

Long term Plan 2024-2025 - Year 2

Learning Mindsets: Respect, Resilience and Responsibility

Key Events/Parental Engagement

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Creative Reading Parent Curriculum Workshop</p> <p>Yorkshire Sculpture Park (Art)</p> <p>Harvest Festival- Church (RE)</p> <p>Diversity month - October - Benjamin Zephaniah</p>	<p>Maths Problem Solving Parent Curriculum Workshop</p> <p>Visit from a local religious leader (RE)</p>	<p>Science Parent Curriculum Workshop</p>	<p>Science Week</p> <p>World Book Day</p> <p>Emergency Services Museum (History)</p>		<p>Fieldwork Fortnight (Geography)</p> <p>Ecclesall Woods- Sheffield Wildlife Trust (Science)</p> <p>Ecclesfield Church- RE trip</p>

English

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Y2 Vocabulary, Grammar and Punctuation</p> <p>ONGOING</p> <p>Word</p> <p>Formation of nouns using suffixes such as <i>-ment, -ness, -er</i> and by compounding [for example, <i>whiteboard, superman</i>]</p> <p>Formation of adjectives using suffixes such as <i>-ful, -less</i></p> <p>(A fuller list of suffixes can be found on page in the year 2 spelling section in English Appendix 1)</p> <p>Use of the suffixes <i>-er, -est</i> in adjectives and the use of <i>-ly</i> in Standard English to turn adjectives into adverbs</p> <p>Sentence</p> <p>Subordination (using <i>when, if, that, because</i>) and co-ordination (using <i>or, and, but</i>)</p> <p>Expanded noun phrases for description and specification [for example, <i>the blue butterfly, plain flour, the man in the moon</i>]</p> <p>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</p> <p>Text</p> <p>Correct choice and consistent use of present tense and past tense throughout writing</p> <p>Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, <i>she is drumming, he was shouting</i>]</p>					

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

<p>The Three Little Wolves and the Big Bad Pig The way of the wolf Grandad's Island The Rainbow Bear</p> <p>Phonics Revise/ai/ <ay> /ow/ <ou> /igh/ <ie> ee/ <ea> /oi/ <oy> /ur/ <ir> /(y)oo/ <ue> /or/ <aw> Revise: /w/ <wh> /f/ <ph> /(y)oo/ <ew> /oa/ <oe> Revise: /or/ <au> /ee/ <ey> /ai/ <a-e> /ee/ <e-e> please, once Revise: /igh/ <i-e> <oa/ <o-e> /(y)oo/ <u-e> /s/ <c> any, many, again /ee/ <y> or/ <al> (walk) who, whole ai/ <a> (acorn) /ai/ <ey></p>	<p>The Great Explorer Little People Big Dreams: The Life of Amelia Earheart Goldilocks and Just the One Bear Let's Celebrate! Festival Poems From Around The World</p> <p>Phonics /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) /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)/u/ <o></p>	<p>The Big Book of the UK- London Eye Witness- The Great Fire of London Vlad and the Great Fire of London Katie in London</p> <p>Phonics 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> crystal /i/ <u> busy n/ <ne> gone /m/ <mn> column /g/ <gh> ghastly <gu> guard /o/ <ou> cough</p>	<p>The Twits Paddington Bear Revolting Rhymes</p> <p>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</p> <p>Reading Skills Inference,</p>	<p>Vlad and Florence Meerkat Mail Poems to Perform</p> <p>Phonics Review all previously taught GPCs for reading and spelling</p> <p>Reading Skills Inference, prediction, sequencing, summarising, vocabulary, sequencing, providing evidence Fluency is focussed on throughout.</p> <p>Writing I. Main Written Instructions (first aid) <i>Skill- subordinating conjunctions (at the start of sentences)</i></p>	<p>The Ugly 5 The Giraffe, the Pelly and Me The Big Book of Blooms</p> <p>Phonics Review all previously taught GPCs as appropriate for reading and spelling</p> <p>Reading Skills Inference, prediction, sequencing, summarising, vocabulary, sequencing, providing evidence, fact and opinion, relating background knowledge Fluency is focussed on throughout.</p> <p>Writing I. Main Written First person Narrative - Skill- Capital letter I, sentence openers, time conjunctions. 2. Second Written Argument about brushing teeth.</p>
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<p>(they) /ai/ <ea> (great) /ai/ <eigh> (weight)</p> <p>Reading Skills Inference, prediction, sequencing, summarising, vocabulary Fluency is focussed on throughout.</p> <p>Writing 1. Main Written Recount - the Big Bad Pig <i>Skill- co-ordination (using or, and, but)</i></p> <p>2. Second Written Description of wolves <i>Skill- Use of capital letters, full stops. Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon.]</i></p> <p>3. Practise and Apply Recount - Grandad's Island</p>	<p>(brother) /j/ <g> (gem.) /j/ <ge>(fringe) /j/ <dge> (bridge) /s/ <st> (listen)</p> <p>Reading Skills Inference, prediction, sequencing, summarising, vocabulary clarification, comparing and contrasting Fluency is focussed on throughout.</p> <p>Writing 1. Main Written Narrative - The Great explorer (innovated narrative) <i>Skill- Subordination (using when, if, that, because) simple past tense verbs, Use of the progressive form of verbs in the past tense to mark actions in progress</i></p> <p>2. Second Written Description - Arctic <i>Skill- Use of capital letters, full stops, Expanded noun phrases (two adjectives separated by a noun.)</i></p> <p>3. Oral</p>	<p>Reading Skills Inference, prediction, summarising, vocabulary clarification, fact and opinion, relating background knowledge Fluency is focussed on throughout.</p> <p>Writing 1. Main Written Description - London <i>Skill- apostrophes for possession.</i></p> <p>2. Practise and Apply Non-chronological report - London <i>Skill- different sentence openers, conjunctions</i></p> <p>3. Oral Fire poetry <i>Skill- adding er and est suffixes</i></p> <p>Spelling Adding -ed, -er and -est to a word ending in -y with a consonant before it Adding -ing to a word ending in -y with a consonant before it Adding -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it , Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single</p>	<p>prediction, summarising, vocabulary clarification, providing evidence Fluency is focussed on throughout.</p> <p>Writing 1. Main Written Description of the Twists <i>Skill- use of subordinating and coordinating conjunctions.</i></p> <p>2. Practise and Apply Narrative - The Twits <i>Skill- apostrophes for possession</i></p> <p>3. Second Written Non-Chronological Report- Roald Dahl <i>Skill- use of subordinating and coordinating conjunctions.</i></p> <p>Spelling Common Exception</p>	<p>2. Oral Persuasive writing- oral composition on the case for healthy lifestyle <i>Skill- suffixes er/est, progressive verb</i></p> <p>3. Practise and Apply Descriptions - hospitals <i>Skill -Expanded noun phrases (two adjectives separated by a noun.)</i></p> <p>Spelling The suffixes -ment, -ness and -ful The suffixes -less and -ly Words ending in -tion Contractions The possessive apostrophe Common Exception Words</p>	<p><i>Skill- persuasive language, suffixes er/est, apostrophes for possession.</i></p> <p>3. Practise and Apply Instructions (plant a seed) <i>Skill- consolidating Y2 skills</i></p> <p>Spelling homophones and near homophones months and time question words spag terms</p>
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<p><i>Skill-coordination.</i></p> <p>Spelling The sounds /n/ spelt 'kn' and less often 'gn' at the beginning of words The sounds /r/ spelt 'wr' at the beginning of words The sound /s/ spelt 'c' before e, i and y The sound /j/ spelt with '-dge' and '-ge' at the end of words The sound /j/ often spelt with g before e, i and y. The sound /j/ always spelt with 'j' before a, o and u Common Exception Words</p>	<p>Poetry- festive poem <i>Skill present tense</i></p> <p>4. Practise and Apply Recount-linked to visit <i>Skill -Subordination</i></p> <p>Spelling The sound /l/ spelt with 'le' at the end of words The sound /l/ spelt with 'el' at the end of words The sound /l/ spelt with 'il' and '-al' at the end of words The sound /igh/ spelt with '-y' at the end of words Adding -ies to nouns and verbs ending in -y Common Exception Words</p>	<p>consonant after a single vowel, The sound /or/ spelt 'a' before l or ll</p>	<p>Words The sound /u/ spelt with 'o' The sound /ee/ spelt with '-ey' The /o/ sound spelt with 'a' after w and qu The stressed/er/ spelt with 'or' after w and the sound / or/ spelt 'ar' after w The sound /zh/ spelt 's'</p>		
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Maths					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>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</p>	<p>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.</p>	<p>Measurement-Money Count pence Count pounds Count notes and coins Make amounts Compare amounts Find the total/difference Find change</p>	<p>Length and Height Measure compare and order lengths Four operations with lengths Mass, Capacity and Temperature</p>	<p>Fractions Parts and wholes Making equal parts Finding half Recognise and find quarters and thirds</p>	<p>Statistics Tally charts Pictograms Block diagrams Position and Direction.</p>

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.	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	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	Measure and compare mass and volume Ml / l Four operations with mass/volume • Reading temperature / reading scales	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	Describe position, movement and turns Make patterns with shapes
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Science

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

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

- asking simple questions and recognising that they can be answered in different ways
- observing closely, using simple equipment
- performing simple tests
- identifying and classifying
- using their observations and ideas to suggest answers to questions
- gathering and recording data to help in answering questions
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Uses of everyday Materials Focus Scientists: Charles Macintosh (Inventor of waterproof material)	Animals including humans Focus Scientists: Dr Donald Palmer (researches the ageing of the immune system)▫ Bear Grylls▫(Survival Expert)	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.	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.
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<p>Danial Azahan (Mechanical engineer)</p> <p>As a class, we will be investigating the properties of materials and determining how suitable these materials are for a particular use? We will explore how the shape of materials are changed when they are squashed, bent, twisted and stretched.</p> <p>Disciplinary (Working Scientifically) Concepts:</p> <p>Asking question Making predictions Interpreting and communicating results Evaluating</p> <p>Scientific Enquiry Types:</p> <ul style="list-style-type: none"> Identifying, Classifying and 	<p>Florence Nightingale (nurse in the Crimean war)</p> <p>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.</p> <p>We will investigate how humans grow and learn about the importance of a healthy diet. We will also explore different methods of exercise and the impact that exercise has on our bodies. We will learn about different hygiene techniques including handwashing and teeth brushing.</p> <p>Disciplinary (Working Scientifically) Concepts:</p> <ul style="list-style-type: none"> Asking question Making predictions Setting up tests 	<p>We will identify a range of habitats as where living organisms live and determine how they are suited to living in these environments. We will also learn about how each habitat provides for the basic needs of living organisms so that they can survive. Within these habitats, we will identify and name a variety of plants and animals, as well as including examples of microhabitats. We will also be using the ideas of simple food chains to understand how different animals source their food and how this contributes to the habitat in which a living thing can survive in.</p> <p>Disciplinary (Working Scientifically) Concepts:</p> <p>Asking question Setting up tests Observing and measuring Recording data Interpreting and communicating results Evaluating</p> <p>Scientific Enquiry Types:</p> <ul style="list-style-type: none"> Identifying, Classifying and grouping Observing over time Comparative testing Research using secondary sources Pattern seeking <p>TAPS Assessment Activity (ies):</p> <ul style="list-style-type: none"> Nature spotters (Review) Living and Non-living (Review) <p>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?</p>	<p>Disciplinary (Working Scientifically) Concepts:</p> <p>Asking question Making predictions Setting up tests Observing and measuring Recording data Interpreting and communicating results Evaluating</p> <p>Scientific Enquiry Types:</p> <ul style="list-style-type: none"> Identifying, Classifying and grouping Observing over time Comparative testing Research using secondary sources Pattern seeking <p>TAPS Assessment Activity (ies):</p> <p>Plant Growth (Do)</p>
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<p>grouping</p> <ul style="list-style-type: none"> • Research using secondary sources • Pattern seeking <p>TAPS Assessment Activity (ies):</p> <ul style="list-style-type: none"> • Waterproof (Plan) • Materials hunt (Do) <p>Science Trails: What materials are used for making everyday objects in our world and why have they been used?</p>	<ul style="list-style-type: none"> • Observing and measuring • Recording data • Interpreting and communicating results • Evaluating <p>Scientific Enquiry Types:</p> <ul style="list-style-type: none"> • Identifying, Classifying and grouping • Comparative testing • Research using secondary sources • Pattern seeking <p>TAPS Assessment Activity :</p> <ul style="list-style-type: none"> • Handspan (Review) 		
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History

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

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

<p>It's a great big Ship Titanic</p>	<p>Great fire of London Innovation + Society</p>	<p>Florence nightingale and Mary Seacole Comparing similarities and differences</p>
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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

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

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

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.

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?

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

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?

Health
Medicine
Hospitals

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.

<p>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.</p> <p>Interpretation of History Identify different ways in which the events of the Titanic were represented - similarities and differences</p> <p>What impression did people seem to have of the Titanic at the time? Why were there different versions of what happened on the night of the sinking? Change and Continuity-across periods Investigate changes over time-technological advances in ship safety What Technological changes have happened since the Titanic disaster to improve ship safety? Do people in England still want to migrate? How do passenger ships now compare with the Titanic? Significance Describe why the Titanic was a significant ship and why the sinking was significant Why was the ship built in the first place? Interpretations Why might accounts of the time differ?</p> <p>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</p>	<p>Population density Recent fires in London Grenfell-limited to one building but an issue with flats How do we remember the GFOL?</p> <p>Interpretation of History Identify different ways in which the events of the fire were represented and may or may not differ</p> <p>How do historians know about the GFOL? Paintings Samuel Pepys diary Census data Primary sources-remnants of the fire</p> <p>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</p> <p>Historical Terms Use a wide vocabulary of historical terminology</p>	<p>Significance</p> <ol style="list-style-type: none"> 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. <p>Historical Terms</p> <ol style="list-style-type: none"> 1. Use a wide vocabulary of historical terminology <p>Interpretation of History Identify ways that we know about FN/MS - stories/paintings/portraits/London/diaries/newspaper accounts/stories/paintings/photographs Illustrated News</p> <p>Do all sources show the same information?</p> <p>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.</p> <p>Historical Terms Use a wide vocabulary of historical terminology</p>
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Survivors		
Historical Terms Use a wide vocabulary of historical terminology		

Geography					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

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

<p><u>Little Blue Planet</u></p> <p>Books: Eliza and the Moonchild, Window by Jeannie Baker</p> <p>Fieldwork: External areas in school patterns in nature/colours in nature</p> <p>What is Earth? How much of the Earth's surface is covered by seas/lands/oceans?</p> <p>Where is Earth in the planetary system?</p> <p>What are the 7 continents like?</p> <p>What are /Where are the Hemispheres of the World?</p> <p>Where are the Oceans of the world?</p> <p>How does the Earth sustain us?</p> <p>What is Earth? Earth blue/green/brown areas Physical Features, Continents Oceans Landforms Hemispheres Mountain ranges Deserts rivers Climate Zones</p> <p>Define cold, temperate, warm and tropical climates and highlight the relevance of the equator</p> <p>How are humans similar and or different?</p>	<p><u>The Uk what makes it great</u></p> <p>Books Katie In London Paddington The Big Map of the UK</p> <p>Fieldwork</p> <p>Where is the UK's place in Europe/the world? What are the British Isles? What is Great Britain? What is the United Kingdom? Capital cities of UK? What different Cultures/Ethnicities do we have in school? Tourism -Why do people visit London?</p> <p>Does Edinburgh and Cardiff have as many attractions visitors as London?</p> <p>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</p>	<p><u>Settlements and work spaces</u></p> <p>To the other side Erika Meza Boundless Sky Amanda Addison</p> <p>Fieldwork Visit to local Business Park</p> <p>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?</p> <p>How are villages the same/different comparisons Bradfield/MUGURAMENO-Africa Where can parents work in Ecclesfield?</p> <p>What do workspaces look like in Ecclesfield?</p> <p>What types of jobs are done there?</p> <p>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</p>
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<p>What family connections do the children have across the Earth?</p> <p>How many different ways do we use the ocean? How does the Earth sustain us? How has the Earth changed over time?</p> <p>Coasts (THEME DAY)</p> <p><i>Katy goes to the seaside</i></p> <p>Fieldwork</p> <p>How much of the Earth's surface is covered by oceans? Where are coastal areas located in the UK? What is the seaside? What is the Coast/coastline? Human features/Physical Features Who goes to the seaside? Who with? Do people live differently when they go to the seaside? What is a tourist? What 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?</p>		<p>- former use/land development?</p>
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Art

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Great Britain 3D form Research: Sculptures in our environment - visit to Yorkshire Sculpture Park Antony Gormley Compare to other sculptures found in our environment. Are they as imposing? What impact do they have? What materials have been used? Why? Link to a visit to the</p> 		<p>Travel Drawing Research: Amiria Gale Developing skills: Sketching Line Shape Pattern</p> 		<p>Ecclesfield Collages Research: Kurt Schwitters Developing skills:</p>	

<p>Yorkshire Sculpture Park. Henry Moore, Richard Long</p> <p>Developing skills: Form Scale Structure</p> <p>Experiment using clay and/or other natural and manmade materials</p> <p>Moulding</p> <p>Introduction to sculpture: https://classroom.thenational.academy/lessons/introduction-to-sculpture-6nhk4r</p> <p>Joining materials: https://classroom.thenational.academy/lessons/exploring-joining-techniques-for-sculpture-7lgkgd?activity=video&step=1</p> <p>Designing and making a sculpture: https://classroom.thenational.academy/lessons/designing-and-making-our-own-sculpture-crt62t</p> <p>Applying skills: Design and create own 'landmark' for a given place and theme (clay? Model making?)</p> <p>Evaluation: Children peer assess Angel of the North</p> <p>Formal Elements: Line shape Form Space</p> <p>Y2 RETRIEVAL PRACTICE AUTUMN TERM</p> <ul style="list-style-type: none"> I can manipulate clay to create different shapes I can experiment with using materials to reinforce the clay/structure (sticks, pipe cleaners etc.) I can experiment with tools to create different textures 	<p>Colour</p> <p>Experiment using felt tips, ballpoint pen, crayons, chalk, pastels</p> <p>Observational drawings: https://classroom.thenational.academy/lessons/observational-drawing-6th3ac</p> <p>NSEAD (shape): https://www.nsead.org/resources/units-of-work/uow-drawing-around-shapes/</p> <p>Applying skills: Sketch, draw and shade own observation drawing of a shell in the style of the artist</p> <p>Evaluation: Evaluating own drawing of a seaside object against the object - focusing on the line and shape</p> <p>Formal Elements: Line Shape Tone Texture Pattern</p> <p>Y2 RETRIEVAL PRACTICE SPRING TERM</p> <ul style="list-style-type: none"> I can draw a range of lines I can draw a range of shapes I can begin to sketch lines and shapes based on what I have seen I can experiment with a range of media when drawing lines and shapes (pencils, crayons, pens etc) <p>Following completion of Unit of Work (Drawing Gaps): I can begin to use hatching, scumbling and stippling to create texture/patterns</p>	<p>Collecting items from the local area - bus ticket; receipts; photographs - what could they represent?</p> <p>How could they be arranged to create a piece of art in the style of the artist? Practise with different options</p> <p>Experimentation with collage: https://classroom.thenational.academy/lessons/introduction-to-collage-and-experimentation-with-paper-cgvpcd?activity=video&step=1</p> <p>Applying skills: Design and create a collage in the style of the artist to represent Chapeltown</p> <p>Evaluation: What does the final product represent? Chn to reflect and interpret</p> <p>Formal Elements: Line Shape Texture Colour</p> <p>Y2 RETRIEVAL PRACTICE SPRING TERM</p> <ul style="list-style-type: none"> I can experiment with cutting and ripping materials in different ways I can experiment with layering materials in different ways I can attach my materials well <p>Following completion of Unit of Work (Collage Gaps):</p> <ul style="list-style-type: none"> I can begin to think about where I might stick my items (e.g. sticking big items first then smaller items so that they can all be seen if layered)
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<ul style="list-style-type: none"> I can manipulate the clay well enough so that it represents what I intended 					
Design and Technology					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Mechanisms <p>To design and make a moving picture for a Y2 child to retell a story.</p> <p>Skill retrieval from previous years: Hinges and catches, strengthening and stiffening, joining fabrics</p> <p>NC: Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p> <p><u>Investigate, disassembly, evaluate:</u></p> <ul style="list-style-type: none"> 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. <p>Focus Practical tasks</p> <ul style="list-style-type: none"> Practise making different sliders using different material and compare their functionality 		Structures <p>To design and make a strong chair for A favourite toy</p> <p>Skill retrieval from previous years: Hinges, strengthening and stiffening</p> <p>NC: Build structures, exploring how they can be made stronger, stiffer and more stable</p> <p><u>Investigate, disassembly, evaluate:</u></p> <ul style="list-style-type: none"> 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 <p><u>Focus Practical tasks:</u></p>		Food <p>To design and make a healthy, nutritious meal for a soldier.</p> <p>Skill retrieval from previous years: segment, peel, crush, mix/stir, cut</p> <p>NC: Use the basic principles of a healthy and varied diet to prepare dishes.</p> <p><u>Investigate, disassembly, evaluate:</u></p> <ul style="list-style-type: none"> 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 <p><u>Focus Practical tasks:</u></p> <ul style="list-style-type: none"> Children to look closely at a variety of different fruits and vegetables. 	

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

Design

Design their own moving picture

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

Make -

Children to follow their designs to create their moving picture.

- 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

- 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.
- 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

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

Evaluate

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

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

Children give their opinion about the work of other children and give positive feedback

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.

- 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

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

Music

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer	
<p>Sheffield Music Hub Singing Unit</p> <p>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 (<i>tempo</i>) Pupils will be introduced to rhythm, using copy-cat patterns including crochet, quavers and rests Pupils will use their voices expressively and creatively using</p> <ul style="list-style-type: none"> • chants • rhythms • raps • body percussion • tongue twisters <p>Pupils will learn to experiment with sounds using the inter-related dimensions of music</p>		<p><i>Tony Chestnut</i> A fun, fast-moving action song that has a simple tune and clever lyrics crafted to sound like different parts of the body. In this unit, pupils will be encouraged to sing with good diction to emphasise word play, learn to play the melody of the song on tuned percussion and working by ear, explore call-and-response, making up call-and-response patterns with actions, their voices and with instruments.</p> <p>Musical focus: Beat, rhythm, melody, echo, call-and-response, tuned and untuned, progression snapshot 1. Pieces: <i>Tony Chestnut</i></p>	<p><i>Carnival of the animals</i> Based around five of the movements from <i>Carnival of the animals</i>, pupils will explore ways that the composer – Camille Saint-Saëns – has used instruments, rhythm, articulation, tempo, and pitch to create pictures of the animals in our imaginations.</p> <p>Musical focus: Timbre, tempo, dynamics, pitch, classical</p>	<p>Birdsong Many composers have been inspired by birds – their movement, their song and of course, their flight. In this unit, children will begin by watching and listening to birds, and gathering inspiration for their own compositions. They will then learn how to make their birdsong motifs and structure them into a piece.</p> <p>Musical focus: Composing using a non-musical stimulus. Creating music inspired by birds and birdsong. Improvising and playing a solo on instruments. Pieces: <i>The lark ascending</i> by Ralph Vaughan Williams, <i>Oiseaux exotiques</i> by</p>	<p>Time The piece <i>TIME</i> has a palindromic structure – each musical part is introduced in sequence, building to a peak (the alarm clock rings), the parts then decay in the order they were introduced right back to the beginning, a ticking clock. The</p>

<p>Pupils will explore pulse and rhythm to provide a bedrock of music making and quality listening</p> <p>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</p> <p>Pupils will understand the relationship between higher and lower notes.</p> <p>Pupils will be introduced to the word pitch and will understand the context in which this word is used.</p> <p>Pupils will rehearse to improve aural accuracy and control with a pitch range of do-so.</p> <p>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</p> <p>Pupils will be taught to sing collectively and at the same pitch to develop a strong sense of unison</p> <p>Pupils will create, select and combine sounds using the inter-related dimensions of music</p> <p>Outcomes Most students will be confident in singing at pitch in unison</p>	<p>Children will be able to:</p> <p>Improvise rhythms along to a backing track using the note C or G.</p> <p>Compose call-and-response music.</p> <p>Play the melody on a tuned percussion instrument.</p> <p>Sing with good diction.</p> <p>Recognise and play echoing phrases by ear.</p>	<p>music.</p> <p>Pieces: <i>Carnival of the animals</i> by Camille Saint-Saëns.</p> <p>children will be able to:</p> <p>Select instruments and compose music to reflect an animal's character.</p> <p>Listen with increased concentration to sounds/music and respond by: talking about them using music vocabulary, or physically with movement and dance.</p> <p>Identify different qualities of sound (timbre) e.g. smooth, scratchy, clicking, ringing, and how they are made.</p> <p>Recognise and respond to changes of speed (tempo), the length of notes (duration - long/short), short/detached/smo</p>	<p>Olivier Messiaen, <i>The birds</i> by Ottorino Respighi.</p> <p>children will be able to:</p> <p>Invent simple patterns using voices, body percussion, and then instruments.</p> <p>Follow signals given by a conductor/leader.</p> <p>Structure compositional ideas into a bigger piece.</p> <p>Improvise solos using instruments.</p>	<p>word 'clock' comes from the Latin word - 'clocca' meaning 'bell' and is also the root of the instrument name 'glocken'-spiel (bell play).</p> <p>Musical focus: Beat and beat division (minims, crotchets, and quavers), early tuned percussion techniques, structure (palindrome), ensemble playing, texture (layers - adding and taking away), C major scale, alternating chords C and G major. Pieces: <i>TIME</i> by Lily May, <i>The clock song</i> by Steve Grocott, <i>Scales and arpeggios</i> by Richard</p>
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<p>Some students might begin to explore notes happening at the same time creating a harmony (using match songs or rounds)</p> <p>Students might need support identifying the use of harmony in different contexts e.g. rounds or match songs</p> <p>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</p> <p>Pupils will be taught to use their voices and bodies expressively by singing songs and speaking chants and rhymes</p> <p>Pupils will learn to identify different inter-related dimensions of music including</p> <ul style="list-style-type: none"> • Dynamics • Structure • Tempo • Articulation • Expression <p>by experimenting with them in song</p> <p>Pupils will develop a sense of confidence and ownership of their performances regardless of the size or nature of the stage or performing/recording space</p> <p>Pupils will be taught to engage with an audience</p> <p>Pupils will be taught to respect fellow performers and acknowledge applause</p>		<p>oth (articulation), and pitch (high/low) using music vocabulary, and/or movement.</p>		<p>Sherman; Robert B. Sherman.</p> <p>TIME is an exploration of beat and beat division, structure, and textural layering. It has great flexibility in its pedagogical application.</p> <p>This piece is used for all the following:</p> <p>As an introduction to tuned percussion playing and stick/beater technique.</p> <p>To practise playing ostinatos over a steady pulse - using both tuned and untuned percussion instruments.</p> <p>As an exploration of</p>
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<p>Pupils will learn to use expression, including understanding the context and lyrics of a song and the impact of their decisions on an audience</p> <p>Peer feedback will be actively encouraged; creating an environment where pupils can constructively express their thoughts on performances. This is a valuable way to develop listening skills and musical vocabulary</p> <p>Outcomes</p> <p>Most students will sing confidently and with expression in a performance</p> <p>Most students will be able to identify the terminology being taught throughout this term and demonstrate it practically</p> <p>Some students will sing solos or in small groups</p> <p>Some students might need support to identify areas in which a performance can improve</p>				<p>structure and texture in music - children can use the idea of the palindrome to recreate the piece in a different shape, or create their own pieces with a palindromic structure, layering up and removing parts to explore instruments in different combinations.</p> <p>To support learning and practise of a major scale (C).</p> <p>To introduce chords C (chord 1) and G major (chord 5 in the key of C major).</p> <p>As an ensemble</p>
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				<p>performance piece.</p> <p>Children will be able to:</p> <p>Hold beaters and instruments correctly, achieving a good tone from the instruments.</p> <p>Play the triangle, tambourine, and clave rhythms over a steady beat.</p> <p>Sing and play a C major scale.</p> <p>Play Parts 1 and 2 of <i>TIME</i> (tuned percussion).</p> <p>Participate in an ensemble performance.</p>
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Harvest Festival	Christmas Performance Preparation KSI	Spring showcase for children in school (merit assembly)	Spring performance video to be shared with parents.	End of year performance for parents.	
Computing					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
AUT 1 0.2 What is a computer?	AUT 2 3.2 What is a branching data base?	4.2 Extending programs with Bee Bot	1.2 How do I use a computer?	2.2 How do I create a multimedia story?	5.2 Extending Simple Drawing programs
<p>0.2 What is a computer?</p> <p>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</p>	<p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Use technology safely and respectfully, keeping personal information private.</p> <p>CONCEPTS: Computer; software/application; personal information; information & data; chart/pictogram; branching database; debugging</p> <p>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</p> <p>SKILLS: Mouse & keyboard skills; open</p>	<p><i>Understand what algorithms are; how they are implemented as programs on digital devices; create and debug simple programs; use logical reasoning to predict the behaviour of simple programs.</i></p> <p>CONCEPTS</p> <p><i>Computer; algorithm ; program; sequence; debugging</i></p> <p>DECLARATIVE KNOWLEDGE</p> <p><i>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.</i></p> <p>PROCEDURAL KNOWLEDGE:</p> <p><i>Create a program to control a floor robot; plan an</i></p>	<p><i>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 and support when they have concerns about content or contact on the internet or other online technologies.</i></p> <p>CONCEPTS: What is a computer; hardware; software; input and output devices; creating content.</p> <p>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</p>	<p>2.2 How do I create a multimedia story?</p> <p><i>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 and support when they have concerns about content or contact on the internet or other online technologies</i></p> <p>CONCEPTS: Computer; software/application; creating & editing content; animation; multimedia - text, image, audio, video; copyright; personal information</p> <p>KNOWLEDGE: What makes a good animation/photostory;</p>	<p>Simple drawing programs</p> <p><i>Recognise that an algorithm is a sequence of precise instructions that a human or computer can 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.</i></p> <p>CONCEPTS</p> <p><i>: Computer; algorithm ; program; debugging; sequence</i></p>

<p>been taken on a tablet.</p> <p>Developing: Pupils can name a range of digital devices in the home and at school.</p> <p>They can explain what the basic parts of a computer are used for, e.g. mouse, screen, and keyboard.</p> <p>Pupils understand that you can find information on a familiar website, and use a simple password when logging on.*</p> <p>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.</p> <p>They recognise that a range of devices contain computers, e.g. washing machine, car, laptop.</p> <p>They know where to save and open</p>	<p>and save documents; create a simple branching database; identify an object using a branching database; identify errors in a branching database</p> <p>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*</p> <p>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.</p> <p>Secure:</p>	<p><i>algorithm away from the computer then test out; predict the outcome of and debug programs.</i></p> <p>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.</p> <p>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.</p> <p>Secure: Pupils understand that instructions need to be clear and unambiguous in an algorithm. They can evaluate the success of an algorithm</p>	<p>we need rules when using technology.</p> <p>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</p> <p>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.*</p> <p>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</p>	<p><i>why we use computers; where to open and save work at school; digital content is owned by the person who created it</i></p> <p>SKILLS: Use a camera/microphone/ablet to take photos or create an animation; mouse skills</p> <p>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.*</p> <p>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.</p>	<p>DECLARATIVE KNOWLEDGE</p> <p><i>: 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</i></p> <p>PROCEDURAL KNOWLEDGE:</p> <p><i>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.</i></p> <p>Entering: Pupils understand that we control computers by giving them instructions - an algorithm. They</p>
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<p>work and understand that work saved on a computer at school can be opened on a different computer or device.</p> <p>Pupils understand that you can use a search engine to find information using keyword searches.</p> <p>They remember a username and password for logging on, and understand that all devices, programs, websites, apps and games are designed and manufactured by real people to fulfil specific tasks.*</p> <p>Concepts: Machine Program Data</p>	<p>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.</p> <p>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.</p> <p>They understand that our personal information belongs to us and why we shouldn't share it with everybody*</p> <p>They know who to tell if concerned about content or contact online*</p>	<p>Online Safety Links: L2: Choosing what to do online</p>	<p>information, e.g. they choose images to accompany text from a selection.</p> <p>They save and reuse digital content found online, and understand that digital images belong to the person that created them*</p> <p>Pupils recognise what personal information is. and understand the need to keep it private*</p> <p>They know who to tell if concerned about content or contact online.*</p> <p>Secure: Pupils plan out digital content, and present ideas and information by combining media independently.</p> <p>They edit digital content to improve it.</p> <p>They understand what makes a good online friend and the need to be kind and thoughtful online as in the real world.*</p> <p>Pupils can identify rules to add to an acceptable use policy for the class.*</p> <p>Pupils understand that the digital content we make belongs to us and others need to ask permission to use it.*</p>	<p>They understand that digital images belong to the person that first created them.*</p> <p>Pupils understand what personal information is and the need to keep it private.*</p> <p>They know who to tell if concerned about content or contact online.*</p> <p>Secure: Pupils plan out digital content and present ideas and information by combining media independently.</p> <p>They apply edits to digital content to achieve a particular effect.</p> <p>They talk about what makes digital content good or bad and edit it to improve it.</p> <p>They understand that the digital content we make belongs to us and others need to ask permission to use it*</p> <p>Online Safety Links:</p>	<p>can identify and list steps of a known task in order, and create a short sequence of instructions to control a device. They can recognise if a program is successful.</p> <p>Developing: Pupils understand what an algorithm is and they understand that the order of instructions is important.</p> <p>They understand that computers have no intelligence and we have to program them to do things.</p> <p>Pupils can create a simple program e.g. to control a floor robot.</p> <p>They can debug an error in and predict the outcome of a simple program.</p> <p>Secure: Pupils evaluate the success of an algorithm or program.</p> <p>They identify and correct errors in a</p>
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			Online Safety Links: S2: Being Kind Online P3: Searching Safely	S3: Communicating Online	given algorithm or program. They understand that we can decompose a problem into smaller steps to make it simpler.
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PE

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Fundamentals (GS4PE)</p> <p>Pupils will be taught to balance on the balls of their feet, leading to jumping from one to two feet. They will balance by controlling their head, stomach muscles and back. Once in a position they will use their arms to help them balance. Children will be taught to preserve and keep trying if they don't succeed.</p> <p>Key Skills: jumping, balancing, controlling</p>	<p>Ball Skills (GS4PE)</p> <p>Pupils will develop their fundamental ball skills such as throwing and catching, rolling, hitting a target, dribbling with both hands and feet and kicking a ball. Pupils will have the opportunity to work independently, in pairs and small groups. Pupils will be able to explore their own ideas in response to tasks.</p> <p>Key Skills: Rolling, kicking, throwing, catching, dribbling, bouncing</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> • Movement • Coordination • Collaboration 	<p>Gymnastics (GS4PE)</p> <p>Pupils learn through exploring and developing basic gymnastic actions on the floor and using apparatus. They develop gymnastic skills of jumping, rolling, balancing and travelling individually and in combination to 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</p>	<p>Dance (GS4PE)</p> <p>Pupils will explore space and how their body can move to express an idea, mood, character or feeling. They will expand their knowledge of travelling actions and use 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</p>	<p>Sending and Receiving (GS4PE)</p> <p>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</p>	<p>Sports Day Practice</p> <p>Children will practise races such as sprints, skipping, egg and spoon, and the sack race. Pupils will be ranked into seats so they are racing against children of similar ability. The children will also practise team work by taking part in team challenges.</p> <p>Key Skills: Running, throwing, catching, teamwork</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> • Movement • Agility • Coordination • Competition • Collaboration • Fairness • Technique

<p>muscles, holding a position</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> • Movement • Balance • Agility <p>Coordination</p>		<p>provide feedback to others and recognise elements of high quality performance.</p> <p>Key Skills: Shapes, balances, shape jumps, take-off and landing, travelling, barrel roll, straight roll, forwards roll</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> • Movement • Balance • Agility • Coordination • Sequence • Technique 	<p>Key Skills: Travel, action, shape, perform, copy, using dynamics, using expression, using speed, using pathways</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> • Movement • Balance • Coordination • Collaboration • Sequence 	<p>and begin to organise and self manage their own activities. They will understand the importance of abiding by rules to keep themselves and others safe.</p> <p>Key Skills: Rolling, kicking, throwing, catching, tracking</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> • Movement • Agility • Coordination • Collaboration 	
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RE

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>1.6</p> <p>Who is a Muslim and how do they live? Part 1</p> <p>Muslims</p>	<p>1.3</p> <p>Why does Christmas matter to Christians?</p> <p>Christians</p>	<p>1.6</p> <p>Who is a Muslim and how do they live? Part 2.</p> <p>Muslims</p>	<p>1.5</p> <p>Why does Easter matter to Christians?</p> <p>Christians</p>	<p>1.4</p> <p>What is the 'good news' Christians believe Jesus brings?</p> <p>Christians</p>	<p>1.8</p> <p>What makes some places sacred to believers?</p> <p>Religion: Thematic unit (C, I) Visit to Ecclesfield Church</p>

RHE

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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<p>C1 How do we make a happy school? C2 Who lives in my neighbourhood? Os3 Online strangers (PI)</p> <p><u>Lesson 1: Talking about race and racism</u> <u>Lesson 2: Defining anti-racism</u></p>	<p>Fr4) How do we stop bullying? Os2) Personal information (SI) FC) L11. that people make different choices about how to save and spend money L12. about the difference between needs and wants; that sometimes people may not always be able to have the things they want <u>Lesson 3: Redefining racism</u> <u>Lesson 4: Understanding racial socialisation and stereotypes</u></p>	<p>Fa2) Do families always stay the same? H20 - about change and loss (including death): to identify feelings associated with this; to recognise what helps people to feel better Fa3) How should families treat each other? P3) How do we stop getting ill? <u>Lesson 5: Unconscious bias Racism</u></p>	<p>Fa4) When should I say no? Os) Accepting messages C3* Fa5) Who owns my body? I do! G1) How bodies change as we get older (link with science) CW resource pack 3a <u>Lesson 6: Being anti-racist in our actions</u></p>	<p>Os) Content Creators NI* Os4) Fake News (NI) M2) Who am I? P4) How can I stay safe?</p> <p>Drugs-Keeping Healthy-Medicines</p> <p>Drugs-Keeping Safe-Medicines and Household Products <u>Lesson 7: Representation matters</u></p>	<p>Os) Feeling uncomfortable online *</p> <p>C3) What makes a boy or a girl? CW resource pack 1/3D Fa6) Are all families the same? <u>Lesson 8: Myth busting anti-racism</u></p>
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