

# Long term Plan 2023-2024 - Year 2

Learning Mindsets: Autumn - Respect, Spring - Resilience and Summer - Responsibility

## English (Writing, Reading, GPVS)

Autumn 1

Autumn 2

Spring 1

Spring 2

Summer 1

Summer 2

Reading: Word reading and comprehension  
Grammar Punctuation Vocabulary Spelling and Phonics (as appropriate)

**Class Book:**  
The Three Little Wolves and the Big Bad Pig  
Lost and Found  
Grandad's Island

**Reading Skills:**  
Inference, prediction, sequencing, summarising, vocabulary

**Phonics:**  
review week Y1:1, review week Y1:2 Revise: /ai/ <ay>/ow/ <ou>/igh/ <ie>/ee/ <ea /oi/ <oy>/ur/ <ir>/<y>oo/ <ue>/or/ <aw> w/ <wh>/f/ <ph>/<y>oo/ <ew>/oa/ <oe> Review and assessment week, or <au>/ee/ <ey>/ai/ <a-e>/ee/ <e-e>

**Writing**  
I. Main Written

**Class Book:**  
The Great Explorer  
Storm Whale  
Life of Amelia Earheart  
Goldilocks and Just the One Bear

**Reading Skills:**  
Inference, prediction, sequencing, summarising, vocabulary clarification, comparing and contrasting

**Phonics:**  
/igh/ <i-e> /oa/ <o-e> /<y>oo/ <u-e> /s/ <c> ee/ <y> /or/ <al> (walk), Review week Y1:4, Review week Y1:5, Review Y1:6, Review Y1:7, Review-Y1:8

**Writing**  
I. Main Written  
Narrative - The Great explorer (innovated narrative)

**Class Book:**  
Katie in London  
A Walk through London  
Vlad and the Great Fire of London  
Eye Witness - The Great Fire of London  
Fire poetry  
The Queen's knickers

**Reading Skills:**  
Inference, prediction, summarising, vocabulary clarification, fact and opinion, relating background knowledge

**Phonics:**  
ai/ <a> (acorn)/ai/ <ey> (they) /ai/ <ea> (great) /ai/ <eigh> (weight) /ar/ <a> (father) /ee/ <e> (he) /igh/ <i> (find) /igh/ <y> (by) oa/ <o> (go) /o/ <a> (was) /oo/ <u>

**Class Book:**  
Samuel Pepys Diary  
Toby and the Great Fire of London  
The Twits  
Leon and the Place Between

**Reading Skills:**  
Inference, prediction, summarising, vocabulary clarification, providing evidence

**Phonics:**  
u/ <o> (brother) AND Y1 SPR2 WK2/j/ <g> (gem)/j/ <ge>(fringe) /j/ <dge> (bridge) /s/ <st> (listen) /s/ <ce> (fence)

**Class Book:**  
The last Wolf  
Vlad and Florence  
The Pirates Next Door  
Meerkat Mail

**Reading Skills:**  
Inference, prediction, sequencing, summarising, vocabulary, providing evidence

**Phonics:**  
Review and consolidate taught GPCs for reading and spelling

**Writing**

**Class Book:**  
Lila and the Rain  
The Ugly 5  
Meerkat Mail  
The Giraffe, the Pelly and Me

**Reading Skills:**  
Inference, prediction, sequencing, summarising, vocabulary, providing evidence, fact and opinion, relating background knowledge

**Phonics:**  
/s/ <sc> science /t/ <bt> doubt /i/ <u> busy /n/ <ne> gone m/ <mn> column /g/ <gh> ghastly <gu> guard /o/ <ou> cough /u/ <ou> tough <oo> flood h/ <wh> whole /f/ <gh> rough /w/

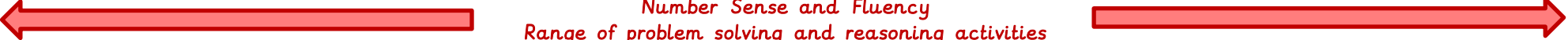
<p><b>Recount - the Big Bad Pig</b></p> <p><i>Skill- co-ordination</i></p> <p><b>2. Second Written Description of wolves</b></p> <p><i>Skill- Use of capital letters, full stops. Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]</i></p> <p><b>3. Practise and Apply Recount - Grandad's Island</b></p> <p><i>Skill- coordination.</i></p> <p><b>Spelling Focus:</b> The sounds /n/ spelt 'kn' and less often 'gn' at the beginning of words</p> <p>The sounds /r/ spelt 'wr' at the beginning of words</p> <p>The sound /s/ spelt 'c' before e, i and y</p> <p>The sound /j/ spelt with '-dge' and '-ge' at the end of words</p>	<p><i>Skill- Subordination (using when, if, that, because)</i></p> <p><i>simple past tense verbs, Use of the progressive form of verbs in the past tense to mark actions in progress</i></p> <p><b>2. Second Written Description - Arctic</b></p> <p><i>Skill- Use of capital letters, full stops, Expanded noun phrases (two adjectives separated by a noun)</i></p> <p><b>3. Oral Poetry- festive poem</b></p> <p><i>Skill present tense</i></p> <p><b>4. Practise and Apply (in curriculum books)</b></p> <p><b>Recount-linked to visit (curriculum/geography)/experiment)</b></p> <p><i>Skill -Subordination (using when, if, that, because)</i></p> <p><b>(independently)</b></p> <p><b>Spelling Focus:</b> The sound /l/ spelt with '-le' at the end of words The sound /l/ spelt with '-el' at the end of words The sound /l/ spelt with '-il' and '-al' at the end of words</p>	<p>(push) /y+/oo/ &lt;u&gt; (music) /c/ &lt;ch&gt; (school) /sh/ &lt;ch&gt; (chef) /e/ &lt;ea&gt; (head) -/ur/ &lt;or&gt; (world) /ur/ &lt;ear&gt; (learn) /oo/ &lt;ou&gt; (soup) /oa/ &lt;oul&gt; (shoulder) /ee/ &lt;ie&gt; (brief) /v/ &lt;ve&gt; (have)/i/ &lt;y&gt; (gym), Assess and Review Y1:9, /air/ &lt;are&gt; (care) /air/ &lt;ere&gt; (there) /air/ &lt;ear&gt; (pear) /ch/ &lt;tch&gt; (catch)</p> <p><b>Writing</b></p> <p><b>1. Main Written Narrative - Katie in London</b></p> <p><i>Skill- Subordination (using when, if, that, because)</i></p> <p><b>2. Practise and Apply Non-chronological report - London</b></p> <p><i>Skill- different sentence openers, conjunctions</i></p> <p><b>3. Oral Fire poetry</b></p> <p><i>Skill- adding er and est suffixes</i></p> <p><b>Spelling Focus:</b> Adding -ed, -er and -est to a word ending in -y with a consonant before it</p>	<p>/s/ &lt;se&gt; (house) /n/ &lt;gn&gt; (sign) /n/ &lt;kn&gt; (knee)/r/ &lt;wr&gt; (wrap) /m/ &lt;mb&gt; (lamb) z/ &lt;se&gt; (cheese) /z/ &lt;ze&gt; (freeze) /ear/ &lt;eer&gt; (cheer) /ear/ &lt;ere&gt; (here) /sh/ &lt;ti&gt; (patient) /sh/ &lt;ti&gt; -tion (station) -/ar/ &lt;al&gt; (half) /or/ &lt;augh&gt; (caught) /sh/ &lt;ss&gt; (session) /zh/ &lt;si&gt; (vision) /sh/ &lt;ti&gt; tious (scrumptious) /sh/ &lt;ci&gt; (delicious) -ous, -ion, -ian Assess and Review Y1:11 Review Y1:10</p> <p><b>Writing</b></p> <p><b>1. Main Written Description - The Twits</b></p> <p><i>Skill- apostrophes for possession.</i></p> <p><b>2. Practise and Apply</b></p>	<p><b>1. Main Written Instructions (first aid)</b></p> <p><i>Skill- subordinating conjunctions (at the start of sentences)</i></p> <p><b>2. Oral Persuasive writing- oral composition on the case for healthy lifestyle</b></p> <p><i>Skill- suffixes er/est, progressive verb</i></p> <p><b>3. Practise and Apply Descriptions - hospitals</b></p> <p><i>Skill - Expanded noun phrases (two adjectives separated by a noun)</i></p> <p><b>Spelling Focus:</b></p>	<p>&lt;u&gt; penguin /ee/ &lt;ei&gt; ceiling &lt;i&gt; police ee/ &lt;ei&gt; ceiling &lt;i&gt; police /igh/ &lt;eye&gt; eyelash &lt;is&gt; island &lt;uy&gt; buy /oa/ &lt;ough&gt; dough &lt;eau&gt; plateau /ar/ &lt;ear&gt; heart /ur/ &lt;our&gt; colour &lt;re&gt; centre ASSESS and Review Or/ar, or/oar, or/oor, t/te</p> <p><b>Writing</b></p> <p><b>1. Main Written First person Narrative - Lila and the Rain</b></p> <p><i>Skill- Capital letter I, sentence openers, time conjunctions.</i></p> <p><b>2. Second Written Argument about brushing teeth.</b></p> <p><i>Skill- persuasive language, suffixes er/est, apostrophes for possession.</i></p> <p><b>3. Practise and Apply Instructions (plant a seed)</b></p> <p><i>Skill- consolidating Y2 skills</i></p> <p><b>Spelling Focus:</b></p>
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<p>The sound /j/ often spelt with g before e, i and y. The sound /j/ always spelt with 'j' before a, o and u Common Exception Words</p> <p>HRS words/ Y2 HRS words</p>	<p>The sound /igh/ spelt with '-y' at the end of words Adding -ies to nouns and verbs ending in -y Common Exception Words</p> <p>HRS words/ Y2 HRS words</p>	<p>Adding -ing to a word ending in -y with a consonant before it Adding -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant after a single vowel The sound /or/ spelt 'a' before l or ll Common Exception Words</p>	<p><b>Narrative- The Easter Story</b> <i>Skill- past tense and progressive past tense.</i> <b>3. Second Written Non-Chronological Report- Roald Dahl</b>  <i>Skill- use of subordinating and coordinating conjunctions.</i></p> <p><b>Spelling Focus:</b> The sound /u/ spelt with 'o' The sound /ee/ spelt with '-ey' The /o/ sound spelt with 'a' after w and qu The stressed/er/ spelt with 'or' after w and</p>	<p>The suffixes -ment, -ness and -ful The suffixes -less and -ly Words ending in -tion Contractions The possessive apostrophe Common Exception Words</p> <p>HRS words/ Y2 HRS words</p>	<p>homophones and near homophones months and time question words spag terms</p> <p>HRS words/ Y2 HRS words</p>
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			<p>the sound / or/ spelt 'ar' after w</p> <p>The sound /zh/ spelt 's' Common Exception Words</p> <p>HRS words/ Y2 HRS words</p>		
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**Maths**

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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**Number Sense and Fluency**  
 Range of problem solving and reasoning activities

<p>Number and place value with numbers up to 100, partitioning and representing</p> <p>Addition and Subtraction of 2 digit numbers using informal methods to solve problems</p> <p>Revise counting, 1 more, 1 less</p>	<p>Addition and Subtraction of 2 digit numbers to solve problems</p> <p>Geometry: Properties of shapes, naming and discussing properties of 2D shapes, drawing and identifying</p> <p>Geometry: Properties of shapes, naming and discussing properties of 3D shapes, comparing and identifying</p>	<p>Measurement - money, counting the value of coins, comparing amounts, finding totals and change</p> <p>Multiplication and division by sharing and finding equal groups, using the 2 x table</p> <p>Revise counting weight, length and time and their units</p> <p>Multiplication and division using arrays and written methods, 5 and 10 x table</p> <p>Arithmetic questions using the four operations (+-x÷)</p>	<p>Measurement: Finding the length and height of objects by measuring and estimating and understanding the units we use</p> <p>Mass, capacity and temperature. Using units to measure in these different ways and reading scales in order to solve problems</p> <p>Measurement: Finding the length and</p>	<p>Statistics through looking at pictograms and tally charts</p> <p>Fractions, finding <math>\frac{1}{2}</math> and <math>\frac{1}{3}</math> of shapes and amounts</p> <p>Fractions, finding <math>\frac{1}{4}</math> and <math>\frac{3}{4}</math> of shapes and amounts and using fractions to solve problems</p>	<p>Geometry: Position and direction, moving from one point to another using directional instructions and instructions to turn</p> <p>Measurement: Telling time to the nearest 5 minute interval and calculating periods of time</p> <p>Telling the time to the nearest hour and half hour as well as quarter to and past.</p>
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			height of objects by measuring and estimating and understanding the units we use  Arithmetic questions using the four operations (+-x÷)	Arithmetic questions using the four operations (+-x÷)	Arithmetic questions using the four operations (+-x÷)
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**Science**

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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**Working Scientifically**

During Years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

- asking simple questions and recognising that they can be answered in different ways
- observing closely, using simple equipment
- performing simple tests
- identifying and classifying
- using their observations and ideas to suggest answers to questions
- gathering and recording data to help in answering questions

<p><b>Uses of everyday Materials</b></p> <p>Focus Scientists:</p> <ul style="list-style-type: none"> <li>• Charles Macintosh (Inventor of waterproof material)</li> </ul>	<p><b>Animals including humans</b></p> <p>Focus Scientists:</p> <ul style="list-style-type: none"> <li>• Dr Donald Palmer (researches the ageing of the immune system)<sup>SEP</sup></li> <li>• Bear Grylls<sup>SEP</sup> (Survival Expert)</li> <li>• Florence Nightingale (nurse in the Crimean war)</li> </ul> <p>These are two questions we will be looking into: How do animals grow?</p>	<p><b>Living things in their habitat</b></p> <p>Focus Scientists:</p> <ul style="list-style-type: none"> <li>• Rachel Carson (Marine Biologist)</li> <li>• Tanesha Aleen (Zoologist)</li> </ul>	<p><b>Plants</b></p> <p>Focus Scientists:</p> <ul style="list-style-type: none"> <li>• George Washington Carver (Botanist)<sup>SEP</sup></li> <li>• Agnes Arber (1879-1960) Botanist</li> </ul>
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<ul style="list-style-type: none"> <li>• <b>Danial Azahan (Mechanical engineer)</b></li> </ul> <p>As a class, we will be investigating the properties of materials and determining how suitable these materials are for a particular use? We will explore how the shape of materials are changed when they are squashed, bent, twisted and stretched.</p> <p><b>Disciplinary (Working Scientifically) Concepts:</b></p> <ol style="list-style-type: none"> <li>1. Asking question</li> <li>2. Making predictions</li> <li>3. Interpreting and communicating results</li> <li>4. Evaluating</li> </ol>	<p>What does an animal need to survive? We will be looking at patterns over time and discussing changes between offspring and adult animals as well as determining what living organisms need in order to stay alive and healthy such as water, food and air.</p> <p>We will investigate how humans grow and learn about the importance of a healthy diet. We will also explore different methods of exercise and the impact that exercise has on our bodies. We will learn about different hygiene techniques including handwashing and teeth brushing.</p> <p><b>Disciplinary (Working Scientifically) Concepts:</b></p> <ol style="list-style-type: none"> <li>1. Asking question</li> <li>2. Making predictions</li> <li>3. Setting up tests</li> <li>4. Observing and measuring</li> <li>5. Recording data</li> <li>6. Interpreting and communicating results</li> <li>7. Evaluating</li> </ol> <p><b>Scientific Enquiry Types:</b></p> <ul style="list-style-type: none"> <li>• Identifying, Classifying and grouping</li> <li>• Comparative testing</li> <li>• Research using secondary sources</li> <li>• Pattern seeking</li> </ul> <p><b>TAPS Assessment Activity :</b></p> <ul style="list-style-type: none"> <li>• Handspan (Review)</li> </ul>	<p>We will learn to identify living organisms, things that have once been alive and things that have never been alive. We will identify a range of habitats as where living organisms live and determine how they are suited to living in these environments. We will also learn about how each habitat provides for the basic needs of living organisms so that they can survive. Within these habitats, we will identify and name a variety of plants and animals, as well as including examples of microhabitats. We will also be using the ideas of simple food chains to understand how different animals source their food and how this contributes to the habitat in which a living thing can survive in.</p> <p><b>Disciplinary (Working Scientifically) Concepts:</b></p> <ol style="list-style-type: none"> <li>1. Asking question</li> <li>2. Setting up tests</li> <li>3. Observing and measuring</li> <li>4. Recording data</li> </ol>	<p>We will research how a seed develops into a plant. We will investigate what a seed needs to grow and carry out fair tests to determine this.</p> <p><b>Disciplinary (Working Scientifically) Concepts:</b></p> <ul style="list-style-type: none"> <li>• Asking question</li> <li>• Making predictions</li> <li>• Setting up tests</li> <li>• Observing and measuring</li> <li>• Recording data</li> <li>• Interpreting and communicating results</li> <li>• Evaluating</li> </ul>
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<p style="text-align: center;"><b>Scientific Enquiry Types:</b></p> <ul style="list-style-type: none"> <li>Identifying, Classifying and grouping</li> <li>Research using secondary sources</li> <li>Pattern seeking</li> </ul> <p><b>TAPS Assessment Activity (ies):</b></p> <ul style="list-style-type: none"> <li>Waterproof (Plan)</li> <li>Materials hunt (Do)</li> </ul> <p><b>Science Trails:</b> What materials are used for making everyday objects in our world and why have they been used?</p>		<p>5. Interpreting and communicating results 6. Evaluating</p> <p><b>Scientific Enquiry Types:</b></p> <ul style="list-style-type: none"> <li>Identifying, Classifying and grouping</li> <li>Observing over time</li> <li>Comparative testing</li> <li>Research using secondary sources</li> <li>Pattern seeking</li> </ul> <p><b>TAPS Assessment Activity (ies):</b></p> <ul style="list-style-type: none"> <li>Nature spotters (Review)</li> <li>Living and Non-living (Review)</li> </ul> <p><b>Science Trails:</b> What things are alive, were once alive or have never been alive? How can we investigate what animals live in our school grounds?</p>	<p><b>Scientific Enquiry Types:</b></p> <ul style="list-style-type: none"> <li>Identifying, Classifying and grouping</li> <li>Observing over time</li> <li>Comparative testing</li> <li>Research using secondary sources</li> <li>Pattern seeking</li> </ul> <p><b>TAPS Assessment Activity (ies):</b></p> <ul style="list-style-type: none"> <li>Plant Growth (Do)</li> </ul>
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**History**

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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Key Skills:

- Develop an awareness of the past using common words and phrases relating to the passing of time
- Know where people and events fit within a chronological framework (order events in chronological order)
- Identify similarities and differences between ways of life in different periods
- Use a wide vocabulary of everyday historical terms

It's a great big Ship

Titanic

Innovation + Movement of communities

Social and cultural history

1912

Polar the Titanic Bear

Society-class

Technology

Invention

Migration (emigrant)

Sacrifice

Historical Enquiry

What can historians tell us about the different experiences a child might have on the Titanic?

What do historians know about where the passengers on the Titanic were going and why?

Why do historians think that the sinking of the Titanic was significant?

Events Beyond Living Memory

Recap on Columbus and his voyage

Compare similarities and differences between CC boat and the Titanic.

Significance of Titanic-largest/opulence/unsinkable claims

Why is the Titanic remembered?

Chronology of events

Substantive Concepts

Travel

Society/Class

Emigration

Wealth

Poverty

Leisure

Class

Safety rules-crew /Personal Protection/ Training

Chronological Knowledge

Great fire of London

Innovation + Society

Social, political and environmental history

1666

settlements

Invention

Architecture (modern

Monument

Historical Enquiry

What do historians think caused the Great Fire of London and what helped the fire to spread?

How do historians know about the fire? (Pepys)

What can historians tell us about what happened to London and the people who lived there after the fire?

Do historians think that the fire might have been a positive event?

Events beyond living Memory

Timeline of the Great Fire

Cause and consequences of the event

Linking to the changes brought about by the Great Fire of London

Introduction to the Plague

Famous People/Events linked to significant historical events

Samuel Pepys 1663-1703

Christopher Wren 1632-1723

Substantive Concepts

Architecture

Buildings

Society/Class

Florence nightingale and Mary

Seacole

Comparing similarities and differences

Women

FN 1820-1910

MS 1805-1881

Crimean War 1853-1856

Monument

Innovation

Health

Hygiene

Women's rights

Culture

Society

Empire

Cultural and social history

1805-1881

Historical Enquiry

Why do historians think we should remember Florence Nightingale?

What reasons can historians provide to explain why she acted as she did?

What evidence is there to show how nursing has changed as a result of FN and MS work?

Who do historians think is more important FN or MS?

Famous People/Events linked to significant historical events

Life of Florence Nightingale 1820-1910 and her links to Sheffield the



<p>1. Develop an awareness of the past using common words/phrases relating to the passage of time. Know and sequence the order of the Titanic events happened.</p> <p>Edwardian era Period of reign 20<sup>th</sup> century England Timeline of the sinking and subsequent events</p> <p>Key Concepts-Disciplinary</p> <p>Similarities and Differences (same historical period)</p> <ol style="list-style-type: none"> <li>Identify similarities and differences between groups of people who were on the Titanic</li> <li>What similarities and differences were there between accommodation for passengers? <ul style="list-style-type: none"> <li>for different classes on board the Titanic</li> <li>Furniture/food/entertainment</li> <li>Reasons for travelling on board the Titanic</li> <li>Different jobs</li> <li>Why were there different reactions to the boat sinking from the passengers/crew?</li> </ul> </li> </ol> <p>Historical Enquiry-Evidence and Sources ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of Titanic events. What can historians tell us about the different experiences a child might have on the Titanic? What do historians know about where the passengers on the Titanic going and why? Newspaper accounts Photographs</p>	<p>Wealth Poverty Town Planning</p> <p>Resources Primary History 88 Sources re Fire of London</p> <p>Chronological Knowledge</p> <ol style="list-style-type: none"> <li>Know and sequence the order of the events of the Fire.</li> </ol> <p>London in the 17<sup>th</sup> Century King Charles II Events of the fire Pre and post</p> <p>Key Concepts-Disciplinary</p> <p>Similarities and Differences (same historical period)</p> <ol style="list-style-type: none"> <li>Identify similarities and differences between groups of people who were affected by the fire.</li> <li>How was the architecture of Homes pre and post fire different/same?</li> </ol> <p>Historical Enquiry-Evidence and Sources</p> <ol style="list-style-type: none"> <li>ask and answer questions, choosing and using parts of stories/newspapers diaries and other sources to show that they know and understand key events of the Fire of London</li> <li>What do historians think caused the Great Fire of London? (Pepys) What can historians tell us about what happened to London and</li> </ol>	<p>reason for her significance today (cultural, social history)</p> <p>Events beyond living memory How Florence and Mary changed the face of nursing</p> <p>Substantive Concepts</p> <p>Nursing War Health Medicine Hospitals</p> <p>Chronological Knowledge Know and sequence the order of FN/MS career Victorian England 19<sup>th</sup> Century Jamaica in the 19<sup>th</sup> Century Crimea before war</p> <p>Key Concepts-Disciplinary</p> <p>Similarities and Differences (same historical period) Identify similarities and differences between treatment of the men before and after FN arrived in Crimea</p> <p>Differences in FN and MS life and experiences in becoming a nurse.</p> <p>Historical Enquiry-Evidence and Sources</p> <ol style="list-style-type: none"> <li>ask and answer questions, choosing and using parts of stories/newspapers and other sources to show that they know and understand the important work FN/MS did</li> </ol>
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## Insurance companies

The widespread use of the telegraph and photographs enabled the Titanic tragedy to be quickly and widely, although not always accurately reported.

## Interpretation of History

Identify different ways in which the events of the Titanic were represented - similarities and differences

**What impression did people seem to have of the Titanic at the time?**

**Why were there different versions of what happened on the night of the sinking?**

## Change and Continuity-across periods

Investigate changes over time-technological advances in ship safety

**What Technological changes have happened since the Titanic disaster to improve ship safety?**

**Do people in England still want to migrate?**

**How do passenger ships now compare with the Titanic?**

## Significance

Describe why the Titanic was a significant ship and why the sinking was significant **Why was the ship built in the first place?**

## Interpretations

**Why might accounts of the time differ?**

## Cause and Consequence

Reasons for the Titanic sinking and show an understanding of why some of the passengers/crew acted as they did

**What happened when the Titanic hit the iceberg?**

Deaths

Survivors

## Historical Terms

Use a wide vocabulary of historical terminology

the people who lived there after the fire?

Do historians think that the fire might have been a positive event?

## Change and Continuity-across periods

**How did London change post the GFOL?**

**Types of houses /materials used pre and post fire.**

Investigate changes over time-  
Building improvements materials and regulations.

Public health and medicine improvements

## What has continued?

Population density

Recent fires in London Grenfell-limited to one building but an issue with flats

How do we remember the GFOL?

## Interpretation of History

Identify different ways in which the events of the fire were represented and may or may not differ

**How do historians know about the GFOL?**

Paintings

Samuel Pepys diary

Census data

Primary sources-remnants of the fire

## Significance

Describe why the fire of London was a significant event for the city

2. Why do historians think we should remember FN? Why did she act as she did? What evidence is there to show how nursing has changed because of FN and MS work. Was MS considered to be important?

## Change and Continuity - across periods

3. Investigate changes over time-nursing practices and hospital development - infection control, statistics, hygiene, diet, nursing schools. What has continued? Public service.

## Significance

1. Talk about the significance of FN/MS work in a simple historical account and offer comments on why they have selected particular aspects of significance. FN was a social reformer/statistician and founder of modern nursing. Infection controls developed.
2. Were FN and MS of equal significance? Historians view as to why FN was more significant than MS. Plaques/statues/hospitals named after Nightingale

**Why was the GFOL an important event at the time in London?**

Greatest tragedy of its time

**How do we remember the GFOL?**

Monument

**Cause and Consequence**

Reasons for the Fire of London and show an understanding of what happened after the fire.

**After the fire how did life change in London?**

Impact of the fire-city cleansing  
New London emerged.

Removal of traces of the Plague

Changes in population after the fire 25% did not return to London.

Building

**Historical Terms**

Use a wide vocabulary of historical terminology

Hospital after the Covid outbreak.

**Historical Terms**

1. Use a wide vocabulary of historical terminology

**Interpretation of History**

Identify ways that we know about FN/MS -

stories/paintings/portraits/London/diaries/newspaper

accounts/stories/paintings/photographs Illustrated News **Do all sources show the same information?**

**Cause and Consequence**

Demonstrate an understanding of the impact of FN/MS work on nursing practice for soldiers and how this changed the way that nurses worked.

**Historical Terms**

Use a wide vocabulary of historical terminology

**Geography**

Autumn 1

Autumn 2

Spring 1

Spring 2

Summer 1

Summer 2

**Skills**

By the end of Year 2, children should know:

- Human and physical features of the local area (school streets parks)
- How the weather/climate affects use of the play areas/parks
- where the world's main hot and cold regions are, and some information about what they are like;

- the location and features of a contrasting locality in the UK and in a non-European country, comparing and contrasting it with their local area and situating it within the African continent;
- The difference between a village town and city and urban and rural settlements
- What components are necessary for a successful settlement
- how their location within hot and cold regions might affect everyday life differently in the UK and Zambia.
- Location of local parks/UK parks

By the end of KS2, children should be able to:

- the names and locations of the world's continents and oceans, and some information about each of them;
- use globes and atlases - and annotate maps - to identify continents and oceans, including the location of the UK, Europe, and Africa;
- use globes and atlases - and annotate maps - to identify the world's hot and cold regions, locating the UK within them;
- look at simple maps and aerial views of a contrasting locality in Zambia, discussing and asking questions about its main features and comparing these with the UK;
- Draw simple maps of school its areas and route maps and understand why maps need a key
- Use perspective and scale whilst drawing a plan
- Use large scale vertical and aerial photographs and when we zoom in a smaller area in seen in more detail
- Understand what a postcode is and what the letters and digits mean
- use appropriate vocabulary for continents and oceans, for hot and cold regions and when describing and comparing a contrasting locality in Zambia with their local area;
- make use of the four main compass points when describing the location of these key locations and regions and directional and locational language to describe the location of features and routes on a map

<p><b>Little Blue Planet</b></p> <p><b>Books</b> Eliza and the Moonchild</p> <p>Window by Jeannie Baker</p> <p><b>Fieldwork</b> External areas in school patterns in nature/colours in nature</p> <p>Observation and Discussion Map Reading Map of uk seas/rivers/lakes/land Map of Sheffield -farmland Map of world -food from story Identify Uk in the World</p>	<p><b>The Uk what makes it great</b></p> <p><b>Books</b> Katie In London Paddington</p> <p><b>Fieldwork</b></p> <p>Compass Directions Map of the UK Thematic maps-population across <b>Digimap</b> -historical images London over time Rainfall graphs different part of the UK Aerial Photographs</p> <ul style="list-style-type: none"> <li>• Which UK country is bigger/smaller?</li> </ul>	<p><b>Settlements and work spaces</b></p> <p>To the other side Erika Meza</p> <p>Boundless Sky Amanda Addison</p> <p><b>Fieldwork</b> Visit to local Business Park</p> <p>Interviews and questionnaires (simple) Prior Audit where they go to work Data handling Employment graphs -parents Y2 Chapelton population statistics Observation and Discussion</p>
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Map of Cawthorne/Cannon Farm

Recording on simple maps

Photographs

Videos

Analysing Simple climate graphs

Globes

Atlases

Oblique views of Earth

- How much of the earth's surface is covered by ocean/seas/land?
- Where is Earth located in planetary system?
- What is Earth?
- Physical Features, Continents Oceans
- Landforms
- Hemispheres
- Mountain ranges
- Deserts rivers
- Climate Zones
- Define cold, temperate, warm and tropical climates and highlight the relevance of the equator How are humans?
- What family connections do the children have across the Earth?
- How many different ways do we use the ocean?
- How does the Earth sustain us?
- How has the Earth changed over time?

Use the Story "Window" to show how change over time affects our world

Coasts

THEME DAY

Katy goes to the seaside

Google Earth Maps seaside resorts

Photographs different seaside resorts range of features

Aerial Photographs of coastal erosion changes/damage to house

Map of uk coastline/popular seaside resorts

Road maps-Journeys to seaside

- Where is the UK's place in Europe/the world?
- What are the British Isles?
- What is Great Britain?
- What is the United Kingdom?
- Capital cities of UK?
- What different Cultures/Ethnicities do we have in school?
- Tourism
- Why do people visit London?
- Does Edinburgh and Cardiff have as many attractions visitors as London?
- Why do so many people live in London/New Delhi?
- UK/India
- What benefits do tourists bring to the places they visit?
- What impact has the increase in population had on the landscape?
- London skyline/New Delhi

Map Reading

Map of uk

Identify UK in the World

maps

Photographs

Videos

- How does the scale of workspaces differ in a School/local areas?
- What is a settlement?
- What are the Key Features of a village/ town/city?
- List the differences and similarities?
- How are villages the same/different comparisons Bradfield/MUGURAMENO-Africa
- Where can parents work in Ecclesfield
- What do workspaces look like in Ecclesfield?
- What types of jobs are done there?
- What do humans need from a settlement?
- What employment types are there in the local area?
- How has the business park been made environmentally friendly?
- How was the land at the business park changed
  - former use/land development?

- How much of the Earth's surface is covered by oceans?
- Where are coastal areas located in the UK?
- What is the seaside?
- What is the Coast/coastline?
- Human features
- Physical Features
- Who goes to the seaside?
- Who with?
- Do people live differently when they go to the seaside?
- What is a tourist?
- What jobs can people do at the seaside?
- What is done to support/stop coastal erosion and people losing homes/houses?
- What happens to the cliffs when the waves and the wind wear them away?
- Human impact

Physical impact

## Art

Autumn 1

Autumn 2

Spring 1

Spring 2

Summer 1

Travel

Drawing



Research:

Amiria Gale

Developing skills:

Sketching

Line

Shape

Pattern

Colour

Experiment using felt tips, ballpoint pen, crayons, chalk, pastels

Great Britain

3D form



Research: Sculptures in our environment

Antony Gormley

Compare to other sculptures found within our environment.

Are they as imposing? What impact do they have? What materials have been used?

Why? Link to a visit to the Yorkshire Sculpture Park. Henry Moore, Richard Long

Ecclesfield

Collages

Research:

Kurt Schwitters



Developing skills:

Collecting items from the local area - bus ticket; receipts; photographs - what could they represent?

Applying skills:

Sketch, draw and shade own observation drawing of a shell in the style of the artist

Evaluation:

Evaluating own drawing of a seaside object against the object - focusing on the line and shape

Formal Elements:

Line

Shape

Tone

Texture

Pattern

Developing skills:

Form

Scale

Structure

Experiment using clay and/or other natural and manmade materials

Moulding

Introduction to sculpture:

Joining materials:

Designing and making a sculpture:

Applying skills:

Design and create own 'landmark' for a given place and theme (clay? Model making?)

Evaluation:

Children peer assess Angel of the North

Formal Elements:

Line

shape

Form

How could they be arranged to create a piece of art in the style of the artist?

Practise with different options

Experimentation with collage:

Applying skills:

Design and create a collage in the style of the artist to represent Chapeltown

Evaluation:

What does the final product represent? Chn to reflect and interpret

Formal Elements:

Line

Shape

Texture

Colour

Space

Design and Technology

Autumn 1

Autumn 2

Spring 1

Spring 2

Summer 1

Summer 2

Mechanisms:

To design and make a moving picture for a Y2 child to retell a story.

Skill retrieval from previous years: Hinges and catches, strengthening and stiffening, joining fabrics

NC: Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.

Investigate, disassembly, evaluate:

- Look at moving picture books with sliders and levers
- Research/investigate how they move and the movements they make.
- Investigate how different sliders move and how they create a mechanism.

Structures

To design and make a strong chair for baby bear

Skill retrieval from previous years: Hinges, strengthening and stiffening

NC: Build structures, exploring how they can be made stronger, stiffer and more stable

Investigate, disassembly, evaluate:

- Explore the features of a stable structure.

Food

To design and make a healthy, nutritious meal for a soldier.

Skill retrieval from previous years: segment, peel, crush, mix/stir, cut

NC: Use the basic principles of a healthy and varied diet to prepare dishes.

Investigate, disassembly, evaluate:

- Research/investigate what nutritious food are and how they help to provide a healthy and varied diet.
- Look at a selection of foods, fruits and vegetables.



### Focus Practical tasks

- Practise making different sliders using different material and compare their functionality
- Investigate what happens when split pins/mechanisms are moved into different positions  
Use materials to review gluing to strengthen products
- Cut materials safely using tools provided.
- Demonstrate a range of cutting and shaping techniques such as tearing, cutting, folding and curling.

### Design

#### Design their own moving picture

- Generate ideas by drawing on their own and other people's experiences
- Develop their design ideas through discussion, observation , drawing and modelling
- Identify a purpose for what they intend to design and make
- Identify simple design criteria  
Make simple drawings and label parts

- Explore and compare existing structures and their shapes.
- Investigate the strength of materials, features and think about their purpose
- Explore how products have been created.
- Research furniture designers and the approach they took

#### Focus Practical tasks:

- Explore the properties of different materials and think about which ones are suitable for each section of their stable structure.  
Think about strength, stability, malleability and other features.
- Investigate the properties and characteristics of materials  
Explore how materials can be made stronger and stiffer

#### Design:

- Find out where they originate from and how they are used within cooking
- Research chefs from UK and across the world

#### Focus Practical tasks:

- Children to look closely at a variety of different fruits and vegetables.
- Use their senses to describe the different features of the fruits and vegetables as well as their sense of taste.
- Discuss safety and hygiene in relation to food.
- Practice using different tools for cutting and chopping safely, using the appropriate language associated with food preparation.
- Group foods into the five groups in The Eatwell Plate.
- Cut, grate or peel ingredients safely.

## Make -

Children to follow their designs to create their moving picture.

- Begin to select tools and materials; use vocab' to name and describe them Measure, cut and score with some accuracy
- Use hand tools safely and appropriately
- Choose appropriate mechanisms to support their design
- Assemble, join and combine materials in order to make a product
- Cut, shape and join fabric to make a simple garment.  
Choose and use appropriate finishing technique

## Evaluate

children evaluate their own moving pictures and say what they think and feel about them

children identify what they have done well and suggest how they could make improvements

- Children give their opinion about the work of other children and give positive feedback
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Children to design their own Tudor building, thinking about which materials to use based on the investigations carried out.

- Generate ideas by drawing on their own and other people's experiences
- Develop their design ideas through discussion, observation , drawing and modelling
- Identify a purpose for what they intend to design and make
- Identify simple design criteria
- Make simple drawings and label parts

## Make

Children will follow their own design plans and use the resources provided to build their own stable structures.

They will develop their fine motor skills, concentration and perseverance as they draw, cut and stick with precision.

- Measure or weigh using cups or electronic scales.

## Design:

Children will be challenged to design a new recipe using healthy and nutritious ingredients making sure they are colourful, tasty and healthy.

- Generate ideas by drawing on their own and other people's experiences
- Develop their design ideas through discussion, observation , drawing and modelling
- Identify a purpose for what they intend to design and make
- Identify simple design criteria

## Make

Children will make their recipe designs making sure they are being safe and hygienic.

- Begin to select tools and materials; use vocab' to name and describe them
- Measure, cut and score with some accuracy
- Use hand tools safely and appropriately
- Assemble, join and combine materials in order to make a product
- Cut, shape and join fabric to make a simple garment.
- Use basic sewing techniques
- Choose and use appropriate finishing techniques

Evaluate

Children will look at different criteria and assess whether their structures are successful. They will think about features including the stability and firmness of their structure as well as features specific to their own design criteria.

Prepare simple dishes-safely and hygienically-without using a heat source.

Measure, cut with some accuracy  
Use hand tools safely and appropriately

Cut using the bridge position, tear, peel

Follow safe procedures for food safety and hygiene

Evaluate

Children to evaluate their finished products and say what they think and feel about them?

- Evaluate against their design criteria
- Evaluate their products as they are developed, identifying strengths and possible changes they might make
- Talk about their ideas, saying what they like and dislike about them

- Evaluate against their design criteria
- Evaluate their products as they are developed, identifying strengths and possible changes they might make
- Talk about their ideas, saying what they like and dislike about them

**Music**

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Pupils will be introduced to pulse, exploring a steady beat using walking, moving and clapping. Pupils will be taught to identify changes in speed (<i>tempo</i>) Pupils will be introduced to rhythm, using copy-cat patterns including crochet, quavers and rests Pupils will use their voices expressively and creatively using</p> <ul style="list-style-type: none"> <li>• chants</li> <li>• rhythms</li> <li>• raps</li> <li>• body percussion</li> <li>• tongue twisters</li> </ul> <p>Pupils will learn to experiment with sounds using the inter-related dimensions of music Pupils will explore pulse and rhythm to provide a bedrock of music making and quality listening</p> <p><b>Outcomes</b></p>		<p>Pupils will understand the relationship between higher and lower notes.  Pupils will be introduced to the word <i>pitch</i> and will understand the context in which this word is used.  Pupils will rehearse to improve aural accuracy and control with a pitch range of do-so.  Pupils will be introduced to a wide range of call and response songs to control vocal pitch and to match the pitch they hear with accuracy  Pupils will be taught to sing collectively and at the same pitch to develop a strong sense of unison</p>		<p>Pupils will identify how to physically prepare to sing including a warm up, breath control and posture, in order to make sure they are best prepared for good singing technique  Pupils will be taught to use their voices and bodies expressively by singing songs and speaking chants and rhymes  Pupils will learn to identify different inter-related dimensions of music including</p> <ul style="list-style-type: none"> <li>• Dynamics</li> <li>• Structure</li> <li>• Tempo</li> <li>• Articulation</li> <li>• Expression</li> </ul>	

<p>Most students will confidently sing songs with a sense of pulse, rhythm and expressive voices  Some students will identify the difference between a pulse and rhythm and show this in practice  Some students might need support to use notation including crochets, quavers and rests</p>	<p>Pupils will create, select and combine sounds using the inter-related dimensions of music</p> <p><b>Outcomes</b>  Most students will be confident in singing at pitch in unison  Some students might begin to explore notes happening at the same time creating a harmony (using match songs or rounds)</p> <p>Students might need support identifying the use of harmony in different contexts e.g. rounds or match songs</p>	<p>by experimenting with them in song</p> <p>Pupils will develop a sense of confidence and ownership of their performances regardless of the size or nature of the stage or performing/recording space</p> <p>Pupils will be taught to engage with an audience</p> <p>Pupils will be taught to respect fellow performers and acknowledge applause</p> <p>Pupils will learn to use expression, including understanding the context and lyrics of a song and the impact of their decisions on an audience</p> <p>Peer feedback will be actively encouraged; creating an environment where pupils can constructively express their thoughts on performances. This is a valuable way to develop listening skills and musical vocabulary</p> <p><b>Outcomes</b>  Most students will sing confidently and with expression in a performance</p>
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				<p>Most students will be able to identify the terminology being taught throughout this term and demonstrate it practically</p> <p>Some students will sing solos or in small groups</p> <p>Some students might need support to identify areas in which a performance can improve</p>	
<p><b>FOCUS:</b> technical and constructive</p> <p>technical – producing and controlling sound</p> <p>technical – symbol system used to ‘read’ music</p> <p>constructive – interrelated dimensions of music</p> <p>constructive – basic musical form</p>		<p><b>FOCUS:</b> technical, constructive, expressive</p> <p>continuing development of previous term’s technical and constructive components</p> <p>expressive – developing quality of musical sound and awareness of</p>		<p><b>Focus:</b> technical, constructive, expressive</p> <p>increasing focus on expressive component with technical and constructive components accumulated from T1 and T2 continually reinforced leading to more polished performances than previous terms</p>	
<p><b>Warm up activities</b></p> <p><b>Physical movement</b></p> <p><b>Fricatives</b> ‘shh’ ‘huh’ ‘pah’ ‘k’ ‘t’ etc.</p> <p><b>Vocalised Sounds</b> ‘ooo’ ‘ahh’ ‘mmm’ ‘bzzz’ ‘eee’ etc.</p>	<p><b>Warm up activities</b></p> <p><b>Physical Movement</b> Heart rate increasing activity. Stretches particularly focussing on shoulders/neck/face and tongue</p>	<p><b>Warm up activities</b></p> <p><b>Physical Movement</b> Following physical instructions using no vocalised sounds</p> <p><b>Fricatives/Vocalised Sounds</b> Wesley Bear Story</p>	<p><b>Warm up activities</b></p> <p><b>Physical Movement</b> Games such as ‘opposites’</p> <p><b>Fricatives/Vocalised Sounds</b> Wesley Bear story – pupils to tell parts of the story</p>	<p><b>Warm up activities</b></p> <p><b>Physical Movement</b> Pupils will be encouraged to devise their own physical warm up and lead the class through it</p> <p>Experiment with standing and sitting positions</p>	<p><b>Warm up activities</b></p> <p><b>Physical Movement</b> Pupils will be encouraged to devise their own physical warm up and lead the class through it</p> <p>2</p>

	<p><b>Fricatives</b> Blow a balloon up Blow out a candle (finger)</p> <p><b>Vocalised Sounds</b> 'Cooooee' 'It's Me' Catch the flying buzzy bee in your hands</p> <p>Reuse any previous effective or enjoyable warm ups where appropriate</p>			<p><b>Fricatives/Vocalised Sounds</b></p> <p>Bubble Gum Warm Up</p>	<p>Experiment with standing and sitting positions</p> <p><b>Fricatives/Vocalised Sounds</b></p> <p>Bubble Gum Warm Up asking students to tell parts of the story</p>
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Listen & Appraise as required on the National Curriculum:

Children will further develop their listening skills using Charanga's listening game. Children should be able to identify instruments in a piece of music.

Children will be given opportunities to discuss the music they are listening to including genre and time period. They should also be able to express how a piece of music makes them feel and compare it to other songs they have listened to.

Harvest Festival	Christmas Performance Preparation KSI	Spring showcase for children in school (merit assembly)	Spring performance video to be shared with parents.	Reflect Rewind and Replay - children to	End of year performance for parents.
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select their favourite songs from the year and perform for children at Coit.

Computing

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>0.2 What is a computer?</p> <p><b>Entering:</b> Pupils recognise a range of digital devices, and the basic parts of a computer, e.g. mouse, keyboard, screen. They understand that you can access the same content on different devices and that information can be stored on a computer. They can add text to a document using the keyboard (where appropriate). Pupils understand that information and media can be stored on a digital device,</p>	<p>3.2 What is a branching database?</p> <p><b>3.2 What is a branching database?</b></p> <p><b>Entering:</b> Pupils can identify an object by asking yes/no questions. They can recognise a branching database, and understand why we use them. They can distinguish between text, image, video and audio content. They understand what personal information is and the need to keep it private*</p> <p><b>Developing:</b> Pupils can create a branching database using pre-prepared images and questions. They can identify an object using a branching database.</p>	<p>1.2 How do I use a computer as a writer?</p> <p><b>Entering:</b> Pupils understand that you can edit and change digital content, e.g. the appearance of text. They select basic options to change the appearance of digital content, e.g. making text bold. They select media (e.g. images) to present information on a topic. Pupils recognise what is personal information and can describe what makes a good friend.*</p>	<p>2.2 How do I create a multimedia story?</p> <p><b>Entering:</b> Pupils select media (e.g. images, video, sound) to present information on a topic and understand that you can edit and change digital content. They recognise inappropriate content and know to tell</p>	<p>4.2 Extending programs with Bee Bot</p> <p><b>Entering:</b> Pupils understand that we control computers by giving them instructions. They can identify and list steps of a known task in order, and understand that this is called an algorithm. They can create a short sequence of instructions to</p>	<p>5.2 Simple drawing programs</p> <p><b>Entering:</b> Pupils understand that we control computers by giving them instructions - an algorithm. They can identify and list steps of a known task in order, and create a short sequence of instructions to control a device. They can recognise if a program is successful.</p> <p><b>Developing:</b> Pupils understand what an algorithm</p>



<p>e.g. they ask to view a photo that has been taken on a tablet.</p> <p><b>Developing:</b> Pupils can name a range of digital devices in the home and at school. They can explain what the basic parts of a computer are used for, e.g. mouse, screen, and keyboard. Pupils understand that you can find information on a familiar website, and use a simple password when logging on.* They understand that you can share digital content.</p> <p><b>Secure:</b> Pupils recognise and use a range of input and output devices, e.g. mouse, keyboard, microphone / printer, speakers, monitor. They recognise that a range of devices contain computers, e.g. washing machine, car, laptop.</p>	<p>They can recognise an error in a branching database. Pupils understand that you can find out information in different formats, e.g. text, video, audio.</p> <p><b>Secure:</b> Pupils independently plan out and create a simple branching database to identify a set of objects. They understand that the questions you ask when collecting data are important. They can evaluate a given branching database and suggest improvements. Pupils explain how different formats e.g. text, images, audio, communicate information and their benefits. They understand that our personal information belongs to us and why we shouldn't share it with everybody* They know who to tell if concerned about content or contact online*</p> <p><b>Concepts:</b> Data Program</p>	<p>They recognise inappropriate content and know to tell an appropriate adult.*</p> <p><b>Developing:</b> Pupils can apply simple edits to digital content to achieve a particular effect, e.g. change the font of text for a reason. They combine media with support to present information, e.g. they choose images to accompany text from a selection. They save and reuse digital content found online, and understand that digital images belong to the person that created them* Pupils recognise what personal information is. and understand the need to keep it private* They know who to tell if concerned about content or contact online.*</p> <p><b>Secure:</b> Pupils plan out digital content, and present</p>	<p>an appropriate adult.* They understand that you can share digital content online.*</p> <p><b>Developing:</b> Pupils combine media with support to present information, e.g. images and sound, and select basic options to change the appearance of digital content. They understand that digital images belong to the person that first created them.* Pupils understand what personal information is and the need</p>	<p>control a device.</p> <p><b>Developing:</b> Pupils can create a simple algorithm, and understand that the order of instructions is important. They can debug an error in a simple algorithm or program, and predict the outcome of an algorithm or program. Pupils understand that computers have no intelligence and we have to program them to do things. Pupils can create a simple program e.g. to control a floor robot.</p> <p><b>Secure:</b> Pupils understand</p>	<p>is and they understand that the order of instructions is important. They understand that computers have no intelligence and we have to program them to do things. Pupils can create a simple program e.g. to control a floor robot. They can debug an error in and predict the outcome of a simple program.</p> <p><b>Secure:</b> Pupils evaluate the success of an algorithm or program. They identify and correct errors in a given algorithm or program. They understand that we can decompose a problem into smaller steps to make it simpler.</p>
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<p>They know where to save and open work and understand that work saved on a computer at school can be opened on a different computer or device.</p> <p>Pupils understand that you can use a search engine to find information using keyword searches. They remember a username and password for logging on, and understand that all devices, programs, websites, apps and games are designed and manufactured by real people to fulfil specific tasks.*</p> <p>Concepts: Machine Program Data</p> <p>Online Safety Links L1: Screen Time</p>		<p>ideas and information by combining media independently. They edit digital content to improve it. They understand what makes a good online friend and the need to be kind and thoughtful online as in the real world.* Pupils can identify rules to add to an acceptable use policy for the class.* Pupils understand that the digital content we make belongs to us and others need to ask permission to use it.*</p> <p><b>Concepts:</b> Machine Program Data</p> <p><b>Online Safety Links:</b> S2: Being Kind Online P3: Searching Safely</p>	<p>to keep it private.* They know who to tell if concerned about content or contact online.*</p> <p><b>Secure:</b> Pupils plan out digital content and present ideas and information by combining media independently .</p> <p>They apply edits to digital content to achieve a particular effect. They talk about what makes digital content good or bad and edit it to improve it. They understand that the digital</p>	<p>that instructions need to be clear and unambiguous in an algorithm. They can evaluate the success of an algorithm</p> <p><b>Concepts:</b> Program Algorithm</p> <p><b>Online Safety Links:</b> L2: Choosing what to do online</p>	<p><b>Concept:</b> Program Algorithm Data</p>
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			<p>content we make belongs to us and others need to ask permission to use it*</p> <p><b>Concepts:</b> Logic Program Machine</p> <p><b>Online Safety Links:</b> S3: Communicating Online</p>		
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<b>PE</b>					
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Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Fundamentals (GS4PE)</b></p> <p>Pupils will be taught to balance on the balls of their feet, leading to jumping from one to two feet. They will balance by controlling their head, stomach muscles and back. Once in a position</p>	<p><b>Ball Skills (GS4PE)</b></p> <p>Pupils will develop their fundamental ball skills such as throwing and catching, rolling, hitting a target, dribbling with both hands and feet and kicking a ball. Pupils will have the opportunity to work independently, in pairs and small groups. Pupils will be able to explore their own ideas in response to tasks.</p>	<p><b>Gymnastics (GS4PE)</b></p> <p>Pupils learn through exploring and developing basic gymnastic actions on the floor and using apparatus. They develop gymnastic skills of jumping, rolling, balancing and travelling individually and in combination to</p>	<p><b>Dance (GS4PE)</b></p> <p>Pupils will explore space and how their body can move to express an idea, mood, character or feeling. They will expand</p>	<p><b>Sending and Receiving (GS4PE)</b></p> <p>Pupils will develop their sending and receiving skills including throwing and catching, rolling, kicking,</p>	<p><b>Sports Day Practice</b></p> <p>Children will practise races such as sprints, skipping, egg and spoon, and the sack race. Pupils will be ranked into seats so they are racing against children of similar</p>

<p>they will use their arms to help them balance. Children will be taught to preserve and keep trying if they don't succeed.</p> <p><u>Key Skills:</u> jumping, balancing, controlling muscles, holding a position</p> <p><b>Key Concepts:</b>  Movement  Balance  Agility  Coordination</p>	<p><u>Key Skills:</u> Rolling, kicking, throwing, catching, dribbling, bouncing</p> <p><b>Key Concepts:</b>  Movement  Coordination  Collaboration</p>	<p>create short sequences and movement phrases. Pupils develop an awareness of compositional devices when creating sequences to include the use of shapes, levels and directions. They learn to work safely with and around others and whilst using apparatus. Pupils are given opportunities to provide feedback to others and recognise elements of high quality performance.</p> <p><u>Key Skills:</u> Shapes, balances, shape jumps, take-off and landing, travelling, barrel roll, straight roll, forwards roll</p> <p><b>Key Concepts:</b>  Movement  Balance  Agility  Coordination  Sequence  Technique</p>	<p>their knowledge of travelling actions and use them in relation to a stimulus. They will build on their understanding of dynamics and expression. They will use counts of 8 consistently to keep in time with the music and a partner. Pupils will also explore pathways, levels, shapes, directions, speeds and timing. They will be given the opportunity to work independently and with others to</p>	<p>tracking and stopping a ball. They will also use equipment to send and receive a ball. Pupils will be given opportunities to work with a range of different sized balls. They will apply their skills individually, in pairs and in small groups and begin to organise and self manage their own activities. They will understand the importance of abiding by rules to keep themselves and others safe.</p>	<p>ability. The children will also practise team work by taking part in team challenges.</p> <p><u>Key Skills:</u>  Running, throwing, catching, teamwork</p> <p><b>Key Concepts:</b>  Movement  Agility  Coordination  Competition  Collaboration  Fairness  Technique</p>
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			<p>perform and provide feedback beginning to use key terminology.</p> <p><u>Key Skills:</u> Travel, action, shape, perform, copy, using dynamics, using expression, using speed, using pathways</p> <p><u>Key Concepts:</u> Movement Balance Coordination Collaboration Sequence</p>	<p><u>Key Skills:</u> Rolling, kicking, throwing, catching, tracking</p> <p><u>Key Concepts:</u> Movement Agility Coordination Collaboration</p>	
<p><b>Striking and Fielding (GS4PE)</b></p> <p>Pupils develop their basic understanding of striking and fielding games such as Rounders and</p>	<p><b>Dance (GS4PE)</b></p> <p>Pupils will explore space and how their body can move to express an idea, mood, character or feeling. They will expand their knowledge of travelling actions and use</p>	<p><b>Fitness (GS4PE)</b></p> <p>Pupils will take part in a range of fitness activities to develop components of fitness. Pupils will begin to explore and develop</p>	<p><b>Team Building (GS4PE)</b></p> <p>Pupils develop their communication and</p>	<p><b>Athletics (GS4PE)</b></p> <p>Pupils will develop skills required in athletic activities such</p>	<p><b>Invasion (GS4PE)</b></p> <p>Pupils develop the basic skills required in invasion games such as sending, receiving and</p>

<p>Cricket. They learn skills including throwing and catching, stopping a rolling ball, retrieving a ball and striking a ball. They are given opportunities to play one against one, one against two, and one against three. They learn how to score points and how to use simple tactics. They learn the rules of the games and use these to play fairly. They show respect towards others when playing competitively and develop communication skills.</p> <p><b>Key Skills:</b> Throwing, catching, retrieving a ball, tracking a ball, striking a ball</p> <p><b>Key Concepts:</b> Agility Coordination Collaboration Fairness Technique</p>	<p>them in relation to a stimulus. They will build on their understanding of dynamics and expression. They will use counts of 8 consistently to keep in time with the music and a partner. Pupils will also explore pathways, levels, shapes, directions, speeds and timing. They will be given the opportunity to work independently and with others to perform and provide feedback beginning to use key terminology.</p> <p><b>Key Skills:</b> Travel, action, shape, perform, copy, using dynamics, using expression, using speed, using pathways</p> <p><b>Key Concepts:</b> Movement Balance Coordination Collaboration Sequence</p>	<p>agility, balance, coordination, speed and stamina. Pupils will be given the opportunity to work independently and with others. Pupils will develop perseverance and show determination to work for longer periods of time.</p> <p><b>Key Skills:</b> Agility, balance, coordination, speed, stamina, skipping</p> <p><b>Key Concepts:</b> Movement Balance Agility Coordination Fitness Sequence Evaluation and improvement</p>	<p>problem-solving skills. They work individually, in pairs and in small groups. Throughout, there is an emphasis on teamwork. They learn to discuss, plan and reflect on ideas and strategies. They lead a partner whilst considering safety. Pupils have the opportunity to show honesty and fair play.</p> <p><b>Key Skills:</b> Balancing, travelling, jumping</p> <p><b>Key Concepts:</b> Movement Balance Collaboration Fairness</p>	<p>as running at different speeds, changing direction, jumping and throwing. In all athletic based activities, pupils will engage in performing skills and measuring performance, competing to improve on their own score and against others. They are given opportunities to work collaboratively as well as independently. They learn how to improve by identifying areas of strength as</p>	<p>dribbling a ball. They develop their understanding of attacking and defending and what being 'in possession' means. They have the opportunity to play uneven and even sided games. They learn how to score points in these types of games and how to play to the rules. They work independently, with a partner and in a small group and begin to self-manage their own games, showing respect and kindness towards their teammates and opponents.</p> <p><b>Key Skills:</b> Throwing, catching, kicking, dribbling with</p>
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				well as areas to develop.  <b>Key Skills:</b> Running at varying speeds, combining running and jumping, throwing for distance  <b>Key Concepts:</b> Movement Agility Coordination Fitness Technique	hands and feet, dodging  <b>Key Concepts:</b> Movement Agility Coordination Competition
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RE

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>2.1</p> <p>Belonging to a community: Where do Jews and Christians belong? Where do I belong?</p> <p>Religion: Christianity and Judaism</p> <p>Key strands:</p> <ul style="list-style-type: none"> <li>Beliefs, Values</li> </ul>	<p>2.2</p> <p>How do we say 'thank you' for the beautiful Earth? What can we learn from stories Christians tell?</p> <p>Religion: Christianity and Judaism Islam</p> <p>Key strands:</p> <ul style="list-style-type: none"> <li>Beliefs, teachings, sources of wisdom and authority</li> </ul>	<p>2.4</p> <p>Being Fair: What can we learn from religious stories?</p> <p>Religion: Christianity and Islam</p> <p>Key strands:</p> <ul style="list-style-type: none"> <li>Experiences and ways of living</li> </ul>	<p>2.5</p> <p>Symbols of Easter: What does Easter mean to Christians?</p> <p>Religion: Christianity</p> <p>Key strands:</p> <ul style="list-style-type: none"> <li>Beliefs, teachings,</li> </ul>	<p>2.3</p> <p>I wonder...Puzzling questions about God.</p> <p>Religion: All</p> <p>Key strands:</p> <ul style="list-style-type: none"> <li>Beliefs, teachings,</li> </ul>	<p>2.6</p> <p>Leaders: who needs them?</p> <p>Why are some people leaders? What do leaders do?</p> <p>Religion: Judaism and Christianity</p> <p>Key strands:</p>

<p>and Teaching</p> <ul style="list-style-type: none"> <li>Religious practices and ways of life</li> <li>Question of Identity, Diversity and Belonging</li> </ul>	<ul style="list-style-type: none"> <li>Questions of meaning, purpose and truth</li> <li>Questions of values and commitments</li> </ul>	<ul style="list-style-type: none"> <li>Ways of expressing meaning</li> </ul>	<p>g and sources</p> <ul style="list-style-type: none"> <li>Religious practices and ways of life</li> <li>Skill of asking and responding to questions of meaning, purpose and truth</li> </ul>	<p>sources of wisdom and authority</p> <ul style="list-style-type: none"> <li>Experiences and ways of living</li> <li>Ask and respond sensitively to big questions.</li> </ul>	<ul style="list-style-type: none"> <li>Beliefs, values and teaching.</li> <li>Religious practices and ways of life</li> <li>Questions of belonging</li> <li>Questions of values and commitments</li> </ul> <p>1.7 What can we find out about Muslims? (two day topic specific learning opportunity)</p>
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RHE

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>C1 How do we make a happy school? C2 Who lives in my neighbourhood? Os3 Online strangers (PI)</p> <p>Lesson 1: Talking about race and racism</p>	<p>Fr4) How do we stop bullying? Os2) Personal information (S1) FC) L11. that people make different choices about how to save and spend money L12. about the difference between needs and wants; that sometimes people may not always be able to have the things they want Lesson 3: Redefining racism</p>	<p>Fa2) Do families always stay the same? H20 - about change and loss (including death): to identify feelings associated with this; to recognise what helps people to feel better</p>	<p>Fa4) When should I say no? Os) Accepting messages C3* Fa5) Who owns my body? I do! G1) How bodies change</p>	<p>Os) Content Creators NI* Os4) Fake News (NI) M2) Who am I? P4) How can I stay safe?</p>	<p>Os) Feeling uncomfortable online * C3) What makes a boy or a girl? CW resource pack I/3D Fa6) Are all families the same?</p>



<p>Lesson 2: Defining anti-racism</p>	<p>Lesson 4: Understanding racial socialisation and stereotypes</p>	<p>Fa3) How should families treat each other?  P3) How do we stop getting ill?  Lesson 5: Unconscious bias  Racism</p>	<p>as we get older (link with science)  CW resource pack 3a  Lesson 6: Being anti-racist in our actions</p>	<p>Drugs-Keeping Healthy-Medicines  Drugs-Keeping Safe-Medicines and Household Products  Lesson 7: Representation matters</p>	<p>Lesson 8: Myth busting anti-racism</p>
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