Ecclesfield Primary School Long Term Plan 2021 - 2022 Year Group: Y2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Learning Mindset Focus	Respect Resilience Responsibility					
Visitors in / Visits		Lyceum Pantomime Christmas performance				
School Events SMSC links British Values links	Harvest	Children in Need Anti-bullying week Road Safety Week Christmas Celebration Parents evenings	National Story Telling Week	World Book Day Red Nose Day Easter Celebrations Parents evenings		Sports Day Parents evenings
Parental engagement	Breakfast morning Reading mornings	Breakfast morning Reading mornings	Breakfast morning Reading morningssd	Breakfast morning Reading mornings	Breakfast morning Reading mornings –	Breakfast morning Reading mornings
Maths	**Number and place value** with numbers up to 100, partitioning and representing **Addition and Subtraction** of 2 digit numbers using informal methods to solve problems Revise counting, 1 more, 1 less, arrays, fractions - ½ and 1/4	**Addition and Subtraction** of 2 digit numbers to solve problems **Measurement** – money, counting the value of coins, comparing amounts, finding totals and change **Multiplication and division** by sharing and finding equal groups, using the 2 x table Revise counting weight, length and time and their units	**Number and Place Value** Recognise the place value of each digit in two-digit numbers, and compose and decompose two-digit numbers using standard and nonstandard partitioning. **Multiplication and division** using arrays and written methods, 5 and 10 x table **Statistics** through looking at pictograms and tally charts **Geometry**: Properties of shapes, naming and discussing properties of 2D shapes, drawing and identifying Arithmetic questions using the four operations (+-x÷)	**Geometry**: Properties of shapes, naming and discussing properties of 3D shapes, comparing and identifying **Fractions**, finding ½ and ⅓ of shapes and amounts **Measurement**: Finding the length and height of objects by measuring and estimating and understanding the units we use Arithmetic questions using the four operations (+-x÷)	**Number and Place Value** Reason about the location of any two digit number in the linear number system, including identifying the previous and next multiple of 10. **Fractions**, finding ¼ and ¾ of shapes and amounts and using fractions to solve problems **Measurement**: Finding the length and height of objects by measuring and estimating and understanding the units we use **Geometry**: Position and direction, moving from one point to another using directional instructions and instructions to turn **Telling the time** to the nearest hour and half hour as well as quarter to and past. Arithmetic questions using the four operations (+-x÷)	**Measurement**: Telling time to the nearest 5 minute interval and calculating periods of time Mass, capacity and temperature. Using units to measure in these different ways and reading scales in order to solve problems **Addition and Subtraction** Add and subtract within 100 by applying related one-digit addition and subtraction facts: add and subtract only ones or only tens to/from a twodigit number.

	Number Sense and Fluency Range of problem solving and reasoning activities					
English **Reading** **Writing** **GPVS**	**Class Book:** Pippety Skycap The Three Little Wolves and the Big Bad Pig Lost and Found Grandad's Island Friends Booklet **Reading Skills:** Retrieval, Inference, prediction, sequencing, vocabulary **Phonics:** **Writing Genres:** -children will create a wanted poster of the big bad wolf - beginning to use descriptive language to write a description of the Big Bad Wolf -writing non chronological report about wolves, thinking about layout and language (formal) - creative writing of a recount and a letter based on 'Grandad's Island' **GPV Focus:** expanded noun phrases capitals, full stops, question and exclamation marks past and present tense sentence structure **Spelling Focus:** kn/gn spelling wr sound c before e,i,y dge and ge end of words j spelt with a g common exception words	**Class Book:** The Great Explorer Storm Whale Life of Amelia Earheart Goldilocks and just the one bear Dragon Poetry **Reading Skills:** Inference, prediction, sequencing, summarising, vocabulary reading with fluency, expression and intonation comparing and contrasting **Phonics:** **Writing Genres:** Setting descriptions Narratives and letters from the Great Explorer Non-chronological reports of Amelia Earhart leading onto an independent report about Christopher Columbus Poetry writing Narrative writing Christmas advert **GPV Focus:** noun phrases past and present tense editing writing commas in lists **Spelling Focus:** l spelt with an ie, l spelt with el, l spelt with il and al igh spelt with a y adding ies to nouns and verbs common exception words	**Class Book:** Katie in London A Walk through London Samuel Pepys Diary Vlad and the Great Fire of London Eye Witness - The Great Fire of London The Queen's Knickers **Reading Skills:** Inference, prediction, summarising, vocabulary clarification, fact and opinion, relating background knowledge **Phonics:** **Writing Genres:** Narrative - Katie in London and Toby Information Leaflet (Purplemash) - London Letter to an elephant Fire poetry Diary - Samuel pepys and Vlad **GPV Focus:** subordination commas to separate items in a list editing writing **Spelling Focus:** adding ed, er, est to word ending in y, adding ing to word ending in y, adding ing, ed, est to words ending in y, adding ing, ed, est after a single consonant, a before l or ll, common exception words	**Class Book:** Toby and the Great Fire of London Leon and the Place Between The Pirates Next Door The Twits **Reading Skills:** Inference, prediction, summarising, vocabulary clarification, providing evidence **Phonics:** **Writing Genres:** Description - The Twits Narrative - The Twits and the Easter Story Biography - Roald Dahl Instructions - The Twits Recount - Butterfly House and Catch It **GPV Focus:** commas to separate items in a list past and present tense noun phrases editing writing **Spelling Focus:** u spelt with o, ee spelt with ey, o spelt with a after w and qu, stressed er spelt or after w, zh spelt s, common exception words	**Class Book:** The Twits The Minpins Vald and Florence Lila and the Rain The Ugly 5 The Last Wolf **Reading Skills:** Inference, prediction, sequencing, summarising, vocabulary, sequencing, providing evidence **Phonics:** **Writing Genres:** Persuasive writing - The Twits Descriptions - hospitals Recount - Abbeydale Hamlet and Florence's day Letter - Florence Newspaper report - Florence Narrative - The Last Wolf **GPV Focus:** apostrophes to mark contractions and possession progressive verbs in past and present tense expanded noun phrases **Spelling Focus:** suffixes - ment, ness and full, less and ly words ending in tion contractions possessive apostrophes common exception words	**Class Book:** The Robot and the Bluebird Fantastic Mr Fox The Giraffe, the Pelly and Me A is for Africa Pattan's Pumpkin **Reading Skills:** Inference, prediction, sequencing, summarising, vocabulary, sequencing, providing evidence, fact and opinion, relating background knowledge **Phonics:** **Writing Genres:** Narrative - the Robot and the Bluebird, the Giraffe, the Pelly and Me Letter - Ugly Five Newspaper report Fantastic mr Fox **GPV Focus:** apostrophes to mark contractions and possession coordination and subordination progressive verb form **Spelling Focus:** homophones and near homophones months and time question words Grammatical terminology
	Reading: Word reading and comprehension **Grammar Punctuation Vocabulary Spelling and Phonics (as appropriate)**					

<table>
<tr><td>Science</td><td>Materials

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.

Concepts:
• Asking questions
• Identifying
Classifying
Testing
Predicting</td><td>Animals including humans

These are two questions we will be looking into: How do animals grow?
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.

Concepts:
• Asking Questions
• Predicting
• Data Collection
• Using scientific evidence to support findings
• Evaluation</td><td>Living things in their habitat

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.

Concepts:
• Testing
• Identifying and Classifying
• Evaluation</td><td>Plants

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.

Concepts:
Working Scientifically
Asking Questions
Predicting
Data Collection
Using scientific evidence to support findings
Evaluation</td><td>Humans, health & hygiene

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.

Concepts:
• Asking questions
• Predicting
• Data collection</td></tr>
<tr><td></td><td colspan="5">Working Scientifically
Asking questions, setting up enquiries, making observations gathering information, recording and reporting findings, drawing conclusions pattern identification, using evidence to answer questions</td></tr>
<tr><td>History</td><td colspan="2">Explorers (Famous People)

First we will explore the meaning of the word significance and debate who and what we find significant. We will learn about when Christopher Columbus lived and what he was trying to achieve.We will investigate his journeys and what he discovered.The impact of Columbus’s voyages and what he brought back to Europe will also be investigated. As a year group we will also investigate Amelia Earhart and why she was significant. Finally we will look back at the two very different explorers and assess the impact both had on the modern day. Using sources as evidence we will decide which had the greatest impact on our lives today. (Famous people)
(NC: Lives of significant individuals in the past)

Concepts: Reasons and results, significance, time, change, chronology, historical evidence, continuity and change, similarity and difference, cause and consequence, causation
Strands: Social, Economic, Famous People</td><td colspan="2">Great Fire of London (Innovation, Key Events)

When we learn about the Great Fire of London, we will start by discussing important events that have happened in our lifetime and plotting these onto a timeline. We will introduce that there are events that happened before we were born that are significant to us now. We will look at London in detail and compare what is the same and different in 1666 and now. We will enquire about what caused the Great Fire, reactions that people had to the fire (in particular Samuel Pepys). Finally, we will look at the impact of the fire and what people did to rebuild London. (social, environmental political history)
(NC: Events beyond living memory that are significant nationally)

Concepts: Reasons and results, significance, time, change, chronology, historical evidence, continuity and change, similarity and difference, historical interpretation, causation
Strands: Famous People, Environmental</td><td>Changes in medicine (Innovation, Famous People)

First, we will plot events on a timeline that children know are significant to continue with our understanding of chronology. We will be learning about how Florence Nightingale and Mary Seacole helped many people across the world and, along with others, brought about changes to hospitals.(Cultural, social history, famous people) We will compare the two pioneers of medicine and the difficulties they faced in overcoming barriers. We will decide whether we agree if nursing is better now compared to the 1800s
(NC: Lives of significant individuals in the past, Events beyond living memory, significant events, people or places in their own locality)

Concepts: Reasons and results, significance, time, change, chronology, historical evidence, continuity and change, similarity and difference, historical interpretation, causation
Strands: Famous People, Social</td></tr>
<tr><td></td><td colspan="5"></td></tr>
<tr><td>Geography</td><td colspan="2">Around the World
Mountains, Rivers and Coasts (Place/Location)

Firstly, we will locate all 7 continents (Europe, Antarctica, North America, South America, Africa, Asia, Australasia) on a world map. We will then explore hot and cold climates and what makes them different. Next we will look at different locations; mountains, rivers and costs and discuss vocabulary. (including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather) and human features (including: city, town,</td><td colspan="2">London (Location/Culture)

We will explore the UK and it’s capital cities. We will locate London on the map and identify landmarks significant to London while exploring why London is so popular for tourism.
Draw a map of London from a visual
Find famous landmarks on a map
Look at aerial photos of London
Comparisons between London then and now
Multi-cultural society</td><td>Africa (Lifestyle/Culture/Settlement)

We will be looking at a small town in Kenya called Kitui and comparing this to Sheffield, UK where we live. We’ll look at population, school, home life, how we get our food, healthcare and weather.

DEPTH STUDY: Comparing life in Sheffield to life in Kenya.</td></tr>
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<tr><td></td><td>village, factory, farm, house, office, port, harbour and shop.)
We will then focus in on the coasts of the UK.
Name and locate 5 oceans (Atlantic, Indian, Pacific, Arctic, Southern) on maps.
Hot and cold areas of the world in relation to the Equator/North/South poles.

Geographical Association scheme links: Planet Earth

(NC: Locational Knowledge: name and locate the world's 7 continents and 5 oceans
Geog. Skills: use world maps and atlases
Human and physical geography: vocabulary of features)

Concepts: Place, Scale, Physical processes, Human processes, Environments
Strands: Location, Place, Geographical, Physical</td><td>Geographical Association scheme links: Investigating major world cities: London

DEPTH STUDY mapwork

(NC: Locational Knowledge: name, locate and identify characteristics of a country and its capital city,
Geog Skills: use world maps and atlases, use aerial photographs and plan perspectives to recognise landmarks and features.
Human and physical geography: vocabulary of human and physical features)

Concepts: Place, Scale Interconnections, Environments
Strands: Location, Place, Geographical, Human</td><td>(NC: Locational Knowledge: name and locate the world's 7 continents and 5 oceans
Place Knowledge: understand geographical similarities and differences through studying the human and physical geography of a small area of UK and a small area of contrasting non-European country
Human and Physical Geog: identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles)

Concepts: Place, Human processes, Environments
Strands: Location, Place, Geographical, Human, Physical</td></tr>
<tr><td></td><td colspan="3">Skills:
Develop knowledge about the world
Develop knowledge about the United Kingdom and their locality
Understand basic subject-specific vocabulary related to human and physical geography
Begin to use geographical skills, inc. first hand observation to enhance their locational awareness</td></tr>
<tr><td>Music</td><td colspan="3">Listen & Appraise as required on the National Curriculum:
Period Night Ferry Anna Clyne (21st Century)
Bolero Ravel (20th Century)
(Rock n Roll) Hound Dog Elvis Presley
(Pop)With A Little Help from My Friends The Beatles
(Musical Traditions – Indonesia) Gamelan Baris Gong Kebyar of Peliatan</td></tr>
<tr><td></td><td colspan="3">Singing lessons with singing teacher (Spring Term)
Learn about voices singing notes of different pitches (high and low).
Learn that they can make different types of sounds with their voices – you can rap (spoken word with rhythm).
Learn to find a comfortable singing position.
Learn to start and stop singing when following a leader
Performance Purpose: working towards Easter performance</td></tr>
<tr><td></td><td>Autumn -
Pulse & Rhythm

Performance Purpose:

Skills covered:
Enjoy moving to music by dancing, marching, being animals or pop stars.
Treat instruments carefully and with respect when learning to play a tuned instrumental part that matches their musical challenge, a one-note, simple or medium part.
Play the part in time with the steady pulse.
Help create three simple melodies with the Units using one, three or five different notes.
They can add their ideas to the performance.
Record the performance and say how they were feeling about it.

Concepts:
Timbre
Pitch
Notation
Tempo</td><td>Spring -
Pitch & Harmony

Performance Purpose:

Skills covered:
To learn how songs can tell a story or describe an idea.
Treat instruments carefully and with respect when learning to play a tuned instrumental part that matches their musical challenge, a one-note, simple or medium part.
Play the part in time with the steady pulse.
Help create three simple melodies with the Units using one, three or five different notes.
Be able to find a comfortable singing position.
Learn about voices singing notes of different pitches (high and low).
They can add their ideas to the performance.
Record the performance and say how they were feeling about it.

Concepts:</td><td>Summer –
Refining singing techniques and performance

Performance Purpose:

Skills covered:
To learn how songs can tell a story or describe an idea.
Learn how the notes of the composition can be written down and changed if necessary.
Listen to and follow musical instructions from a leader.
They can add their ideas to the performance.
Record the performance and say how they were feeling about it.

Concepts:
Melody
Composition
Timbre
Pitch
Tempo
Rhythm
Performance</td></tr>
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	Rhythm Performance	Timbre Pitch Notation Tempo Rhythm Performance	

PE	Fundamental movement – coordination and balance (FUNS unit 1) 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 they will use their arms to help them balance. Children will be taught to preserve and keep trying if they don't succeed. Key Skills: jumping, balancing, controlling muscles, holding a position Key Concepts: Movement Balance Agility Coordination Striking and Fielding (GS4PE) Pupils develop their basic understanding of striking and fielding games such as Rounders and 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 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.	Fundamental movement – coordination and agility (FUNS unit 5) Pupils will work on movements leading up to and after sending and receiving a ball. They will think about how all of their body can be used when sending and receiving. Whilst moving they will think about using their feet and hands to get in the best position. This unit will develop children's movement skills whilst encouraging them to have control. Key Skills: adopting feet and head positions, controlling movements, adjusting balance Key Concepts: Movement Balance Agility Coordination Technique Dance (GS4PE) 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 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	Fundamental movements – agility and balance (FUNS unit 6) Pupils will learn to track movements of a ball and apply different amounts of pressure. Whilst running they will accelerate and use parts of their body to do this. They will create balance in their body by controlling their movements. They will learn how to use equipment correctly, talk about how their body feels from exercise and discuss why good health is important. Key Skills: Control of body, running at different speeds, body coordination, health and fitness Key Concepts: Movement Balance Agility Coordination Fitnes Technique	**Team Building (GS4PE)** Pupils develop their communication and 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. **Key Skills:** Balancing, travelling, jumping **Key Concepts:** • Movement • Balance • Collaboration • Fairness	Athletics (GS4PE) Pupils will develop skills required in athletic activities such 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 well as areas to develop. Key Skills: Running at varying speeds, combining running and jumping, throwing for distance Key Concepts: Movement Agility Coordination Fitness Technique Fitness (GS4PE) Pupils will take part in a range of fitness activities to develop components of fitness. Pupils will begin to explore and develop 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. Key Skills: Agility, balance, coordination, speed, stamina, skipping	Invasion (GS4PE) Pupils develop the basic skills required in invasion games such as sending, receiving and 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. Key Skills: Throwing, catching, kicking, dribbling with hands and feet, dodging Key Concepts: Movement Agility Coordination Competition Sports Day Practice 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 ability. The children will also practise team work by taking part in team challenges. Key Skills: Running, throwing, catching, teamwork Key Concepts:

	Key Skills: Throwing, catching, retrieving a ball, tracking a ball, striking a ball Key Concepts: Agility Coordination Collaboration Fairness Technique	feedback beginning to use key terminology. Key Skills: Travel, action, shape, perform, copy, using dynamics, using expression, using speed, using pathways Key Concepts: Movement Balance Coordination Collaboration Sequence	Gymnastics (GS4PE) 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 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. Key Skills: Shapes, balances, shape jumps, take-off and landing, travelling, barrel roll, straight roll, forwards roll Key Concepts: Movement Balance Agility Coordination Sequence Technique	Key Concepts: Movement Balance Agility Coordination Fitness Sequence Evaluation and improvement	Movement Agility Coordination Competition Collaboration Fairness Technique

ART & Design	**Drawing** Research: **Roy Lichtenstein** - pop art Developing skills: • Sketching with a focus on shape for different facial features • Experiment with line, shape, pattern, colour • Experiment using felt tips, ballpoint pen, crayons, chalk, pastels Applying skills: Children to create a self portrait in a pop art style Evaluation: How did colour alter the aspect of the picture? Was adding colour successful in achieving the desired outcome? **Concepts: Line, shape, form** **Resources:** **Observational drawings:** **https://classroom.thenational.academy/lessons/observational-drawing-6th3ac**	**Painting** Research: Images of the GFOL Developing skills: • Mixing a range of colours and shades • Mixed media - adding texture to the flames e.g. cotton, paper etc. Applying skills: Design and create their own painting of a fire using paint and mixed media Evaluation: Compare to original photographs. **Concepts: colour, tone, texture** **Resources:** **Colour mixing:** **https://classroom.thenational.academy/lessons/mixing-colours-workshop-68r62c?activity=video&step=1**	**3D Form (clay)** Research: **Christopher Wren/Zara Hahid** Developing skills: • Rolling, cutting, making a range of shapes • Experiment joining materials together painted, etc. • Replicate patterns and textures in a 3-D form. Applying skills: Design and make a building based on one that existed during the time of the GFOL. Evaluation: What went well? Did the materials hold together? What could we do/use to add more detail? **Concepts: Form, texture, shape** **Resources:** **Introduction to sculpture:** **https://classroom.thenational.academy/lessons/introduction-to-sculpture-6nhk4r** **Joining materials:** **https://classroom.thenational.academy/lessons/exploring-joining-techniques-for-sculpture-71gkgd?activity=video&step=1** **Designing and making a sculpture:** **https://classroom.thenational.academy/lessons/designing-and-making-our-own-sculpture-crt62t** **Working with clay:** **https://classroom.thenational.academy/lessons/an-introduction-to-clay-work-slabbing-and-joining-74r62d** **Working with clay 2:** **https://classroom.thenational.academy/lessons/pinching-and-coiling-adding-details-cmtk0t**
Design and technology	**To design and make a moving picture for a Y2 child to retell the story of Christopher Columbus.** 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. Sliders - different types and how they move. Levers and pivots and how they create a mechanism. **Focus Practical tasks**	**To design and make a prototype house that withstands wind and rain. (freestanding structure)** NC: Build structures, exploring how they can be made stronger, stiffer and more stable **Investigate, disassembly, evaluate:** Explore the features of a stable structure. Explore and compare existing building structures. Investigate materials, features and think about their purpose. Explore objects and designs to identify likes and dislikes. Explore how products have been created.	**To design and make a healthy, nutritious meal for a wounded soldier.** 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. Find out where they originate from and how they are used within cooking. **Focus Practical tasks:**

	Practise making different sliders. Practise making levers and pivots. Use materials to practise 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. Use simple mechanisms. **Design** **Design their own moving boat picture that has one of the previously learnt mechanisms.** 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 to follow their designs to create their moving picture. They should think about the appropriate materials to use and how to work safely and carefully.** 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 technique **Evaluate** **Can children evaluate their own moving pictures and say what they think and feel about them? • Can children identify what they have done well and suggest how they could make improvements? • Can children give their opinion about the work of other children and give positive feedback?** 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 **Concepts:** • **Design** • ***Evaluate**	**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**: **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.** 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.** 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 **Concepts:**	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, and using the appropriate language associated with food preparation. Group foods into the five groups in The Eatwell Plate. Cut, grate or peel ingredients safely. Measure or weigh using cups or electronic scales. **Design**: **To design a recipe to include fruit and/or vegetables. They will be challenged to design some new recipes only using fruits and vegetables, making sure they are colourful, tasty and healthy. Children to identify what ingredients and tools they will need to make their salad or smoothie?** 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.** Prepare simple dishes-safely and hygienically-without using a heat source. Measure, cut with some accuracy Use hand tools safely and appropriately 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 **Concepts**: • Nutrition • Design • Evaluate • Data

			Design Evaluate			
RE	**Theme: Believing** **Key Question How and why do people pray?** **SACRE G** **CONCEPTS: Belief Worship Prayer Commitment Ritual Faith Symbols** **Festival Christmas** **Religion: Christianity, Islam** • Discuss the different ways that people pray and find out how and why people pray in different religions. • Pupils **choose** between different examples of simple prayers: which do they think are wise? They **talk about** what makes the prayers wise, and find out about how and why people pray in different religions. • Pupils look at how different people have expressed their ideas about God, and **think and talk** about their own ideas about God, **Discovery RE Enquiry** **Does praying at regular intervals everyday help a muslim in their everyday life**	**Theme: Christmas** **Key Question Why did God give Jesus to the world?** **Discovery RE** **Concepts: Belief Tradition Festival Community Family** **Religion: Christianity** • **Retelling of the Christmas Story** • **Pupils' order the events of the Christmas Story** • **Pupils' understand that Christians belive that God sent Jesus to teach people how to be kind and loving** • **Pupils' learn abut Jesus' teachings and know that they promote kindness and love** • **Pupils can explain how they can show love and kindness to people in their lives.**	**Theme: Leaders** **Key Question What makes some people inspiring to others?** **SACRE E** **Concepts: Morality, law rules right evil respect** **Religion: Christianity and Islam** • Retelling moral stories from Christianity, Islam and a non-religious story which discuss how leaders will make a difference to our lives. • They **think about** whether the different stories are saying the same things about how we should behave. • They **consider questions** about being good, kind, forgiving and generous • Pupils encounter many examples of simple 'wise sayings'. They **choose** their favourite 'wise sayings' from different key leaders and **talk about** what makes these sayings wise, and what difference it would make if people followed them. • Pupils **ask and find out** how people practice their religion, including how they follow their leaders by remembering, telling stories, celebrating, praying or making music.	**Theme: Stories of Jesus:** **Key Question: What can we learn from stories of Jesus about praying and helping people?** **SACRE C** **Concepts: Traditions Celebrations Beliefs Suffering Symbols** **Festival Easter** **Religion: Christianity** • Retelling the Easter story. • Retelling and comparing 'Jesus and the Ten Lepers' and 'The Lost Coin' and to identify and talk about the values. • They **compare the stories** and think about what Christians today learn from the stories. • They **identify and talk about** the values which different characters in the stories showed, and recognise Christianity as the religion from which the stories come EASTER Focus **Discovery RE Enquiry** Is it true that Jesus came back to life again?	**Theme: What does it mean to Belong** **Key Question: What is a religion. Who is a muslim?** **SACRE F** **Concepts: Beliefs, traditions worship prayer symbols** **Religion: Islam** • Who is a Muslim? What is a religion? • Discuss reasons why Muslims go to a mosque to pray and whether it gives them a sense of belonging. • They learn about what happens at a mosque, especially about Muslim daily prayers • and why some people pray every day, but others not at all • pupils **make lists** of the different groups to which they belong and **consider** the ways these contribute to human happiness Discovery RE **Enquiry** Does going to a Mosque give Muslims a sense of belonging?	

Computing	**0.2 – Key Skills : Using a Computer**	**1.2 How do I use a computer as a writer?**	**2.2 How do I create a multimedia story?**	**4.2 How do I improve my algorithms?**	**5.2 How do I improve my program?**	**3.2 What is a branching database?**
	Entering: 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, e.g. they ask to view a photo that has been taken on a tablet. **Developing**: 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. **Secure**: 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. 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. 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,	**Entering**: 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.* They recognise inappropriate content and know to tell an appropriate adult.* **Developing**: 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 is personal information and understand the need to keep it private.* They know who to tell if concerned about content or contact online.* **Secure**: Pupils plan out digital content, and present 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.*	**Entering**: 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 an appropriate adult.* They understand that you can share digital content online.* **Developing**: 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 to keep it private.* They know who to tell if concerned about content or contact online.* **Secure**: Pupils plan out digital content and present ideas and information by combining media independently 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 content we make belongs to us and others need to ask permission to use it.* **Concepts**: • Logic • Program • Machine	**Entering**: 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 control a device. **Developing**: 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. **Secure**: Pupils understand that instructions need to be clear and unambiguous in an algorithm. They can evaluate the success of an algorithm **Concepts**: • Program • Algorithm	**Entering**: 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. **Developing**: Pupils understand what an algorithm 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. **Secure**: 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 **Concept**: • Program • Algorithm • Data	**Entering**: 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.* **Developing**: Pupils can create a branching database using pre-prepared images and questions. They can identify an object using a branching database. 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. **Secure**: 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.* **Concepts**: • Data • Program

	websites, apps and games are designed and manufactured by real people to fulfil specific tasks.* Concepts: Machine Program Data	**Concepts**: • Machine • Program • Data				
PSHE (inc Drugs, e-safety, SRE, Financial capability)	C1 How do we make a happy school? C2 Who lives in my neighbourhood?	Fr4) How do we stop bullying? 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	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 Fa3) How should families treat each other? P3) How do we stop getting ill?	Fa4) When should I say no? Fa5) Who owns my body? I do! G1) How bodies change as we get older (link with science) **CW resource pack 3a**	M2) Who am I? P4) How can I stay safe? Drugs-Keeping Healthy-Medicines Drugs-Keeping Safe-Medicines and Household Products	C3) What makes a boy or a girl? **CW resource pack 1/3D** Fa6) Are all families the same?
Online Safety	Os3 Online strangers (P1	Os2) Personal information (S1)		Os) Accepting messages C3*	Os) Content Creators N1* Os4) Fake News (N1)	Os) Feeling uncomfortable online *