

Year 2 & 3 - Annual Cycle A - Summer Term

1st ½ term

2nd ½ term

Topics

The Rotten Romans

Subject

Content Overview

English Focus

Poetry – Poet Application/Roald Dahl
 Recount – Dairy Entry
 Narratives – Stories From Different Setting

Poetry – Kennings
 Letter – Informal
 Narrative – Playscript

Maths links

Measurement: Length and Height
 Y2 – Measure Length, Compare & Order Length and Four Operations.
 Y3 – Same as above.

Geometry: Position & Direction and Perimeter.
 Y2 – Movement & Turns.
 Y3 – Movement & Turns and Perimeter.

Measurement: Time
 Y2 - Converting Time, Telling the time and Finding & Comparing Durations.
 Y3 - Converting Time, Telling the time, Digital Time and Finding & Comparing Durations.

Measurement: Time
 Y2 - Converting Time, Telling the time and Finding & Comparing Durations.
 Y3 - Converting Time, Telling the time, Digital Time and Finding & Comparing Durations.

Measurement: Mass, Capacity & Temperature
 Y2 – Compare Mass (nonstandard units), Measure & Compare Mass, Volume, Measure & Compare Capacity and Temperature.
 Y3 - Measure & Compare Mass, Add & Subtract Mass, Measure & Compare Capacity and Add & Subtract Capacity.

Number: Consolidation of the four operations.*

Science

Animals including Humans

History

Ancient Civilisation - Romans

Geography

Fieldwork

A & D

Architecture (Da Vinci)

Digital Media

D & T

Chariots

R.E.

How and why do we celebrate special times?

How should we care for others and the world?

Music

Singing

P.E.

Multi-skills

Orienteering

Computing

Presentation Skills

Using and Applying

MFL

Vive le Sport

La Meteo

	PSHE	Health and Wellbeing	

Subject – English. Topic – Poet Appreciation, Diary Entry, Stories from a different setting/ Kennings, Informal Letter, Playscript

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.

	<ul style="list-style-type: none"> • 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. Recounts are taught so that children develop the skill of creating a persona other than their own in writing as well as practising writing in first person. Narratives are taught by using stories from other cultures to help broaden the children's knowledge of other countries/traditions/cultures other than their own. Persuasive writing is taught to develop the children's ability to reason and critically think as well as developing their writing ability. Using a letter as the format also helps give the children a life skill. Playscripts are taught as another genre of narratives and writing so that they become familiar with playscripts as they will be taking part in a summer performance. It also helps develop children's understanding of how speech can be used to advance a narrative.
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 (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 rhyming couplet, newspaper report, recount, riddle, fantasy narrative & tv advert. • The structure and features of a rhyming couplet. • The structure and features of a newspaper report. • The structure and features of a recount. • The structure and features of a riddle • The structure and features of a fantasy narrative. • The structure and features of tv advert.
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	Measurement: Length and Height Y2 – Measure Length, Compare & Order Length and Four Operations. Y3 – Same as above.	Geometry: Position & Direction and Perimeter. Y2 – Movement & Turns. Y3 – Movement & Turns and Perimeter.	Measurement: Time Y2 - Converting Time, Telling the time and Finding & Comparing Durations. Y3 - Converting Time, Telling the time, Digital Time and Finding & Comparing Durations.	Measurement: Mass, Capacity & Temperature Y2 – Compare Mass (nonstandard units), Measure & Compare Mass, Volume, Measure & Compare Capacity and Temperature. Y3 - Measure & Compare Mass, Add & Subtract Mass, Measure & Compare Capacity and Add & Subtract Capacity.
Curriculum Coverage	<ul style="list-style-type: none"> • Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); using rulers. • Compare and order lengths and record the results using >, < and =. • Measure, compare, add and subtract lengths (m/cm/mm). • Measure the perimeter of simple 2-D shapes 	<ul style="list-style-type: none"> • Order and arrange combinations of mathematical objects in patterns and sequences. • Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anticlockwise). • Recognise angles as a property of shape or a description of a turn. 	<ul style="list-style-type: none"> • Compare and sequence intervals of time. • Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times. • Know the number of minutes in an hour and the number of hours in a day. • Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks. 	<ul style="list-style-type: none"> • Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels. • Compare and order lengths, mass, volume/capacity and record the results using >, < and =. • Measure, compare, add and subtract mass (kg/g), volume/capacity (l/ml).

		<ul style="list-style-type: none"> Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle. Measure the perimeter of simple 2-D shapes. 	<ul style="list-style-type: none"> Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight. Know the number of seconds in a minute and the number of days in each month, year and leap year. Compare durations of events [for example to calculate the time taken by particular events or tasks]. 	
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 measure, compare, add and subtract lengths. How to convert between different units of metric measurements. What perimeter is and how to calculate it. 	Children should know: <ul style="list-style-type: none"> How to order and sequence objects. Describe the movement of an object/shape. Describe an angle as a turn. Identify right angles. Measure the perimeter of a shape. 	Children should know: <ul style="list-style-type: none"> How to tell and write time at more accurate intervals. How to compare and order time and duration. How to estimate time. 	Children should know: <ul style="list-style-type: none"> How to measure, compare, order, add and subtract mass. How to measure, order, compare, add and subtract capacity. How to convert between g/kg and ml/l.
Vocabulary	Measure, centimetres, millimetres, length, height, shorter, taller, compare, estimate, accurate, distance, mm, cm, m, km, metric, imperials, yards, feet, inch, mile, width, perimeter, area, measure, height, edge, accurate, approximate.	Left, right, anti-clockwise, clockwise, angle, right angle, quarter turn, full turn, half turn, perimeter, right angle.	O'clock, half past, quarter to, quarter past, 5 past, 5 to, intervals, seconds, minutes, hours, Roman numeral, I, II, III, IV, V, VI, VII, VIII, IX, X, XI, XII.	Litres, millilitres, capacity, full empty nearly full, nearly empty, half full, volume, liquid, thermometer, temperature, Celsius, degrees. Scale, negative, density, capacity, ml, l, g, kg, mass, weight, equal, compare, balanced.

Subject – Science. Topic –Animals including humans	
Curriculum Coverage	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Notice that animals, including humans, have offspring which grow into adults. • Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). • Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. <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	In this unit, children learn about how humans and other animals are born, grow and change, and what we need to survive and be healthy. Pupils classify different kinds of animal babies, learn about the basic needs that are shared by humans and animals, and research the differing needs of animals within our care. Focusing their own experiences, children explore the need for humans to eat a varied diet, to keep themselves clean, and to take regular exercise. Throughout the unit, the learning materials encourage children to make positive choices that contribute to a healthy lifestyle.
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 say which animal some babies will grow into. • How to name some animal babies. • How to say the three things that humans need, to stay alive. • How to generate questions about a pet they have chosen. • How to give examples of healthy and less healthy food. • How to name some things that humans do to keep themselves clean. • How to use a magnifying glass or microscope to look closely at their hands. • How to attempt to record what they see. • How to say how an animal will change as it grows. • How to draw an animal as a baby and then as an adult. • How to name the different stages in the human timeline. • How to set up a simple test. • How to collect and interpret results. • How to say how an animal gets air, food and water. • How to research the answer to a question. • How to say what is healthy about their diet.

	<ul style="list-style-type: none"> • How to say how they could improve their diet. • How to give a reason why humans need to exercise. • How to name one effect that exercise has on the human body. • How to record information about exercise. • How to use information to answer questions. • How to give reasons why humans should keep themselves clean.
Vocab learnt	Compare, describe, similar, different, notice, patterns, measure, record, predict, gather, centimetre, millimetre, ears, senses, hearing, spotting patterns, ouch, sight, smell, taste, hear, sense, fruit/vegetables, bread/rice/potatoes/pasta, milk/dairy/food high in fat/sugar, meat/fish/egg/beans, growth, offspring, survival, birth, baby.

Subject – History. Topic - Romans

Curriculum Coverage	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> • The Roman Empire and its impact on Britain. • Julius Caesar's attempted invasion in 55-54 BC. • The Roman Empire by AD 42 and the power of its army. • The successful invasion by Claudius and conquest, including Hadrian's Wall. • British resistance, for example, Boudica. • The 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity.
Rational	This Romans unit will teach the children about the impact the Roman empire had on life in Britain. They will learn about the spread of the Roman empire, the invasion of Britain and the eventual conquest. The children will also look in detail at some aspects of the Romanisation of Britain, such as the building of Roman roads and bathhouses. In addition to this, they will have the opportunity to learn about the British resistance of Boudicca and will act in role to look at the events of Boudicca's rebellion from different perspectives. The children will also investigate Hadrian's Wall, examining how, where and why it was built. They will learn about the different features of the wall and use maps to determine its location. A lesson on gods and Roman religion will help the children to understand more about the culture and beliefs of Roman people, and they will play and design games to consolidate their knowledge about the different Roman gods and goddesses. The children will also have the opportunity to see how their own setting (York/Cliffe) was effected by Roman rule.
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 the Yorkshire Museum.
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"> • A chronologically secure knowledge and understanding of British and world history, establishing clear narratives within and across the periods they study by learning about the attempted invasion by Julius Caesar and the successful invasion and conquest by Claudius. • An informed response that involves thoughtful selection and organisation of historical information by learning about Roman roads. • How to regularly address and sometimes devise historically valid questions about change, cause, similarity and difference and significance by learning about the resistance of Queen Boudicca and understanding different perspectives. • An informed response that involves thoughtful selection and organisation of historical information by knowing when, how and why Hadrian's Wall was built. • An informed response that involves thoughtful selection and organisation of historical information by learning about the religious beliefs and the gods and goddesses that the Romans worshipped. • An informed response that involves thoughtful selection and organisation of historical information by learning about Roman baths. •
Vocab learnt	Roman, Britain, Julius Cesar, Constantine, Claudius, Emperor, legion, legionnaire, soldier, Romulus, Remus, road, Britons, resistance, artefacts, baths.

Subject – Geography. Topic – Fieldwork and Mapping skills

Curriculum Coverage	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. • Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map. • Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. • Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.
Rational	This unit will teach the pupils to develop key map skills through a range of engaging geographical skill based activities. Pupils will explore a range of maps at a local level, developing their understanding of how to navigate around and devising their own maps and routes. They will learn how to 'view from above' looking at aerial photographs to spot human and physical features, understand simple map symbols, compass directions and develop key geographical vocabulary throughout the unit. Pupils will then use this knowledge and apply it in fieldwork to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.
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 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. Visit to Drax power station.
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.

	<ul style="list-style-type: none"> 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>Pupils should know:</p> <ul style="list-style-type: none"> Name different types of maps and explain some key features of maps. Draw a simple sketch map of the school and local area. Name the four points of a compass. Plan a simple route around the local area using key vocabulary. Identify map symbols. Use an atlas to locate the four countries of the UK, capital cities and other key places. Use aerial photographs to 'view from above' and recognise basic human and physical features. Ask geographical questions – Where is it? What is this place like? How near/far is it?
Vocab learnt	North, east, south, west, Scotland, England, Wales, Northern Ireland, Belfast, Edinburgh, London, Cardiff, left, right, clockwise, anticlockwise, north east, north west, south east, south west.

Subject – Art and Design. Topic – Architecture – Da Vinci

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	Pupils are taught about Architecture as a way of exploring how 2D can become 3D through design through making. Pupils will have the opportunity to use simple shapes to construct architectural forms and then use drawn, collaged and printed elements on the surface as decoration – using skills learnt from previous units. To help support their understanding pupils will also learn about Leonardo da Vinci and his work.
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>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"> How 2D can become 3D through 'design through making'. How to cut out simple shapes from card. How to construct architectural forms. How to use printing, drawing and collage as decoration. Who Leonardo da Vinci was. Some examples of his architectural and drawn work.
Vocab learnt	Architecture, 2D, 3D, model, design, simple shapes, construct, architectural forms, collaged, printed, surface decoration, marquettes, da Vinci,

Subject – Art and Design. Topic – Digital Media

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	Pupils are taught how to create digital media using 3D models, building on their learning from the previous unit. The pupils will be taught how to use film and still photos to create records of models made, walking through videos of the inside of the architectural spaces. This unit also allows children to revisit learning from previous units such as the David Hockney unit where children learnt about his artwork made using digital media.
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>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)	Children should know: <ul style="list-style-type: none"> • What digital media is. • How digital media can be used in art. • Examples of artwork create using digital media. • How to create film and still photos. • How to create 3D models. • How to place 3D models into film using digital media.
Vocab learnt	Digital media, film, photo, still, stop motion, records, model, architectural spaces.

Subject – Design and Technology. Topic – Chariots

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	While studying the Ancient Civilisation of the Roman Empire, we will be discussing how the Romans travelled other than marching as well as sport and entertainment. Here we will look at chariots and what their uses were for. After studying this we will design, make and test 'Roman' chariots and then evaluate the product based the materials used and how successful the chariots were. By linking the two subjects, it will allow the children to engage deeper with the Roman unit but also understand which materials are best suited for different jobs and how they would have been constructed in the Roman era.
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.
Skills developed	Children should be able to: <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	Children should learn: <ul style="list-style-type: none"> • What a chariot is. • How chariots were used. • How chariots were constructed. • How chariots functioned. • 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	Materials, resources, natural resource, timber, Roman, chariots, race, cart, push, pull, design, diagram, model, replica, functional, aesthetic, strengthen, stiffen, reinforce, 3D.
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Subject – R.E. Topic - How do we celebrate special and sacred times?

Curriculum Coverage	<p>Strand: Expressing Christians, Jewish people and/or Muslims (plus another selected by children's interests)</p> <ul style="list-style-type: none"> • What do you celebrate and why? What stories do your family tell? • What happened at Easter and how does it make people feel? • How do Christians celebrate Easter? • What matters most at Easter? • Why do Jewish people tell the story of Passover (Pesach) every year? • What do Muslims celebrate at Id-ul-Fitr?
Rational	This investigation enables pupils to learn in depth from different religious and spiritual ways of life about Easter and Pesach (Passover) and/or Eid-ul-Fitr. Through art, drama and music the significance of these celebrations to believers is explored focussing on story, symbol and particular celebrations.
Pedagogy	Art, sorting, gap fill, role play, research, report, music, posters.
Enhancements	Celebration day
Skills developed (transferable)	<p>Children should be able to:</p> <ul style="list-style-type: none"> • Identify a special time they celebrate and explain simply what celebration means (A1). (Emerging) • Talk about ways in which Jesus was a special person who Christians believe is the Son of God (A2). • Identify some ways Christians celebrate Christmas/Easter/Harvest/Pentecost and some ways a festival is celebrated in another religion (A1). (Expected) • Re-tell stories connected with Christmas/ Easter/Harvest/Pentecost and a festival in another religion and say why these are important to believers (A2). • Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion (B1). • Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers (C1). • Suggest meanings for some symbols and actions used in religious celebrations, including Easter/Christmas, Chanukah and/or Eid-ul-Fitr (A3). (Exceeding) • Identify some similarities and differences between the celebrations studied (B3).
Knowledge acquired (Subject specific)	<p>Children should know:</p> <ul style="list-style-type: none"> • Identify a special time they celebrate and describe its importance. • Explain simply what celebration means. • Describe how a festival is celebrated. • Look for similarities and differences between different festivals. • Think of reasons why some people like to celebrate. • Retell stories connected with Easter and say why these are important to Christians. • Talk about features in stories about Easter that made people feel happy or sad and compare them parts of celebrations that make others happy or sad. • Describe why Easter is an important festival to Christians. • Think of reasons why some people use music in celebrations. • Describe what three symbols tell us about the story of Easter. • Identify some ways Christians celebrate Easter. • Find out more about different services during holy week. • Consider questions such as why do people come together at sad times? • Look for similarities and differences different services celebrated at holy week. • Describe the link between a selection of Easter artefacts and the story and celebration of Easter.

	<ul style="list-style-type: none"> • Suggest meanings for some symbols used in the Christian celebration of Easter. • Look for similarities and differences in the way Easter is celebrated by different people. • Find out more about the items on the seder plate and their meaning. • Consider questions such as how might these foods help people remember this festival? • Look for similarities and differences between celebrations of Pesach and Easter. • Describe the link between a selection of Pesach symbols and the story of Pesach. • Describe what happens and what is being celebrated at Eid-ul Fitr. • Describe what happens during Ramadan. • Think of reasons why some people choose to fast during Ramadan. • Look for similarities and differences between the celebration of Id-ul-Fitr and Easter.
Vocab learnt	Easter, Ramadan, peace, celebration, seder plate.

Subject – RE. Topic - How should we care for others and why does it matter?

Curriculum Coverage	<p>Strand: Living Religions and worldviews: Christians and Jewish people (another chosen by children's interests).</p> <ul style="list-style-type: none"> • Should we care for everyone? • What do Christians believe about caring for people? • What do some religions say about caring for other people? • How have some people shown they cared? How is the golden rule an encouragement to care? • What stories do Christians and Jewish people tell about the beginning of the world and how to treat the world?
Rational	This investigation enables pupils to learn in depth from different religious and spiritual ways of life about caring for other people and for the world. Through studying bible stories, the lives of believers such as Dr Barnado, Mother Teresa or a local believer, the Jewish practice of Tzedekah and Sukkot celebrations pupils learn about how beliefs turn into actions for many religious and non-religious people. The unit encourages creativity through the use of art and music.
Pedagogy	Art, sorting, gap fil, role play, research, report, music, posters.
Enhancements	
Skills developed (transferable)	<p>Children should be able to:</p> <ul style="list-style-type: none"> • Talk about how religions teach that people are valuable, giving simple examples (B1). (Emerging) • Recognise that some people believe God created the world and so we should look after it (A2). • Re-tell Bible stories and stories from another faith about caring for others and the world (A2). (Expected) • Identify ways that some people make a response to God by caring for others and the world (B1). • Talk about issues of good and bad, right and wrong arising from the stories (C3). • Talk about some texts from different religions that promote the 'Golden Rule', and think about what would happen if people followed this idea more (C2) • Use creative ways to express their own ideas about the creation story and what it says about what God is like (C1). • Give examples of ways in which believers put their beliefs about others and the world into action, making links with religious stories (B1). (Exceeding) • Answer the title question thoughtfully, in the light of their learning in this unit (C1).
Knowledge acquired (Subject specific)	<p>Children should know:</p> <ul style="list-style-type: none"> • Give an example of what Jesus said about the importance of children. • Give simple examples of how people are unique and valuable. • Describe how it feels when people are not kind. • Consider questions such as what does this story teach about caring?

	<ul style="list-style-type: none"> • Look for similarities and differences between different stories from the bible about caring. • Identify two examples of religious believers caring for people. • Give simple reasons why Jesus told the story of the Good Samaritan. • Give examples of what believers do as a result of learning from the Good Samaritan and/or Four friends and the paralysed man. • Describe how Jewish people might help people making links to the festival of Sukkot. • Find out more about Tzedekah. • Consider questions such as who needs our help? • The links between the teaching in the Torah and caring. • Think of some ways Jewish people care for the world. • Describe how Mother Teresa or Dr Barnado have put their beliefs into action. • Consider questions such as what would it be like if everyone followed the golden rule? • Some people look after the world because God is a creator. • Describe different ideas about what God might be like from reading the creation story. • Share their own creative ideas about what the creation story says about God. • Give their own answer to the unit question, giving simple reasons for their answers.
Vocab learnt	Tzedekah, dr Bernardo, Good Samaritan, paralysed, caring, valuable, differences, significant, bible.

Subject – Music. Topic – Singing

Curriculum Coverage	Pupils should be taught to: <ul style="list-style-type: none"> • Sing with increasing confidence and control. • Learn to sing and to use their voices, to create and compose music on their own and with others.
Rational	Inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement.
Pedagogy	In order to take part in a Summer Production and other musical performances throughout the summer terms e.g. Celebration assemblies.
Enhancements	Performing in Summer Production. Performing at the sharing assemblies to parents.
Skills developed (transferable)	Children should be able to: <ul style="list-style-type: none"> • 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.
Knowledge acquired (Subject specific)	Children should know: <ul style="list-style-type: none"> • How to breathe in the correct place when singing. • How to sing in harmony confidently and accurately. • How to maintain my part whilst others are performing their part. • How to perform parts from memory.

Subject – P.E. Topic – Multi-skills & Football		
Curriculum Coverage	Multi-skills: <ul style="list-style-type: none"> • Throw and catch displaying a degree of competency, in isolation and in varied environments. • Show an awareness of how the body functions/changes during exercise • Demonstrate changes of direction, level & speed. • Displays development in the FUNdamentals of movement (Jog, Sprint, Jump, Hop, Weight on Hands, Balance & Coordination). 	Orienteering: <ul style="list-style-type: none"> • Repeat and Perform sequences of movements. • Uses FUNdamentals of movement to achieve success in competitive environments, individually and as a team. • With guidance participate displaying respect, fair play and working well with others.
Rational	Children work on key Fundatmental skills such as agility, movement throwing and catching. They then progress into games with participation and balance. It is appropriate for the time of year. Children engaged and active.	Orienteering is a new and exciting topic for the children in PE and links in with the topic of geography skills and great explorers.
Pedagogy	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.	Map skills, creating pictures, obstacle course, compass.
Enhancements	Multi-skills interschool competition.	Linked to current topic to support wider curriculum. Trip to include orienteering and outdoor learning.
Skills developed (transferable)	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. • Use their knowledge of the teaching points to help their peers improve. 	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. • Use their knowledge of the teaching points to help their peers improve.
Knowledge acquired (Subject specific)	Children should know: <ul style="list-style-type: none"> • A more developed understanding of agility. • A more developed understanding of co-ordination. 	Children should know: <ul style="list-style-type: none"> • A more developed understanding of agility. • A more developed understanding of co-ordination.

Subject – Computing. Topic – Presentations and Using and applying		
Curriculum Coverage	Presentations Use technology safely and respectfully. Use technology purposefully to create, organise, store, manipulate and retrieve digital content.	Using and Applying Use technology purposefully to create, organise, store, manipulate and retrieve digital content.
Rational	Focus on important computer skills needed for safe and effective computer use and introduce some further skills concerning the use of folders, searching for files and printing introduce children to presentations and teach the skills needed to create a simple presentation.	Children are given the opportunity to use their skills in a new context and apply them with the software they are familiar with, in order to reinforce their learning. The lessons focus primarily on the three units of Computer Skills, Word Processing and Painting.
Pedagogy	Barefoot computing, following instructions, using bee bots, programming, iPads, laptops.	
Enhancements	Using beebots and iPad and laptops/E-safety assembly.	

Skills developed (transferable)	Children should be able to: <ul style="list-style-type: none"> • Insert slides, add and type in a text box • Create folders. • Print files. • Add images. • Format text and text boxes. • Save files in an organised folder structure. • Search for files on the computer. • Set windows side by side. • Format text boxes and images. • Reorder slides and present their presentation. 	Children should be able to: <ul style="list-style-type: none"> • Turn on a computer and open an application. • Type letters and symbols, including use of the shift key. • Format text in different ways (bold, italic, underline). • Draw different shapes using paint software. • Use a brush in a paint application and change the size and colour. • Click, double-click and drag objects. • Save and open files. • Make shapes [in Paint software] the size they desire. • Position shapes correctly. • Select and compare different brush types. • Move, resize, minimise and restore windows. • Select text and change the size, type or colour. • Use Undo and Redo effectively. • Edit text using the arrow keys and delete or backspace buttons. • Create a particular image using shapes or brush tools. • Choose the best brush style for a purpose.
Knowledge acquired (Subject specific)	Children should know: <ul style="list-style-type: none"> • How to use basic computer skills. • How to use folder. • How to organise ideas for a presentation • How to create a simple presentation with text. • How to add and format an image • How to reorder slides and present a presentation. • How to search and print. 	Children should know: <ul style="list-style-type: none"> • How to demonstrate a range of basic skills to use a computer and its software. • How to type, format text then save their work. • How to open saved work and edit text. • How to use shapes to create a particular image. • How to use different brush tools to create a particular image. • How to create text and pictures about a shared theme.

Subject – MFL. Topic - Vive le sport

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, write and spell the days of the week with accuracy. • Say and read at least 8 sports with accurate pronunciation and state their favourite sport. • Sing some songs and rhymes about days and sports from memory. • Combine days and sports to write a keep fit diary.
Knowledge acquired (Subject specific)	Children should know: <ul style="list-style-type: none"> • The days of the week. • The names for some sports. • How to say what activities they play/do on particular days. • Some poems and songs. • Which is your favourite? (sport).
Vocab learnt	<u>Les jours de la semaine, lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche, le jour après... le jour avant... Aujourd'hui c'est quel jour? C'est quel jour aujourd'hui? Aujourd'hui c'est... Lundi, c'est quelle couleur? C'est gris, le foot (ball), le tennis, le cricket, le basket, le volley, le rugby, le badminton, le golf, le hockey (sur glace), le ping-pong, le roller, le judo, le patin à glace, le ski, le VTT, le karaté, le cyclisme, le snooker, le skate, la danse, la natation, la gymnastique, l'équitation, l'athlétisme, Qu'est-ce que tu fais (le lundi)? Et toi? Je joue au tennis / au cricket. Je fais du skate / de, la danse / de la natation. Tu joues au tennis/ cricket?</u>

Subject – MFL. Topic – La meteo

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	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 and locate some towns in France. • Read, write and say weather phrases. • Apply their knowledge of the days of the week.
Knowledge acquired (Subject specific)	Children should know: <ul style="list-style-type: none"> • The names and locations of some towns in France. • Some phrases about the weather.
Vocab learnt	<u>Quel temps fait-il? Il fait du vent, Il y a des nuages, Il y a de l'orage, Il fait du brouillard, Il pleut, Il neige, Il fait du soleil, Il fait froid, Il fait beau, Il fait mauvais, la pluie, le soleil, la météo, dans le nord, dans le sud, dans l'est, dans l'ouest, Quel temps! Youpi! Tant pis! mais, si</u>

Subject – PSHCE/SRE. Topic - Health and Wellbeing

Curriculum Coverage	Physical health and Mental wellbeing – Keeping healthy; food and exercise; hygiene routines, sun safety Growing and changing – Recognising what makes us unique and special; feelings; managing when things go wrong. Keeping safe – How rules and age restrictions help us; keeping safe online.
Rational	Pupils are taught about their own physical health/wellbeing as well, as understanding how the body grows and what they can do to support a healthy growth e.g. a good diet. Pupils are also taught about their mental wellbeing and feelings, helping them to understand and process what they feel and what to do if they do not understand their feelings. Pupils also have age ratings explained to them and how they are beneficial and should be followed to keep them safe at home as well as online.
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 your 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 why sleep is important. • Know how to keep healthy; teeth and medicines including safety. • Learn ways of managing their feelings and when to ask for help. • Explain them growing older; life stages - including naming body parts. • Explain how to keep safe in different environments; keeping safe at home. • Learn what to do in an emergency. • Understand how to process moving on to a new class.

Knowledge acquired (Subject specific)	Pupils should know: <ul style="list-style-type: none">• How to name the life stages and explain the changes that take place.• How to name the body parts using the correct names.• How to describe how to stay safe in different environments.
Vocab learnt	healthy, healthy eating, physical activity, sleep, coping, strategies, routine, dentist, dental hygiene, choice, goal, strength, target, feelings, clean, germs, grow, change, young, old, independent male, female, penis, vagina, vulva, body part and emergency, medicine, safety, risk, road, rail, fire, sun, safe, help.