

Year Group 3

Term	Autumn 1	Autumn2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Stones and Bones – history based topic, focusing on the Bronze and the Iron Age and comparing all three stages.		The Land of the Pharaohs – history-based topic.		Oh, the Places You'll Go! Geography based topic.	
Concepts and Knowledge	Civilisations, settlements, beliefs, communities, ancestors, chronology, archaeology, artefacts, sources of evidence		Civilisations, rulers, beliefs/gods, ceremonies/funerals, spirits, afterlife, reincarnation, traditions, chronology, archaeology, artefacts, sources of evidence		Travel, continents, countries, cities, oceans, cultural differences, languages, human and physical geographical features	
Values: Honesty Wisdom Kindness Happiness Bravery Self-Belief	<p>The Value of Honesty Foundation Lesson/ In class Assembly</p> <p>Honesty Story- Stop telling Fibs!- ebook. Truthfulness and Honesty PowerPoint. Scenarios R.E Curriculum Link: (Christianity) God values truthfulness and encourages Christians to practise honesty. Zacchaeus the Tax Collector- got rid of his dishonest ways to follow Jesus. Truthfulness saves Lives- appreciate honesty and understand the consequences of lying Jesus- In light that he was a good and honest man. Ten commandments- You shall not bear false witness against your neighbour.</p>	<p>The Importance of Wisdom Foundation Lesson/ In class Assembly</p> <p>Wisdom Story- The story of Buddha (enlightenment) When Buddha was an Elephant R.E Curriculum Link: Buddhism Focus on the Eight- Fold Path- making wise choices having the right: Understanding Livelihood Thought Effort Speech Mindfulness Action Concentration (Focusing on wise choices)</p>	<p>The Value of Kindness Foundation Lesson/ In class Assembly</p> <p>Kindness- Mother Teresa Kindness Story- Jataka Tales: When the Buddha was an Elephant. The Lion and the Mouse. Tomorrow I'll be kind- Jessica Hische Caught being kind vouchers: staff and children encouraged to fill out vouchers for any child that is demonstrating kindness. Vouchers to be read out and celebrated- use kindness stickers. R.E Curriculum Link: Buddhist Morals (First Moral)- Believe in treating all living things with the upmost kindness/respect. Mother Teresa- calling from God was to help the sick and poor people of India. Working until her death- inspiration to people all over the world for her kindness.</p>	<p>The Importance of Happiness Foundation Lesson/ In class Assembly</p> <p>The Jar of Happiness by Ailsa Burrow Happiness- Have you filled a bucket today? A guide to daily happiness for kids. PHSE Lesson- children to identify what makes them happy and why those things are so important. How to make themselves happy but also other around them and how that in turn will make them happy. R.E Curriculum Link: link with the Easter story, the resurrection of Jesus, heaven and eternal life. Happiness Jesus brought when he came back to life. Link to the happiness and comfort the thought that heaven may bring to Christians.</p>	<p>The Value of Bravery Foundation Lesson/ In class Assembly</p> <p>Tomorrow ill be Brave- Jessica Hische PHSE Lesson- children to identify times where they have had to be brave and why it is important to be brave. Children to create a Recipe for a Jar of Courage- link to the story The Making of Milton Emmeline Pankhurts: Little People, Big Dreams Lisbeth Kaiser Famous women of History- teach children about the English political activist Emmeline and how she organised the suffragette movement and helped women to win the right to vote- could we make links to any other brave people of history? - Nelson Mandella. R.E Curriculum Link: Muhammad and the new robe. Muhammad and the four friends.</p>	<p>The Importance of Self-belief Foundation Lesson/ In class Assembly</p> <p>Incredible You- Rhys Brisenden PHSE Lesson- what does self-belief mean. Children to identify what is special about them, what they are confident in doing. Why it is important to believe in ourselves. Who can help us to believe in ourselves, who we can talk to who will give us self-belief. POSITIVE THINKING. R.E Curriculum Link: Moses- with encouragement from God Moses was able to believe in himself as he did not believe that he was right for the job. God provided reassurance, "Don't worry, Moses. I'll take care of you."</p>

Languages- French

Context	Salut! Core Unit 1- All About Me 6 lessons Lesson 1: Hello! /Bonjour! Lesson 2: How are you? / Ça va? Lesson 3: What is your name? / Comment tu t'appelles? Lesson 4: How old are you?/Quel âge as-tu? Lesson 5: My family / Ma famille Lesson 6: My fantastic family / Ma famille fantastique	Salut! Core Unit 2 6 lessons Lesson 1: Hello, Mrs Monday / Bonjour, Madame Lundi Lesson 2: Colours / Les couleurs Lesson 3: Let's count up to 20 / Comptons jusqu'à 20 Lesson 4: Countries / Les pays Lesson 5: I like... / J'aime... Lesson 6: Nicolas the monster / Nicolas le monstre	Salut! Core Unit 3 6 lessons Lesson 1: Head, shoulders, knees and feet / Tête, épaules, genoux et pieds Lesson 2: Parts of the body / Les parties du corps Lesson 3: Let's count up to 31 / Comptons jusqu'à 31 Lesson 4: Clothes / Les vêtements Lesson 5: Months / Les mois Lesson 6: Geneviève's birthday / L'anniversaire de Geneviève	Salut! Unit A — Animals (Unité A — Les animaux) Lesson 1: On the farm / Dans la ferme Lesson 2: Pets/Les animaux domestiques Lesson 3: What's your dog like?/Ton chien est comment? Lesson 4: Where is the cat?/Où est le chat? Lesson 5: Where is the elephant?/ Où est l'éléphant? Lesson 6: Henri looks for his mother / Henri cherche sa mère	Salut! Unit B — Food (Unité B — La nourriture) Lesson 1: Food / La nourriture/ ... Lesson 2: I like to eat.../J'aime manger... Lesson 3: What are you eating?/ Qu'est-ce que tu manges? Lesson 4: Cutlery/Les couverts Lesson 5: Ingredients/Les ingrédients Lesson 6: French toast/Le pain perdu	Salut! Unit C - At School (Unité C — À l'école) Lesson 1: How do you go to school?/ Comment vas-tu à l'école? Lesson 2: Rooms/Les salles Lesson 3: In your pencil case/Dans ta trousse Lesson 4: What time is it?/Quelle heure est-il? Lesson 5: Subjects/Les matières Lesson 6: The magic bag/Le sac magique
Aims	The national curriculum for languages aims to ensure that all pupils: <ul style="list-style-type: none"> • understand and respond to spoken and written language from a variety of authentic sources • speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually • improving the accuracy of their pronunciation and intonation • can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt • discover and develop an appreciation of a range of writing in the language studied. 					
Key Vocab	<ul style="list-style-type: none"> • Greeting each other • Introducing themselves • Counting up to 10 • Introducing their immediate family Lesson 1: Hello! /Bonjour! <i>Bonjour!</i> Hello! <i>Au revoir!</i> Goodbye! <i>Salut!</i> Hi! <i>Bonsoir!</i> Good evening! <i>À bientôt!</i> See you soon! <i>Monsieur</i> sir <i>Madame</i> madam Lesson 2: How are you? / Ça va? <i>très bien</i> very well <i>bien</i> well <i>comme ci, comme ça</i> so-so	<ul style="list-style-type: none"> • Saying the days of the week • Naming colours • Counting between 11 and 20 • Naming countries • Expressing likes and dislikes Lesson 1: Hello, Mrs Monday / Bonjour, Madame Lundi <i>lundi</i> Monday <i>mardi</i> Tuesday <i>mercredi</i> Wednesday <i>jeudi</i> Thursday <i>vendredi</i> Friday <i>samedi</i> Saturday <i>dimanche</i> Sunday <i>danser</i> to dance Question and Answer:	<ul style="list-style-type: none"> • Identifying body parts • Counting up to 31 • Identifying items of clothing • Naming the months of the year • Talking about birthdays Lesson 1: Head, shoulders, knees and feet / Tête, épaules, genoux et pieds <i>la tête</i> the head <i>les épaules (f)</i> the shoulders <i>les genoux (m)</i> the knees <i>les pieds (m)</i> the feet <i>le nez</i> the nose <i>les yeux (m)</i> the eyes <i>les oreilles (f)</i> the ears <i>la bouche</i> the mouth Question and Answer:	<ul style="list-style-type: none"> • Saying animal vocabulary • Asking about pets • Describing animals using adjectives • Using prepositions • Naming animal homes Lesson 1: On the farm / Dans la ferme <i>un mouton</i> a sheep <i>une poule</i> a hen <i>un coq</i> a cockerel <i>un cochon</i> a pig <i>une vache</i> a cow <i>un canard</i> a duck <i>un cheval</i> a horse <i>un chien</i> a dog <i>un chat</i> a cat Question and Answer:	<ul style="list-style-type: none"> • Naming common foods • Expressing likes and dislikes • Saying what they are eating • Naming cutlery • Saying what they would like to have • Understanding cooking instructions Lesson 1: Food /La nourriture <i>une glace</i> an ice cream <i>un gâteau</i> a cake <i>des chips (f)</i> some crisps <i>un chou</i> a cabbage <i>des petits pois (m)</i> some peas <i>un poisson</i> a fish Question and Answer: <i>Qu'est-ce que c'est?</i>	<ul style="list-style-type: none"> • Saying how they travel to school • Naming places in school • Listing the contents of their pencil case • Telling the time • Naming school subjects Lesson 1: How do you go to school?/ Comment vas-tu à l'école? <i>à pied</i> on foot <i>en bus</i> by bus <i>en voiture</i> by car <i>en train</i> by train <i>à vélo</i> by bicycle <i>en avion</i> by plane <i>en bateau</i> by boat Question and Answer:

mal	not well	On est quel jour?	Qu'est-ce que c'est?	Qu'est-ce que c'est?	What is it?	Comment vas-tu à l'école?
merci	thanks	What day is it?	What is it?	What is it?	C'est... / Ce sont...	How do you go to school?
et toi?	and you?	On est...	C'est... / Ce sont...	C'est... It's...	It's... / They're...	Je vais à l'école en/à...
<u>Question and Answer:</u>		It is...	It's... / They're...			I go to school on/by...
Ça va?	How are you?	Lesson 2: Colours / Les couleurs	Lesson 2: Parts of the body / Les parties du corps	Lesson 2: Pets/Les animaux domestiques	Lesson 2: I like to eat.../J'aime manger...	Lesson 2: Rooms/Les salles
Ça va...	I'm...	rouge red	le bras the arm	un chat a cat	les pommes (f) the apples	la salle de classe the classroom
Lesson 3: What is your name? / Comment tu t'appelles?		vert green	la jambe the leg	un chien a dog	les fraises (f) the strawberries	la cour the playground
Aurélie	N/A	blanc white	la tête the head	un hamster a hamster	les tomates (f) the tomatoes	la grande salle the hall
Élodie	N/A	bleu blue	le pied the foot	un poisson a fish	les carottes (f) the carrots	les toilettes (f) the toilets
Camille	N/A	jaune yellow	le ventre the stomach	un lapin a rabbit	les bananes (f) the bananas	la cuisine the kitchen
Lucas	N/A	noir black	le dos the back	un cheval a horse	les poires (f) the pears	le parking the car park
Gabriel	N/A	rose pink	le genou the knee	un serpent a snake	les pommes de terre (f) the potatoes	la bibliothèque the library
Raphaël	N/A	violet purple	l'épaule (f) the shoulder	une souris a mouse	les cerises (f) the cherries	le terrain de sport the sports ground
<u>Question and Answer:</u>		orange orange	la main the hand	un cochon d'Inde a guinea pig	les raisins (m) the grapes	la salle d'informatique the computer room
<u>Comment tu t'appelles?</u>		<u>Question and Answer:</u>	le doigt the finger	un oiseau a bird	<u>Question and Answer:</u>	<u>Question and Answer:</u>
What is your name?		C'est de quelle couleur?	<u>Question and Answer:</u>	<u>Question and Answer:</u>	Tu aimes...?	Qu'est-ce que c'est?
Je m'appelle...	My name is...	What colour is it?	Comment est mon monstre?	Tu as des animaux domestiques?	Do you like...?	What is it?
		C'est...	What's my monster?	Do you have any pets?	Oui, j'aime...	Voici... It's...
		It's...	like?	Non, je n'ai pas d'animaux domestiques.	Yes, I like...	
Lesson 4: How old are you?/Quel âge as-tu?		Lesson 3: Let's count up to 20 / Comptons jusqu'à 20	Il a... He has...	No, I don't have any pets.	Non, je n'aime pas...	Lesson 3: In your pencil case/Dans ta trousse
un one		onze eleven		Oui, j'ai... Yes, I have...	No, I don't like...	un crayon a pencil
deux two		douze twelve	Lesson 3: Let's count up to 31 / Comptons jusqu'à 31			une gomme a rubber
trois three		treize thirteen	vingt-et-un twenty-one	Lesson 3: What's your dog like?/Ton chien est comment?	Lesson 3: What are you eating?/Qu'est-ce que tu manges?	une règle a ruler
quatre four		quatorze fourteen	vingt-deux twenty-two	marron brown	un sandwich a sandwich	un stylo a pen
cinq five		quinze fifteen	vingt-trois twenty-three	gris grey	des frites (f) some chips	une calculatrice a calculator
six six		seize sixteen	vingt-quatre twenty-four	blanc white	du chocolat some chocolate	un feutre a felt-tip pen
sept seven		dix-sept seventeen	vingt-cinq twenty-five	noir black	de la pizza some pizza	un bâton de colle a glue stick
huit eight		dix-huit eighteen	vingt-six twenty-six	méchant naughty	des spaghettis (m) some spaghetti	un crayon de couleur a coloured pencil
neuf nine		dix-neuf nineteen	vingt-sept twenty-seven	grand big	du fromage some cheese	un taille-crayons a pencil sharpener
dix ten		vingt twenty	vingt-huit twenty-eight	petit small	du poulet some chicken	des ciseaux (m) a pair of scissors
<u>Question and Answer:</u>		vingt-et-un thirty-one	vingt-neuf twenty-nine	gentil friendly	du riz some rice	<u>Question and Answer:</u>
<u>Quel âge as-tu? How old are you?</u>		trente thirty	Question and Answer:	mignon cute	<u>Question and Answer:</u>	<u>Question and Answer:</u>
J'ai ... ans.	I'm ... years old.	treinte-et-un thirty-one	Il y a combien de biscuits?	<u>Question and Answer:</u>	Qu'est-ce que tu manges?	Qu'est-ce qu'il y a dans ta trousse?
		How many biscuits are there?	Il y a combien de chocolats?	Ton chien est comment?	What are you eating?	What is there in your pencil case?
		Il y a a...biscuits.	Il y a ... chocolats.	What's your dog like?	Je mange...	Il y a... There's...
		There are...biscuits.	There are ... chocolates.	Il est... It is...	I'm eating...	
Lesson 5: My family / Ma famille		Lesson 4: Countries / Les pays	Lesson 4: Clothes / Les vêtements	Lesson 4: Where is the cat?/Où est le chat?	Lesson 4: Cutlery/Les couverts	Lesson 4: What time is it?/Quelle heure est-il?
ma mère my mother		la Pologne Poland	une robe a dress	devant in front of	un couteau a knife	midi midday
mon père my father		l'Angleterre (f) England	un pantalon trousers	derrière behind	une fourchette a fork	minuit midnight
ma sœur my sister		l'Écosse (f) Scotland	un pull a jumper	dans in	une cuillère à soupe a tablespoon	du matin in the morning
mon frère my brother		l'Irlande (f) Ireland	un tee-shirt a T-shirt	sur on	une cuillère à café a teaspoon	du soir in the evening
ma grand-mère my grandmother		le pays de Galles Wales	une chemise a shirt	sous under	un bol a bowl	de l'après-midi in the afternoon
mon grand-père my grandfather		l'Inde (f) India	une jupe a skirt	en face de opposite	une poêle a frying pan	de la nuit in the night
<u>Question and Answer:</u>		le Pakistan Pakistan		à côté de next to	un verre a glass	
C'est qui?	Who is it?	la Chine China		la table the table	une tasse a cup	
Voici...	Here is...	la France France				
		<u>Question and Answer:</u>				
		C'est quel pays?				
		What country is it?				

	<p>Lesson 6: My fantastic family / Ma famille fantastique <i>tout le monde</i> everyone <i>voici</i> here is <i>inventer des histoires</i> to make up stories <i>j'aime</i> I like</p>	<p><i>C'est...</i> It's... Lesson 5: I like... / J'aime... <i>j'aime...</i> I like... <i>je n'aime pas...</i> I don't like... <i>oui</i> yes <i>non</i> no <i>le chocolat</i> the chocolate <i>la musique</i> the music <i>les biscuits (m)</i> the biscuits <i>le tennis</i> tennis <u>Question and Answer:</u> <i>Tu aimes...?</i> Do you like...? <i>Oui, j'aime...</i> Yes, I like... <i>Non, je n'aime pas...</i> No, I don't like... Lesson 6: Nicolas the monster / Nicolas le monstre <i>un monstre</i> a monster <i>un hamster</i> a hamster <i>un robot</i> a robot <i>un train</i> a train <i>un vampire</i> a vampire <i>je mange</i> I eat <i>malade</i> ill</p>	<p><u>Question and Answer:</u> <i>Qu'est-ce que c'est?</i> What is it? <i>C'est</i> It's... Lesson 5: Months / Les mois <i>janvier</i> January <i>février</i> February <i>mars</i> March <i>avril</i> April <i>mai</i> May <i>juin</i> June <i>juillet</i> July <i>août</i> August <i>septembre</i> September <i>octobre</i> October <i>novembre</i> November <i>décembre</i> December <u>Question and Answer:</u> <i>C'est quand, ton anniversaire?</i> When is your birthday? <i>Mon anniversaire est en...</i> My birthday is in... Lesson 6: Geneviève's birthday / L'anniversaire de Geneviève <i>un cadeau</i> a present <i>un crocodile</i> a crocodile <i>un tee-shirt</i> a T-shirt <i>un robot</i> a robot <i>un hippopotame</i> a hippopotamus <i>un livre</i> a book <i>du chocolat</i> some chocolate <i>laid</i> ugly <i>ronfler</i> to snore</p>	<p><i>la boîte</i> the box <u>Question and Answer:</u> <i>Où est le chat?</i> Where is the cat? <i>Le chat est...</i> The cat is... Lesson 5: Where is the elephant? / Où est l'éléphant? <i>un arbre</i> a tree <i>une maison</i> a house <i>un appartement</i> a flat <i>une écurie</i> a stable <i>un champ</i> a field <i>un lac</i> a lake <i>un terrier</i> a burrow <i>une niche</i> a kennel <u>Question and Answer:</u> <i>Où est l'éléphant?</i> Where is the elephant? <i>Il est dans...</i> It's in... Lesson 6: Henri looks for his mother / Henri cherche sa mère <i>ma mère</i> my mother <i>petit</i> small <i>timide</i> shy <i>anxieux</i> anxious <i>regarder</i> to look <i>écouter</i> to listen</p>	<p><u>Question and Answer:</u> <i>Qu'est-ce que c'est? What is it?</i> <i>C'est.</i> It's... Lesson 5: Ingrédients/Les ingrédients <i>les œufs (m)</i> the eggs <i>le lait</i> the milk <i>le sucre</i> the sugar <i>le pain</i> the bread <i>le beurre</i> the butter <i>la cannelle en poudre</i> the ground cinnamon <u>Question and Answer:</u> <i>Qu'est-ce que vous désirez?</i> What would you like? <i>Je voudrais..., s'il vous plaît.</i> I would like..., please. Lesson 6: French toast/Le pain perdu <i>mélanger</i> to mix <i>tremper</i> to soak <i>mettre</i> to put <i>faire cuire</i> to cook <i>saupoudrer</i> to dust</p>	<p><i>et demie</i> half past <u>Question and Answer:</u> <i>Quelle heure est-il?</i> What time is it? <i>il est...</i> It's... Lesson 5: Subjects/Les matières <i>les mathématiques (f)</i> maths <i>l'anglais (m)</i> English <i>le français (m)</i> French <i>les sciences (f)</i> science <i>le sport</i> PE <i>le dessin</i> art <i>l'informatique (f)</i> ICT <i>la musique</i> music <i>l'espagnol (m)</i> Spanish <u>Question and Answer:</u> <i>Quelle est ta matière préférée?</i> What's your favourite subject? <i>Ma matière préférée, c'est...</i> My favourite subject is... Lesson 6: The magic bag/Le sac magique <i>l'école (f)</i> school <i>un sac</i> a bag <i>une calculatrice</i> a calculator <i>une flûte</i> a flute <i>une souris</i> a mouse <i>un éléphant</i> an elephant</p>
National Curriculum	Autumn 1	Autumn2	Spring 1	Spring 2	Summer 1	Summer 2
listen attentively to spoken language and show understanding by joining in and responding	<p>Through the introduction of the language, children can:</p> <ul style="list-style-type: none"> Understand simple words and phrases, Understand some simple instructions and follow them Repeat simple words and phrases Write short, simple responses to spoken language using a template i.e. missing words in a sentence/translate the simple phrase. Children to complete these tasks using structured support sheets showing examples 					
explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words	<p>Children can:</p> <ul style="list-style-type: none"> Identify phonemes which are the same as English, as well as begin to identify phonemes which are different to English as they speak – supported by the program to help develop pronunciation Read and pronounce the most common letter strings/sounds in French using the program for support. 					

	<ul style="list-style-type: none"> • Read and pronounce familiar written words accurately, using their knowledge of French phonics • Identify sounds in songs and rhymes i.e. clapping when I hear a specific sound (in line with a game) when using the program. • join in with songs and rhymes using the words I have learned 					
engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help	<p>When beginning to explore the language, children can:</p> <ul style="list-style-type: none"> • Recognise negatives in French. • Recognise a question • Understand simple questions and respond to them when heavily supported using the program e.g. picking up an item card to show they know what it is in French. • Answer questions to give basic information using simple words and phrases that have been explored using the program. • Say that they do not understand or ask for support when needed i.e. asking for a question to be repeated or for support politely. • Begin to ask and answer simple questions using short sentences or phrases which have been heavily modelled using the program. 					
speak in sentences, using familiar vocabulary, phrases and basic language structures	Children can repeat some simple sentences from memory using the vocabulary they have explored within their unit, using the program.					
develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases	<p>Children can:</p> <ul style="list-style-type: none"> • Say simple words and phrases from memory, having explored them in detail using the program i.e. through games, flash cards etc. • Read aloud familiar words and phrases with accurate pronunciation, so that others may understand. <p>The program again is heavily used for support, encouraging the children to listen and repeat the key vocabulary.</p>					
present ideas and information orally to a range of audiences	Children can prepare and recite a few familiar sentences to their teacher – as heavily modelled by the program					
read carefully and show understanding of words, phrases and simple writing	<p>Children can use the program for heavy modelling in order to:</p> <ul style="list-style-type: none"> • Give a simple spoken response to a written question, using vocabulary they have explored within their unit • Recognise and understand some individual written words, matching them to pictures. • understand familiar written phrases/simple sentences and respond to them e.g. drawing lines to match images and vocabulary/a simple sentence 					
appreciate stories, songs, poems and rhymes in the language	<p>Children can:</p> <ul style="list-style-type: none"> • Respond appropriately to dongs and rhymes e.g. by performing a series of actions • read a simple rhyme or poem in a chorus – as modelled by the program 					
broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary	<p>Children to begin to explore a bilingual dictionary to look up the meaning of unfamiliar words in French.</p> <p>Children can begin to use a bilingual dictionary to look up the French translation of English words.</p>					
write phrases from memory, and adapt these to create new sentences, to express ideas clearly	<p>Children can:</p> <p>write some familiar words from memory.</p>					
describe people, places, things and actions orally* and in writing	Children can	Children can	Children can	Children can	Children can	Children can
Children can	<ul style="list-style-type: none"> • Introduce themselves, giving their name, age using short simple sentences • use numbers (1-10), colours and simple describing words in spoken sentences – 	<ul style="list-style-type: none"> • use numbers (1-20), colours and simple describing words in spoken sentences – heavily modelled using the program. 	<ul style="list-style-type: none"> • use numbers (21- 31), colours and simple describing words in spoken sentences – heavily modelled using the program. 	<ul style="list-style-type: none"> • Introduce themselves, giving their name, age using short simple sentences • use numbers, colours and simple describing words in spoken sentences – heavily modelled using the program. 	<ul style="list-style-type: none"> • use numbers, colours and simple describing words in spoken sentences – heavily modelled using the program. 	<ul style="list-style-type: none"> • use numbers, colours and simple describing words in spoken sentences – heavily modelled using the program.

	heavily modelled using the program.					
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.	<p>Children can:</p> <ul style="list-style-type: none"> begin to recognise whether nouns are singular or plural based on the article 'le/le/l'/les' begin to recognise some basic French adjectives. pronounce 'le/'e' and 'un/une' clearly and accurately. begin to talk about myself using some common verbs in the first person singular form. begin to write some singular nouns with the correct article. (le/l or un/une) begin to recognise whether nouns are singular or plural. 					

Physical Education						
Context	Hockey & Netball	Dance - Dance is linked to the theme of Egypt. Cyber Coach – to copy and replicate what is shown on the board.	Gymnastics & Swimming	Tennis (Net and Wall) & Swimming	Rounders & Orienteering/ Swimming	Athletics & Cricket/ Swimming
Aims	<p>The national curriculum for physical education aims to ensure that all pupils:</p> <ul style="list-style-type: none"> develop competence to excel in a broad range of physical activities are physically active for sustained periods of time engage in competitive sports and activities lead healthy, active lives. 					
Key Vocab	Team games: throw, catch, move into space, push pass.	Dance: timing, levels, mirroring, routine, travelling.	Gymnastics: balance, point, patch, jump, roll, linking together, sequences, apparatus, different levels – high, low.	Team games: throw, catch, move into space, push pass.	Orienteering: map, symbol, key, course, start, finish, relay, competition, teamwork, co-operation, discussion, agility, balance, co-ordination, punch, control card, marker. Team games: throw, catch, move into space, push pass.	Athletics: sprinting, jumping, throwing, distance, speed, control, accuracy.
National Curriculum						

<p>use running, jumping, throwing and catching in isolation and in combination</p>	<p>Hockey – To control the ball with the hockey stick when jogging.</p> <p>To begin to learn the push pass to a partner.</p> <p>To receive a ball, and understand that you need to stop the ball with the hockey stick before passing the ball.</p> <p>Netball- Children become aware of movement and start to move around the area to find more space.</p>		<p>Gymnastics – Introduction into pencil, star, tuck and half-turn jumps on medium vaults.</p> <p>Practice a range of jumps linked in a sequence and introduce medium apparatus.</p> <p>Jumps – pencil, star, tuck, half turn, attempt full turn.</p>		<p>Rounders – Begin to improve the accuracy of throwing when throwing the ball.</p> <p>Fielding: retrieving the ball and throwing to bases, positioning. Play competitive games, modified where appropriate.</p>	<p>Athletics - Perform a standing long jump using legs and arms for leverage, taking off and landing on two feet.</p> <p>Introduce sprinting technique with arms pumping, keeping your head still and lifting your knees. Also running in a straight line.</p> <p>Begin to throw a foam javelin correctly.</p> <p>Cricket - Advise children who should run to retrieve the ball and throw it back to the bowler.</p> <p>To understand they must work towards a bowl with only one bounce, because of the rules of cricket.</p> <p>To begin to retrieve the ball in the long barrier position.</p> <p>To begin to use the correct bowling technique while standing still with one or two bounces towards the wickets and the clock face arm technique to release the ball.</p>
<p>play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p>	<p>Hockey - develop basic skills for hockey (using a ball) through drills and introduce the basic principles.</p> <p>Netball – develop basic skills for netball through drills.</p>			<p>Tennis - To be introduced to the rules of the game and apply some skills to play against a partner.</p>	<p>Rounders - To begin to learn the rules of the game and apply skills to play a small team game.</p>	<p>Cricket – To begin to learn the rules of the sport and apply skills in order to compete in groups of 4 – batter, bowler, fielder and wicket-keeper.</p>
<p>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p>	<p>Hockey- Passing and moving with the ball; attacking and defending; communicating with team members, competing with each other.</p>	<p>Dance – To begin to perform routines with a partner and group, linking moves together to develop continuity and fluidity.</p>	<p>Gymnastics - Perform point and patch balances with a partner and group, linking moves together.</p>	<p>Practise a forehand shot towards a partner with one bounce, begin to return and maintain rallies.</p>	<p>Striking the ball with a rounders bat.</p> <p>Bowling with an underarm technique.</p>	<p>Athletics – To begin to develop sprinting technique through racing against peers/teams, and throwing technique/strength using a range of equipment (Javelin).</p>

	<p>Running, agility and co-ordination</p> <p>Netball – to begin to use chest and bounce pass when passing to their partner and to introduce it into game play.</p> <p>The children start to pivot when in control of the ball so they change their body position to create more passing lanes.</p>		<p>Rolls – pencil, log, egg, teddy bear roll, complete forward roll.</p> <p>Balances – simplified point and patch balances, partner and group balances, linking more together. Develop flexibility, technique, control and balance.</p> <p>Swimming – building strength and control whilst learning the technique front crawl and backstroke.</p>	<p>Practise a backhand by dropping onto racket.</p> <p>Attempt a volley shot with no bounces</p> <p>Swimming – building strength and control whilst learning the technique front crawl and backstroke.</p>	<p>Fielding: retrieving the ball and throwing to bases, positioning. Play competitive games, modified where appropriate.</p>	<p>Athletics - Perform a standing long jump using legs and arms for leverage, taking off and landing on two feet. Relay practice – handing over the baton when running. Use running, jumping, throwing</p> <p>Cricket - Striking a ball off a cricket tee towards a team to retrieve.</p> <p>To begin to retrieve the ball in the long barrier position.</p> <p>To understand they must work towards a bowl with only one bounce, because of the rules of cricket.</p> <p>To begin to use the correct bowling technique while standing still with one or two bounces towards the wickets and the clock face arm technique to release the ball.</p>
perform dances using a range of movement patterns		<p>Dance - Perform dance routines at different levels e.g. floor, medium, standing level. Children to copy dance movements as part of a group including travelling.</p> <p>Tall and small movements, thinking about body position.</p> <p>Cyber coach - Perform dance routines at different levels e.g. floor, medium, standing level. Children to copy dance movements as part of a group.</p>				
take part in outdoor and adventurous activity					<p>Orienteering – children to work in a team to locate the pictures and</p>	

challenges both individually and within a team					complete simple challenges. Children to read a map to find key locations. Children to show agility and co-ordination whilst reading a map on different areas of the site.	
compare their performances with previous ones and demonstrate improvement to achieve their personal best	Begin to use self and peer assessment to gain an awareness of personal performance. Evaluate their performances and identify areas to improve.	Begin to use self and peer assessment to gain an awareness of personal performance.	Begin to use self and peer assessment to gain an awareness of personal performance.	Begin to use self and peer assessment to gain an awareness of personal performance.	Begin to use self and peer assessment to gain an awareness of personal performance.	Begin to use self and peer assessment to gain an awareness of personal performance.
Swimming and water safety All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to: <ul style="list-style-type: none"> swim competently, confidently and proficiently over a distance of at least 25 metres. use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] perform safe self-rescue in different water-based situations.			Swim competently, confidently and proficiently over a distance of at least 25 metres. Children to be taught how to enter and exit pool safely. Begin to use a front crawl-holding floatation board in each hand- swim half and walk half. One board in one hand- swim half and walk half- towards end of term aiming to swim whole width of pool. Learning to breath correctly while swimming- three strokes breathe, three strokes breathe. Perform safe self-rescue in different water-based situations. Swimming –Challenge the more able swimmers in the deep end with various strokes.	Swim competently, confidently and proficiently over a distance of at least 25 metres. Children to be taught how to enter and exit pool safely. Begin to use a front crawl-holding floatation board in each hand- swim half and walk half. One board in one hand- swim half and walk half- towards end of term aiming to swim whole width of pool. Learning to breath correctly while swimming- three strokes breathe, three strokes breathe. Perform safe self-rescue in different water-based situations. Swimming –Challenge the more able swimmers in the deep end with various strokes.	Swim competently, confidently and proficiently over a distance of at least 25 metres. Children should confidently enter and exit pool safely. To use a front crawl- swim whole width of pool. Learning to breath correctly while swimming- three strokes breathe, three strokes breathe. Backstroke Float behind head- using one arm to perform back stroke entire width of the pool- developing to using both arms. Making sure they are looking at the ceiling. Perform safe self-rescue in different water-based situations. Swimming –Challenge the more able swimmers in the deep end with various strokes.	Swim competently, confidently and proficiently over a distance of at least 25 metres. Children should confidently enter and exit pool safely. Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] To use a front crawl- swim whole width of pool. Learning to breath correctly while swimming- three strokes breathe, three strokes breathe. Backstroke- using both arms to perform back stroke entire width of the pool- developing to using both arms in a consistent stroke. Making sure they are looking at the ceiling. Perform safe self-rescue in different water-based situations. Swimming –Challenge the more able swimmers in the deep end with various strokes. Breast stroke for most able swimmers



Music

Context	Stones and Bones- Explore Stone age instrumentation (Link to recorder). Recorder- reading music and understanding note names.	Land of the Pharaohs - How Egyptian songs were composed, style of Egyptian music and looking at Egyptian instrumentation (what may have been discovered inside tombs).	Oh the Places You'll Will Go- Looking at Instrumentation and characteristics, compare music between France and Italy- looking at French and Italian composers
Aims	The national curriculum for music aims to ensure that all pupils: <ul style="list-style-type: none"> perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notation 		
Key Vocab	- Pulse, tempo, rhythm, pitch, dynamics, semibreve, minim, crotchet, quaver.	- Pulse, tempo, rhythm, pitch, dynamics, semibreve, minim, crotchet, quaver.	- Pulse, tempo, rhythm, pitch, dynamics, semibreve, minim, crotchet, quaver.
National Curriculum			
Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	Children will: Perform, controlling sounds through singing and playing – singing from memory with accurate pitch and in tune. Maintain a simple part within a group. Play the recorder with care and produce a good quality sound. Perform an ostinato pattern.	Perform – controlling sounds through singing and playing – singing from memory with accurate pitch and in tune. Maintain a simple part within a group. Play the recorder with care and produce a good quality sound. Perform an ostinato pattern. Understand the importance of pronouncing words in a song well. Perform with control and an awareness of others in the group.	Perform - Understand the importance of pronouncing words in a song well. I can control my voice I Can perform with control and awareness of others in the group
improvise and compose music for a range of purposes using the inter-related dimensions of music	Children will: Compose and perform simple melodies.	Children will: Compose and perform simple melodies on the recorder.	

listen with attention to detail and recall sounds with increasing aural memory		Children will: Begin to evaluate own playing	Children will: To evaluate own playing and begin to identify how to improve.
use and understand stave and other musical notations	Children will: Understand how to read notation for the recorder from the stave, through various pieces of music.	Children will: Understand how to read notation for the record from the stave, through various pieces of music. Read and play three notes from the stave.	Children will: Understand how to read notation for the recorder from the stave, through various pieces of music. Read and play 5 notes from the stave.
appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	Children will: Describe music using technical terms such as duration, texture, timbre, pitch, tempo and beat Identify instrument families. Identify instruments within a piece.	Children will: Describe music using technical terms such as duration, texture, timbre, pitch, tempo and beat Identify instrument families. Identify instruments within a piece.	Children will: Describe music using technical terms such as duration, texture, timbre, pitch, tempo and beat Identify instrument families. Identify instruments within a piece.
develop an understanding of the history of music	Children will: Listen to and appraise a variety of styles.	Children will: Listen to and appraise a variety of styles.	Children will: Listen to and appraise a variety of styles.

Religious Education

Context	Who was Jesus? Explore the idea of Jesus teaching by example. Jesus's compassion for the lost – Zacchaeus, lost sheep, prodigal son, unforgiving servant.	Buddism -Can we treat animals just as we like? The Buddha and the Wounded Swan, St Francis and the Wolf.	How can Christianity affect the lives of people? Explore the life and work of Mother Teresa and Gurdev Singh Khush.	Christian Beliefs - Is there a heaven? The Waterbugs and the Dragonfly. Discuss beliefs about eternal life. Explore the Easter message.	Who was Muhammad? Explore the idea of a prophet as a messenger from God. Muhammad as the last and final prophet and his life as an example for all. Muhammad and the new robe. Muhammad and the four friends.	What rules do we live by? Introduction to Judaism – Moses, Ten Commandments. 9th commandment – why is it wrong to lie? The Boy Who Cried Wolf.
Skills	<p>Stories –</p> <p>Pupils should learn about Christian stories that are in the Bible. Stories that they learnt about in Key Stage 1 like, the lost sheep, the lost (prodigal) son, may be revisited in Key Stage 2 in order to gain a deeper understanding of how these stories may be interpreted.</p> <ul style="list-style-type: none"> In addition pupils should also learn about other New Testament stories, for example, the story of the healing of the blind man, Pupils should be encouraged to enquire into how these stories may be interpreted and what values and beliefs they may be expressing. <p>Artefacts</p> <ul style="list-style-type: none"> Pupils should learn about Christian worship – Bible, Cross, Crucifix. <p>Leaders of Religion –</p> <ul style="list-style-type: none"> Pupils should learn about Jesus of Nazareth as the founder of Christianity. Pupils should have knowledge of some of the parables which Jesus used to teach about kindness, going out of one's way to help others and of having a forgiving nature, as reflected in stories like the lost sheep, the lost (prodigal) son, the Good Samaritan 	<p>Artefacts -</p> <ul style="list-style-type: none"> Pupils should also learn about worship in at least one other religious tradition – Buddhist artefacts, the lotus flower, prayer beads, bells. Pupils should be encouraged to share their thoughts and views in response to their enquiry into worship. They should be taught to support their views or beliefs making use of reasons which are clear and cogent. <p>Festivals –</p> <p>Learn about festivals in at least one other religious tradition – Buddhist festival Vesak or Buddha Day.</p> <p>Learn about Christian festivals – Christmas</p> <p>Pupils should be encouraged to share their thoughts and views in response to the beliefs that festivals often celebrate.</p> <p>Beliefs –</p> <ul style="list-style-type: none"> Pupils should also learn about some central beliefs associated with at least one other religion – Buddhism 	<p>People of Faith –</p> <ul style="list-style-type: none"> Pupils should be taught about the life and work of at least one person who was motivated or inspired by their Christian faith Mother Teresa and Dr Gurdev Singh Khush. Pupils may explore the life of a well-known person drawn from history - Mother Teresa Pupils should explore in what way this person's life and work has any direct links to Christian teaching and practice and in what ways, if any, their faith may be of help to them. Pupils should be encouraged to share their thoughts and views in response to what they have learnt. <p>Leaders of Religion –</p> <ul style="list-style-type: none"> Pupils should also have learnt about some of the miracle stories associated with Jesus, for example, the healing of the blind man and the feeding of the five thousand. Pupils should be encouraged to share their thoughts and views in response to the beliefs held about leaders of religion. 	<p>Festivals –</p> <p>Learn about Christian festivals – Easter</p> <p>Beliefs –</p> <ul style="list-style-type: none"> Pupils should learn about some major Christian beliefs Jesus was resurrected from the dead, heaven and eternal life. Pupils should learn about central beliefs associated with the belief in the resurrection of the dead and eternal life. 	<p>Stories -</p> <ul style="list-style-type: none"> Pupils should also learn about stories associated with at least one other religious tradition. Islam – Muhammad and New Robe and Muhammad and the Four Friends and Buddhism – The wounded Swan Pupils should be encouraged to share their views and thoughts in response to any message or moral these stories may be expressing and support their views with clear and cogent reasons. 	<p>Stories –</p> <ul style="list-style-type: none"> Pupils should also learn about Bible stories which are part of the shared Judaic-Christian tradition, for example Noah's Ark and the Ten Commandments Pupils should be encouraged to enquire into how these stories may be interpreted and what values and beliefs they may be expressing.



	<p>and the unforgiving servant.</p> <p>Holy Books –</p> <ul style="list-style-type: none">• Pupils should learn about the Bible as the holy book of Christianity.• Pupils should be encouraged to share their thoughts and views in response to what they have learnt.	<p>– reincarnation and compassion for living things, rid the world of suffering. Pupils should be encouraged to share their thoughts and views in response to what they have learnt.</p> <p>Leaders of Religion –</p> <ul style="list-style-type: none">• Pupils should also learn about the leader of religion in at least one other religious tradition – Buddha, Muhammad. Pupils should be encouraged to share their thoughts and views in response to the beliefs held about leaders of religion. <p>Holy Books –</p> <ul style="list-style-type: none">• Pupils should also learn about the holy book or scriptures associated with at least one other religion - Buddhism.• Pupils should be encouraged to share their thoughts and views in response to what they have learnt.				
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<h2>History</h2>			
Context	Stones and Bones – history-based topic – Stone Age, Bronze Age and Iron Age	Land of The Pharaohs – history based topic - Ancient Egypt	

Aims	<p>The national curriculum for history aims to ensure that all pupils:</p> <ul style="list-style-type: none"> • know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world • know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind • gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’ • understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses • understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed • gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales. 		
Year 2 Key Vocab	<p>Chronological order Significant person Century Sources Time period Monarchy Dates Artefacts</p>		
Key Vocab	<p>BCE (Before common era)/ CE (Common Era) Archaeology Prehistoric Bronze/ Stone/ Iron Age Neolithic/ Mesolithic/ Palaeolithic Civilisation Hieroglyphics Pharaoh Ancient</p>		
Core Concepts to be added to the previous year’s vocabulary so that previous learning can be reinforced.			
National Curriculum			
Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history establishing clear narratives within and across the periods they study	Children to explore key dates and events that show changes in Britain from the Stone Age to the Iron Age. Children to order the key events and place them on a timeline.	Introduce the concept of BCE – counting down towards the year 1 – where the ‘Common Era’ began. Children to order the key events and place them on a timeline, commenting on relationship with Stone Age to the Iron Age.	
They should note connections, contrasts and trends over time and	Children to learn about life in the Stone age, comparing and contrasting to their life today.	Children to become aware of the achievements of the earliest civilizations – an overview of where and when the first	

<p>develop the appropriate use of historical terms.</p>	<p>Children to learn how lifestyles changed through the ages - I.e clothes, housing, etc...</p> <p>Children to introduced to historical terminology.</p>	<p>civilizations appeared and a depth study of one of Ancient Egypt</p> <p>Discussion of BCE (Before Common Era – Previously BC) and CE dates (Common Era – Previously AD) – the timeline will span from BCE and CE dates to take this into account so children can explore how BCE dates count down to the year 1, whereas CE dates count up from 1.</p> <p>Children to use historical terminology when comparing and contrasting.</p> <p>Note connections, contrasts and trends over time and develop the appropriate use of historical terms by exploring ancient Egyptian writing systems.</p>	
<p>To compare and contrast different periods of history – looking at society, technology, housing, etc.</p>	<p>Children are given the areas which are being focussed upon and resources to explore. Pupils then make simple observations from the images/information they have been given and annotate what they have found.</p> <p>Children to begin to make comparisons between the eras they have explored through discussion and begin to empathise between what life was like in the past compared to modern life and another periods of time.</p>	<p>Pupils make simple observations from the images/information they have been given and annotate what they have found or what their conclusions are.</p> <p>Children to make comparisons between Ancient Egyptian life compared to modern life/another period.</p>	
<p>They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p>	<p>Children to take part in teacher led discussions, exploring primary and secondary sources relevant to their period of study.</p> <p>In these teacher led discussions, children begin to answer simple questions to develop understanding of their given topic. (5 W's)</p> <p>Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance by learning about Skara Brae and understanding its significance in knowing more about the Stone Age.</p>	<p>Children to explore a variety of Egyptian primary and secondary sources.</p> <p>Children to compose and answer simple questions to develop understanding of their given topic. (5 W's)</p>	
<p>They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p>	<p>Children will construct basic, sensible responses informally through discussion with an adult/peers, through simple response/key information sentences or by using mind maps to make links between what they have explored.</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information by learning about how early man survived in the Stone Age</p>	<p>By using their knowledge and links between what they have explored, children to write letters and diary entries as if they were back in Ancient Egyptian times.</p> <p>Children to select and use relevant historical information gathered through their learning.</p>	

		<p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information by distinguishing information about the different Gods.</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information by learning the about the mummification process used by the ancient Egyptians.</p>	
They should understand how our knowledge of the past is constructed from a range of sources.	<p>Begin to introduce Primary and Secondary sources – encouraging children to explore the key differences in how they are collected/created, presented and the information they offer to develop our understanding of the past.</p> <p>Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this by learning the different theories for the building of Stonehenge.</p>	<p>Present children with information to deepen their understanding of the past.</p> <p>Children to select and interpret the information given and present in their own way. I.e Non-fiction fact file about River Nile.</p> <p>Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this by learning about the discovery of the tomb of Tutankhamun</p>	
<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> changes in Britain from the Stone Age to the Iron Age 	<p>To know how early humans lived and developed in the Stone Age from the Palaeolithic, to Mesolithic and Neolithic periods.</p> <p>To know how the discovery of Bronze and then iron, transformed daily life.</p>		

Geography

Context	Stones and Bones (History Topic with some Geographical links)		Ancient Egypt (History Topic with some Geographical links)		Oh the Places We Will Go Travel, continents, countries, cities, oceans, cultural differences, languages, human and physical geographical features,
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Aims	<p>The national curriculum for geography aims to ensure that all pupils:</p> <ul style="list-style-type: none"> • develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes • understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time are competent in the geographical skills needed to: • collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes • interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS) • communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length. 				
Year 2 Key Vocab	<p>Capital Ariel view Vegetation Continent Rainforest Atlas Equator Climate Globe</p>				
Key Vocab Core Concepts to be added to the previous year's vocabulary so that previous learning can be reinforced.	<p>Northern Hemisphere Southern Hemisphere Costal Artic Antarctic Source/ Mouth Island Mainland</p>				
National Curriculum					
Locational knowledge Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.				<p>Begin to use an atlas to identify major European countries, continents and major oceans. Children to name and locate countries in the United Kingdom. To recognise key physical and human characteristics in the UK – River Severn. Children are introduced to the countries within the United Kingdom and their capital cities. To use maps and atlases to identify European countries.</p>	
Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains,		<p>Children to explore the River Nile in Ancient Egypt.</p> <p>Children to use technical Geographical vocabulary to explain the journey of a river.</p>		<p>To name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. To investigate and summarise different coastal landscapes. To identify features that are man-made and natural. To understand the key physical and human characteristics of major cities. (Paris)</p>	

coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.			To research information about the Alps including land use, transport and industries.
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 identify the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere in the context of researching countries in different hemispheres. To identify the position and significance of latitude and longitude in the context of using co-ordinates to read maps. To use maps, atlases and globes to locate countries in the context of using co-ordinates to find locations. To identify the position and significance of the Arctic and the Antarctic Circle in the context of comparing polar regions to the UK. To identify the position and significance of the Tropics of Cancer and Capricorn by comparing the climate of the tropics with that of the UK To identify the position and significance of time zones (including day and night) by comparing times in different countries.
Place knowledge Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.			Children introduced to the concept of a 'region'. To understand geographical similarities and differences through studying the human and physical geography in the context of the UK. 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 contrasting non-European country in the context of comparing *** with London.
Human and physical geography Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.	Children introduced to the concepts of human and physical geography within Stone Age civilisations.		Children to identify, compare and contrast human and physical geography across the world.
Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural	To identify different types of settlements and land use. throughout the Ages	Children to explore the significance of the River Nile to Ancient Egypt – exploring why they settled so close the river, what it what used for etc.	To use Geographical skills and fieldwork during trip – Cardingmill Valley?

resources including energy, food, minerals and water. Geographical skills and fieldwork			
use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies			Children to explore major rivers and mountain ranges within the UK and Europe. Children then plot the information on their own maps. Fieldwork trip – Cardingmill Valley?
Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world			Children to explore the four points of the compass.
Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	Begin to use simple maps and globes appropriately when learning about the ages.	To use maps, atlases and globes appropriately to locate Egypt.	Use maps, atlases and globes appropriately using continents/ocean pages. Children to search by going through contents and index pages to find the information needed for around the world. To use maps and atlases to identify European countries.

Design and Technology

Context	Stones and Bones – Moving Mammoth	The Land of the Pharaohs – Working model of a shaduf	Oh, the Places You’ll Go– topic related cooking
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Aims	<p>The national curriculum for design and technology aims to ensure that all pupils:</p> <ul style="list-style-type: none"> • develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world • build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users • critique, evaluate and test their ideas and products and the work of others • understand and apply the principles of nutrition and learn how to cook. 		
Key Vocab	<p><u>Core Vocabulary</u></p> <p>Design Evaluate</p> <p>Lever Pulley Pneumatic Syringe</p>	<p>Shaduf Connection Mechanism</p>	
National Curriculum			
Design 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		<p>Pneumatics and Levers: Investigate different mechanisms and how they work (eg: syringe, balloon pump, trombone and recorder) and their uses. Discuss the audience of the product; agree on a design criterion (teacher led). Children given a design sheet, scaffolding their design criteria. Children given specific design criteria that they have to work towards.</p>	
Design generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design	<p>Children to generate a simple annotated diagram of their design, labelling resources using a structured design sheet.</p> <p>Children make prototype mechanisms and test their effectiveness. Investigate structured questions (eg: how many books can a balloon lift?)</p>	<p>Children to generate a simple annotated diagram of their design, labelling resources using a structured design sheet.</p> <p>Children make prototype mechanisms and test their effectiveness. Investigate structured questions (eg: how many books can a balloon lift?)</p>	
Make Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately	<p>Children to be given a selection of equipment based on the task: Syringe – different sizes Tubing Balloons</p> <p>Children are not required to cut or measure the equipment as it is provided ready for use – however they will need to attach the balloon to the tube (without requiring adhesive materials)</p>	<p>.</p> <p>Shaduf – Children to create pulleys and levers using equipment provided. Cardboard</p>	

Make 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	Children will be given a selection of materials: Syringe Balloon Tubing Materials to construct the 'background'/head of the monster for the pneumatic.	children will also be given materials to create their Shaduf: Cardboard Wood Elastic Bands String	
Evaluate investigate and analyse a range of existing products	Children to look at example of pneumatics and watch clips in preparation for their design.		
Evaluate evaluate their ideas and products against their own design criteria and consider the views of others to improve their work	Children to receive a structured evaluation to fill in which requires the children to 'tick' which of the criteria is most relevant to their design.	Children to receive a structured evaluation to fill in which requires the children to 'tick' which of the criteria is most relevant to their design.	Children to receive a structured evaluation to fill in which requires the children to 'tick' which of the criteria is most relevant to their design.
Evaluate understand how key events and individuals in design and technology have helped shape the world			
Technical knowledge apply their understanding of how to strengthen, stiffen and reinforce more complex structures	Children begin to discuss why the equipment chosen is used to ensure the final product is sturdy/suitable enough to ensure the design fits its purpose. Pneumatics Shaduf		
Technical knowledge understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]	Pneumatics	Pulleys and Levers – Egyptians hand operated device for collecting water from the Nile – Shaduf	
Technical knowledge understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]			



Technical knowledge apply their understanding of computing to program, monitor and control their products.			
Cooking Nutrition understand and apply the principles of a healthy and varied diet			Pizza: Science links: balanced diet "healthy meal plate". Main food groups revised from Year 2; introduce the importance of a healthy and varied diet.
Cooking Nutrition prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques			Pizza: Mixing, weighing, kneading of ingredients. Make a pizza base (no yeast/proving) and then add pre-prepared toppings.
Cooking Nutrition understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed			Harvest Festival: a time to look at what crops are harvested in the UK. Pizza: Children to be given a basic knowledge of where the ingredients come from. Children also look at ingredients in their raw state, in comparison to research done on processed pizza.

Computing

Context	E-mail E-safety	ESPRESSO CODING: Block Coding	Powerpoint – Egyptians	ESPRESSO CODING: Block Coding	Digital Art http://www.everyschool.co.uk/art-and-design-key-stage-2-digital-art.html	ESPRESSO CODING: PYTHON •
Aims	The national curriculum for computing aims to ensure that all pupils: <ul style="list-style-type: none"> • can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation • can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems • can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems • are responsible, competent, confident and creative users of information and communication technology. 					
Key Vocab	Email, attachment, Spam, animation, font, image, slide,	wait, action, timer event, sequence		hit event, object, condition, selection		Python, code, input, variables, “if” commands, user
National Curriculum						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts		Children to use block coding and will be introduced to Python coding , using basic Python to complete calculations (using the “if” command in both block and Python)				
use sequence, selection, and repetition in programs; work with variables and various forms of input and output		Children to use block coding to create programs that use sequencing to make simple animations and simulations. To program sequences to create simple animations and simulations. To make decisions about the order of events		<u>Conditional events (selection) (5 lessons)</u> Learn to code with 'if statements', which select different pieces of code to execute depending on what happens to other objects. To code using hit events, which allows the programmer to set conditions for the code inside it.		<u>Introduction to Python (6-8 lessons)</u> In this unit pupils learn the basics of Python <ul style="list-style-type: none"> • To start basic coding with Python • to use Python to do simple calculations • to learn how to get and input from the user and store it • to use “if” commands • To use variables to complete simple calculations
use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs						Children to follow simple instructions onscreen videos to get their simple programs to work.
understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration	Children to learn how to log on to RMuNify on school laptops. Understand that they can access this from home (online network linked to our school).				Stop Gap animation – can use j2 Spotlight. Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and	

					content that accomplish given goals.	
use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content			Children given key words to search on the Internet (linked to topic) for information			
select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information			To use PowerPoint skills: - Input and manipulate text and images, including from the internet -Use slide transitions To program sequences to create simple animations and simulations. To make decisions about the order of events. Create PowerPoints using the tools in order to: Add and manipulate images and word art.			
use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	Children to learn how to send and receive emails (logging on to RUnify). Children to learn about SPAM emails and not opening unfamiliar emails or attachments. Use Think You Know – what would Smarty do?					

Art and design

Context	Cave art – water colours, graphite pencil sketches, paint stencilling	Egyptian death masks	Life and work of Gaudi
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Aims	<p>The national curriculum for art and design aims to ensure that all pupils:</p> <ul style="list-style-type: none"> • produce creative work, exploring their ideas and recording their experiences • become proficient in drawing, painting, sculpture and other art, craft and design techniques • evaluate and analyse creative works using the language of art, craft and design • know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. 		
Vocabulary	Line, texture, collage, pattern	Shape, pattern, shading	Colour, shape, texture, tone
National curriculum			
to create sketch books to record their observations and use them to review and revisit ideas	<p>Sketch books to be used in phases – Beginning in Year 3 to be completed in Year 4. To begin a new book, children to design and create their own front cover.</p> <p>In Year 3, children to give verbal feedback to a partner, discussing their skills and artwork.</p>	<ul style="list-style-type: none"> • Research death masks – the children will use the laptops to research about Egyptian death masks. <p>Children will find information about the death masks to help them when making it.</p>	
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]	<ul style="list-style-type: none"> • Exploring making own paint i.e. with sticks to mix and paint with and making paint from dirt etc. • Children to explore painting/mark making with different objects i.e. sticks, fingers etc – the children used their finger to smudge the pastel colours to form a sunset over Stonehenge. 	<ul style="list-style-type: none"> • Clay – Cartouche - children to look at images, and begin to explore creating form using simple tools. • Sketch the death masks – the children will sketch (pencil) an Egyptian death mask into their sketch books. We will encourage the children to focus on the detail within the death masks. <p>Sculpt the death masks – after sketching the Egyptian death masks the children will create them using the materials.</p>	<ul style="list-style-type: none"> • Watercolours – begin to explore colour mixing, how to apply the paints to make them darker/lighter etc. (Stages of a river) • Charcoal and Graphite pencils – beginning to explore sketching techniques to recreate simple images the children have been given. (cave paintings) <p>Exploring completing an image – using mixed media sketching (pen/pencil) to recreate what is missing and encouraging children to begin to explore detail and form from what they can see in the rest of the picture.</p>
about great artists, architects and designers in history collage Gaudi.			Antoni Gaudi

Science

Context	Fossils, Rocks and Soils	Light	Forces and Magnets	Animals and Humans	Plants
Skills	<ul style="list-style-type: none"> - compare and group together different kinds of rocks on the basis of their appearance and simple physical properties - describe in simple terms how fossils are formed when things that have lived are trapped within rock - recognise that soils are made from rocks and organic matter. 	<ul style="list-style-type: none"> - recognise that they need light in order to see things and that dark is the absence of light - notice that light is reflected from surfaces - recognise that light from the sun can be dangerous and that there are ways to protect their eyes - recognise that shadows are formed when the light from a light source is blocked by an opaque object find patterns in the way that the size of shadows change. 	<ul style="list-style-type: none"> - compare how things move on different surfaces - notice that some forces need contact between two objects, but magnetic forces can act at a distance - observe how magnets attract or repel each other and attract some materials and not others - 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 - describe magnets as having two poles - predict whether two magnets will attract or repel each other, depending on which poles are facing 	<ul style="list-style-type: none"> - 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 - identify that humans and some other animals have skeletons and muscles for support, protection and movement. 	<ul style="list-style-type: none"> - identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers - explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant. - investigate the way in which water is transported within plants <ul style="list-style-type: none"> - explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.
Aim	<ul style="list-style-type: none"> - The national curriculum for science aims to ensure that all pupils: <ul style="list-style-type: none"> • develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics • develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them • are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future. 				
Key Vocabulary	<ul style="list-style-type: none"> • igneous, sedimentary and metamorphic rock. • natural and human-made rocks. 	<ul style="list-style-type: none"> • light, source, dark, reflect, see, illuminate, visible. 	<ul style="list-style-type: none"> • Force, push, pull. • friction, surface. • Magnet, pole, north, south, attract, repel, compass, direction. Magnetic field 	<ul style="list-style-type: none"> • Food groups, nutrients, nutrition, nutritious, carbohydrates, proteins, fats, water, fibre, vitamins, minerals, sugars. 	<ul style="list-style-type: none"> • Roots, stem, trunk, leaves, flowers, anchor, nutrients, transport, seeds, carbon dioxide, sunlight, absorb.

	<ul style="list-style-type: none"> form, formation, volcano, sea, seabed, changes, strata, anthropic properties, permeable, impermeable, hard, soft, durable, buoyancy, split. Fossil, sedimentary, fossilisation, animals, bones, chemical fossils, change, body fossils, trace fossils, layers, pressure, coprolite, trackways, footprints. <ul style="list-style-type: none"> Soil, formation, formed, rock, organic matter, animals, top soil, sub soil, bedrock, additions, losses, translocations, transformations. 	<ul style="list-style-type: none"> Reflect, mirror, light, smooth, shiny, rays, rough, scatter, reverse, beam. sun, beneficial, dangerous, glare, bright, damage, UV light, UV rating, visible spectrum, pupil, retina, protect, direct, sunglasses, hat, brim. energy, beam, ray, travel, straight, opaque, translucent, transparent, block, shadow. light, source, observe, opaque, size, distance. 		<ul style="list-style-type: none"> omnivore, carnivore, herbivore, saturated fats, unsaturated fats, sugar, salt, food labels. Vertebrates, invertebrates, skeleton, exoskeleton, endoskeleton, hydrostatic skeleton, protection, movement, bones, skull, clavicle, scapula, ribcage, vertebral column, humerus, ulna, radius, femur, tibia, fibula. Muscles, movement, skeletal muscles, voluntary muscles, involuntary muscles, tendons, joints, biceps, triceps, contract, shorten, relax, lengthen, humerus, radius, ulna, <ul style="list-style-type: none"> joints humerus, ulna, radius, femur, tibia, fibula 	<ul style="list-style-type: none"> Air, light, water, nutrients, soil, investigate, explore, predict, observe. evaporate, compare, temperature, Petals, sepal, stamen, anther, filament, stigma, style, ovary, ovule, pollen tube, pollen, pollination, fertilisation. Dispersal, pollination, fertilisation, germination, life cycle, stages.
National Curriculum	Autumn		Spring	Summer	
asking relevant questions and using different types of scientific enquiries to answer them.	At the start of each science topic, children are given the opportunities to ask questions that they would like to find the answers to through a scientific enquiry- recorded in books. K- What I know W- What I want to know L- What I have learnt	At the start of each science topic, children are given the opportunities to ask questions that they would like to find the answers to through a scientific enquiry- recorded in books K- What I know W- What I want to know L- What I have learnt	At the start of each science topic, children are given the opportunities to ask questions that they would like to find the answers to through a scientific enquiry- recorded in books K- What I know W- What I want to know L- What I have learnt	At the start of each science topic, children are given the opportunities to ask questions that they would like to find the answers to through a scientific enquiry- recorded in books K- What I know W- What I want to know L- What I have learnt	At the start of each science topic, children are given the opportunities to ask questions that they would like to find the answers to through a scientific enquiry- recorded in books K- What I know W- What I want to know L- What I have learnt

<p>setting up simple practical enquiries, comparative and fair tests making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers gathering,</p>	<p>Permeability of Rocks Investigation</p> <ul style="list-style-type: none"> Using a selection of different rocks (natural), children to make observation in relation to their permeability and durability. To test permeability, add (same- fair test) drops of water using the pipette onto the rock and ask the children to observe whether it is absorbed. Use a small square of sandpaper (rubbing the rock- same number of times- fair test) to test how durable the rocks are. Children record their observations Children test the buoyancy of different rocks using a large container full of water (same amount of water in each container- fair test) to decide which rocks have higher and which have lower density and take notes. Children will present their finding using the key science vocabulary for this lesson They will handle and examine rocks to identify their properties, with support. Record their findings of the rock's properties in a table. <p>Presenting their findings</p> <ul style="list-style-type: none"> children to use scientific language. Ask children: Were the findings similar or different? Why do you think that might be? How can we know which results are accurate? What conclusions can you draw about...? 	<p>What's in the bag investigation?</p> <ul style="list-style-type: none"> feely bags around the room. Use the idea that it is dark inside the bags so we cannot see the objects they contain. Children visit each bag- how we can illuminate the objects by getting light into the bags- present data in a table. <p>investigate which surfaces reflect light.</p> <ul style="list-style-type: none"> Conduct an experiment to find most reflective material. (draw and label a diagram) 6 materials to test (all materials used to be cut to same size, materials to be held the same distance away from the torch – children to measure the difference using a ruler each time- fair test) <p>Presenting Findings</p> <ul style="list-style-type: none"> children need to come to a conclusion as to which material would be best for the reflective strip on the new book bag. They should draw and label the material they choose and explain why they have chosen it. <p>Which Material Is Best?</p> <ul style="list-style-type: none"> Children to test the different materials on their table by shining a torch onto each material and observing the shadow it creates. They should decide if each material is opaque, translucent 	<p>Faster and Slower investigation- Friction</p> <ul style="list-style-type: none"> To compare how things move on different surfaces by investigating the speed of a toy car over different surfaces (the car to be lifted at a height of 1cm each time and the same car shall be used throughout the experiment-placed on the same sized fabric- to ensure a fair test) Fill in your Investigating Sheet to predict which surface will create the most friction, record your results in the table- take measurements (ruler-cm) and record them accurately. <p>Presenting their Findings</p> <ul style="list-style-type: none"> Use your results to come up with a conclusion about the surface that created the most friction. Can you explain your results? <p>Forces and magnets- Scrapyard Challenge</p> <ul style="list-style-type: none"> To notice that magnetic forces can act at a distance and attract some materials and not others by sorting materials. To compare and group materials according to whether they are magnetic by sorting materials. Children use magnets (use same strength magnet each time to ensure fair testing) to sort piles of mixed materials according to whether they are magnetic or non-magnetic- record their findings in a table. <p>Forces and Magnet Strength</p> <ul style="list-style-type: none"> To observe how magnets attract or repel each other and attract some materials and not others by investigating the strength of different magnets. To measure the strength of each magnet, you will hold a paper clip (use same type of paperclip each time to ensure fair testing) to a magnet so that it is attracted to it, the magnet with the longest chain of paper clips is the strongest, as its magnetic force can pull the paper clips over the longest distance. <p>Presenting findings</p> <ul style="list-style-type: none"> Record prediction, then carry out the investigation. Record results on the table provided and represent your results on the bar chart. Explain their prediction. Label the conclusion. axes of the bar chart and give it a title. <p>Forces and Magnetic Poles</p> <ul style="list-style-type: none"> To describe magnets as having two poles and to predict whether two magnets will attract or repel each other, depending on which poles are facing Children explore the forces of attraction and repulsion by placing north and south poles together as described <p>Marvellous Magnets</p> <ul style="list-style-type: none"> To observe how magnets attract or repel each other and attract some materials and not others. Attract and Repel: Children explore the forces of attraction and repulsion by placing north and south poles together. 	<p>Animals including Humans- Skeleton</p> <ul style="list-style-type: none"> Children to identify that human and some other animals have skeletons and muscles for support, protection and movement. 'investigate 'can people with longer femurs jump further?' Talk through how to plan this investigation, including how to make this a fair test. Ask the children to measure their femur (record results in metres (m) and centimetres (cm) and to write this measurement down (make sure that children know how to measure the femur accurately so that measurements are as accurate as possible (only changing the length of the femur, using same measuring tool, and surface that children will jump on to ensure fair testing)), Children share their femur measurements and recording this data on the results table. They then go on to carry out the investigation, measuring accurately and recording the lengths of everyone's jumps on the results table. <p>Presenting their findings</p> <ul style="list-style-type: none"> children to discuss their results table and what conclusions they can draw from their results. Use the sample set of results to help with modelling how to draw a conclusion. Can children draw conclusions from the results of the investigation? If time allows children to plan own scientific investigations. 	<p>Plants Investigation: What do plants need to grow well?</p> <ul style="list-style-type: none"> Children to explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) by investigating what plants need to grow well, children are to set up an investigation to find out what plants need to grow well. Children to put their plants in a dark cupboard or in a fridge. They should measure the height of their plant and record it, so that they can tell if it grows taller during the course of the investigation. Remind children about health and safety issues around handling plants. <p>Recording their findings: Allow children time each day to record their observations, ready for follow up lesson</p> <p>Plants: Moving Water</p> <ul style="list-style-type: none"> Children to investigate the way in which water is transported within plants by observing the transport of food colouring through a flower stem. Assign groups to the different places around school and provide them with their flowers, beakers of water, teaspoons and food colouring. Ensure that each group (keeps variables other than temperature the same- to ensure fair testing). children should check the flowers at regular intervals throughout the day (depending on the temperature, first results may be seen within 1 to 2 hours). Continue to observe the flowers throughout the day, recording their observations. <p>Presenting their findings</p> <ul style="list-style-type: none"> Children to look at the conclusions and write their thoughts and ideas around each one. Once they have had chance to
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		<p>or transparent, and record their ideas</p> <p>Presenting their findings</p> <ul style="list-style-type: none">The children should decide which material would be best for the curtains. They should draw and label curtains on the blank window, writing an explanation of why they chose this material, referring to their investigation.			<p>do this, ask them to write their own conclusion for the investigation.</p>
Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions				<p>Animals including Humans- Nutrition</p> <ul style="list-style-type: none">Identify that animal, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eatTo sort foods into food groups and find out about the nutrients that different foods provide.Labelling diagrams of the plate and food groups. <p>Animals Including Humans: Food Labels</p> <ul style="list-style-type: none">Children investigate whether the statements provided are true or false, looking for evidence on the food labels. They are provided with tables to organise the data themselves.Ask groups to look at the levels of saturated fats in the foods they ordered and to make any changes to their order. Discuss any surprising findings. <p>Animals including Humans: Skeletons</p>	
recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables				<p>Plants: Parts of a Plant</p> <ul style="list-style-type: none">Children to identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers by labelling the parts of a plant. <p>Plants: Fantastic Flowers</p> <ul style="list-style-type: none">Children to explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal by understanding pollination and fertilisation.Give each pair of children a flower. Ask them to dissect it carefully, separating it into the different parts. Children to organise the different pieces, placing them under the correct heading. Children to identify the different parts. Remind them to be very careful when	

				<ul style="list-style-type: none"> Children to Identify that human and some other animals have skeletons and muscles for support, protection and movement. Children sort the animals onto the grid and then add their own examples of animals with each different type of skeleton to the grid. They may go onto to list the advantages and disadvantages of different types of skeletons. <p>Animals including Humans: Muscles</p> <ul style="list-style-type: none"> Identify that human and some other animals have skeletons and muscles for support, protection and movement. Children draw and label their model and independently explain how the biceps and triceps work. 	<p>handling the flower, and to wash their hands afterwards.</p> <ul style="list-style-type: none"> Discuss the fact that each part of the flower has a job to do in order to make a seed. Children to match the parts of the plant with the explanations of their jobs. Explain the processes of pollination and fertilisation.
reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions					<p>Plants: What Have You found out?</p> <ul style="list-style-type: none"> Children to report on findings from enquiries, including oral and written explanations and presentations of results and conclusions by presenting findings to the class using scientific language. Children to plan an imaginary television programme on how to grow healthy plants. The aim of this is to allow them to present an explanation of their investigation and their findings. If possible, they could be allowed to film their programmes and watch them back as a class. If not, they should act their programmes out in front of the class.
using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions			<ul style="list-style-type: none"> Children complete their Investigating Friction sheets with their prediction, results and conclusion. Can the children explain the effect of friction? Can they use their prior knowledge to make sensible predictions? Can they record their results in a table? Can they explain their findings? 		

<p>identifying differences, similarities or changes related to simple scientific ideas and processes</p>	<ul style="list-style-type: none"> Children will be able to name the three different types of rocks- igneous, sedimentary and metamorphic rock. They will handle and examine rocks to identify their properties. They will be able to state the four different types of matter that soil is composed of. 	<ul style="list-style-type: none"> Children to be able to identify reflective and non- reflective materials- looking at similarities and differences based on the materials properties. 	<ul style="list-style-type: none"> To compare and group materials according to whether they are magnetic by sorting materials. Metals that are similar because they are magnetic (Iron, Nickel and Cobalt)- what metals are magnetic. Not all metals are magnetic (aluminium, brass, bronze, copper, lead, gold and silver)- identifying how they are different 		
<p>Using straightforward scientific evidence to answer questions or to support their findings</p>	<p>Fantastic Fossils: Bone or fossil? Are Dinosaurs Real? Children discuss the question with their talk partners, explain how they know if dinosaurs are real. Children feedback. It would be useful to play devil's advocate in order to question children deeper about what they really know about the subject. End the discussion with the fact that we have discovered their bones or more specifically their fossils.</p>	<p>What would be the most reflective material for a book bag? - children to investigate to discover findings. What would be the best material for curtains for a baby's bedroom? - Investigate the best material most suitable (Opaque)</p>	<p>Friction investigation- Use results to come up with a conclusion about the surface that created the most friction. Can you explain your results?</p>	<p>Can people with longer femurs jump further?' might be investigated. Talk through how to plan this investigation.</p>	