

## Tigers Class - Year 2/3/4

Autumn Term 2019

Time travellers



Subject	Key Questions	Learning intentions
English	<p><b><u>Key texts:</u></b></p> <p>The papaya that spoke (TFW)</p> <p>Non-fiction texts - Invaders, Vikings and Anglo-Saxons, Viking raiders, Who were the Vikings?</p> <p>The Magic Porridge Pot (TFW)</p>	<p>To develop spoken language skills. To take part in discussions.</p> <p>To ask and answer questions</p> <p>To develop word reading and comprehension skills</p> <p>To develop spelling and handwriting</p> <p>To articulate ideas and structuring them in speech and writing</p> <p>To experience a range of genre, including, fiction, non-fiction and poetry</p>
Maths	<p><b><u>Focus areas:</u></b></p> <ul style="list-style-type: none"> <li>• Number and place Value</li> <li>• Addition and subtraction</li> <li>• Multiplication and division</li> </ul>	<p>To develop fluency through varied and increasingly complex problems.</p> <p>To develop rapid and accurate recall.</p> <p>To reason mathematically, make conjectures and generalisations and justify answers using explanation and proof using mathematical language.</p> <p>To solve problems involving one step and more.</p>
Science	<p><b><u>Forces and magnets</u></b></p> <p>What are forces and magnets?</p> <p>What everyday objects use magnets?</p> <p>Which metals are magnetic?</p> <p>What is magnetism?</p>	<p>2: (Materials) To identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. To find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</p> <p>3: (forces and magnets) To compare how things move on different surfaces. To notice that some forces need contact between 2 objects, but magnetic forces can</p>

	<p><b><u>Sound</u></b>          What I sound?          What causes sound?          How can we change sounds?</p>	<p>act at a distance. To observe how magnets attract or repel each other and attract some materials and not others. To compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials. To describe magnets as having 2 poles. To predict whether 2 magnets will attract or repel each other, depending on which poles are facing</p> <p>4: (sound) To identify how sounds are made, associating some of them with something vibrating. To recognise that vibrations from sounds travel through a medium to the ear. To find patterns between the pitch of a sound and features of the object that produced it. To find patterns between the volume of a sound and the strength of the vibrations that produced it. To recognise that sounds get fainter as the distance from the sound source increases</p>
History	<p><b><u>Vikings &amp; Anglo Saxons</u></b>          Who were the Vikings and Anglo-Saxons?          When did they create their settlements?          What did they do to settle?</p>	<p>2: To learn about events beyond living memory that are significant nationally or globally. To learn about the lives of significant individuals in the past.</p> <p>3/4: To learn about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p>
Geography	<p><b><u>Viking and Anglo-Saxon settlements</u></b>          Where did they settle? What do they look like now?</p>	<p>2: To develop knowledge about the world, the United Kingdom and their locality. To understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.</p> <p>3/4: To extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe. This will include the location and characteristics of a range of the world's most significant human and physical features. To develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.</p>
Art	<p><b><u>Patterns</u></b>          What is a Celtic cross? How were they made?</p> <p><b><u>Viking Runes</u></b></p>	<p>2: To use a range of materials creatively to design and make products. To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>

	What are Runes?	3/4: 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] To learn about great artists
D&T	<b><u>Design and make a helmet</u></b> How were helmets constructed?  <b><u>Viking long ship</u></b> How were the long ships made?	2: To design, make and evaluate. To build structures, exploring how they can be made stronger, stiffer and more stable 3/4: To design, make and evaluate. To apply their understanding of how to strengthen, stiffen and reinforce more complex structures
PSHE	1- Managing Change 2- Anti-bullying	MC: 2/3/4 - To be able to identify changes that they and other children may experience. To be able to name emotions that may be involved in loss and change situations and have some strategies for coping with them. To know what helps or hinders when they are experiencing difficult emotions. To understand how someone who experiences bereavement might feel. To know who they can talk to if they are experiencing difficult emotions and how to ask for help. To be able to plan to make a chosen change happen. AB: 2/3/4 - To understand that bullying is deliberate, hurtful behaviour. To give examples of different types of bullying. To understand reasons why people might be bullied. To describe how it may feel to be bullied or to see someone being bullied. To demonstrate simple ways of responding to bullying. To know how to be kind. To know where bullying might happen. To suggest ways to make school a bully free place.
RE	<b><u>Understanding Christianity: GOSPEL</u></b> What kind of world did Jesus want?          <b><u>Understanding Christianity: PEOPLE OF GOD</u></b>	To know that Christians believe Jesus challenges everyone about how to live - he sets the example for loving God and your neighbour, putting others first. To understand that Jesus shows love and forgiveness to unlikely people. To know that Christians try to be like Jesus - they want to know him better. To know that Christians try to put his teaching and example into practice in lots of ways, from church worship to social justice.  To know that The Old Testament tells the story of a particular group of people, the children of Israel known as the people of God - and their relationship with God. To

	What is it like to follow God?	understand that The People of God try to live in the way God wants, following his commands and worshipping him. To know they believe he promises to stay with them and Bible stories show how God keeps his promises.
Computing	e-safety Digital literacy Programming Technology	2: To understand what algorithms are. To use technology purposefully to create, organise, store, manipulate and retrieve digital content. To recognise common uses of information technology beyond school. To 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 3/4: To use sequence, selection, and repetition in programs. To understand computer networks. To use search technologies effectively, appreciate how results are selected and ranked. To select, use and combine a variety of software to design and create a range of programs. To use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact
Music	Charanga - bringing us together  Christmas concert	2: To use their voices expressively and creatively by singing songs. To listen with concentration and understanding to a range of high-quality live and recorded music 3/4: To play and perform in ensemble contexts, using their voices with increasing accuracy, fluency, control and expression. To listen with attention to detail and recall sounds with increasing aural memory. To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
PE	1- Tag Rugby (PE Coach), Dance/Drama (PE Coach)  2- Football (PE Coach), Dance/Drama (PE Coach)	<b>Games</b> 2: To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. To participate in team games, developing simple tactics for attacking and defending 3/4: To play competitive games and apply basic principles suitable for attacking and defending

		<p><b>Dance</b></p> <p>2: To perform dances using simple movement patterns</p> <p>3/4: To perform dances using a range of movement patterns</p>
MFL	<p><b><u>French - Greetings</u></b></p> <p>Where in the World is French Spoken?</p> <p>How do we say hello and goodbye in French?</p> <p>How to we ask people's name?</p>	<p>To listen attentively to spoken language and show understanding by joining in and responding</p> <p>To explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>To appreciate stories, songs, poems and rhymes in the language</p>
Trip/visitor/ enrichment	Dress up day	

## Tigers Class - Year 2/3/4

Spring Term 2020

## The Fens



Subject	Key Questions	Learning intentions
English	Fiction - Traditional tales (The Three Little Pigs) Fiction - Roald Dahl Non - Fiction - Quentin Blake Poetry - Revolting rhymes Fiction - Traditional tales (Little Red Riding Hood)	To develop spoken language skills. To take part in discussions. To ask and answer questions To develop word reading and comprehension skills To develop spelling and handwriting To articulate ideas and structuring them in speech and writing To experience a range of genre, including, fiction, non-fiction and poetry
Maths	Fractions Geometry - Shapes Geometry - P, D & M Measures Statistics	To develop fluency through varied and increasingly complex problems. To develop rapid and accurate recall. To reason mathematically, make conjectures and generalisations and justify answers using explanation and proof using mathematical language. To solve problems involving one step and more.
Science	<u>Electricity (Power it up)</u> How do wind turbines work?  <u>Plants (Young gardeners, How does your garden grow)</u> How do plants help us?	2(Plants) To observe and describe how seeds and bulbs grow into mature plants. To find out and describe how plants need water, light and a suitable temperature to grow and stay healthy  3(plants) To identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. To explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how

	<p><b><u>The water cycle (looking at states)</u></b>          What are the different states of matter?</p>	<p>they vary from plant to plant. To investigate the way in which water is transported within plants. To explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal</p> <p>4(states of matter) compare and group materials together, according to whether they are solids, liquids or gases. To observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C). To identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature</p> <p>4(electricity) To identify common appliances that run on electricity. To construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. To identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery. To recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. To recognise some common conductors and insulators, and associate metals with being good conductors.</p>
History	<p><b><u>The Fens</u></b>          Who drained the Fens?          Who were the Fen Tigers?          What did Vamoyden do?</p> <p>Local History (Jim Hocking)/ Farming</p>	<p>2 To learn about changes within living memory. To know about events beyond living memory that are significant nationally or globally. To learn about the lives of significant individuals in the past who have contributed to national and international achievements. To learn about significant historical events, people and places in their own locality.</p> <p>34 To learn about local history through a local history study. To learn about the history of the fens and how it has changed over time.</p>
Geography	<p><b><u>The Netherlands</u></b>          How is the Netherlands the same/different to the Fens?</p>	<p>2 To understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a European country. To use basic geographical vocabulary to refer to: key physical features and key human features. To use world maps, atlases and globes. To use aerial photographs</p>

		34 To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country. To describe and understand key aspects of: physical geography and human geography. To use maps, atlases, globes and digital/computer mapping.
Art	<p><b><u>Landscapes (watercolour)</u></b> How can we create a landscape?</p> <p><b><u>John Constable</u></b> Who was John Constable? What style of artist was he?</p> <p>John Abbot - local artist</p>	<p>2 To use drawing and painting to develop and share their ideas, experiences and imagination. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. To learn about the work of a range of artists, describing the differences and similarities between different practices and disciplines, and making links to their own work</p> <p>34 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 and painting. To learn about great artists, architects and designers in history</p>
D&T	<p><b><u>Wind -turbines (electricity and paper)</u></b> Who designed the first wind turbine? What are their main purpose? How can we make a wind turbine move?</p>	<p>2: To design, make and evaluate. To select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]. To select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. To explore and use mechanisms [for example, levers, sliders, wheels and axles] in their products</p> <p>3/4: To design, make and evaluate. To select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately. To select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. To understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</p>
PSHE	<p>1- Family &amp; Friends 2- Healthy Lifestyles</p>	FF - 2/3/4: To be able to describe some of the qualities of a good friend and to have developed strategies for making and keeping friends. To understand and be able to cope with changes in friendship patterns and know some ways to resolve conflict and other issues in friendship. To be able to identify similarities and

		<p>differences between themselves and their peers and be able to recognise there are sometimes different points of view in a situation. To be able to identify special people in their support networks and know how to access support. To be able to recognise that people live in different family patterns.</p> <p>HL - 2/3/4: To know that they can make choices which are healthy or unhealthy. To know that eating healthily, being active and sleeping all contribute to a healthy lifestyle. To understand some of the reasons people sometimes make unhealthy choices. To be able to talk about some of the physical and mental benefits of exercise. To know that a healthy lifestyle involves choosing a range of activities. To be able to state some of the influences on food choices and some of the persuasive methods of advertising. To understand why our bodies need foods from each of the food groups and to be able to suggest daily menus or meals. To be able to talk about benefits of food for our bodies and plan and prepare simple healthy meals or snacks. To know why dental hygiene is important and how they can look after their teeth.</p>
RE	<p><b><u>Creation Stories</u></b> What do Christians and other faiths believe what Creation is?</p> <p><b><u>Understanding Christianity: KINGDOM OF GOD</u></b> When Jesus left, what was the impact of Pentecost?</p>	<p>To sequence and retell the creation stories of some of the major world religions, and compare and contrast some of these stories. To identify the type of creation story. To demonstrate an understanding of the Sikh beliefs about creation. To explain why Jews and Christians have the same creation story.</p> <p>To know Christians believe that Jesus inaugurated the 'Kingdom of God'. To understand Christians believe Jesus is still alive, and rules in their hearts and lives by the Holy Spirit, if they let him. To know Christians believe that after Jesus returned to be with God the Father, he sent the Holy Spirit at Pentecost to help the Church to make Jesus' invisible Kingdom visible by living lives that reflect the love of God. To know Christians celebrate Pentecost as the beginning of the Church.</p>
Computing	<p>e-safety</p> <p>Digital literacy</p>	<p>2: To understand what algorithms are. To use technology purposefully to create, organise, store, manipulate and retrieve digital content. To recognise common uses of information technology beyond school. To use technology safely and respectfully, keeping personal information private; identify where to go for help and support</p>

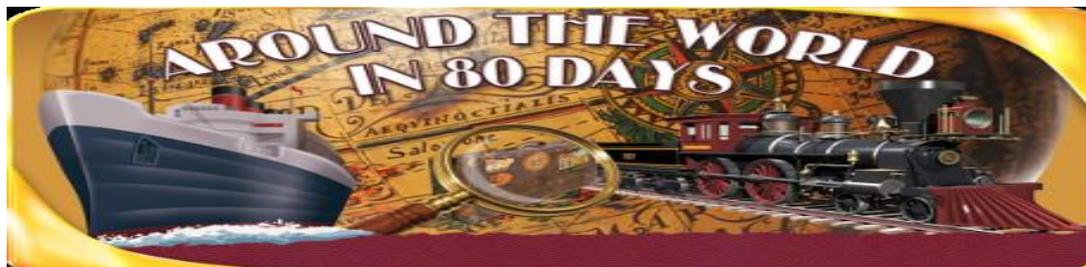
	<p>Programming Technology</p>	<p>when they have concerns about content or contact on the internet or other online technologies</p> <p>3/4: To use sequence, selection, and repetition in programs. To understand computer networks. To use search technologies effectively, appreciate how results are selected and ranked. To select, use and combine a variety of software to design and create a range of programs. To use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p>
Music	<p>Charanga - The friendship song</p> <p>Charanga - Playing Instruments (Glockenspiels)</p>	<p>2: To use their voices expressively and creatively by singing songs and speaking chants and rhymes. To play tuned and untuned instruments musically. To listen with concentration and understanding to a range of high-quality live and recorded music. To experiment with, create, select and combine sounds using the interrelated dimensions of music</p> <p>3/4: play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. To improvise and compose music for a range of purposes using the interrelated dimensions of music. To listen with attention to detail and recall sounds with increasing aural memory. To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. To develop an understanding of the history of music</p>
PE	<p>1 (Coach) Games: Quick sticks, (Coach) Dance/Drama</p> <p>2 (Coach) - Games: Cricket, (Coach) - Dance/Drama</p>	<p><b>Games</b></p> <p>2: To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. To participate in team games, developing simple tactics for attacking and defending</p> <p>3/4: To play competitive games and apply basic principles suitable for attacking and defending</p> <p><b>Dance</b></p> <p>2: To perform dances using simple movement patterns</p>

		3/4: To perform dances using a range of movement patterns
MFL	<p>French - All about Me/Family and friends</p> <p>Where do you live?</p> <p>Do you have any brothers and sisters?</p> <p>What pets do you have?</p> <p>What do you enjoy doing?</p>	<p>To listen attentively to spoken language and show understanding by joining in and responding</p> <p>To explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>To appreciate stories, songs, poems and rhymes in the language</p>
Trip/visitor/ enrichment	<p>Wind Farm - Coldham/Swaffham</p> <p>Local artist</p>	

## Tigers Class - Year 2/3/4

Summer Term 2020

## Around the world in 80 days



Subject	Key Questions	Learning intentions
English	Gulliver's travels Around the World in 80 days - Jules Verne Willy Fog	To develop spoken language skills. To take part in discussions. To ask and answer questions To develop word reading and comprehension skills To develop spelling and handwriting To articulate ideas and structuring them in speech and writing To experience a range of genre, including, fiction, non-fiction and poetry
Maths	Statistics Number and place value Addition & subtraction Multiplication & division Fractions of shape Measures: time/money	To develop fluency through varied and increasingly complex problems. To develop rapid and accurate recall. To reason mathematically, make conjectures and generalisations and justify answers using explanation and proof using mathematical language. To solve problems involving one step and more.
Science	<u>Living things and habitats</u> (link to places where Phileas Fogg travelled) What are habitats? Who lives in the different habitats? <u>Animals inc Humans</u> (eating the right foods, medicines, exercise)	<u>Living things and habitats</u> 2 To explore and compare the differences between things that are living, dead, and things that have never been alive. To identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. To identify and name a variety of plants and animals in their habitats, including microhabitats. To describe how animals obtain their food from plants and other

	<p>How do we need to look after ourselves?</p>	<p>animals, using the idea of a simple food chain, and identify and name different sources of food</p> <p>4 To recognise that living things can be grouped in a variety of ways. To explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. To recognise that environments can change and that this can sometimes pose dangers to living things</p> <p><b>Animals inc Humans</b></p> <p>2 To find out about and describe the basic needs of animals, including humans, for survival (water, food and air). To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</p> <p>3 To identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. To identify that humans and some other animals have skeletons and muscles for support, protection and movement</p> <p>4 To describe the simple functions of the basic parts of the digestive system in humans. To identify the different types of teeth in humans and their simple functions. To construct and interpret a variety of food chains, identifying producers, predators and prey</p>
History	<p>Phileas Fogg V Mark Beaumont (Past V Present)</p> <p><b><u>History of transport</u></b> How has it changed and developed?</p>	<p>2 To learn about changes within living memory. To know about events beyond living memory that are significant nationally or globally. To learn about the lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>34 To develop a chronologically secure knowledge and understanding of British, local and world history. To use appropriate historical terms. To address and devise historically valid questions about change, cause, similarity and difference, and significance. To construct informed responses that involve thoughtful selection and organisation of relevant historical information. To understand how our knowledge of the past is constructed from a range of sources.</p>

<p>Geography</p>	<p><b><u>The world continents and seas</u></b>  Where did Phileas Fogg go?  <b><u>Compass points</u></b>  How do people navigate around the world?  <b><u>Map work</u></b>  How do maps help us?  <b>Spain/England - comparison</b></p>	<p>2 To name and locate the world's 7 continents and 5 oceans. To name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas. To understand geographical similarities and difference. To identify seasonal and daily weather patterns. To use basic geographical vocabulary to refer to: key physical features and key human features. To use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans. To use simple compass directions (north, south, east and west) and locational and directional language.</p> <p>34 To locate the world's countries, using maps. 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). To understand geographical similarities and differences through the study of human and physical geography of a region in a European country. To describe and understand key aspects of: physical geography and human geography. To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. To use the 8 points of a compass, 4- and 6-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</p>
<p>Art</p>	<p><b><u>Artists from around the world</u></b>  (choose focus)  Spain - Dali, Gaudi</p> <p>What are the different styles of art?</p>	<p>2: To use a range of materials creatively to design and make products. To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>3/4: 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] To learn about great artists</p>
<p>D&amp;T</p>	<p><b><u>Food from around the world</u></b> (plan, make and evaluate a dish - groups)</p>	<p>2 To design purposeful, functional, appealing products for themselves and other users based on design criteria. To select from and use a range of tools and equipment to perform practical tasks. To select from and use a wide range of</p>

	<p>How does food differ from around the world? Spanish food focus</p>	<p>materials and components (ingredients). To evaluate their ideas and products against design criteria.</p> <p>34 To 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. To select from and use a wider range of tools and equipment to perform practical tasks. To select from and use a wider range of materials and components. To evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p>
PSHE	<p>1- Drug Education 2- Sex &amp; Relationships Education (17)</p>	<p>DE - 2/3/4: To be able to name some medical and legal recreational drugs. To have a basic understanding of how a drug can enter the body and bloodstream. To be able to explain some ways in which medicines are used and describe some of the professionals who work with them. To have clear ideas about medicine safety and have some ideas for keeping safe and asking for help. To know that nicotine and alcohol are drugs and describe some of their effects. To begin to consider why some people choose to use nicotine and alcohol. To have thought about influence and persuasion and demonstrate some skills to counter these.</p> <p>SRE - 2/3/4: To be able to identify the main stages of the human lifecycle and identify the stage of an individual with reasonable accuracy. To be able to explain ideas about being grown up and show they have a relatively realistic view of adulthood. To be able to identify an area for which they can take more responsibility. To be able to explain some ways that parents/carers are responsible for babies and understand that these responsibilities are based on the fact that a baby cannot look after itself.</p>
RE	<p><u>Hinduism:</u> What do Hindu stories teach us and tell us?</p>	<p>To understand that God is represented in different forms. To explore how Krishna is represented in Hindu stories. To explore Hindu stories about success. To explore the theme of punishment and forgiveness in Hindu stories. To explore a Hindu teaching about telling the truth.</p>

	<p><b><u>Islam:</u></b> Why is Muhammad important to Muslims? What are the Islamic rites of passage?</p>	<p>To find out who is Muhammad is and why he is important to Muslims. To understand what Islam is and what the 5 pillars are. To explore Muslim birth ceremonies and naming days. To find out about the Islamic marriage ceremony. To find out about Muslim funeral ceremonies. To understand the importance of the Hajj for a Muslim person.</p>
Computing	<p>e-safety Digital literacy Programming Technology</p>	<p>2: To understand what algorithms are. To use technology purposefully to create, organise, store, manipulate and retrieve digital content. To recognise common uses of information technology beyond school. To 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</p> <p>3/4: To use sequence, selection, and repetition in programs. To understand computer networks. To use search technologies effectively, appreciate how results are selected and ranked. To select, use and combine a variety of software to design and create a range of programs. To use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p>
Music	<p>Charanga - Lean on Me Musical production</p>	<p>2: To use their voices expressively and creatively by singing songs and speaking chants and rhymes. To play tuned and untuned instruments musically. To listen with concentration and understanding to a range of high-quality live and recorded music. To experiment with, create, select and combine sounds using the interrelated dimensions of music</p> <p>3/4: play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. To improvise and compose music for a range of purposes using the interrelated dimensions of music. To listen with attention to detail and recall sounds with increasing aural memory. To appreciate and understand a wide range of high-quality</p>

		live and recorded music drawn from different traditions and from great composers and musicians. To develop an understanding of the history of music
PE	<p>1- Dance (PE Coach), Tennis (PE Coach), Swimming (Y2)</p> <p>2- Rounders'/Athletics (PE Coach), Dance/Drama (PE Coach), Swimming (Y3/4)</p>	<p><b>Dance</b></p> <p>2: To perform dances using simple movement patterns</p> <p>3/4: To perform dances using a range of movement patterns. To compare their performances with previous ones and demonstrate improvement to achieve their personal best</p> <p><b>Games</b></p> <p>2: To participate in team games, developing simple tactics for attacking and defending</p> <p>3/4: To play competitive games and apply basic principles suitable for attacking and defending</p> <p><b>Swimming</b></p> <p>3/4: To swim competently, confidently and proficiently To use a range of strokes. To perform safe self-rescue in different water-based situations</p> <p><b>Athletics</b></p> <p>2: To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <p>3/4: To develop flexibility, strength, technique, control and balance. To use running, jumping, throwing and catching in isolation and in combination</p>
MFL	<p><b><u>French - Our School</u></b></p> <p>Can you name different things in the classroom?</p> <p>What is your favourite subject?</p> <p>How do you get to the hall?</p>	<p>To listen attentively to spoken language and show understanding by joining in and responding</p> <p>To explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>To appreciate stories, songs, poems and rhymes in the language</p>
Trip/visitor/ enrichment	Food and Farming day - East of England Showground	