

Year 2 & 3 - Annual Cycle A - Autumn Term

	1st ½ term	2nd ½ term
Topics	The Savage Stone Age	The United Kingdom
Subject	Content Overview	
English Focus	Poetry – Narrative Poems Non-chronological Reports – Stone Age Instructions – Science Week	Poetry – Shape Poems Narratives – Traditional Tales Information Texts – Explanation Text
Maths links	<p>Number: Place Value Y2 – Counting, Representing Number, Comparing Groups & numbers and Ordering Numbers. Y3 – As above and Finding More or Less.</p> <p>Number: Addition and Subtraction Y2 – Fact Families & Number Bonds, Adding & Subtracting Multiples, Addition – Adding More, Subtraction and Compare Number Sentences. Y3 – Adding & Subtracting Multiples, Addition – Adding More, Subtraction and Estimate & Check.</p>	<p>Measurement: Money Y2 – Counting Money and Select Money. Y3 – Pounds & Pence and Converting Pounds & Pence.</p> <p>Number : Multiplication and Division Y2 – Counting in Multiples, Equal groups, Times Tables and Arrays. Y3 – Same as above.</p>
Science	Everyday Materials	Everyday Materials
History	The Stone Age	The Stone Age
Geography	N/A	The United Kingdom
A & D	Drawing – Cave Art	Painting – Islamic Art
D & T	Bridges	Bridges
R.E.	Who is a Muslim?	Who is Jewish? & Christmas Gifts
Music	Violins	Violins
P.E.	Agility & Hockey	
Computing	Programming – Turtle Logo & Scratch	Using the Internet
MFL	Moi	Les Couleurs
PSHE/SRE	Relationships	Relationships

Subject – English. Topic – Narrative Poems, Non-chronological reports, Instructions/Shape poems, Traditional Tales, Explanation Texts.

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 that 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].
- 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	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 information texts are taught as it allows children to become familiar with a wide range of nonfiction texts, developing the skills used to write these, and the style of writing allows the unit to be linked to the wider curriculum. Instructions are taught as they allow the children to develop a life skill of following and giving instructions while also linking to the DT unit bridges. Traditional Tales are taught as it allows children to experience another style of writing in the narrative genre as well as learning about the history of fairy tales, who they were written for and why they were written. Explanation texts are taught as they build on the learning during the instructions unit and this helps develop the skills learnt in instruction writing and help the children to think logically and develop their reasoning skills when explaining how their 'cracking contraption' works.
Pedagogy	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.
Enhancements	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.
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	<p>Children should know:</p> <ul style="list-style-type: none"> Key terminology for Year 2 & 3.

(Subject specific)	<ul style="list-style-type: none"> • 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 narrative poem, non-chronological report, instructions, shapes poems, traditional tales & explanation texts. • The structure and features of a narrative poem. • The structure and features of a non-chronological report. • The structure and features of a set of instructions. • The structure and features of a shape poem. • The structure and features of a traditional tale. • The structure and features of an explanation text.
Vocab learnt	<p>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.</p>

Subject – Maths. Topic				
White Rose Areas/	<p>Number: Place Value Y2 – Counting, Representing Number, Comparing Groups & numbers and Ordering Numbers. Y3 – As above and Finding More or Less</p>	<p>Number: Addition and Subtraction Y2 – Fact Families & Number Bonds, Adding & Subtracting Multiples, Addition – Adding More, Subtraction and Compare Number Sentences. Y3 – Adding & Subtracting Multiples, Addition – Adding More, Subtraction and Estimate & Check.</p>	<p>Measurement: Money Y2 – Counting Money and Select Money. Y3 – Pounds & Pence and Converting Pounds & Pence.</p>	<p>Number : Multiplication and Division Y2 – Counting in Multiples, Equal groups, Times Tables and Arrays. Y3 – Same as above.</p>
Curriculum Coverage	<ul style="list-style-type: none"> • Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward. • Recognise the place value of each digit in a two-digit number (tens, ones). • Identify, represent and estimate numbers using different representations, including the number line. • Compare and order numbers from 0 up to 100; use <, > and = signs. • Read and write numbers to at least 100 in numerals and in words. • Use place value and number facts to solve problems. • Count from 0 in multiples of 4, 8, 50 and 100. • Find 10 or 100 more or less than a given number. 	<ul style="list-style-type: none"> • Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures. • Applying their increasing knowledge of mental and written methods. • Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100. • Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: <ul style="list-style-type: none"> • A two-digit number and ones. • A two-digit number and tens. • Two two-digit numbers. • Adding three one-digit numbers. • Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems. 	<ul style="list-style-type: none"> • Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value. • Find different combinations of coins that equal the same amounts of money. • Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change. • Add and subtract amounts of money to give change, using both £ and p in practical contexts. 	<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 (x), 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 materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.

	<ul style="list-style-type: none"> Recognise the place value of each digit in a three-digit number (hundreds, tens, and ones). Compare and order numbers up to 1000. Identify, represent and estimate numbers using different representations. Read and write numbers up to 1000 in numerals and in words. Solve number problems and practical problems involving these ideas. 	<ul style="list-style-type: none"> Add and subtract numbers mentally, Add and subtract a three-digit number and ones, a three-digit number and tens and a three-digit number and hundreds. Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction. Estimate the answer to a calculation and use inverse operations to check answers. Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction. 		<ul style="list-style-type: none"> Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables. 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.
Rational	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.			
Pedagogy	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.			
Enhancements	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.			
Skills developed (transferable)	Children should be able to: <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)	Children should know: <ul style="list-style-type: none"> How to count in multiples. How to find more or less. How to recognise the place value of each digit. How to compare and order numbers. How to identify and represent numbers. How to read and write numbers to a certain number. How to solve practical problems. 	Children should know: <ul style="list-style-type: none"> How to add and subtract mentally. How to use the formal written methods for addition and subtraction. How to estimate answers and use inverse operations to check them. Solve problems involving addition and subtract operations. 	Children should know: <ul style="list-style-type: none"> The value of each coin/note. How to add and subtract money. How to find total amounts. How to find change. How to convert between pounds and pence. 	Children should know: <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 solve scaling and correspondence problems.
vocabulary	Hundreds, tens, ones, numeral, great than, less than, equal to, one more, one less, place value, digit, one, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty, digits, exact, position, order,	Pattern, sequence, place value, tens, ones, more, less, add, subtract, count on, count back, more, less, plus, minus, total, sum, difference between, partition, bridge, round, adjust, inverse, number line, number facts, multiple of ten, tens, boundary, Add, and, more, make, sum, total, altogether, score, double, one more, how	Pound, pence, penny, bronze, silver, gold, 1p, 2p, 5p, 10p, 20p, 50p, £1, £2, £5, £10, £20, £50, convert, size, shape, value.	Calculation, calculate, multiplication table, odd, even, multiply, times, product, repeated addition, array, mathematical statement, commutative divide, division, Inverse operation, fact family, factor, factor pair, commutative, multiple, times table,

	most, least, more than, greater than, less than, estimate, position, represent, negative, integer, & compare.	many more? Take (away), leave, how many left? less, fewer, difference, between, equals, is the same as, hundred, exchange, column digit, columnar, column addition, minus, number sentence, order, calculate, column subtraction, estimate, inverse, operation, check.		multiplication, division, scaling, correspondence.
--	---	--	--	--

Subject – Science. Topic – Everyday materials

Curriculum Coverage	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. <p>Working Scientifically</p> <ul style="list-style-type: none"> Asking simple questions and recognising that they can be answered in different ways. Observing closely, using simple equipment. Performing simple tests. Identifying and classifying. Using their observations and ideas to suggest answers to question. Gathering and recording data to help in answering questions.
Rational	This 'Everyday Materials' unit will teach the pupils about the uses of everyday materials including wood, plastic, metal, glass, brick, paper and cardboard. Pupils then go on to compare the suitability of different everyday materials for different purposes. They explore how objects made of some everyday materials can change shape and how the recycling process is able to reuse some everyday materials numerous times. A range of learning activities are used in this unit including, discussions, debates, sequencing and a local walk where children work scientifically to identify the uses of everyday materials in the local area.
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/have a scientific visitor come into school, to support their ongoing learning.
Skills developed	<p>Children should be able to:</p> <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	<p>Children should know:</p> <ul style="list-style-type: none"> How to identify and name everyday materials. How to identify different uses of everyday materials. How to record their observations. How to demonstrate and explain how shapes of objects made from some materials can be changed. How to compare the uses of different everyday materials. How to compare the suitability of different everyday materials. How to explain what recycling means. Explain the basic progress of recycling. How to explain the advantages of recycling.

Vocab learnt	Suitability, materials, wood, metal, plastic, glass, brick, rock, paper, cardboard, solid, objects, change, squashing, bending, twisting and stretching.
--------------	--

Subject – History. Topic – Ancient Civilisation – The Savage Stone Age	
Curriculum Coverage	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> • Changes in Britain from the Stone Age to the Iron Age. • Late Neolithic hunter-gatherers and early farmers, for example, Skara Brae. • What people learnt from Stone Age paintings. • Bronze Age religion, technology and travel. • Stonehenge • Iron Age hill forts: tribal kingdoms, farming, religion, art and culture.
Rational	<p>This 'Stone Age to Bronze Age' unit will teach the children about how the Stone Age to Bronze Age period impacted on life in Britain. They will learn about how early man survived in a harsh environment, why Skara Brae was important for understanding life in the Stone Age, how copper mining was crucial to the Bronze Age and why Stonehenge was built. Children will also learn about why Iron Age people developed hillforts and how important Druids were in Iron Age Britain. By learning these things the children will be able to understand what British life was like in these time periods and help them understand how it influenced the history of Britain.</p>
Pedagogy	<p>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.</p>
Enhancements	<p>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 Star Carr.</p>
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"> • How to construct informed responses that involve thoughtful selection and organisation of relevant historical information by learning about how early man survived in the Stone Age. • How to regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance by learning about Skara Brae and understanding its significance in knowing more about the Stone Age. • How to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study by learning about what happened in the Bronze Age, looking at how copper mining was crucial to the people of this time. • How our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this by learning the different theories for the building of Stonehenge • How to note connections, contrasts and trends over time and develop the appropriate use of historical terms by learning how and why hillforts developed as popular places to live in the Iron Age. • How our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this by understanding why some of our knowledge about Iron Age Druids could be unreliable.
Vocab learnt	Stone Age, Iron Age, bronze Age, hunt, scavenge, travellers, static, animal skin, religion, pagan, Stonehenge, tents, druids.

Subject – Geography. Topic – United Kingdom

Curriculum Coverage	<p>Pupils should be taught:</p> <p>Locational knowledge:</p> <ul style="list-style-type: none"> • Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. • 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. • Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). <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 physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle • 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 the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world • 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.
Rational	<p>In this unit, children will take a look at the geography of the UK - from the physical features of mountains, rivers and seas to the man-made administrative regions and counties. They will find out how the UK has changed over time, looking at how London grew and how the population of the UK as a whole has changed throughout the course of history. This knowledge and the skills that are developed while learning help the children understand more about the country that they live and how it compares to others around the world. It also helps the children understand the diversity not only in human but also physical geography that the United Kingdom has.</p>
Pedagogy	<p>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.</p>

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 used 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"> • 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 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"> • How to 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 in the context of maps of the UK. • How to use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world in the context of describing the position of UK cities. • How to 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 in the context of the UK's rivers and seas. • How to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied in the context of the UK's rivers and seas. • How to 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 in the context of maps of UK counties. • How to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied in the context of counties of the UK. • How to 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 in the context of UK hills and mountains. • How to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied in the context of UK hills and mountains. • How London Grew To 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 in the context of London's growth. • How to identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/ Greenwich Meridian and time zones (including day and night) in the context of London's history. • How to 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 in the context of the changing population of the UK.
Vocab learnt	England, Scotland, Wales, Northern Ireland, county, country, city, London, hill, mountain, coast, river, ocean, island, compass, north, south, east, west, atlas, globe, longitude, latitude, northern hemisphere, Greenwich Meridian.

Subject – Art and Design. Topic – Cave Art - Drawing	
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	As the initial A&D topic of the year, the Stone Age Artwork gives the children an opportunity to practise a variety of skills and techniques so that they are familiarised with them and can continue to develop them throughout the year. The topic links to the class' main theme for the term – Savage Stone age, and therefore allows for cross curricular learning and helping develop the children's knowledge of the Stone Age and the world's first style of art.
Pedagogy	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.
Enhancements	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.
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. <p>3D form:</p> <ul style="list-style-type: none"> Join clay adequately and work reasonably independently; construct a simple clay base for extending and modelling other shapes; cut and join wood safely and effectively; make a simple papier mache object; plan, design and make models.
Knowledge acquired (Subject specific)	<p>Children should know:</p> <ul style="list-style-type: none"> What cave drawings are. Know notable examples of cave art such as the Lascaux caves. That cave art was used as a way to tell stories. How cave art was created and what materials were used. How to sketch before adding layers using charcoal etc.
Vocab learnt	Cave, storytelling, Lascaux, sketch, charcoal, animals, mould, clay, scalpel, jewellery, teeth, bones.

Subject – Art and Design. Topic – Painting – Islamic Art	
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 geometric patterns and Islamic art as it allows them to broaden their own knowledge of artistic styles and cultures but it also allows them to develop their painting skills. The pupils will have opportunities to experimentally explore colour in this unit and how it can be layered and mixed to create different colours and effects and understand the relationship between primary and secondary colours. This unit also builds on the knowledge the children will have done in their 'Who is a Muslim?' unit in R.E.</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 identify geometric patterns, vegetal patterns and calligraphy in different examples of Islamic art. How to identify and explain where different forms of Islamic art was used. How to create their own early Islamic style geometric pattern.
Vocab learnt	<p>Islam, Islamic, calligraphy, vegetal, geometric, repeating, interlaced, overlapped, shaped, patterns, Qur'an.</p>

Subject – Design and Technology. Topic – Stone Age Homes

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 construction materials, 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. <p>Technical knowledge</p> <ul style="list-style-type: none"> • Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.
Rational	<p>While studying the Ancient Civilisation of the Stone Age, we will be discussing the basic materials the land would have provided the people to build their homes, so that they would be safe from the harsh environments. As the children will have access to most of the similar resources whilst building dens in previous Outdoor Learning Days, it will allow the children to 'see through the eyes of a Stone Age child' when building their 'homes'.</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.
Knowledge acquired	<p>Children should learn:</p> <ul style="list-style-type: none"> • How Stone Age homes were constructed. • How design an appropriate Stone Age Home based on research for product development. • Know names of various tool and modelling/natural materials. • Know which materials are best to build a rigid, 3D structure. • How work effectively in a group setting, showing both communitive and leadership skills.
Vocab learnt	<p>Materials, resources, natural resource, timber, Stone Age, Skara Brae, design, diagram, model, replica, functional, aesthetic, strengthen, stiffen, reinforce, water resistant, 3D.</p>

Subject – R.E. Topic – Who is a Muslim and what do they believe?	
Curriculum Coverage	Strand: Believing Religions and worldviews: Muslims <ul style="list-style-type: none"> • What do we think about God? • Who was the Prophet Muhammad, and why is he important to Muslims? • What stories of the Prophet do Muslims love to tell? • What makes a place or an object special to us? And to Muslims? • What is a mosque, and what happens at a mosque? • How and why do Muslims pray and worship at the mosque? • Mosques near where we live: What can we find out? • What can we learn from Muslim holy words? • What happens at the celebration of Eid-ul-Fitr, and why? • Who is a Muslim, and what do they believe?
Rational	This investigation enables pupils to learn in depth from Islam, finding out about Muslim ways of life and beliefs, so that pupils can develop thoughtful ideas and viewpoints of their own about some religious and spiritual questions.
Pedagogy	Art, sorting, gap fil, role play, research, report, music, posters.
Enhancements	Mosque trip or visitor
Skills developed (transferable)	Children should be able to: <ul style="list-style-type: none"> • Talk about the fact that Muslims believe in God (Allah) and follow the example of the Prophet Muhammad identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr (A1). (Emerging) • Recognise that Muslims do not draw Allah or the Prophet, but use calligraphy to say what God is like.(A3) <ul style="list-style-type: none"> • Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah (A1). (Expected) • Re-tell a story about the life of the Prophet Muhammad (A2). • Recognise some objects used by Muslims and suggest why they are important (A2). • Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel (B1). • Find out about and respond with ideas to examples of cooperation between people who are different (C2). <ul style="list-style-type: none"> • Make links between what the Holy Qur'an says and how Muslims behave (A2). (Exceeding) • Ask some questions about God that are hard to answer and offer some ideas of their own (C1).
Knowledge acquired (Subject specific)	Children should know: <ul style="list-style-type: none"> • Identify some ways a Muslim might describe God. • Respond sensitively to what matters to Muslims and what matters to me. • Retell a story about the Prophet Muhammad. • Say why Muslims try to follow Muhammad and have great respect for him. • Respond sensitively to what matters to Muslims and what matters to me. • Retell a story about Allah and Prophet Muhammad. • Say why Muslims try to follow Muhammad and have great respect for him. • Respond sensitively to what matters to Muslims and what matters to me. • Identify what makes a place special, or holy. • Recognise and describe the significance of particular objects and places to Muslims. • Recognise and describe the significance of particular objects and places to Muslims. • Use the right words to describe some things that are important in Islam. • Recognise and describe the significance of particular objects and places to Muslims. • Use the right words to describe some things that are important in Islam. • To recognise how important the Qur'an is to Muslims and give an example of a way Muslims treat the Qur'an. • Use the right words to describe some things that are important in Islam. • Respond sensitively to what matters to Muslims and what matters to me. • Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr.
Vocab learnt	Qu'ran, islam, mosque, Imman, Mecca, Five Pillars, salah, hijab, kabba, muslims, eid-ul-fitr, hajj.

Subject – R.E. Topic - Who is Jewish and what do they believe? & Christmas Gifts		
Curriculum Coverage	Strand: Believing Religions and worldviews: Jewish people <ul style="list-style-type: none"> • What is precious to us? What is precious to Jewish people? • What does a mezuzah remind Jewish people about? • How and why do Jewish people celebrate Shabbat? • What does the story of Chanukah make us think about? • How do Jewish people think about miracles at Chanukah? 	Strand: believing Religion and worldviews: Christianity <ul style="list-style-type: none"> • Why and how do Christians celebrate Christmas? • Why do people give gifts at Christmas? • Invisible Gifts • Why do Christians describe Jesus God's gift to the world?
Rational	This investigation enables pupils to think about what might be found in a Jewish home and how these objects link to the Jewish way of life. There is a focus on the mezuzah, the belief in one God, Shabbat and Chanukah. Other festivals are mentioned on the planning page but this unit chooses to focus on Chanukah. This unit also has strong links with Torah, Synagogue and Pesach	The starting point for this unit is the familiar practice of giving gifts at Christmas, shared by most Christians as well as people from a secular background. The unit explores the Christian belief that Jesus is God's gift to the world.
Pedagogy	Art, sorting, gap fil, role play, research visit	Art, sorting, gap fil, role play, research visit
Enhancements	Visit a synagogue	Church visit
Skills developed (transferable)	Children should be able to: <ul style="list-style-type: none"> • Talk about the fact that Jewish people believe in God (A1). (Emerging) • Recognise that some Jewish people remember God in different ways (e.g. mezuzah, on Shabbat) (A3). • Talk about how the mezuzah in the home reminds Jewish people about God (A3). (Expected) • Talk about how Shabbat is a special day of the week for Jewish people, and give some examples of what they might do to celebrate Shabbat (B1). • Re-tell a story that shows what Jewish people at the festival of Chanukah might think about God, suggesting what it means (A2). • Make links between some Jewish teachings and how Jewish people live (A2). (Exceeding) • Express their own ideas about the value of times of reflection, thanksgiving, praise and remembrance, in the light of their learning about why Jewish people choose to celebrate in these ways (C1). 	Children should be able to: <ul style="list-style-type: none"> • Retell the main elements of the Christmas Story and describe their own feelings and experiences of giving and receiving gifts. (A1) (Emerging) • Children will be able to retell the Christmas story and be able to explain the use of symbols as a means of expressing its deep significance. (A2) (Expected) • Talk about the birth of Jesus, relating aspects of the stories to the ideas of giving and receiving. (A1) • Draw and write about a gift a Christian might take to Jesus, explaining reasons. (A3) • Talk about why giving is an important to Christians and has significance for how they celebrate Christmas. (B1) • Reflect on their own feelings about giving and receiving. (B1) • Talk about what is of value to Christians and how this may be expressed through giving. (B1) • Children begin to explain the importance of not being deceived by outward appearances. (C1) • Talk about the Christian belief that Jesus is God's gift to the world. (A1) • List some of the qualities that Christians believe Jesus gives. (A1) • Choose a word to describe what Christians believe Jesus gives and give reasons for their choice. (A2) • Be able to explain that Christians believe that Jesus is God's gift to the world and that this is why giving gifts is an important part of the Christian celebration of Christmas. (A1)(Exceeding) • Talk about the choices to be made in deciding what kind of gift to give to different people (A2).
Knowledge acquired (Subject specific)	Children should know: <ul style="list-style-type: none"> • That many people have objects in their home that are 'precious' to them and that these can be linked to religion. • To recognise objects that can be found in many Jewish homes. • What some of the words inside a mezuzah mean. • That Jewish people believe in one God. • Why a mezuzah is put on the doorposts of houses. • Why Jewish people celebrate Shabbat. • How Jewish people welcome Shabbat on a Friday night. • How Jewish people both rest and pray at Shabbat. 	Children should know: <ul style="list-style-type: none"> • Christmas is the celebration of the birth of a special baby, which has continued to be celebrated long after Jesus's life on earth. • Celebration of Christmas includes the use of symbols, which recall the deep significance of Jesus's birth. • About the story of the birth of Jesus. • That the concepts of giving and receiving are important in Christianity. • To be aware that by giving a gift we say something special to the recipient; that giving and sharing. • Is an important part of the Christmas story and of the celebration of Christmas today.

	<ul style="list-style-type: none"> • The story of Chanukah. • Jewish practices at Chanukah. • How Jewish practices at Chanukah help Jews to reflect on important aspects of the story. 	<ul style="list-style-type: none"> • That religious ideas and personal feelings can be expressed in a variety of ways. • That some gifts cost nothing, but can be precious. • That Christians believe that Jesus is God's son given as a gift to the world. • About the qualities that Christians believe Jesus gives.
Vocab learnt	Menorah, skull cap, synagogue, Torah, prayer shawl, Hanukkah, star of David, Elijah's cup, Shabbat, Chanukah, prayer	Christianity. Nativity, Magi, carol, shepherds; Jesus, Joseph, Mary, Angel Gabriel, wise men, gold, frankincense, myrrh, feelings, precious, sharing, giving/receiving.

Subject – Music. Topic – Violins	
Curriculum Coverage	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. • Improvise and compose music for a range of purposes using the inter-related dimensions of music. • Listen with attention to detail and recall sounds with increasing aural memory. • Use and understand staff and other musical notations. • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. • Develop an understanding of the history of music.
Rational	While studying in Year 2 and Year 3, the children are given the opportunity to learn the violin for a term. The children are given this opportunity, as the instruments taught are instruments that the children may not have access to at home and they may not have access to professional music teachers. As the children are taught over two years it allows the children to develop skills such as plucking strings, bowing, understanding musical notation and read music as well as learning to play and perform a range of songs. As the instruments have been used for centuries, it also allows the children to understand and appreciate the history of music as well as a range of musical styles and genres.
Pedagogy	Children initially learn in a large 'orchestra' context to help develop skills before working in smaller group, partner or solo context for each piece of music. Whole class teaching with warm up, with singing and recap of prior learning. Differentiated performance pieces to support initial development but also allow for more advanced learning of musical understanding and techniques practised. Videos and audio displayed on interactive whiteboard to support children's understanding of music and help appreciation as well as giving an opportunity to experience different genres and styles of music.
Enhancements	Every child has access to an instrument that is an appropriate size and style for the learner. Videos and songs can be shown on the interactive whiteboard to help enhance and support learning. Mrs Moulds – a highly qualified music teacher, is brought into school to teach Y3/4 music lessons so that her expertise and knowledge can be used to help develop the children's basic musical skills and support the development of those who are more advanced in the instruments or have had prior learning outside of school.
Skills developed (transferable)	<p>Children should be able to show:</p> <p>Singing songs with control and using the voice expressively:</p> <ul style="list-style-type: none"> • Sing with confidence using a wider vocal range. • Sing in tune. • Sing with awareness of pulse and control of rhythm. • Recognise simple structures. • Sing expressively with awareness and control at the expressive elements. E.g. timbre, tempo, dynamics. • Sing songs and create different vocal effects. • Understand how mouth shapes can affect voice sounds. • Internalise sounds by singing parts of a song 'in their heads.' <p>Listening, Memory and Movement.</p> <ul style="list-style-type: none"> • Identify melodic phrases and play them by ear. • Create sequences of movements in response to sounds. • Identify phrases that could be used as an introduction, interlude and ending.

	<p>Controlling pulse and rhythm:</p> <ul style="list-style-type: none"> • Recognise rhythmic patterns. • Perform a repeated pattern to a steady pulse. • Identify and recall rhythmic and melodic patterns. • Identify repeated patterns used in a variety of music. (Ostinato). <p>Exploring sounds, melody and accompaniment:</p> <ul style="list-style-type: none"> • Identify ways sounds are used to accompany a song. • Analyse and comment on how sounds are used to create different moods. • Explore and perform different types of accompaniment. • Explore and select different melodic patterns. • Recognise and explore different combinations of pitch sounds. <p>Control of instruments:</p> <ul style="list-style-type: none"> • Identify melodic phrases and play them by ear. • Select instruments to describe visual images. • Choose instruments on the basis of internalised sounds. <p>Composition:</p> <ul style="list-style-type: none"> • Create textures by combining sounds in different ways. • Create music that describes contrasting moods/emotions. • Improvise simple tunes based on the pentatonic scale. • Compose music in pairs and make improvements to their own work. • Create an accompaniment to a known song. • Create descriptive music in pairs or small groups. <p>Reading and writing notation:</p> <ul style="list-style-type: none"> • Perform long and short sounds in response to symbols. • Create long and short sounds on instruments. • Play and sing phrase from dot notation. • Record their own ideas. • Make their own symbols as part of a class score. <p>Performance skills:</p> <ul style="list-style-type: none"> • Perform in different ways, exploring the way the performers are a musical resource. • Perform with awareness of different parts. <p>Evaluating and appraising:</p> <ul style="list-style-type: none"> • Recognise how music can reflect different intentions.
<p>Knowledge acquired (Subject specific)</p>	<p>Children should know:</p> <ul style="list-style-type: none"> • The names of instruments, which family they belong to and the names of each string on their instrument. • How to sing using a wide range of notes; how to sing with a repeated pattern and recall songs sung to them. • How to listen for different notes in live pieces of music. • How to read simple musical notation. • How to play by plucking 'pizzicato'; how to correctly sit in rest position; how to correctly hold a bow; how to play simple notes using a bow; how to play as an orchestra and how to compose small pieces of music based on a topic.
<p>Vocab Learnt</p>	<p>Pizzicato, bow, position, bowing, plucking, string, accent, bar, chant, choir, clef, crescendo, decrescendo, duet, dynamics, ensemble, flat, forte, harmony, key, major, minor, notation, octave, off beat, orchestra, pulse, rest, rhythm, scale, sharp, tempo, semibreve, minim, crotchet, quaver & semiquaver.</p>

Subject – P.E. Topic – Agility & Hockey	
Curriculum Coverage	<ul style="list-style-type: none"> Competent in the FUNDamentals of movement: Jog, Sprint, Hop, Weight on Hands, Jump, Balance & Coordination. Use FUNDamentals of movement to employ simple tactics in competitive environments. Display an understanding of fair play, respect and working well with others.
Rational	Children are taught Hockey as a competitive sport as it helps develop their hand eye coordination skills as well as improving fitness and teamwork skills. It also allows them to learn a new sport that they may not have the opportunity to learn outside of school. By learning Hockey the children also get the opportunity to increase the agility through different movements and training.
Pedagogy	In every lessons children will practise different styles of warm ups, which will eventually be led by the children themselves. Every child will have access to equipment to support the activities they take part in. The children will work in pairs or small groups to practise skills before putting them into competitive games. Skills will be developed in a variety of practical ways before starting competitive games. As well as a practical knowledge of P.E. the children will use online research and books to develop their knowledge of what happens to the body during P.E. and the benefits of an active lifestyle. Videos and pictures will be used to help develop children's understanding of game rules and moves/positions in the sport they are learning.
Enhancements	The Power of PE Scheme of work is used to help ensure the children have access to a broad and balanced curriculum as well as developing a clear set of skills that progress over time.
Skills developed (transferable)	<p>Children should be able to:</p> <ul style="list-style-type: none"> Move, stop, start and change directions in a variety of ways. Move and stop the ball with their stick whilst moving. Move and stop the ball whilst moving at moderate pace, changing direction and displaying a change of speed. Uptake the role of coach. Detect error in others technique and help them to improve. Stop and pass the ball in isolation with consistency (4/5 times out of 5 at 5m distance – Tennis/Hockey ball). Stop and pass the ball in a conditioned game scenario with moderate consistency (2/3 times out of 5 – Tennis/Hockey ball). Use teaching points to help others improve their technique.
Knowledge acquired (Subject specific)	<p>Children should know:</p> <ul style="list-style-type: none"> How to control of the hockey ball. How to dribble with stick. How to pass the Hockey ball to teammates. How to apply skill in a competitive environment. How to move, stop, start and change directions in a variety of ways.
Vocab learnt	Active, dynamic, static, warm up, cool down, stretch, stick, dribble, surface, pass, short, long, attack, defend.

Subject – Computing. Autumn - Topic - Programming/Using the Internet		
Curriculum Coverage	<p>Programming: Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instruction. Create and debug simple programs. Use logical reasoning to predict the behaviour of simple programs.</p>	<p>Using the internet: Use technology purposefully to create, organise, store, manipulate and retrieve digital Content. 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 in the context of following links online.</p>
Rational	This Programming Turtle Logo and Scratch unit will teach your class to create and debug algorithms. Following on from the earlier Year 2 unit on Preparing for Turtle Logo, the children use the basic commands in Logo to move and draw using the turtle on screen, and then further develop algorithms using the "repeat" command. These skills are then developed by teaching children to create algorithms in Scratch using a selection of blocks.	This unit introduces children to using the Internet safely and with a purpose. Children are shown how to search the Internet using one word; how to make sense of the returned results; how to use "for kids" to return more suitable results; how to follow links and return to the search results. Children are encouraged to use a range of search engines, including Google, Bing and Yahoo, and some more child-friendly engines like Kidrex. (Note: many of the child-friendly searches use Google.) The children then learn to blog safely and responsibly. Teachers will need to ensure they follow their own schoolguidelines on blogging, particularly on the use of names and

		photographs. Suggested guidelines are included in the lessons, but may differ from those agreed by the school. The focus of the lessons is less on the technical aspects, which will vary according to which blogging site is used, and more on how to blog in a safe and responsible way, looking at how to blog well, and how to post and respond to comments effectively.
Pedagogy	Barefoot computing, following instructions, using bee bots, programming, iPads, laptops.	
Enhancements	Using beebots and iPad and laptops/E-safety assembly.	
Skills developed (transferable)	<p>Children should be able to:</p> <p>Draw lines of different lengths using the fd command.</p> <ul style="list-style-type: none"> • Move blocks into the Scripts Area. • Snap blocks together to combine commands. <p>Turn the turtle using rt 90 and lt 90.</p> <ul style="list-style-type: none"> • Draw squares and rectangles different blocks. • Use the repeat and green flag blocks to control algorithms. <p>Write an algorithm for a shape.</p> <ul style="list-style-type: none"> • Use the repeat command. • Combine a range of blocks to achieve a purpose. • Use more than one sprite and combine algorithms. • Create simple algorithms using a number of blocks. 	<p>Children should be able to:</p> <ul style="list-style-type: none"> • Type with two hands. • Use shift, space and enter correctly. • Use undo and redo. • Make text bold, italic or underline. • Save their work in their folder. • Edit text using backspace, delete and the arrow keys. • Format the font. • Select single words. • Have some knowledge of the location of letters and symbols on the keyboard. • Select text in different ways. • Search using the words "for kids". • Follow a weblink. • Locate their own blog. • Understand how to blog safely and responsibly. • Identify search results that will give some useful information. • Know where to find the address of a link. • Log in and post a blog or comments. • Recognise common websites to which search results are linked. • Upload photos to a blog.
Knowledge acquired (Subject specific)	<p>Children should know:</p> <ul style="list-style-type: none"> • How to use programming software. • How to create algorithms. • How to perform repeats. • How to turn adding sound. • How to change sprites. • How to change backgrounds. 	<p>Children should know:</p> <ul style="list-style-type: none"> • How to type key words. • How to type symbols and save files. • How to edit a text. • How to use a key board. • How to select and format a text. • How to format a font. • How to search the Internet using one word safely. • How to use a camera. • How to search the internet and find links suitable for children. • How to follow links. • How to create content safely. • How to post positive comments.

Subject – MFL. Topic – Moi	
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"> • Understand about linguistic diversity in their class and that French is spoken in France as well as elsewhere. • Greet others with confidence and understand the differences in social conventions when people greet each other. • Know some French names and know the origin and meaning of their own.
Knowledge acquired (Subject specific)	<p>Children should know:</p> <ul style="list-style-type: none"> • How to greet others. • Learn to say how they are. • Learn how to ask and answer questions about names. • Learn that French is spoken in France and elsewhere in the world. • Discuss linguistic diversity within their class name.
Vocab learnt	<p>Bonjour, Salut, Ça va, Ça va bien/mal, Ça ne va pas, Merci, Et toi, Au revoir, monsieur/madame, oui/non, Je m'appelle, Comment tu t'appelles, Tu t'appelles comment, C'est, Voici, un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix.</p>

Subject – MFL. Topic – Les Couleurs

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">• Say, read and write most colours in French.• Say which colour they like best.• Ask which colour a friend likes best.• Use French to play a game.• Sing at least one colour song in French.
Knowledge acquired (Subject specific)	<p>Children should know:</p> <ul style="list-style-type: none">• The colours in French.• About games played in France e.g. la pétanque.
Vocab learnt	<p><u>C'est de quelle couleur, C'est, Quelle est ta couleur préférée, C'est le, J'aime le, Bleu, jaune, rouge, blanc, noir, orange, marron, vert, rose, gris, violet, un arc-en-ciel, une tour de couleurs, la pétanque.</u></p>

Subject – PSHCE/SRE Topic - Relationships	
Curriculum Coverage	Families and friendships – Roles of different people; different families; feeling cared for. Safe relationships – Recognising privacy; saying safe; seeking permission. Respecting ourselves and others – How behaviour affects others; being polite and respectful.
Rational	Children are taught about healthy, positive and different relationships with friends and families to help them understand what a good one looks like and what to do if a relationship is not right. They also have the opportunity to understand what different family units might look like in comparison to their own to help expanded their own understanding and worldview.
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 ways to make friends. • Understand what to do if they are feeling lonely and how to get help. • Recognise behaviour that is hurtful. • Recognise what is similar and different about ourselves. • Understand what a secret is; when it is ok to keep or when it is necessary to share. • Working and playing co-operatively.
Knowledge acquired (Subject specific)	Pupils should know: <ul style="list-style-type: none"> • How to explain and show that family and friends should care for each other. • How to identify and respect the differences and similarities between people. • How to give examples when it would be necessary to share a secret. • How to describe what co-operation is and what it would look like.
Vocab learnt	Friendship, roles, lonely, secret, co-operate, feelings, behaviour, fair, unfair, right, wrong, secrets, surprises, safety, share, discuss, view, opinion, cooperate, resolve, argue, special, solve, argument, similar different, feelings, hurt, tease, bully.