Ecclesfield Primary School Long Term Plan 2025 Year Group: Y2

LEARNING MINDSETS: RESPECT, RESPONSIBILITY, RESILIENCE

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Maths	**Place Value** Numbers to ten, Count in 10s, Tens and ones, Recognise place value grid, Partition and write numbers within 100, Number lines to 100, Estimate using number lines, Compare numbers to 100, Order objects and numbers, Count in 2s 5s 10s, Count in 3s **Addition and Subtraction** Bonds to 10, Fact families and bonds to 20, Bonds to 100, Add by making 10, Add three 1-digit numbers, Add and subtract to next ten and across ten.	**Addition and Subtraction** 10 more 10 less, Add and subtract 10s, Add and subtract two 2-digit numbers not crossing ten and crossing ten, Mixed addition and subtraction, Compare calculations, Missing number problems. **Shape** Recognise and make 2D and 3D shapes Count sides and vertices on 2D shapes Draw 2D shapes Lines of symmetry Sort and make patterns with 2D shapes Count faces and edges on 3D shapes Sort and make patterns with 3D shapes	**Measurement- Money** Count pence Count pounds Count notes and coins Make amounts Compare amounts Find the total/difference Find change Two-step problems **Multiplication and Division** Recognise and make equal groups Add equal groups Use the x sign Multiplication number sentences Use arrays Doubling Make equal groups (sharing/grouping) Odd even numbers Divide by 2 5 10	**Length and Height** Measure compare and order lengths Four operations with lengths **Mass, Capacity and Temperature** Measure and compare mass and volume Ml / l Four operations with mass/volume Reading temperature / reading scales	**Fractions** Parts and wholes Making equal parts Finding half Recognise and find quarters and thirds Unit and non-unit fractions Equivalence of two quarters and a half Find three quarters Count in fractions **Time** O'clock / half past Quarter past/to Tell the time to 5mins Write time Hours/days Durations	**Statistics** Tally charts Pictograms Block diagrams **Position and Direction** Describe position, movement and turns Make patterns with shapes
	← Number Sense and Fluency Range of problem solving and reasoning activities →					
English	Y2 Vocabulary, Grammar and Punctuation ONGOING Word					

Key Texts
Nonfiction
Poetry
Fiction

Formation of **nouns** using **suffixes** such as -ment, -ness, -er and by compounding [for example, whiteboard, superman]
Formation of **adjectives** using **suffixes** such as -ful, -less
(A fuller list of **suffixes** can be found on page in the year 2 spelling section in English Appendix 1)
Use of the **suffixes** -er, -est in **adjectives** and the use of -ly in Standard English to turn adjectives into **adverbs**

Sentence
Subordination (using when, if, that, because) and **co-ordination** (using or, and, but)
Expanded **noun phrases** for description and specification [for example, the blue butterfly, plain flour, the man in the moon]
How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command

Text
Correct choice and consistent use of **present tense** and **past tense** throughout writing
Use of the **progressive** form of **verbs** in the **present** and **past tense** to mark actions in progress [for example, she is drumming, he was shouting]

Punctuation
Use of capital letters, full stops, question marks and exclamation marks to demarcate **sentences**
Commas to separate items in a list
Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]

Terminology for pupils
noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma

The Three Little Wolves and the Big Bad Pig The way of the wolf Grandad's Island **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> (push) /y/+/oo/ <u> (music) /c/ <ch> (school/sh/ <ch> (chef) /e/ <ea> (head) here, sugar, friend /ur/ <or> world) /ur/ <ear> (learn) /oo/ <ou> (soup) /oa/ <ou> (shoulder) /ee/ <ie> (brief) /v/ <ve> (have) /i/ <y> (gym) because air/ <are> (care) /air/ <ere> (there) /air/ <ear> (pear) /ch/ <tch> catch) Assess and	The Great Explorer Little People Big Dreams: The Life of Amelia Earheart Let's Celebrate poems from around the World LerLet's Celebrate! Festival Poems From Around The World **Phonics** j/ <g> (gem)/j/ <ge>(fringe)/j/ <dge>(bridge)/s/ <st>(listen)/s/ <ce>(fence)/s/ <se>(house)/n/ <gn> (sign)n/ <kn>(knee)/r/ <wr> (wrap)/m/ <mb>(lamb)/z/ <se>(cheese)/z/ <ze>(freeze)/ear/ <eer>(cheer)/ear/ <ere>(here)/sh/ <ti>(patient)sh/ <ti> -tion(station)/ar/ <al> (half)/or/ <augh>(caught)/sh/ <ssi>(session)/zh/ <si>(vision)/sh/ <ti>-tious(scrumptious)/sh / <ci>(delicious)-ous,-ion, -ian/s/ <sc> science/t/ <bt> doubt/i/ <y>	The Big Book of the UK- London Eye Witness- The Great Fire of London Vlad and the Great Fire of London Katie in London **Phonics** /u/ <ou> tough <oo> flood/h/ <wh> whole/f/ <gh> rough/w/ <u> penguin /ai/ <aigh> straight/ee/ <ei> ceiling <i> police/igh/ <eye> eyelash <is> island <uy> buy/oa/ <ough> dough <eau> plateau /ar/ <ear> heart/ur/ <our> colour <re> centre/oo/ <o> move <ou>group/oo/ <ui> juice <oe> shoe /or/ <ar> warm <oar> roar <oor> floor <ore> more/ow/ <ough> plough/air/ <ar> scary Assess and Review Review all previously taught GPCs for reading and spelling **Reading Skills**	The Twits Paddington Bear Revolting Rhymes **Phonics** Review all previously taught GPC for reading and spelling **Reading Skills** Retrieval, Vocabulary and sequencing **Fluency is focussed on throughout.** **Writing** 1. Oral Fire Poetry *Skill- er and est suffixes* 2. Practise and Apply Narrative - The Twits *Skill- apostrophes for possession* 3. Second Written Recount from Visit *Skill- use of subordinating and*	Vlad and Florence Meerkat Mail Poems to Perform **Phonics** Review all previously taught GPCs for reading and spelling **Reading Skills** Inference, retrieval **Gaps to support comprehension** **Fluency is focussed on throughout.** **Writing** 1. Main Written Procedural - cleaning teeth - Paddington link *Skill- 5* sentences and Past/ present tense* 2. Second written Biography - Florence Nightingale *Skill- Conjunctions* 3. Practise and Apply	The Ugly 5 The Giraffe, the Pelly and Me The Big Book of Blooms **Phonics** Review all previously taught GPCs as appropriate for reading and spelling **Reading Skills** Retrieval and vocabulary **Fluency is focussed on throughout.** **Writing** 1. Main Written Narrative - Catch it *Skill- Apostrophe for possession* *Time adverbials* 2. Practise and apply Planting a seed - 1 wk. *Skill- Suffixes - Time adverbial starters*

review week Y1:9 /u/ <o> (brother)Review week Y1:10

Reading Skills

Retrieval, Vocabulary and sequencing

Gaps to support comprehension

Fluency is focussed on throughout.

Writing

1. Main Written

Recount - the Big Bad Pig
Skill- 5 Sentences*
Co-ordinating conjunctions
2. Second Written
Description of wolves
Expanded noun phrases

3. Practise and Apply
Recount - Grandad's Island
Subordinating conjunctions
Time adverbials

Spelling

Year 2/Primary 3: Spring 1						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6 CWs
Day 1	/r/ spelled <wh>	Doubling consonants of CVC words when adding a suffix -ed /d/	Doubling consonants of CVC words when adding a suffix -er	Doubling consonants of CVC words when adding a suffix -y	Homophones	/oa/ spelled <o>
Day 2	/r/ spelled <wh>	Doubling consonants of CVC words when adding a suffix -ed /t/	Doubling consonants of CVC words when adding a suffix -er	Doubling consonants of CVC words when adding a suffix -est	Homophones	/e/ and /ee/ spelled <e>
Day 3	/r/ spelled <wh>	Doubling consonants of CVC words when adding a suffix -ed /d/	Doubling consonants of CVC words when adding a suffix -er	Doubling consonants of CVC words when adding a suffix -ing	Homophones	/oa/ spelled <o>

crystal/i/ <u> busy

Assess and Review
n/ <ne>
gone/m/ <mn>
column/g/ <gh>
ghastly <gu>
guard/o/ <ou> cough

Reading Skills

Retrieval, Vocabulary and sequencing

Fluency is focussed on throughout.

Writing

1. Main Written Narrative - The Great explorer (innovated narrative)

Skill- Past tense and subordinating conjunctions

2. Second Written Description - Arctic
Skill- 5 Sentences*
Expanded noun phrases (two adjectives separated by a noun)

3. Oral
Poetry- festive poem
Tense

4. Practise and Apply
T'was the night before Christmas
Cnjunctions and expanded noun phrases

Spelling

Year 2/Primary 3: Spring 2						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Day 1	Apostrophes for contraction	Drop <e> and add suffix -ing	Drop <e> and add suffix -ed /d/	Drop <e> and add suffix -er	Drop <e> and add suffix -y	-tion endings
Day 2	Apostrophes for contraction	Drop <e> and add suffix -ing	Drop <e> and add suffix -ed /t/	Drop <e> and add suffix -er	Drop <e> and add suffix -est	Common Words: people, busy, water
Day 3	Apostrophes for possession	Drop <e> and add suffix -ing	Drop <e> and add suffix -ed /d/	Drop <e> and add suffix -er	<a> spelled /ar/ and other Common Words	Common Words: would, should, could /oo/ spelled <ou>

Retrieval, Vocabulary and sequencing

Fluency is focussed on throughout.

Writing

1. Main Written Description - London
Skill- apostrophes for possession.

2. Practise and Apply
Non-chronological report - London
Conjunctions

3. Second Written
Katie in London
Conjunctions

Spelling

Year 2/Primary 3: Spring 1						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6 CWs
Day 1	/r/ spelled <wh>	Doubling consonants of CVC words when adding a suffix -ed /d/	Doubling consonants of CVC words when adding a suffix -er	Doubling consonants of CVC words when adding a suffix -y	Homophones	/oa/ spelled <o>
Day 2	/r/ spelled <wh>	Doubling consonants of CVC words when adding a suffix -ed /t/	Doubling consonants of CVC words when adding a suffix -er	Doubling consonants of CVC words when adding a suffix -est	Homophones	/e/ and /ee/ spelled <e>
Day 3	/r/ spelled <wh>	Doubling consonants of CVC words when adding a suffix -ed /d/	Doubling consonants of CVC words when adding a suffix -er	Doubling consonants of CVC words when adding a suffix -ing	Homophones	/oa/ spelled <o>

coordinating conjunctions.

Spelling

Year 2/Primary 3: Spring 2						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Day 1	Apostrophes for contraction	Drop <e> and add suffix -ing	Drop <e> and add suffix -ed /d/	Drop <e> and add suffix -er	Drop <e> and add suffix -y	-tion endings
Day 2	Apostrophes for contraction	Drop <e> and add suffix -ing	Drop <e> and add suffix -ed /t/	Drop <e> and add suffix -er	Drop <e> and add suffix -est	Common Words: people, busy, water
Day 3	Apostrophes for possession	Drop <e> and add suffix -ing	Drop <e> and add suffix -ed /d/	Drop <e> and add suffix -er	<a> spelled /ar/ and other Common Words	Common Words: would, should, could /oo/ spelled <ou>

Recount - visit
Skill -Expanded noun phrases (two adjectives separated by a noun)

Spelling

Year 2/Primary 3: Summer 1							
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6 CWs	
Day 1	How suffixes affect the verb	Suffix -ly with no change to the root word	Suffix -ful with no change to the root word	Suffix -less with no change to the root word	Adding -ly after another suffix (-ful/ -less)	Suffix -ness after adding -ful/-less	
Day 2	Suffix -ment with no change to the root word	Suffix -ly with no change to the root word	Suffix -ful with no change to the root word	Suffix -less with no change to the root word	Adding -ly after another suffix (-ful/ -less)	Suffix -ness with no change to the root word	
Day 3	Suffix -ment with no change to the root word	Suffix -ly with no change to the root word	Suffix -ful with no change to the root word	Suffix -less with no change to the root word	Adding -ly after another suffix (-ful/ -less)	Suffix -ness with no change to the root word	

3. Second Written Description
Skill- expanded noun phrases

4. Oral Poetry
Shape poetry

Spelling

Year 2/Primary 3: Summer 2							
	Week 1	Week 2	Week 3	Week 4	Week 5 CWs	Week 6 CWs	Week 7
Day 1	<y> spelling /igh/ or /ee/	Plurals - where dropping <y> add an <i> add -es	Comparatives vs superlatives	Doubling consonants of CVC words when adding a suffix -y	Common Words: sugar, eye, again	Review any previously taught content to ensure children have additional practice where required.	
Day 2	Drop the <y>, add an <i> add -ed Where <y> is spelling /igh/	Drop the <y> add an <i> add -es Where <y> is spelling /igh/	Drop the <y> add an <i> add -er	Where root word has a doubled consonant and added <y> drop the <y> add an <i> add -er	Common Words: any, many, beautiful, hour		
Day 3	Drop the <y>, add an <i> add -ed Where <y> is spelling /ee/	Drop the <y> add an <i> add -es Where <y> is spelling /ee/	Drop the <y> add an <i> add -est	Where root word has a doubled consonant and added <y> drop the <y> add an <i> add -est	Common Words: parents, sure, clothes		

Science	**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*				
	Uses of everyday Materials Focus Scientists: Charles Macintosh (Inventor of waterproof material) Danial Azahan (Mechanical engineer) 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. **Disciplinary (Working Scientifically) Concepts:** Asking question	**Animals including humans** Focus Scientists: Dr Donald Palmer (researches the ageing of the immune system) Bear Grylls (Survival Expert) Florence Nightingale (nurse in the Crimean war) 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.	**Living things in their habitat** Focus Scientists: Rachel Carson (Marine Biologist) Tanesha Aleen (Zoologist) 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. **Disciplinary (Working Scientifically) Concepts:** Asking question Setting up tests Observing and measuring Recording data Interpreting and communicating results Evaluating **Scientific Enquiry Types:** • Identifying, Classifying and grouping • Observing over time	**Plants** Focus Scientists: George Washington Carver (Botanist) Agnes Arber (1879-1960) Botanist 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. **Disciplinary (Working Scientifically) Concepts:** Asking question Making predictions Setting up tests Observing and measuring Recording data Interpreting and communicating results Evaluating

	Making predictions Interpreting and communicating results Evaluating **Scientific Enquiry Types:** • Identifying, Classifying and grouping • Research using secondary sources • Pattern seeking **TAPS Assessment Activity (ies):** • Waterproof (Plan) • Materials hunt (Do) **Science Trails:** What materials are used for making everyday objects in our world and why have they been used?	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. **Disciplinary (Working Scientifically) Concepts:** • Asking question • Making predictions • Setting up tests • Observing and measuring • Recording data • Interpreting and communicating results • Evaluating **Scientific Enquiry Types:** • Identifying, Classifying and grouping • Comparative testing	• Comparative testing • Research using secondary sources • Pattern seeking **TAPS Assessment Activity (ies):** • Nature spotters (Review) • Living and Non-living (Review) **Science Trails:** What things are alive, were once alive or have never been alive? How can we investigate what animals live in our school grounds?	**Scientific Enquiry Types:** • Identifying, Classifying and grouping • Observing over time • Comparative testing • Research using secondary sources • Pattern seeking **TAPS Assessment Activity (ies):** • Plant Growth (Do)

		• Research using secondary sources • Pattern seeking **TAPS Assessment Activity :** • Handspan (Review)		

History

It's a great big Ship Titanic

Innovation +Movement of communities

Social and cultural history

1912

Polar the Titanic Bear by Daisy Corning Stone Spedden

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 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

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.

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? (Samuel 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

Wealth

Poverty

Town Planning

Resources Primary History 88 Sources re Fire of London

Chronological Knowledge

1. Know and sequence the order of the events of the Fire.

London in 17th Century

King Charles II

Events of the fire

Pre and post

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 reason for her significance today (cultural, social history)

Events beyond living memory

How Florence Nightingale and Mary Seacole changed the face of nursing

Substantive Concepts

Nursing

War

Health

Medicine

Hospitals

	Edwardian era Period of reign 20th century England Timeline of the sinking and subsequent events **Key Concepts-Disciplinary** **Similarities and Differences (same historical period)** 1. Identify similarities and differences between groups of people who were on the Titanic 2. **What similarities and differences were there between accommodation for passengers?** • for different classes on board the Titanic • Furniture/food/entertainment • Reasons for travelling on board the Titanic • Different jobs • **Why there were different reactions to the boat sinking from the passengers/crew?** **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 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?**	**Key Concepts-Disciplinary** **Similarities and Differences (same historical period)** 1. Identify similarities and differences between groups of people who were affected by the fire. 2. How was the architecture of Homes pre and post fire different/same? **Historical Enquiry-Evidence and Sources** 1. 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 2. What do historians think caused the Great Fire of London? (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? **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	**Chronological Knowledge** Know and sequence the order of FN/MS career Victorian England 19th Century Jamaica in the 19th Century Crimea before war **Key Concepts-Disciplinary** **Similarities and Differences (same historical period)** Identify similarities and differences between treatment of the men before and after FN arrived in Crimea Differences in FN and MS life and experiences in becoming a nurse **Historical Enquiry-Evidence and Sources** 1. 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 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 as 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 after Covid. **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

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	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 **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	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'S work on nursing practice for soldiers and how this changed the way that nurses worked. **Historical Terms** Use a wide vocabulary of historical terminology

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

Ask and answer questions,

Choose and use parts of stories and other sources to show that they understand key features of events

Understand some of the ways in which we find out about the past

Identify different ways that the past is represented

Geography	**Little Blue Planet** Books: Eliza and the Moonchild, Window by Jeannie Baker Fieldwork: External areas in school patterns in nature/colours in nature What is Earth? How much of the Earth's surface is covered by seas/lands/oceans? Where is Earth in the planetary system? What are the 7 continents like? What are /Where are the Hemispheres of the World? Where are the Oceans of the world? How does the Earth sustain us? What is Earth? Earth blue/green/brown areas 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 similar and or different? 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? **Coasts** (THEME DAY) Katy goes to the seaside Fieldwork 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	**The Uk what makes it great** Books Katie In London Paddington The Big Map of the UK Fieldwork Where is the UKs 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	**Settlements and work spaces** To the other side Erika Meza Boundless Sky Amanda Addison Fieldwork Visit to local Business Park 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?

	Who goes to the seaside? Who with? Do people live differently when they go to the seaside? What is a tourist? 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 What jobs can people do at the seaside?		
Music	<u>Skills:</u> 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 **<u>Listen & Appraise as required on the National Curriculum:</u>** 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		
	<u>Singing lessons with singing teacher (Spring Term)</u> 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 Musical Focus Pupils will be introduced to pulse, exploring a steady beat using walking, moving and clapping. Pupils will be taught to identify changes in speed (tempo) Pupils will be introduced to rhythm, using copy-cat patterns including crochet, quavers and rests Pupils will use their voices expressively and creatively using chants rhythms raps body percussion tongue twisters 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 Outcomes Most students will confidently sing songs with a sense of pulse, rhythm and expressive voices		

Some students will identify the different between a pulse and rhythm and show this in practice

Some students might need support to use notation including crochets, quavers and rests

Pupils will understand the relationship between higher and lower notes.

Pupils will be introduced to the word pitch 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

Pupils will create, select and combine sounds using the inter-related dimensions of music

Outcomes

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)

Students might need support identifying the use of harmony in different contexts e.g. rounds or match songs

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

Dynamics

Structure

Tempo

Articulation

Expression

by experimenting with them in song

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

Pupils will be taught to engage with an audience

Pupils will be taught to respect fellow performers and acknowledge applause

Pupils will learn to use expression, including understanding the context and lyrics of a song and the impact of their decisions on an audience

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

Outcomes

Most students will sing confidently and with expression in a performance

Most students will be able to identify the terminology being taught throughout this term and demonstrate it practically

Some students will sing solos or in small groups

Some students might need support to identify areas in which a performance can improve

PE	Fundamentals (GS4PE)	Ball Skills (GS4PE)	Gymnastics (GS4PE)	Dance (GS4PE)	Sending and Receiving (GS4PE)	Sports Day Practice
	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	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. **Key Skills:** Rolling, kicking, throwing, catching, dribbling, bouncing **Key Concepts:** • Movement • Coordination • Collaboration	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	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 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	Pupils will develop their sending and receiving skills including throwing and catching, rolling, kicking, 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. **Key Skills:** Rolling, kicking, throwing, catching, tracking **Key Concepts:** • Movement • Agility • Coordination • Collaboration	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:** • Movement • Agility • Coordination • Competition • Collaboration • Fairness Technique

			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			

	Striking and Fielding (GS4PE)	Dance (GS4PE)	Fitness (GS4PE)	Team Building (GS4PE)	Athletics (GS4PE)	Invasion (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. **Key Skills:** Throwing, catching, retrieving a ball, tracking a ball, striking a ball **Key Concepts:** • Agility • Coordination • Collaboration • Fairness • Technique	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 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	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 **Key Concepts:** • Movement • Balance • Agility • Coordination • Fitness	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	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	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

			• Sequence • Evaluation and improvement			

ART & Design	**Travel**  **Drawing** Research: **Amiria Gale** Developing skills: Sketching Line Shape Pattern Colour Experiment using felt tips, ballpoint pen, crayons, chalk, pastels Observational drawings: https://classroom.thenational.academy/lessons/observational-drawing-6th3ac NSEAD (shape): https://www.nsead.org/resources/units-of-work/uow-drawing-around-shapes/ 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	**Ecclesfield** **Collages**  Research: **Kurt Schwitters** Developing skills: Collecting items from the local area - bus ticket; receipts; photographs - what could they represent? How could they be arranged to create a piece of art in the style of the artist? Practise with different options Experimentation with collage: https://classroom.thenational.academy/lessons/introduction-to-collage-and-experimentation-with-paper-cgvpcd?activity=video&step=1 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	**Great Britain** **3D form**  **Research:** Sculptures in our environment - visit to Yorkshire Sculpture Park **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 Developing skills: Form Scale Structure Experiment using clay and/or other natural and manmade materials Moulding 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 Applying skills: Design and create own 'landmark' for a given place and theme (clay? Model making?) Evaluation: Children peer assess Formal Elements: Line shape Form Space

	Texture Pattern		
Design and technology	**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. **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**	**Structures** **To design and make a strong chair for A favourite toy** ***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. • 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	**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. • 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.

	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 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** **chldren 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	**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**	• 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.** 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 •

	work of other children and give positive feedback		**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			
RE	1.6 Who is a Muslim and how do they live? Part 1 Muslims	1.3 Why does Christmas matter to Christians? Christians	1.6 Who is a Muslim and how do they live? Part 2. Muslims	1.5 Why does Easter matter to Christians? Christians	1.4 What is the 'good news' Christians believe Jesus brings? Christians	1.8 What makes some places sacred to believers? Religion: Thematic unit (C, I) Visit to Ecclesfield Church
Computing	AUT 1 0.2 What is a computer?	1.2 How do I use a computer as a writer?	4.2 Extending programs with Bee Bot	2.2 How do I create a multimedia story?	3.2 What is a branching data base?	5.2 Extending Simple Drawing programs
	Online Safety					
	0.2 **What is a computer?** **Entering**: Pupils recognise a range of digital devices, and the	*Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Use technology safely and respectfully,*	*Understand what algorithms are; how they are implemented as programs on digital*	*Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Use technology safely and respectfully, keeping personal information private; identify where to go for help*	Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Use technology safely and respectfully, keeping personal information private.	**Simple drawing programs** *Recognise that an algorithm is a sequence of precise instructions that a human or computer can*

	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	*keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.* **CONCEPTS:** What is a computer; hardware; software; input and output devices; creating content. **KNOWLEDGE:** A range of input and output devices; why we use a computer to write; basic icons and where to find options in menus in word-processing software; where to open and save work at school; how to edit text and why we use particular effects (e.g. bold, underline); why we need rules when using technology. **SKILLS:** Logging on; mouse skills - left, right, double click, targeting; keyboard skills - simple typing, basic keys; open and save documents highlight text and change appearance; insert an image **Entering**: Pupils understand that you can edit and change digital content, e.g. the appearance of text. They select basic options to change the	*devices; create and debug simple programs; use logical reasoning to predict the behaviour of simple programs.* *CONCEPTS* *Computer; algorithm ; program; sequence; debugging* *DECLARATIVE KNOWLEDGE* *An algorithm is a sequence of instructions that can be followed by a human or a computer to achieve a task; an algorithm inputted on a computer is called a program the order of instructions is important; there may be more than one solution to a problem.* *PROCEDURAL KNOWLEDGE:* *Create a program to control a floor robot; plan an algorithm away from the computer then test out; predict the outcome of*	*and support when they have concerns about content or contact on the internet or other online technologies* *CONCEPTS: Computer; software/application; creating & editing content; animation; multimedia - text, image, audio, video; copyright; personal information* *KNOWLEDGE: What makes a good animation/photostory; why we use computers; where to open and save work at school; digital content is owned by the person who created it* *SKILLS: Use a camera/microphone/tablet to take photos or create an animation; mouse skills* **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	CONCEPTS: Computer; software/application; personal information; information & data; chart/pictogram; branching database; debugging KNOWLEDGE: We can present data in different ways; why we use branching databases; key features of a branching database; what makes a good question; why we use computers; why we should be careful who we share personal information with SKILLS: Mouse & keyboard skills; open and save documents; create a simple branching database; identify an object using a branching database; identify errors in a branching database **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**:	*follow to complete a task. Create simple programs using online programming applications by planning out an algorithm first. Debug and predict the outcome of programs in more than one application.* *CONCEPTS* *: Computer; algorithm ; program; debugging; sequence* *DECLARATIVE KNOWLEDGE* *: An algorithm is a set of instructions that can be followed by a human or a computer to achieve a task we use algorithms to help us plan programs ; the order of instructions in a program/algorithm is important and they should be clear and precise. Basic commands in Logo (fd , bk , lt , rt , cs , pu , pd* *PROCEDURAL KNOWLEDGE:* *Create a simple program to control a sprite; plan an algorithm away from the computer then test out; predict the outcome of and debug longer programs.* **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

	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, websites, apps and games are designed and manufactured by real people to fulfil specific tasks.* Concepts: Machine Program Data	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 personal information is. 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.	*and debug programs.* **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.	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* **Online Safety Links:** S3: Communicating Online	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*	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.

		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.* **Online Safety Links:** S2: Being Kind Online P3: Searching Safely	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 **Online Safety Links:** L2: Choosing what to do online			
RHE (inc Drugs, e-safety, SRE, Financial capability)	Tolerance Mutual Respect Rule of Law Democracy C1 How do we make a happy school? C2 Who lives in my neighbourhood? Os3 Online strangers (P1) Tolerance Mutual	Tolerance Mutual Respect Fr4) How do we stop bullying? Rule of Law Os2) Personal information (S1) FC) L11. that people make different choices about how to save and spend money L12. about the	Tolera nce Mutual Respect Fa2) Do familie s always stay the same? H20 – about change and loss (includ ing death): to	Rule of Law Fa4) When should I say no? Os) Accepting messages C3* Rule of Law Fa5) Who owns my body? I do! G1) How bodies change as we get older (link with science) CW resource pack 3a Tolerance Mutual Respect Lesson 6: Being anti-racist in our actions Inclusion, belonging and addressing extremism Sameness and	Os) Content Creators N1* Rule of Law Os4) Fake News (N1) M2) Who am I? P4) How can I stay safe? Rule of Law Drugs-Keeping Healthy-Medicines Drugs-Keeping Safe-Medicines and Household Products Tolerance Mutual Respect Lesson 7: Representation matters	Os) Feeling uncomfortable online * C3) What makes a boy or a girl? CW resource pack 1/3D Tolerance Mutual Respect Fa6) Are all families the same? Tolerance Mutual Respect Lesson 8: Myth busting anti- racism Endpoints:

	Respect Lesson 1: Talking about race and racism Lesson 2: Defining anti- racism **Endpoints:** -Pupils understand why we have school rules -Pupils can identify different communities and understand that they need to be treated with respect -Pupils can identify ways of giving consent and not giving consent Pupils know what anti-racist means	difference between needs and wants; that sometimes people may not always be able to have the things they want Tolerance Mutual Respect Lesson 3: Redefining racism	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? Tolerance Mutual Respect Lesson 5: Unconscious bias Racism Tolerance and mutual respect Rule of Law Online Safety-project Evolve - I can explain how it	difference **Endpoints:** - Pupils understand that other people need permission before they can touch us -Pupils understand that computer viruses can damage devices - Pupils understand that certain parts of our bodies are private -Pupils understand that racism can be hurtful	**Endpoints:** -Pupils understand that everything that is put online is not true/inaccurate Pupils understand that everyone is different. Pupils can identify common dangers. -Pupils are aware of how to keep myself safe around household products and drugs. --Pupils understand that some groups are represented more than others	-Pupils know what to do if I see something online that makes me feel uncomfortable -Pupils can identify differences between boys and girls -Pupils can name external genitalia -Pupils understand that all families are different -Pupils understand that some ideas about groups of people aren't accurate and the impact this might have

			makes others feel if I do not ask their permission or ignore their answers before sharing something about them online.* Tolerance and mutual respect -Rule of Law Online Safety Project Evolve - I can explain why I have a right to say 'no' or 'I will have to ask someone'. I can explain who can help me if I feel under pressure to agree to something I am unsure about or don't want to do. * **Endpoints:** -Pupils understand that changes can cause positive /negative emotions -Pupils can identify different emotions -Pupils understand that people have responsibilities			

			-Pupils understand how illness and disease can be prevented - Pupils understand what unconscious bias is and how to prevent themselves doing it			