctuation errors; read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. <p>Writing – Handwriting Pupils should be taught to:</p> <ul style="list-style-type: none"> Form lower-case letters of the correct size relative to one another; start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined; write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters; use spacing between words that reflects the size of the letters. Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined; increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. <p>Writing – SPAG Pupils should be taught to:</p> <ul style="list-style-type: none"> Develop their understanding of the concepts set out in English Appendix 2 by: learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular). Learn how to use: sentences with different forms: statement, question, exclamation, command; expanded noun phrases to describe and specify [for example, the blue butterfly]; the present and past tenses correctly and consistently including the progressive form; subordination (using when, if, that, or because) and co-ordination (using or, and, or but); the grammar for year 2 in English Appendix 2; some features of written Standard English; use and understand the grammatical terminology in English Appendix 2 in discussing their writing. Spell by: segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly; learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones; learning to spell common exception words; learning to spell more words with contracted forms; learning the possessive apostrophe (singular) [for example, the girl's book]; distinguishing between homophones and near-homophones; add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly; apply spelling rules and guidance, as listed in English Appendix 1; write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. Use further prefixes and suffixes and understand how to add them (English Appendix 1); spell further homophones; spell words that are often misspelt (English Appendix 1); place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]; use the first two or three letters of a word to check its spelling in a dictionary; write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. Develop their understanding of the concepts set out in English Appendix 2 by: extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although; using the present perfect form of verbs in contrast to the past tense; choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition; using conjunctions, adverbs and prepositions to express time and cause; using fronted adverbials; learning the grammar for years 3 and 4 in English Appendix 2; Indicate grammatical and other features by: using commas after fronted adverbials; indicating possession by using the possessive apostrophe with plural nouns; using and punctuating direct speech; use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.
Rational	<p>Teaching more than one style of writing ensures that children are exposed to a wider range of text types e.g. poetry, narratives, non-chronological reports etc. Both fiction and non-fiction are taught so children can broaden the types of texts they read and develop their understanding of different genres having different purposes. Poetry is taught each half term as it allows children to experience and appreciate a variety of styles throughout the year as well as being able to hear and respond to a wide range of notable poets and develop their speaking and listening skills. The children are taught rhyming couplets as it allows the children to be exposed a simple form of poetry that contains rules to form a basic structure so that they can begin to appreciate that some forms of poetry have a fixed structure. Newspaper reports are taught as it links well with other areas of the curriculum it also helps them practise writing in a journalistic fashion using features such as direct speech and quoted speech where they wouldn't have had this opportunity before to practise these skills. Recounts are taught to help children develop writing in the past tense and first person. It also allows children to use their own experiences and memories to help aid description and recall their narrative. The narrative used will be based around the Outdoor Learning Week to help enthuse their writing. Fantasy stories are taught so that children can develop their understanding and joy of novels as well as helping them understand the different stages of a narrative. It can also be inspired by the class text based on topic. Adverts and leaflets are taught to allow for a range of texts to be studied, both fiction and nonfiction, and to show the children how writing can be used in a real world setting other than 'writing stories'.</p>
Pedagogy	<p>Whole class guided reading lessons so that every child has access to quality texts and can practise specific reading skills. Small group reading/phonics intervention to help build fluency and word reading skills using learnt phonetic methods. RIC style questioning used in reading lessons to help develop reading skills and deepen understanding. 1:1 reading with adult to support with fluency as well as comprehension and ensuring that children are reading during the week. Separate spelling small spelling sessions to support learning in class. SPAG input in every lesson to support writing skills as well as topic knowledge. Variety of mediums used to display and support learning (drama, freeze frames, videos, drawing etc.). Weekly handwriting lessons (3x) to support fluency in writing.</p>
Enhancements	<p>Whole class book set, videos as well as texts to use as 'hooks', no nonsense spelling scheme, bug club reading books (reading level appropriate), real life situations used to support learning where possible, Young Writers writing competitions included (where possible) to create challenge support learning, four adults to support small reading/phonics interventions, handwriting intervention group supported by EMS handwriting scheme & Letterjoin handwriting scheme to support whole class handwriting.</p>

Skills developed (transferable)	Writing for a range of purposes. Demonstrate the processes needed to plan writing, by thinking aloud to generate ideas. Critically evaluate their own and others' writing, indicating changes to vocabulary, grammar and punctuation to improve clarity and effect. Cursive writing, presenting skills, listening, turn taking, key vocabulary for grammar, inference, retrieval, predicting, sequencing, explaining, transcribing, spellings rules for this term – see no nonsense-spelling plan.
Knowledge acquired (Subject specific)	Children should know: <ul style="list-style-type: none"> • Key terminology for Year 2 & 3. • Spelling, Punctuation and Grammar skills that can be applied to the genres of writing that they have learnt, e.g. expanded noun phrases in narratives, persuasion in adverts etc. • The purpose for their writing. • How to write for a specific audience. • Examples of a poem review, dairy entry, stories from different settings, kennings poem, informal letter & playscript. • The structure and features of a poem review. • The structure and features of a dairy entry. • The structure and features of stories from different settings. • The structure and features of a kennings poem. • The structure and features of an informal letter. • The structure and features of a playscript.
Vocab learnt	Punctuation, subordination, conjunction, compound, verb, noun, adverb, adjective, preposition, exclamation, question, sub-heading, heading, contents, glossary, index, apostrophes, possessive, point of view, first person, second person, third person, bullet points, title, paragraph, rhyming structure, verse, repetition, (non)fiction, retrieval, inference, comprehension, story mountain, plan, paragraph, perfect form, present perfect, adverbial, adverbials phrases, fronted adverbial, preposition, prepositional phrase, compound sentence, coordination, complex sentences, relative clause, sentence of three, dialogue, powerful verbs, word family, determiners, conjunction, direct speech, inverted commas, prefix, suffix, constant, vowel, thesaurus, synonyms, relative clause, imperative, colon, conditional, simile, alliteration, metaphor, onomatopoeia, comparative, superlative, pronoun, possessive, plural, genre, narrative, introduction build-up, problem, dilemma, resolution, ending, persuasive, advertisement, non-chronological, caption, diagram.

Subject – Maths. Topic -				
White rose areas	Number: Multiplication and Division Y2 – Division and Odd & Even. Y3 – Division, Scaling and Correspondence.	Number: Statistics Y2 – Tally Charts, Pictograms and Bar Charts. Y3 – Pictograms, Bar Charts and Tables.	Geometry: Properties of Shape Y2 – 2-D shapes, Symmetry, 3-D shapes, and Patterns. Y3 – Lines, 2-D shapes and 3-D shapes.	Number: Fractions Y2 – Recognising Fractions, Unit & Non-unit Fractions, Fractions of an amount and Equivalence. Y3 – Unit & Non-unit Fractions, Tenths, Fractions of an amount, Equivalence, Compare & Order and Add & Subtract.
Curriculum Coverage	<ul style="list-style-type: none"> • Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers. • Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs. • Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot. • Solve problems involving multiplication and division, using 	<ul style="list-style-type: none"> • Interpret and construct simple pictograms, tally charts, block diagrams and simple tables. • Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity. • Ask and answer questions about totalling and comparing categorical data. • Interpret and present data using bar charts, pictograms and tables. 	<ul style="list-style-type: none"> • Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line. • Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces. • Identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid]. • Compare and sort common 2-D and 3-D shapes and everyday objects. 	<ul style="list-style-type: none"> • Recognise, find, name and write fractions $\frac{1}{3}$ $\frac{1}{4}$, $\frac{2}{4}$ $\frac{3}{4}$ of a length, shape, set of objects or quantity. • Write simple fractions for example, $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$. • Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators. • Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators.

	<p>materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.</p> <ul style="list-style-type: none"> Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods. Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects. 	<ul style="list-style-type: none"> Solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables. 	<ul style="list-style-type: none"> Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them. Recognise angles as a property of shape or a description of a turn. Identify horizontal and vertical lines and pairs of perpendicular and parallel lines. 	<ul style="list-style-type: none"> Recognise and show, using diagrams, equivalent fractions with small denominators. Add and subtract fractions with the same denominator within one whole [for example, $5/7 + 1/7 = 6/7$]. Compare and order unit fractions, and fractions with the same denominators. Solve problems that involve all of the above.
Rational	<p>Mathematics is taught, using the White Rose scheme of learning, so that children have access to an ambitious, connected curriculum that is accessible to all and give them the fundamental mathematical skills that will support them throughout life. WE teach it so that children become fluent in the fundamentals of mathematics, exposing them to a range of mathematical vocabulary and concepts, so that they can develop reasoning and problem solving skills that can support them in their future academic life and career</p>			
Pedagogy	<p>In class visualizers are used following the CPA (Concrete, pictorial and abstract) approach to help pupils understand mathematics and to make connections between different representations. There is a great emphasis on mathematical language and questioning so pupils can discuss the mathematics they are practising and so support them to take ideas further. Discussions and 'experimenters' are used to help children not only be fluent in mathematics but also have a love for the subject and want to understand in greater depth. Where possible, every lesson has a practical element to it to support a range of learning styles as well as helping children visualise mathematical concepts.</p>			
Enhancements	<p>Doodlemaths and doodletables software has been purchased so children practise different mathematical skills, using technology in school and at home. Active maths planning has been purchased to support the use of maths outside the normal classroom lessons and use exercise to support ongoing learning. A variety of different manipulatives are available to all children to access independently and with support in lesson.</p>			
Skills developed (transferable)	<p>Children should be able to:</p> <ul style="list-style-type: none"> Show systematic thinking. Read and represent numbers in a variety of ways. Able to compare, order, group and sort numbers depending on a variety of variables. Solve problems using specific techniques and fully explain their thought process. Show an understanding of reasoning and how to apply these skills in a variety of ways. Show fluency in a variety of mathematical concepts. Use and show understanding of a variety of methods to solve operations. Show an understanding of the four operations. 			
Knowledge acquired (Subject specific)	<p>Children should know:</p> <ul style="list-style-type: none"> How to recall multiplication facts for times tables. How to solve problems involving multiplication and division operations. How to share equally including using multiplication tables. 	<p>Children should know:</p> <ul style="list-style-type: none"> How to interpret, present and evaluate data in a variety of methods. Answer questions based on the data collated/presented. 	<p>Children should know:</p> <ul style="list-style-type: none"> How to identify and describe 2D and 3D shapes. How to draw and represent 2D and 3D shapes. Recognise and describe angles and lines. 	<p>Children should know:</p> <ul style="list-style-type: none"> What a fraction is. How to find a fraction of an amount. What unit and non-unit fractions are. How to find a fraction of an amount. How to recognise and use fractions as numbers. How to add and subtract fractions.

	<ul style="list-style-type: none"> How to solve problems using multiplication and division operations. 			<ul style="list-style-type: none"> How to compare and order fractions. How to recognise fractions as a number. What equivalence is and how it can be used when using fractions.
Vocabulary	Groups, equal grouping, share, share by, share equally, divide by, divide equally, dividend, divisor, multiplication, division, repeated addition, scaling, multiplied by, lots of, groups of, sets of, times larger, times smaller, product, divided by, shared between, partition, array, row, column, times table facts, fact family, partition, grid, solve, commutative, correspondence, operation.	Table, represent, tally, bar chart, sort, group, pictogram, block graph, diagram, list, same, different, data.	3D, 2D, polygon, sides, corners, vertices, edges, faces, triangle, square, rectangle, oblong, trapezium, octagon, hexagon, pentagon, heptagon, nonagon, decagon, sphere, cube, cuboid, pyramid, square based, triangular based, prism, cylinder.	Half, quarter, third, part, whole, fraction, equal part, unit fraction, equally, denominator, numerator, proportion, out of, fifth, sixth, seventh, eighth, ninth, tenth, equivalent, unit fraction, non-unit fraction, order, compare, decimal, hundredth.

Subject – Science. Topic – Plants – How does the world grow around me?

Curriculum Coverage	<p>Content -Pupils should be taught to:</p> <ul style="list-style-type: none"> Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant. Investigate the way in which water is transported within plants. Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. <p>Working scientifically:</p> <ul style="list-style-type: none"> Asking relevant questions and using different types of scientific enquiries to answer them. Setting up simple practical enquiries, comparative and fair tests. Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions. Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. Identifying differences, similarities or changes related to simple scientific ideas and processes. Using straightforward scientific evidence to answer questions or to support their findings
Rational	This 'Plants' unit will teach the children about everything they need to know about plants. It is taught in the Spring term to link in with the seasons and the children can appreciate how this time of year is important for their village and setting (mainly farmlands). They will learn the names of different parts of plants, and the jobs they do. The children will work scientifically and collaboratively to investigate what plants need to grow well, and will present their findings to their classmates. Furthermore, they will have chance to predict what will happen in an exciting investigation into the transportation of water within plants. They will work in a hands-on way to identify the parts of a flower, and will explore the different stages of the life cycle of a flowering plant. They will also have the opportunity to complete investigations using different types of inquiry and practise working scientifically.
Pedagogy	In lessons, children will gather information from books as well as using IT to research online. To help support learning and inspire the children illustrations, photographs, online sources and films will be used in lesson. Where possible, during every topic, the children will have the opportunity to conduct each of the five types of inquiry to support the development of their working scientifically skills. Every experiment will focus on an area of an investigation e.g. Fair testing, predictions, conclusions etc, to help develop their understanding of the investigation process. Children will work with learning partners or small groups to help discuss key questions and develop their critical thinking skills. In class the children will have an opportunity to answer a key question that the topic is based around.

Enhancements	Children will be able to use a variety of scientific apparatus when conducting investigations. Where possible a scientist will be brought into school or the children will visit a science centre e.g. Magna to support their ongoing learning.
Skills developed	Children should be able to: <ul style="list-style-type: none"> Use pictures, writing, diagrams and tables as directed by their teacher use simple texts, directed by the teacher, to find information record their observations in written, pictorial and diagrammatic forms select the appropriate format to record their observations. Put forward own ideas about how to find the answers to questions recognise the need to collect data to answer questions carry out a fair test with support recognise and explain why it is a fair test with help; pupils begin to realise that scientific ideas are based on evidence. Make relevant observations measure using given equipment select equipment from a limited range. Begin to offer explanations for what they see and communicate in a scientific way what they have found out begin to identify patterns in recorded measurements suggest improvements in their work evaluate their findings.
Knowledge acquired	Children should know: <ul style="list-style-type: none"> How to identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers by labelling the parts of a plant. How to explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) by investigating what plants need to grow well How to record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables by observing and recording plant growth. How to report on findings from enquiries, including oral and written explanations and presentations of results and conclusions by presenting findings to the class. How to investigate the way in which water is transported within plants by observing the transport of food colouring through a flower stem. How to explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal by understanding pollination and fertilisation. How to explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal by ordering and describing the stages of the life cycle of a flowering plant.
Vocab learnt	Observation over time, pattern seeking, identifying, classifying, grouping, comparative, fair test, secondary sources, predication, conclusion, plant, flowering plant, root, stem, trunk, leaves, oxygen, carbon dioxide, nutrients, absorb, photosynthesis, seed, formation, dispersal, life cycle.

Subject – History. Topic – Local Study - York and the surrounding area

Curriculum Coverage	Pupils should be taught about: <ul style="list-style-type: none"> A local history study An in-depth study linked to one of the British areas of study already studied (Stone Age). A study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066). A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.
Rational	Following on from the Stone Age topic the children will be able to study a local area that has uncovered Stone Age – iron Age ruins helping to solidify prior learning as well as having a greater knowledge of their local area. The children will be able to use a variety of skills and research to identify the history of their village and area and how it has changed over the centuries.
Pedagogy	In class children will use secondary sources including, information gathered from books, illustrations, photographs, online sources and films to help support their understanding and independent research. Children will take part in a variety of activities that help build a chronological understanding of a time period but also develop an understanding of the lives of those studied and how it compares to their own life. Children will study not just significant events in history but also learn about historical figures and their achievements; how religions effected the way of life of different cultures and how these time periods help create the world we live in today. Children will also have the opportunity to discuss in class key questions that help them understand different interpretations of history and why people may disagree with historical sources/opinions.
Enhancements	Where possible, real life or replica artefacts will be brought into class to help inspire learning and also 'bring to life' historical periods. Where possible, trips to local areas or further afield will take place to help embed learning e.g. visit to York City Walls.

Skills developed	<p>Children should be able to show:</p> <p>Chronological Understanding:</p> <ul style="list-style-type: none"> Place the time studied on a time line. Use dates and terms related to the study unit and passing of time. Sequence several events or artefacts. <p>Range and Depth of Historical Knowledge:</p> <ul style="list-style-type: none"> Find out about everyday lives of people in time studied. Compare with our life today. Identify reasons for and results of people's actions. Understand why people may have wanted to do something. <p>Interpretations of History:</p> <ul style="list-style-type: none"> Identify and give reasons for different ways in which the past is represented. Distinguish between different sources – compare different versions of the same story. Look at representations of the period – museum, cartoons etc. <p>Historical Inquiry:</p> <ul style="list-style-type: none"> Use a range of sources to find out about a period. Observe small details – artefacts, pictures. Select and record information relevant to the study. Begin to use the library and internet for research.
Knowledge acquired	<p>Children should know:</p> <ul style="list-style-type: none"> Answers to specific historical questions about their locality. How the timeline of the national history is reflected in the local history as well. How their locality today has been shaped by what happened in the past. Notable historical sites and finds that have been made in their locality.
Vocab learnt	<p>Stone Age, Iron Age, bronze Age, archaeology, site, restoration ,artefact.</p>

Subject – Geography. Topic – Human Features - Local Geography

Curriculum Coverage	<p>Pupils should be taught:</p> <p>Locational knowledge:</p> <ul style="list-style-type: none"> Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. <p>Place knowledge:</p> <ul style="list-style-type: none"> 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>Human and physical geography:</p> <ul style="list-style-type: none"> Describe and understand the key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water <p>Geographical skills and fieldwork:</p> <ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Use fieldwork to observe, measure, record and present 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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Rational	Local Geography is taught so that children can gain a greater understand of their local area, the different habitats it has and any notable physical geography that would have led to people settling in the area. The topic itself links very closely with the local history unit and the two complement each other in how they support the learning in each subject. The topic also helps develop children geographical skills such as map understanding and their ability to locate places and give directions. The topic also allows children to understand how landscapes can change due to human intervention and building. Pupils will look closely at how their local area and a more urban area (York) has changed over the years.
Pedagogy	In lesson children will use a variety of resources including maps of local areas, atlases and IT equipment to help develop their geographical knowledge and understanding of their local area, county, country etc. Videos, pictures and diagrams will be used to support their understanding of physical and human geography e.g. changes over time, the effects of hurricanes etc. Where possible, lesson will incorporate practical elements so that children can put into practise the skills they are developing e.g. orienteering or geocaching.
Enhancements	IT will be used in lesson to support children understanding of maps and how they can be used in a real world context, e.g. google maps to plan a route/sat nav. Every term there will be an Outdoor Learning day that will incorporate some of the geographical skills the children have been developing over that term or it will be sued as a stimulus to develop those skills. Trips around the local area will be used to help develop their understanding of local knowledge and map work, e.g. finding churches on maps in the local area.
Skills developed (transferable)	<p>Children should be able to:</p> <p>Geographical enquiry:</p> <ul style="list-style-type: none"> • Begin to ask/initiate geographical questions. • Use NF books, stories, atlases, pictures/photos and internet as sources of information. • Investigate places and themes at more than one scale. • Begin to collect and record evidence. • Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/ pictures, temperatures in different locations. <p>Direction/location:</p> <ul style="list-style-type: none"> • Use 4 compass points to follow/give directions. • Use letter/no. co-ordinates to locate features on a map. <p>Map work:</p> <ul style="list-style-type: none"> • Try to make a map of a short route experienced, with features in correct order; try to make a simple scale drawing. • Know why a key is needed; use standard symbols. • Locate places on larger scale maps e.g. map of Europe. Follow a route on a map with some accuracy. (E.g. whilst orienteering). • Begin to match boundaries (E.g. find same boundary of a country on different scale maps.). • Begin to draw a sketch map from a high view point. • Begin to identify points on maps. • Use large scale OS maps; begin to use map sites on internet; begin to use junior atlases; begin to identify features on aerial/oblique photographs. •
Knowledge acquired (Subject specific)	<p>Children should know:</p> <ul style="list-style-type: none"> • Where their local area is situated in the Untied Kingdom. • How to plan a journey from their village/town/city to another place in England. • Why some people choose the live in one place rather than another. • Why some people are attracted to lives in cities. • The key geographical features of their local area and how it compares to other areas studied. • The key aspects of human geography in their local area. • How to locate their area in an Atlas or digital device. • The location of key human geographical features of their local area. • How the geographical location has changed due to human features over a period of time.
Vocab learnt	Village, county, region, area, physical geography, journey, route, directions, settlement, natural resource, city, metropolitan, rural, human geography.

Subject – Art and Design. Topic – Painting – David Hockney	
Curriculum Coverage	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. To create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. About great artists, architects and designers in history.
Rational	<p>Pupils are taught about colour mixing and David Hockney as it builds on the skills developed in the previous unit. The pupils have the opportunity to explore paintings from a local (Yorkshire) artist and understand how colour can be used and mixed to express feelings and emotions as well as the beauty of the world. Pupils will be given the opportunity to paint on different surfaces as well as using different types of paint.</p>
Pedagogy	<p>Information gathering from books, illustrations, photographs, online sources & film. Observation of 'real life' examples. Teacher led exemplification of skills. Independent experimentation / construction. Peer support. Open ended questioning to allow for reflection and evaluation. Talk partners for discussing and developing ideas. Cross curricular links to develop greater knowledge of areas studied.</p>
Enhancements	<p>A variety of artistic materials and equipment will be used to develop the children's skills over a topic. Cross curricular learning will be used throughout the topic to help inspire pupils. As well as modelling in real time, videos will be used to help support pupil learning.</p>
Skills developed (transferable)	<p>Children should be able to:</p> <p>Exploring and developing ideas:</p> <ul style="list-style-type: none"> Select and record from first hand observation, experience and imagination, and explore ideas for different purposes; question and make thoughtful observations about starting points and select ideas to use in their work; explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. <p>Evaluating and developing work:</p> <ul style="list-style-type: none"> Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them; adapt their work according to their views and describe how they might develop it further; annotate work in sketchbook. <p>Drawing:</p> <ul style="list-style-type: none"> Experiment with different grades of pencil and other implements; plan, refine and alter their drawings as necessary; use their sketchbook to collect and record visual information from different sources; draw for a sustained period of time at their own level; use different media to achieve variations in line, texture, tone, colour, shape and pattern. <p>Painting:</p> <ul style="list-style-type: none"> Mix a variety of colours and know which primary colours make secondary colours; use a developed colour vocabulary; experiment with different effects and textures inc. blocking in colour, washes, thickened paint etc; work confidently on a range of scales e.g. thin brush on small picture etc.
Knowledge acquired (Subject specific)	<p>Children should know:</p> <ul style="list-style-type: none"> Who David Hockney is and can talk about his background. How to experiment with creating a colour wheel and using contrasting (complementary) colours. How to build texture by using a spectrum of one colour and using tools. How to evaluate thier own and the work of others and suggest an area to improve on.
Vocab learnt	<p>Colour, mixing, primary, secondary, landscape, surface, fabric, soft pastel, David Hockney, Bradford</p>

Subject – Art and Design. Topic – Printing	
Curriculum Coverage	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. To create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. About great artists, architects and designers in history.
Rational	<p>Pupils are taught about printing as another artistic skill and how it can be used in various types of artwork e.g. observational. Pupils are shown and given the opportunity to use mono printing techniques using various items, e.g. leaves, to create different pieces of work and can use skills learnt in previous units to help create their piece, e.g. colour mixing.</p>
Pedagogy	<p>Information gathering from books, illustrations, photographs, online sources & film. Observation of 'real life' examples. Teacher led exemplification of skills. Independent experimentation / construction. Peer support. Open ended questioning to allow for reflection and evaluation. Talk partners for discussing and developing ideas. Cross curricular links to develop greater knowledge of areas studied.</p>
Enhancements	<p>A variety of artistic materials and equipment will be used to develop the children's skills over a topic. Cross curricular learning will be used throughout the topic to help inspire pupils. As well as modelling in real time, videos will be used to help support pupil learning.</p>
Skills developed (transferable)	<p>Children should be able to:</p> <p>Exploring and developing ideas:</p> <ul style="list-style-type: none"> Select and record from first hand observation, experience and imagination, and explore ideas for different purposes; question and make thoughtful observations about starting points and select ideas to use in their work; explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. <p>Evaluating and developing work:</p> <ul style="list-style-type: none"> Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them; adapt their work according to their views and describe how they might develop it further; annotate work in sketchbook. <p>Drawing:</p> <ul style="list-style-type: none"> Experiment with different grades of pencil and other implements; plan, refine and alter their drawings as necessary; use their sketchbook to collect and record visual information from different sources; draw for a sustained period of time at their own level; use different media to achieve variations in line, texture, tone, colour, shape and pattern. <p>Painting:</p> <ul style="list-style-type: none"> Mix a variety of colours and know which primary colours make secondary colours; use a developed colour vocabulary; experiment with different effects and textures inc. blocking in colour, washes, thickened paint etc; work confidently on a range of scales e.g. thin brush on small picture etc.
Knowledge acquired (Subject specific)	<p>Children should know:</p> <ul style="list-style-type: none"> How to draw a design on a printing tile. How to cover their tile with ink. How to print their own design.
Vocab learnt	<p>Line, pattern, texture, colour, shape, tone.</p>

Subject – Design and Technology. Topic – Edible Garden

Curriculum Coverage	<p>Design</p> <ul style="list-style-type: none"> • Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. • Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. <p>Make</p> <ul style="list-style-type: none"> • Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately. • Select from and use a wider range of materials and components, including ingredients, according to their functional properties and aesthetic qualities. <p>Evaluate</p> <ul style="list-style-type: none"> • Investigate and analyse a range of existing products. • Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. • Understand how key events and individuals in design and technology have helped shape the world. <p>Cooking & Nutrition</p> <ul style="list-style-type: none"> • Understand and apply the principles of a healthy and varied diet. • Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. • Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.
Rational	<p>In Spring the class will be studying plants and their life cycles in Science. To link with this, in D&T, the children will learn about how their gardens can become 'edible gardens'. They will understand why it is in Spring that food is often planted as well as the effects weather can have and the importance of growing food for rural communities. The topic will also look at the importance of different types of soil which while 'preteach' and support some of the information covered in the following 'Rocks and Soil' topic in science later on in the year.</p>
Pedagogy	<p>Information gathering from books, illustrations, photographs, online sources & film. Observation of 'real life' examples. Teacher led exemplification of skills. Independent experimentation / construction. Peer support. Open ended questioning to allow for reflection and evaluation. Talk partners for discussing and developing ideas. Cross curricular links to develop greater knowledge of areas studied.</p>
Skills developed	<p>Children should be able to:</p> <ul style="list-style-type: none"> • Prove that their design meets some set criteria. • Follow a step by step plan, choosing the right equipment and materials. • Design a product and make sure it looks attractive. • Choose a material for both its suitability and its appearance. • Select the most appropriate tools and techniques for a given task. • Describe how food ingredients come together.
Knowledge acquired	<p>Children should learn:</p> <ul style="list-style-type: none"> • To understand seasonality and know where and how a variety of ingredients are grown in the context of where and how herbs, strawberries and tomatoes are grown. • To understand and apply the principles of a healthy and varied diet in the context of making a balanced meal made from herbs. • How to prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques in the context of cooking a pesto and pasta dish, making a strawberry smoothie and cooking a dish made with tomatoes. • Select from and use a wider range of tools and equipment to perform practical tasks accurately in the context of kitchen tools. • To understand the importance of hygiene when prepare food for themselves and others.
Vocab learnt	<p>Cutting, chopping, bridge, hygiene, method, flavour, savoury, sweet, seasonal, herb, potting soil, seedlings, varied diet, ingredients, fruit, vegetable.</p>

Subject – R.E. Topic - What can we learn from sacred books?	
Curriculum Coverage	<p>Strand: Believing Religions and worldviews: Christians, Muslims, Jewish people</p> <ul style="list-style-type: none"> • What stories are special to us? What is a holy book? • What did Jesus teach about God in a story? • What did Jesus say about how to treat others? • How are holy books treated? • What story is special for Jewish people in the Torah? • Which story do Muslims tell about the Prophet Muhammad? • What can be learnt from the story of Jonah? What is special about Jonah?
Rational	This investigation enables pupils to find out about sacred books from more than one religion. It clearly builds upon work from unit F1 (Which stories are special and why?). Pupils begin by recapping their work on special books and thinking about what makes a book 'holy'. They then move onto looking at stories and teachings in holy books and finding out what these mean for believers. Pupils learn how different holy books are treated and that some stories appear in more than one book. You may choose to study the Bible and the Torah or the Bible and the Qur'an rather than looking at all 3 sacred books.
Pedagogy	Art, sorting, gap fill, role play, research, report, music, posters.
Enhancements	Bring in artefacts: Mini Torah scroll, Yad (pointer for Torah scroll), Qur'an, Qur'an stand and a range of versions of the Bible.
Skills developed (transferable)	<p>Children should be able to:</p> <ul style="list-style-type: none"> • Talk about some of the stories that are used in religion and why people still read them (A2). (Emerging) • Recognise some ways in which Christians, Muslims and Jewish people treat their sacred books (B3). <ul style="list-style-type: none"> • Recognise that sacred texts contain stories which are special to many people and should be treated with respect (B3). (Expected) • Re-tell stories from the Christian Bible and stories from another faith; suggest the meaning of these stories (A2). • Ask and suggest answers to questions arising from stories Jesus told and from another religion (C1). • Talk about issues of good and bad, right and wrong arising from the stories (C3). <ul style="list-style-type: none"> • Suggest their own ideas about stories from sacred texts and give reasons for their significance (C1). (Exceeding) • Make links between the messages within sacred texts and the way people live (A2).
Knowledge acquired (Subject specific)	<p>Children should know:</p> <ul style="list-style-type: none"> • That some books are holy, and what this means. • That there are many versions of the Bible published and reasons for this. • A story that Jesus told. • Meanings behind the parable of The Lost Sheep. • Some of the lessons taught by Jesus in the Sermon on the Mount. • Ways in which these lessons can be put in practice today. • That holy books are treated in special ways. • How Christian people treat the Bible to show that it is holy. • And/or How Muslim people treat the Qur'an to show that it is holy. • And/or How Jewish people treat the Sefer Torah to show that it is holy. • A story from the Torah (Moses). • That the Torah contains stories and teachings. • That there are similarities and differences between the Torah and the Bible. • A story about the Prophet Muhammad. • Meanings behind an Islamic story. • The story of Jonah from Jewish and Christian holy texts. • Meanings behind the story of Jonah in Jewish and Christian holy texts with a focus on what it teaches about God and forgiveness. • The story of Jonah from the Qur'an. • That the story of Jonah is in more than one holy text and shared by people of different religions.
Vocab learnt	Qur'an, Bible, Torah, sacred, text, book.

Subject – R.E. - Topic - Easter a time for celebration	
Curriculum Coverage	Strand: Religions and worldviews: Christianity <ul style="list-style-type: none"> • What is special about the Spring? • Why is Easter a special time?
Rational	In this unit children explore and reflect on the themes of joy and hope within the context of Spring, the story of the first Easter morning and the celebration of Easter today.
Pedagogy	Art, sorting, gap fill, role-play, research, visit, music.
Enhancements	Church visit
Skills developed (transferable)	Children should be able to: <ul style="list-style-type: none"> • Share their own feelings about Spring. (C1) (Emerging) • Retell the main events of the first Easter morning (A1). • Talk about the feelings of joy, and hope involved, and how these are expressed by Christians, today through Easter celebrations. (A1) • Express their excitement and joy in different aspects of new life as signs of Spring. (C1) (Expected) • Reflect on the contrasts between Winter and Spring and the hopes and anticipations aroused by the signs of the coming of Spring - Express these using different media. (C1) • Know the main events of the first Easter morning. (A1) • Talk about the feelings and responses of the people involved. (A2) • Understand that Easter celebrates these events and therefore is a very special time for Christians. (A1) • Explain how different aspects of the celebration of Easter today, reflect the story of Easter and the feelings associated with that story. (A2) • Share their own feelings about Spring. (C1) (Exceeding) • Retell the main events of the first Easter morning and describe the feelings of the key characters. (A1) • Be able to identify and explain how Christians today express their feelings of joy in the resurrection. (A1)
Knowledge acquired (Subject specific)	Children should know: <ul style="list-style-type: none"> • About the excitement and joy of new life. • To reflect on contrasts with the past (Spring-Winter) and hopes for the future (Spring-Summer). • That Easter is a Spring festival. • The main events of the story of the first Easter morning. • That Easter celebrates these events. • Easter as a religious festival is a time of joy for Christians. • How ways of celebrating Easter today recall the story of the first Easter morning and express feelings of joy.
Vocab learnt	Feelings, joy, happiness, hope, anticipation, looking forward, Christian celebration of Easter, cross, tomb, resurrection, spring.

Subject – Music. Topic - Pattern	
Curriculum Coverage	Pupils should be taught to: <ul style="list-style-type: none"> • Use their voices expressively and creatively by singing songs and speaking chants and rhymes. • Play tuned and untuned instruments musically. • Listen with concentration and understanding to a range of high-quality live and recorded music. • Experiment with, create, select and combine sounds using the inter-related dimensions of music.
Rational	Using simple notations, the children play, create and combine minibeast rhythms using body percussion and instruments. Linking to Plants and Living things topic.
Pedagogy	Perform, listen, create & identify.
Enhancements	
Skills developed (transferable)	Children should be able to: <ul style="list-style-type: none"> • Performing steady beat patterns with a song. • Playing different patterns of steady beat within four beats, and matching to a simple score. • Performing and creating simple rhythms using a simple score. • Performing steady beat patterns in groups to accompany a song. • Playing different patterns of steady beat in groups and matching them to a simple score. • Performing and creating simple three-beat rhythms using a simple score. • Interpreting a score to perform different beat patterns. • Performing beat patterns with voices and percussion. • Exploring different ways to organise music.
Knowledge acquired (Subject specific)	Children should know how to: <ul style="list-style-type: none"> • Sing spider song and count four-beat patterns. • Identify slow and fast pulse with four-beat pattern. • Play spider rhythms by making sounds on selected beats. • Sing butterfly song and count in three-beat pattern. • Identify a slow and fast pulse within a three-beat pattern. • Play butterfly rhythms by making sounds on select beats. • Use a score to perform sounds in three and four-beat patterns. • Performs and song with two different beats. • Identify three and four beat patterns in music.

Subject = P.E. Topic – Gymnastics & Dance		
Curriculum Coverage	Gymnastics: <ul style="list-style-type: none"> • Use changes of direction, speed & level during performance. • Understand how the body changes during exercise. • Plan, perform and repeat sequences of movements. 	Dance: <ul style="list-style-type: none"> • Demonstrate changes of direction, level & speed. • Repeat and perform sequences. • Displays development in the FUNdamentals of movement – Jog, Jump, Hop, Weight on Hands & Balance.
Rational	Cooler and wetter weather so indoor lessons more appropriate for younger children.	Link dance to topic
Pedagogy	Creating routines and performing routines.	Creating and performing routines.
Enhancements	Expert gymnastics coach invited in and enrichment.	Street dance enrichment coach.

Skills developed (transferable)	Children should be able to: <ul style="list-style-type: none"> Show a greater knowledge of gymnastics balances. Demonstrate their ability to hold a balance and extend during a balance. Create routines containing balances with control and extension AND fluency from one balance to the other. 	Children should be able to: <ul style="list-style-type: none"> Follow direct instructions and participate in the activity. List some of the keywords they have learnt during the lesson. Create new ways to move to the music. Use the stimulus to inspire them to create new gestures.
Knowledge acquired (Subject specific)	Children should know: <ul style="list-style-type: none"> A more developed understanding of gymnastics balances. How to hold a balance. 	Children should know: <ul style="list-style-type: none"> How to respond in the correct manner to commands (Inside, Outside, Freeze etc). How to repeat some simple sequences of movements.

Subject – Computing. Topic – Online Safety & Computer Art

Curriculum Coverage	Online safety Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.	Computer Art To use technology purposefully to create, organise, store, manipulate and retrieve digital content. Use logical reasoning to predict the behaviour of simple programs.
Rational	This is the first of the PlanIt online safety units and is aimed at teaching basic online safety and digital literacy skills. In this unit, children learn about the potential dangers in the online world and what basic steps we all need to take in order to have positive digital experiences. The first lesson, which is intended to be taught at the start of the school year, focuses on why it is important for children to name their creative work. They go on to learn about using a search engine safely to find pictures. Children learn the SMART rules and look at what information should be kept safe when using the Internet. The lessons then explore the positives and potential negatives of online communication, such as email, and children will develop the skills to recognise potential dangers and act accordingly to keep themselves and others safe.	This 'Computer Painting' unit will teach your class key skills that will support progression within the KS1 Computing curriculum. The children will have the opportunity to learn about reproducing the painting styles of great artists using computer programs. Each lesson focuses upon a different artist and their particular style. The children will use this as inspiration for mastering specific techniques within design-based software. The lessons do not specify any particular software to be used, though it is worth checking that whatever you are using will allow the children to meet the success criteria. At the end of the unit your class will have the opportunity to use a mixture of the styles and skills learnt within this topic to produce their own computer-painted masterpiece!
Pedagogy	Using iPad and laptops children use the internet safely.	
Enhancements	E-safety Assembly	
Skills developed (transferable)	Pupils should be able to: <ul style="list-style-type: none"> Type their name on a piece of work they have created. Open a web browser. Recall some of the SMART rules for Internet safety. Know who to tell if someone online asks for personal information. Understand why email is a good way to communicate. Type their name and the date on a piece of work they have created. Choose the correct Safe Search filter when using a search engine. Make links between the online and offline world. Recall all of the SMART rules for Internet safety. Recognise which personal information they should keep safe from strangers. Help to construct an email save images to a folder of their choice. Construct an email using a computer or digital device. Apply their knowledge of online safety to help others make safe choices. 	Pupils should be able to: <ul style="list-style-type: none"> Access an appropriate program for achieving a specific task. Switch between program tools to produce different techniques. Alter the formatting of a tool to adjust the colour or size. Recreate a piece of art using a computer program. Manipulate shapes and objects to recreate an art style. Select appropriate tools with confidence and independence.

Knowledge acquired (Subject specific)	Pupils should know: <ul style="list-style-type: none"> • How to create, name and date my digital creative work. • How to safely search for images online. • How to understand how to communicate safely online. • How to understand what personal information I need to keep safe. • How to explore how to use email to safely communicate. • How to apply my online safety knowledge to help others make good choices online. 	Pupils should know: <ul style="list-style-type: none"> • How to create computer art. • How to use a range of tools in a computer program to reproduce a style of art. • How to make and edit shapes to create a piece of art. • How to change the shade of a colour for effect. • How to retrieve a file to edit in a computer program. • How to use a range of skills to create a piece of art.
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Subject – MFL. Topic – La jungle

Curriculum Coverage	Pupils should be taught to: <ul style="list-style-type: none"> • Listen attentively to spoken language and show understanding by joining in and responding. • Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. • Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. • Speak in sentences, using familiar vocabulary, phrases and basic language structures. • Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. • Present ideas and information orally to a range of audiences. • Read carefully and show understanding of words, phrases and simple writing. • Appreciate stories, songs, poems and rhymes in the language. • Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary. • Write phrases from memory, and adapt these to create new sentences, to express ideas clearly. • Describe people, places, things and actions orally and in writing • Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.
Rational	Learning a foreign language provides children the opportunity to engage with other cultures around the world and helps form the foundation for a lifelong skill. We teach French as it is a neighbouring country to the UK and French is also spoken around the globe in other countries e.g. Burkina Faso and Canada. By following the NYCC designed scheme, the children will progress through a carefully planned set of lessons that develop their basic skills from which they can use to build their fluency, understanding and knowledge of the French language in both speaking and reading.
Pedagogy	The children will use a variety of materials that are written/spoken in French so that they can hear accurate pronunciation of words as well as seeing how they are written. Children will be shown: sound clips, videos on the interactive whiteboard and texts written in French. Children will learn some of the vocabulary in songs and rhymes to help embed the language. Visual cue cards will also be used in lesson.
Enhancements	Visual cue cards with words and pictures will be used in lesson and displayed in the room to allow children to be exposed to a range of language throughout the year. Children will have access to French dictionaries to help with their written work element of the lessons. The children will hear and see sound clips and videos so they can see how the words they are learning are used in everyday life.
Skills developed (transferable)	Children should be able to: <ul style="list-style-type: none"> • Say, read and write the names of 10 jungle animals in French. • Recite Insy Winsy spider in French. • Create and perform a simple jungle action rhyme in French. • Use prior knowledge of numbers and greetings to create a jungle counting book.
Knowledge acquired (Subject specific)	Children should know: <ul style="list-style-type: none"> • The names of some jungle animals. • That some words occur in both English and French, although they may sound different. • How to use numbers to count animals. • How to use adjectives of size.
Vocab learnt	<u>Le soleil, la pluie, Qu'est-ce que c'est?, C'est..., l'araignée, une araignée, un tigre, un éléphant, un serpent, un crocodile, un singe, un toucan, un perroquet, une grenouille, une panthère, un paresseux, un papillon, un caméléon, un léopard, je suis, dans la jungle, petit, grand, un grand éléphant, trois petits perroquets, un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix</u>

Subject – MFL. Topic – Tutti frutti	
Curriculum Coverage	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Listen attentively to spoken language and show understanding by joining in and responding. • Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. • Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. • Speak in sentences, using familiar vocabulary, phrases and basic language structures. • Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. • Present ideas and information orally to a range of audiences. • Read carefully and show understanding of words, phrases and simple writing. • Appreciate stories, songs, poems and rhymes in the language. • Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary. • Write phrases from memory, and adapt these to create new sentences, to express ideas clearly. • Describe people, places, things and actions orally and in writing • Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.
Rational	<p>Learning a foreign language provides children the opportunity to engage with other cultures around the world and helps form the foundation for a lifelong skill. We teach French as it is a neighbouring country to the UK and French is also spoken around the globe in other countries e.g. Burkina Faso and Canada. By following the NYCC designed scheme, the children will progress through a carefully planned set of lessons that develop their basic skills from which they can use to build their fluency, understanding and knowledge of the French language in both speaking and reading.</p>
Pedagogy	<p>The children will use a variety of materials that are written/spoken in French so that they can hear accurate pronunciation of words as well as seeing how they are written. Children will be shown: sound clips, videos on the interactive whiteboard and texts written in French. Children will learn some of the vocabulary in songs and rhymes to help embed the language. Visual cue cards will also be used in lesson.</p>
Enhancements	<p>Visual cue cards with words and pictures will be used in lesson and displayed in the room to allow children to be exposed to a range of language throughout the year. Children will have access to French dictionaries to help with their written work element of the lessons. The children will hear and see sound clips and videos so they can see how the words they are learning are used in everyday life.</p>
Skills developed (transferable)	<p>Children should be able to:</p> <ul style="list-style-type: none"> • Know the names of several fruits. • Describe the colour of fruits orally and in writing. • Recognise fruit and colour words in speech and reading. • Express likes and dislikes. • Copy write accurately some key words from the unit as labels and in a simple sentence. • Sing songs about fruit, from memory.
Knowledge acquired (Subject specific)	<p>Children should know:</p> <ul style="list-style-type: none"> • The names of some fruits. • How to read descriptions. • How to write simple sentences to describe their own fruit kebab. • How to express likes and dislikes about fruit.
Vocab learnt	<p><u>Une pomme, une poire, une pêche, un abricot, Qu'est-ce que c'est?, C'est ... C'est une pomme, C'est trois poires, C'est vert, Les pommes... échangez! les fruits bizarres</u> , un kiwi, un melon, un ananas, un citron, une orange , une cerise, une banane, une fraise, une prune, un raisin, des bananes, du raisin, J'aime, J'adore, Je n'aime pas, Je déteste, J'aime les pommes, <u>Quel est ton fruit préféré? Mon fruit préféré, c'est la pomme, Sur ma brochette, il y a ... un sondage, mon visage, mon visage a, pour, La pomme est verte.</u></p>

Subject – PSHCE/SRE. Topic – Living in the Wider World	
Curriculum Coverage	Belonging to a community – What rules are; caring for others' needs; looking after the environment. Media literacy and digital resilience – Using the internet and digital devices; communicating online. Money and work –Strengths and interests; jobs in the community.
Rational	Pupils are taught about belonging as part of a community, whether a social groups e.g. brownies/beavers, school community or the wider community, and what that could entail e.g. following rules, rule of law etc. Pupils are also taught about the online communities and how this can be positive but how to be safe and do it responsibly and what to do if they do not feel safe. Pupils also have the opportunity to explore their own interests and strengths and shown how they might invest in them now e.g. sports club, to help them improve and enjoy more.
Pedagogy	In our 'Learning for life' lessons children have the opportunity to discuss and share their thoughts and feelings around different topics. This is done in an open way where children have the opportunity to share in a group or class setting or, if they prefer, in an independent activity. Every child is given the opportunity to share in either a formal setting such as a circle time or an informal setting during small group work, partner or independent activities. This is done to ensure you pupil voice is heard and respected as part of everyday life in class.
Enhancements	Circle time is used as point of check in for a child and as a therapeutic community where thoughts, feelings or an opportunity to generally share is given. Puppets are used to help engage and enhance discussions.
Skills developed (transferable)	Pupils should be able to: <ul style="list-style-type: none"> • Understand what it means to belong to a group. • Know what are their roles and responsibilities. • Know how we use the internet in everyday life. • Understand what money is and how to look after it.
Knowledge acquired (Subject specific)	Pupils should know: <ul style="list-style-type: none"> • How to explain what belonging is and how that might look. • How to describe the difference between a want and a need.
Vocab learnt	Belong, responsibility, money, Rules, rights, needs, group, environment, spend, save, savings, pocket money, budget, safety, everybody, individual, unique, special, people, similar, help, bullying, friend, individual, unique, special, people, bullying individual, communities.