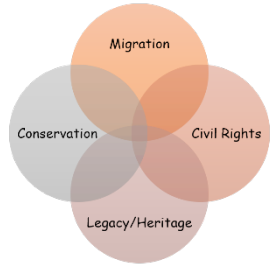
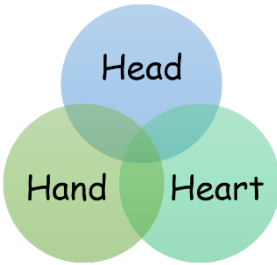
Riversdale Primary School
Medium Term Planning





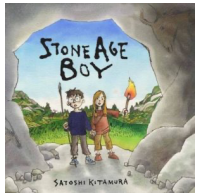
Year Group	**Year 3**
Term	**Autumn 1**

Learning Overview

This half term, pupils will begin learning about the Stone Age. They will develop an understanding of the term prehistoric in relation to primary sources, as well as exploring the three different eras/periods of the Stone Age. In geography, the pupils will build on their learning in Key Stage 1, by taking a closer look at major non-capital cities, as well the concept of counties. They will also learn about and locate key physical features (rivers and mountains) in the UK. Science lessons this half term will delve into the topic of forces, which pupils will have touched upon in their design and technology lessons previously. They will explore what a force is and work scientifically to investigate both friction and magnetism. For design and technology, the pupils will apply their understanding of push and pull forces in relation to pneumatics, in preparation for the design, make and evaluate cycle next half term.

Quality Stimulus Text(s)

- First week themed book
- Stone Age Boy



Linked UNCRC Articles

- Article 3: Best interests of the child,
- Article 12: Respect for the views of the child,
- Article 16: Right to privacy.

Subject	Consolidating: What skills specific to this topic are being built upon? What knowledge specific to this topic is being consolidated?	Head* What substantive KNOWLEDGE should the children learn?	Hand* What disciplinary knowledge and SKILLS should the children learn?	Heart* What VALUES and EMOTIONAL INTELLIGENCE concepts should the children develop?
Writing:	Year 2: • Recognise that a recount of an event should be written in past tense. • Identify the simple past tense. • Recognise the past progressive tense. • Know that diary entries usually have a brief introduction to help remind the writer of events when they read their diary back. • Explain that main ideas are organised in groups chronology/in time order. • Identify that writers use simple adverbs to help sequence events in time order. • Know that expanded noun phrases should be used to add detail to recounts. • Identify how to use the subordinate conjunction 'because' to add detail/explanations to a clause. • Know that diaries will always reference likes and dislikes, linked to specific events. • Recognise that letters must end with an appropriate sign off. • Understand that diary entries are informal and so writers might use apostrophes for contractions. • Know that a non-chronological report needs a clear and simple title that tells the reader what the report is about. • Understand that a brief introduction tells the reader what the report is about. • Know that a conclusion summarises the main points of the report.	<u>DIARY ENTRY:</u> • Explain the format and structure of a diary entry, including the concept of an opening paragraph to set the scene, followed by paragraphs shaped around specific key events. • Identify a range of appropriate time conjunctions to support the sequence of events. E.g., first, in the morning, then, later that morning, soon afterward, as the sun set etc. • Recognise the need for brief inclusions of thoughts and feelings in relation to events described. • Know that a diary entry, as a recount, should be written in time/chronological order, past tense and in first person. • Explain that simple sentences with extra description through expanded noun phrases and adverbs are used. • Identify that commas are used between adjectives in a longer expanded noun phrase. • Know that adverbial phrases are used to add more detail. • Recognise how possessive apostrophes are used for plural nouns. <u>NON-CHRONOLOGICAL REPORT:</u> • Know that a non-chronological report must have a simple yet engaging title to draw the reader's attention. • Understand that a clear introduction is needed to explain what the report is about. • Recognise that a conclusion summarises the key points. • Know that information should be organised into paragraphs, with	Pupils to apply grammar, purpose for writing and specific text type features in **Writing to Inform**: • Recount through diary entry based on events from Stone Age Boy. • Non-chronological report about forces inc. friction, gravity and magnetism. (Science Link) Pupils to apply grammar, purpose for writing and specific text type features in **Writing to Entertain**: • 1st Person Narrative retelling events from Stone Age Boy from a different perspective. Handwriting: • Increasingly use the diagonal and horizontal strokes that are needed to join letters and begin to understand which letters, when adjacent to one another, are best left unjoined. • Increase the legibility, consistency and quality of their handwriting. Composition: • Plan writing by discussing and recording ideas within a given structure. • Apply editing skills to make corrections to spelling, punctuation and grammar, based on current learning. • Begin to suggest improvements to own writing, with a focus on improving vocabulary and sentence structure.	• Work collaboratively, listening to one another and sharing ideas. • Enjoying writing and listening to stories. • Building confidence in reading and writing. • Reflect on own writing and set targets for improvement, with support. • Respect the work of others and show empathy when providing feedback.

	• Recognise that information should be organised into sections based on specific categories. • Know that each section focuses on one key idea to make the report clear. • Identify that subheadings help to organise information and make it easier for the reader to find details. • Recognise that present tense is used when writing about things that are still true. • Know that past tense is used when writing about things from the past. • Understand that a non-chronological report includes facts, not opinions. • Recognise that formal language should be used to inform the reader. • Know that linking words like because, so, and if can help to explain information. • Recognise that simple conjunctions can be used to join facts together. • Identify that capital letters are used for proper nouns. • Know that full stops, question marks, and exclamation marks must be used correctly. • Recognise that expanded noun phrases add detail to information. • Understand that technical words linked to the topic should be included. • Know that narratives are written in the order that events happen (chronologically). • Recognise that adverbs of time help show the sequence of events. • Know that sentences must include a subject and a verb. • Know that subordinating conjunctions help to link ideas.	each paragraph shaped around a key topic sentence. • Recognise that subheadings help to organise the content clearly. • Identify that additional or interesting facts can be signposted using phrases like Did you know…? • Understand that a simple glossary can be used to define technical language. • Know that simple sentences can be expanded with extra detail using expanded noun phrases and adverbs. • Recognise that complex sentences can be formed using subordinating conjunctions such as when, if, and as. • Understand that adverbial phrases can add more detail to sentences. • Know that nouns and pronouns should be used to avoid repetition. • Recognise that nouns can be formed using a range of prefixes. • Understand that adjectives should be chosen carefully to match the context. • Identify that conjunctions can express time and cause. • Know that present perfect verbs can be used where appropriate. • Recognise that tense should be consistent throughout the report. • Understand that possessive apostrophes must be used correctly for plural nouns. • Know that commas should be used to separate adjectives in a longer expanded noun phrase. • Identify that adverbs can express time and cause. • Understand that prepositions help to add specificity to descriptions. <u>1ST PERSON NARRATIVE:</u> • Know that time and place should be referenced to guide the reader.		

	• Recognise that coordinating conjunctions join two main ideas together. • Recognise that sentences can be linked with simple conjunctions. • Know that sentences can be joined with words like but, so, and because to give more detail. • Understand that adding extra information makes a story more interesting for the reader. • Know that a new paragraph can be used to show a change in time, place, or action. • Understand that paragraphs help to organise a story, so it is easier to read. • Recognise that using pronouns like he, she, and they avoids repeating names too often. • Recognise that words like as and while show two things happening at the same time. • Know that speech-like expressions can be used in dialogue to make characters sound more natural. • Recognise that adjectives add description to make writing more interesting. • Know that adjectives can be formed by adding suffixes -less or -ful. • Understand that -er and -est can be added to adjectives to compare things . • Know that adverbs describe how something happens. • Understand that -ly can be added to adjectives to form adverbs. • Identify that exclamation marks are used to show strong emotion or commands. • Understand that commas are used to separate items in a list. • Know that apostrophes are used for contractions.	• Understand that narratives must be organised into paragraphs. • Recognise that cohesion is strengthened by referring to characters using nouns and pronouns. • Know that simple sentences can be expanded with extra description using expanded noun phrases. • Recognise that complex sentences can be formed using conjunctions such as because, which, where. • Identify that tense must be consistent, typically past tense for narration and present tense in dialogue. • Understand that realistic and conversational dialogue should be used. • Know that specific verbs should be used to describe action. • Recognise that adjectives should be chosen carefully for the intended impact. • Understand that a range of adverbials should be used to add detail. • Know that time conjunctions and adverbials help to guide the reader. • Recognise that a range of adverbs should be used, not just those ending in "-ly". • Identify that prepositions make descriptions more specific. • Know that nouns can be formed using a range of prefixes. • Recognise that nouns and pronouns should be used to avoid repetition. • Understand that present perfect forms of verbs should be used where appropriate. • Identify that conjunctions can be used to express time and cause.		

	• Recognise that possessive apostrophes show when something belongs to someone. • Understand that -es, -ed, and -ing can be added to verbs to change their tense. • Recognise that the progressive form of verbs shows ongoing actions in the past or present. • Identify that narratives should use the past tense consistently.	• Know that possessive apostrophes should be used correctly for plural nouns. • Recognise that inverted commas must be used correctly to punctuate direct speech. • Understand that commas should be used between adjectives in a longer expanded noun phrase.		
Reading:	Year 2: • Building on phonics subject skills and knowledge. • Connect prior knowledge with context. • Use a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word families. • Locate and discuss words and pre-taught vocabulary to find out what the text is about. • Connect prior knowledge to context. • Read sentences with increasing accuracy and fluency. • Self-correction words. • Read aloud with attention to punctuation, including full stops, question, exclamation and intonation. • Self-correction, including re-reading and reading ahead. • Look for specific information in texts using contents and glossaries. • Identify and use text features, e.g. titles, headings and pictures, to locate and understand specific information. • Re-reading sentences for clarity. • Talk about book preferences.	Ready, Steady Read Together Scheme: Fiction: • Harry the Poisonous Centipede Non-Fiction: • Explore Poetry: • A World Full of Poems Comprehension: • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. • Increase their familiarity with a wide range of stories (including fairy stories). • Increase their familiarity with a wide range of books and retell some of these orally. • Read a range of books that are structured in different ways and read for a range of purposes. • Participate in discussion about both books that are read to them and those they can read for themselves. • Identify simple themes and conventions in an increasing range of books. • Retrieve and record some information from non-fiction.	Reading Skills: • Connect prior knowledge with context. • Locate and discuss words and pre-taught vocabulary to find out what the text is about. • Use a range of strategies to make meaning from words and sentences, including building on knowledge of phonics, word roots, text organisation and prior knowledge of context. • Read a range of texts with increasing accuracy and fluency. • Develop views about what is read with support. • Develop positive attitudes to reading and understanding of what is read. • Read aloud using punctuation to aid expression and intonation. • Self-correction, including re-reading and reading ahead. • Re-reading sentences for clarity. • Skim to gain an overview of a text, e.g. topic, purpose. • Identify different purposes of texts, e.g. to inform, instruct, explain. • Read short information texts independently with concentration. • Identify how texts are organised, e.g. lists, numbered points,	Values: Respect, Individuality, Value, Entrust, Reflect, Share, Democracy, Aspire, Love, Empathy • Pupils will listen respectfully during reading discussions and show respect for different characters, cultures, and viewpoints encountered in a wide range of fiction, non-fiction, plays, and poetry. • Pupils will express their individual opinions about books, justify their preferences, and explore how characters in stories show unique thoughts, feelings, and motives. • Pupils will value a broad range of books and texts for different purposes, recognising the importance of reading for information, entertainment, and learning. • Pupils will take ownership of their reading by using strategies such as skimming, re-reading, and self-correcting to ensure understanding, and by selecting books suited to their level and interest. • Pupils will reflect on main ideas, characters' actions and motives, and their own understanding by summarising information and justifying their inferences with evidence from the text.

	• Identify how texts are organised, e.g. lists, numbered points, tables and bullet points. • Explain what has happened so far in what they have listened to or read. • Discuss the sequence of events in books and how many items of information are related. • Recognise simple recurring literary language in stories and poetry and draw upon these for their writing. • Make some inferences on the basis of what is being said and done across the book and drawing on other books they have read. • Discuss an increasing amount of word meanings in context, linking meanings to those already known. • Sometimes discuss alternative meaning of the same word. • Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that which they can read independently. • Demonstrate familiarity with and retell a wide range of fairy stories, traditional tales, stories and plays. • Understand many non-fiction books that are structured in different ways. • Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear. • Discuss their favourite words and phrases using some of them in their writing. • Show good understanding of books they have read and listened to drawing on what they already know, with background	• Identify how language, structure and presentation contribute to meaning. • Recognise some different forms of poetry [for example, free verse, narrative poetry]. • Prepare short poems and play scripts to read aloud and to perform, showing some understanding through intonation, tone, volume and action. • Predict what might happen from details stated and some which are implied. • Check that the text makes sense to them, discuss their understanding and explain the meaning of some words in context. • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying many inferences with evidence. • Ask some questions to improve their understanding of a text. • Identify main ideas drawn from more than one paragraph and summarise these. • Discuss some words and phrases that capture the reader's interest and imagination. *Vocabulary:* *root word, prefix, suffix, theme, convention, intonation, tone, volume, action, rehearse, perform, present*	diagrams with arrows, tables and bullet points. • Look for specific information in texts using contents, indexes, glossaries, dictionaries. • Identify and use text features, e.g. titles, headings and pictures, to locate and understand specific information. • Enhance understanding in information text through, e.g. illustration, photographs, diagrams and charts.	• Pupils will share their thoughts and opinions during group discussions, read poems and play scripts aloud, and present information or ideas to the class with expression and confidence. • Pupils will take turns in reading and discussions, respect differing views, and contribute fairly when making decisions as a group about text choices or interpretations. • Pupils will aspire to read more fluently and with greater understanding, build their vocabulary, and engage with increasingly challenging texts across genres. • Pupils will develop a love of reading through exposure to engaging stories, poetry, and non-fiction, and will speak with enthusiasm about books they enjoy. • Pupils will develop empathy by exploring characters' feelings, thoughts, and motives, and by justifying these with evidence from the text, particularly when making inferences.

	information and vocabulary provided by the teacher. • Make some predictions of what might happen on the basis of what has been read so far. • Answer and ask questions. • Check the text makes sense to them and correct inaccurate reading.			
Mathematics:	Year 2: • Count in steps of 2, 3, and 5 from 0, and in 10s from any number, forward and backward. • Recognise the place value of each digit in a two-digit number (10s, 1s). • Identify, represent, and estimate numbers using different representations, including the number line. • Compare and order numbers from 0 up to 100. • Use <, > and = signs. • Read and write numbers to at least 100 in numerals and in words. • Use place value and number facts to solve problems. • Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities, and measures. • Solve problems with addition and subtraction: applying their increasing knowledge of mental and written methods. • Recall and use addition and subtraction facts to 20 fluently and derive and use related facts up to 100. • Add and subtract numbers using concrete objects, pictorial	• Know the sequence of numbers from 0 to 1000 and associated patterns. • Understand the concept of place value (100s, 10s and 1s) linking digit with value. • Understand the meaning of partitioning and how to use this to identify value of digits within any given number. • Understand addition and be able to add 4, 8 and 50 to any given number. • Explain the concepts of greater than, less than, and equal to. • Know the meaning of the equality/inequality symbols: <, >, and = • Express the meaning of before/after in relation to number. • Know the names of numbers and how these can be representing using numerals and words. • Identify the meaning of estimation. • Know that estimation involves approximating based on given information/evidence. • Explain that equals (=) to means that quantities are the same, whilst add (+) means putting quantities/values together and subtract (-) means to remove a quantity/value from a given amount.	Number & Place Value: • Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number. • Recognise the place value of each digit in a 3-digit number (100s, 10s, 1s). • Compare and order numbers up to 1,000. • Identify, represent, and estimate numbers using different representations. • Read and write numbers up to 1,000 in numerals and in words. • Solve number problems and practical problems involving these ideas. Addition & Subtraction: • Add and subtract numbers mentally, including: - a three-digit number and 1s, - a three-digit number and 10s, - a three-digit number and 100s. • Add and subtract numbers with up to 3 digits, using formal written methods of columnar addition and subtraction • Estimate the answer to a calculation and use inverse operations to check answers. • Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.	• Working collaboratively with partners and in groups. • Using appropriate listening skills and turn taking in group discussion. • Showing empathy and kindness by helping each other to understand. • Knowing that giving your partner the answer is not helpful but explaining it is. • To recognise the value in making mistakes. • To identify the importance of resilience in problem solving. • To find different ways to solve the same problem.

	representations, and mentally, including: a two-digit number and 1s a two-digit number and 10s 2 two-digit numbers adding 3 one-digit numbers. • Show that addition of 2 numbers can be done in any order (commutative) and subtraction of one number from another cannot. • Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.	• Explain the concept of 1s, 10s, and 100s knowing that ten 1s is equivalent to 10 and ten 10s is equivalent to 100. • Identify the meaning of renaming. • Identify the meaning of exchanging. • Explain the meaning of inverse and how this can be used to check working out.		
Science:	Year 1 & 2: • Develop the ability to ask questions such as how things change and how they happen. • Be involved in planning how to use resources provided to answer questions. • Use practical resources provided to gather evidence to answer questions generated by themselves or the teacher. • With support carry out comparative tests. • Use their observations and testing to compare objects. • Sort and group things, identifying their own criteria for sorting. • Make careful observations to support comparison. • Begin to take measurements, initially by comparisons, then using non-standard units. • Record measurements, for example: using prepared tables, pictograms, tally charts and block graphs. • Classify using simple prepared tables and sorting rings. • With support, relate answer to evidence, for example measurements taken.	Forces: • Contact forces include: friction, air resistance, up thrust, and tension. • Non-contact forces include: gravity, and magnetic. • Slippery/smooth surfaces such as ice or a slide, have low friction. • Rough surfaces, like carpet, sandpaper or rubber tyres, have high friction. • We can test if materials are magnetic by seeing if they are attracted to magnets. • Non-metals, e.g. wood, plastic and glass, are not magnetic. • SOME metals (Iron/Steel, Nickel and Cobalt) are magnetic. • All magnets have two poles. A north pole and a south pole. • Opposite poles attract and like poles repel. *Vocabulary:* *force, contact force, non-contact force, force meter, Newtons, magnet, magnetic, attract, repel, poles*	Ask Questions: • Recognise when secondary sources can be used to answer questions that cannot be answered through practical work. • Independently use a range of question stems. • Where appropriate, they answer these questions. • Given a range of resources, decide for how to gather evidence to answer the question. • Identify the type of enquiry to answer a question. • Answer questions posed by the teacher. Enquiry: • Select from a range of practical resources to gather evidence to answer questions generated by themselves or the teacher. • Follow a plan to carry out: comparative and simple fair tests. • Follow a plan to carry out: observations and tests to classify. • Follow a plan to carry out: observations and pattern seeking. Observe: • Make systematic and careful observations.	Value: Respect, Reflect, Individuality, Democracy, Value, • Understanding forces also teaches pupils how their actions (like pushing or pulling) have consequences in the physical environment. This can be linked to the wider concept of cause and effect. • Encourage pupils to reflect on how these forces play a role in their everyday lives, • Reflecting on these natural forces fosters a deeper understanding and appreciation of the world around them. • Just as different surfaces exhibit unique frictional properties, this lesson can highlight the value of individuality of people. • Emphasise the importance of fair testing in experiments and teach pupils about the importance of fairness, transparency, and equality. • Encourage the pupils to consider when they have seen or used magnets in everyday life and why these have been important. • Encourage pupils to make connections between their Key

	• Recognise 'best and worst' etc. from their data. • Ask further questions which can be answered by extending the same enquiry. • Orally communicate findings to an audience, using appropriate scientific language.		• Use a range of equipment for measuring length, time, temperature, and capacity, for example: thermometers and data loggers. • Use standard units for their measurements. Record/Present: • Record observation, for example: using photographs, videos, pictures, labelled diagrams or writing. • Record measurements on given templates (if required), for example: using tables, tally charts and bar charts. • Record classifications, for example: using tables, Venn diagrams, Carroll diagrams. Conclusion: • Answer own and others' questions based on observations made, measurements taken, or information gained from secondary sources. • Interpret data to generate simple comparative statements based on evidence. • Draw conclusions based on evidence and current subject knowledge. • Begin to identify naturally occurring patterns and causal relationships.	Stage 1 learning and this lesson, primarily the link between the concept of poles. This will show pupils the interconnectedness of their learning and the world more generally.
Art:	Year 2: • Use a sketchbook to record media experimentations including textures and patterns to inform own work. • Use a sketchbook to plan and develop simple ideas based on experimentation. • Continue to build information around colour theory.	Drawing – Introduction to Drawing 3: • Pencils come in different grades, from hard to soft, which affect the lines and shading they produce. • Light shading is achieved using a lighter pencil grade, while darker shading is achieved using a softer pencil grade. • Smooth shading techniques and blending, create depth and texture in drawings.	Exploring & Developing Ideas: • Continue to use a sketchbook to record media experimentations to demonstrate development of skill over time. • Use a sketch book to express feelings about a piece of art. • Make notes in a sketch book about techniques used by artists studied. Responding to Art:	Values: Reflect, Individuality, Value, Empathy • Reflect on previously learnt skills and techniques and how these can be applied. • Encouraging students to explore their unique artistic styles through shading techniques. • Appreciating the importance of adding depth and texture to

	• Talk about how a piece of art makes them feel. • Talk about own work, explaining the process they have used and begin to identify likes and dislikes. • Look at and talk about the other artists expressing their likes and dislikes with increasing detail. • Explore the work of a range of artists, and designers, describing the differences and similarities and begin to make simple links to their own work. • Experiment with a range of drawing implements on different surfaces. • Investigate tone by drawing light/dark lines using a pencil. • Investigate tone through the use of different grades of pencils, e.g. HB, 2B, 4B. • Experiment with different line weights (thick and thin). • Demonstrate control over the types of marks made with a range of media when drawing from observation. • Begin to explore texture through copying different strokes, e.g. dots, dashes and squiggles.	• Surface detail includes patterns and textures that make objects look more realistic. • Different drawing implements (charcoal, pastel, etc.) can create varied textures and patterns. • Objects look different when viewed from above, below, front, or back. • The foreground is the area of space or object in the painting that is closest to the viewer. • The background is the area furthest from the viewer. • Backgrounds have an important role in setting the scene and adding depth to artwork. *Vocabulary:* *shading, light, dark, pattern, line, blending, surface detail, texture, foreground, background*	• Explain how a piece of art makes them feel with increasing clarity. • Discuss own work and that of others, explaining the process they have used, identifying thoughts and feelings which are supported by their knowledge of artists and techniques. Drawing: • Begin to draw objects with accuracy. • Experiment with different grades of pencil to create different lines and marks. • Experiment with ways in which surface detail can be • added to drawings through texture and pattern. • Discuss the importance of shadow, light and dark. • Explore smooth shading and blending with different media to achieve a range of light and dark tones. • Begin to explore how artists draw foregrounds and backgrounds for perspective.	drawings, reflecting the value of attention to detail. • Understanding different perspectives by drawing objects from various viewpoints, linking with empathy towards different viewpoints in general. • Reflecting on the process of planning, refining, and altering drawings to improve and learn from mistakes. • Reflecting on the process of planning, refining, and altering drawings to improve and learn from mistakes.
Computing: **First Week of Autumn**	Year 2: • To understand the difference between online and offline. • To understand what information that we should not post online. • To know what the techniques are for creating a strong password. • To know that you should ask permission from others before sharing about them online and that they have the right to say 'no.' • To understand that not everything I see or read online is true.	Kapow Computing Scheme: Online Safety: • To know that not everything on the internet is true: people share facts, beliefs, and opinions online. • To understand that the internet can affect your moods and feelings. • To know that privacy settings limit who can access your important personal information, such as your name, age, gender etc. • To know what social media is and that age restrictions apply.	Online Safety: • Recognise how social media platforms are used to interact. • Distinguish between facts, beliefs, and opinions which are shared online. • Identify reliable information when searching online. • Stay safe on social media. • Consider the impact technology can have on mood.	Values: Respect, Individuality, Value, Entrust, Reflect, Share, Democracy, Aspire, Love, Empathy • Respecting others' privacy and personal boundaries online. • Using respectful language and behaviour in digital communications. • Respect the uniqueness of each individual's online presence and the importance of expressing oneself while staying safe. • Explore the value of personal information and the potential

	• Identifying whether information is safe or unsafe to be shared online. • Create a strong password. • Be respectful of others when sharing online and ask for their permission before sharing content. • Apply strategies for checking if something they read online is true. • Express how stay safe when talking to people online and what to do if they see or hear something online that makes them feel upset or uncomfortable.	*Vocabulary:* *accurate, age restrictions, autocomplete, belief, charity, content, digital device, fact, fake news, hoax, internet, internet of things, opinion, online emotions, organisation, permission, privacy settings, reliable, search, search engine, share, smart devices, social media platforms*		consequences of sharing it recklessly. • Evaluate the reliability and credibility of online sources. • Ensure trustworthiness online, including how to identify trustworthy websites and individuals. • Address the risks and benefits of sharing personal information with others on the internet. • Reflect on online activities and interactions to identify risks. • Critically analysing online content before sharing or believing it. • Be responsible when sharing content online, including images, videos, and personal information. • Know the consequences of oversharing and how to set appropriate boundaries. • Aspire to be positive digital citizens who contribute positively to online communities. • Promote online empathy and kindness, in our actions.
Computing: **Remainder of Autumn 1**	Year 2: • Understanding what a computer is and that it's made up of different components. • Recognising that buttons cause effects, and that technology follows instructions. • Learning how we know that technology is doing what we want it to do via its output. • Using greater control when taking photos with cameras, tablets or computers. • Developing confidence with the keyboard and the basics of touch typing. • Developing word processing skills, including altering text, copying	Kapow Computing Scheme: Networks & The Internet (Lessons 1, 3 & 5 only): • To understand that a network is a group of interconnected devices. • To know the components that make up a network (Wireless access point/WAP, Network switch, Router, Server and devices). • To know that a server is central to a network and responds to requests made. • To know that the internet connects all the networks around the world. • To know that a router connects us to the internet.	Networks & The Internet: • Learning about the purpose of routers. • Understanding the role of the key components of a network. • Understanding that websites & videos are files that are shared from one computer to another. • Learning about the role of packets. • Understanding how networks work and their purpose. • Identifying the key components within a network, including whether they are wired or wireless. • Recognising links between networks and the internet. • Learning how data is transferred.	Values: Respect, Individuality, Value, Entrust, Reflect, Share, Democracy, Empathy • Emphasise the importance of treating digital resources and equipment with care. • Discuss how each device in a network has a unique role, and individuality contributes to the overall functionality of the system. • Discuss how each component plays a valuable role, and no device is insignificant in the grand scheme of a network. • Discuss the responsibility and reliability associated with central components like servers and routers.

	and pasting and using keyboard shortcuts. • Using word processing software to type and reformat text. • Creating and labelling images. • Searching for appropriate images to use in a document. • Understanding what online information is. • Learning how computers are used in the wider world. • Identifying whether information is safe or unsafe to be shared online.	• To know what a packet is and why it is important for website data transfer. *Vocabulary:* *device, file, internet, network, network switch, packet data, router, server, the cloud, user, WiFi, wired, wireless, wireless access point.*		• Encourage reflection on the impact of networks on our daily lives. • Discuss how the internet connects people worldwide and how this connectivity influences communication, culture, and information sharing. • Highlight the concept of sharing files and data between devices within a network. • Emphasise the positive aspects of sharing information responsibly and how it contributes to the collaborative nature of networks. • Discuss the global connectivity provided by the internet and how it enables empathy and understanding between people from different cultures.
DT:	Year 1 & 2: • Refer to materials, tools and techniques using appropriate vocabulary. • Identify simple levers and sliders in context, e.g. story books, and explain how they work. • Use correct vocabulary to describe slider and level mechanisms and how they move, e.g. pivots, slots, etc. • Draw simple products to show how they work using directional arrows. • With some support make and assemble strips of cards to make sliders and lever mechanisms. • Choose and use a given technique to make a simple slider or lever mechanism to be used in a product. • Use tools and equipment safely, e.g. split pins and hole punch. • Identify wheels and axles in context, e.g. skateboard or	CONTEXT: *"Hi, my name is Jacob. I am 12 years old. I was to make my little cousin a toy for Christmas. He likes animals, monsters, mythical creatures, that sort of thing. I want the toy to be something that moves, but he is very young, so I don't want any electrical components. Can you help me to design and make something for him?"* Pneumatics (Lessons 1 – 3): • Everyday objects that use air include inflatable toys, whistles, foot pumps, and party blowers. • Air can be controlled to create a force that makes objects move. • Pneumatic systems use air pressure to create mechanical movement. • "Input" is the air pressure, and "output" is the final movement or action. • Air pressure can be adjusted to control the speed and force of movement.	Mechanisms: • Identify familiar objects that use air to make them work. • Describe how objects use air to make them work. • Continue to use appropriate vocabulary for tools, materials and their properties. • Explain that simple pneumatic systems work by using pressurised air to create motion. • Understand that mechanical systems have an input, process and an output. • Know that the input is the pressure and the • output is the air that results in mechanical outcome. • Explain why pneumatic systems must have airtight connections. • Create effective pneumatic systems using appropriate materials. • Investigate ways of using a pneumatic system in combination	Value: Reflect, Value, Individuality • Reflect on and appreciate how air is use for the operation of various everyday objects. • Encourage students to value how pneumatic systems work and how they can be used to improve daily life. • Explore individual creativity and design to figure out how to make parts of a toy move using pneumatic systems. It promotes individuality in problem-solving.

	wheelbarrows, and explain how they work. • Use correct vocabulary to describe wheels and axles and how they move, e.g. free and fixed axles. • Explore how different size wheels and axle placement affect movement. • Recognise that friction can impact the movement of the wheel. • Use class construction kits with some support to construct free and/or fixed axle vehicles. • Evaluating Existing Products: - what products are, - who products are for, - what products are for, - how products work, - how products are used, - where products might be used, - what materials products are made of, - what they like and dislike about products.	• A pneumatic system must be airtight. If not, the system loses air pressure so it will not work. *Vocabulary:* *Pneumatic, mechanism, system, input, output, air pressure, airtight, components*	with other materials to create a product. Evaluating: • Existing Products: - how well products have been made, - why materials have been chosen, - what methods of construction have been used, - how well products work, - how well products achieve their purposes, - how well products meet user needs and wants, - whether products can be recycled or reused.	
Geography:	Year 2: • Name and locate the four countries of the UK (England, Ireland, Scotland, Wales). • Name and locate the capital cities of the UK (London, Dublin, Edinburgh, Cardiff). • Identify some features (e.g., landmarks and flags) of the four countries of the UK. • Recognise the meaning of the term coastal in relation to cities, towns and/or villages. • Identify the main differences between a town/city and the countryside (urban/rural). • Key physical features may include: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil,	A Closer Look at the UK (Lessons 1 – 3): • Cities include Birmingham, Liverpool, and Glasgow. • Counties include Yorkshire, Kent, and West Midlands. • Mountains include Ben Nevis (Scotland) and Snowdon (Wales). • The Pennines run down the centre of Northern England. • Rivers include the Thames (London) and the Severn (England and Wales). *Vocabulary:* *county, mountain, river, topography*	Locational Knowledge: • Name and locate the major cities of the UK (not capitals). • Name a range of counties of the UK. Place Knowledge: • Compare physical and human features in the UK. • Begin to use topographical maps to compare settlements and land uses in the UK. Mapwork: • Using a range of maps and atlases, including digital maps, to locate cities and counties of the UK. Human & Physical Geography Knowledge: • Know and understand aspect of physical geography including: mountains, lakes and rivers.	Values: Individuality, Democracy, Love • Support pupils in understanding and appreciating that different cities have had unique pasts making no two UK cities the same. • Pupils should be able to recognise that the concept of local governments is an important aspect of UK democracy. • Exposure to the vast and differing aspects of UK physical geography should be a way of developing love for the environment.

	valley, vegetation, season, weather. • Key human features may include: city, town, village, factory, farm, house, office, port, harbour, shop. • Use photographs to recognise landmarks and basic human and physical features. • Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. • Begin to use eight points of a compass.		• Explain that topography refers to the shape, height and depth of a place. Interpret a Range of Sources: • Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. • Start to explain the effectiveness of different geographical representations e.g., aerial view and topological maps.	
History:	Year 2: • Recount main events from a significant event in history. • Recognise that some objects belong in the past. • Begin to sequence artefacts, photographs and events that are in time order. • Begin to understand where people and events fit on a timeline. • Develop an awareness of the past, using common words and phrases relating to the passing of time, such as old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before and after. • Know that photographs and artefacts can tell us about the past. • Use artefacts, photographs and visits to museums to answer simple questions about the past. • Find answers to simple questions about the past using sources. • Ask a range of simple questions to develop an understanding of a historical event. • Recognise that there are reasons why people in the past acted as they did.	Great Builders - The Stone Age to the Iron Age (Lessons 1 – 3): • Prehistoric means the time before written records. • BCE means Before Common Era. The time before the year 0. • CE means Common Era. The time after the year 0. • Archaeological sites can provide valuable primary sources which we have to interpret. • Primary sources are original artefacts or documents from the time, while secondary sources are created later by historians. • The Stone Age is divided into three periods, each using stone as the primary material for tools and weapons. • The Palaeolithic period was characterised by hunter-gatherer societies and the use of simple stone tools. • The Mesolithic period saw a transition to more advanced tools and the beginning of settled communities. • The Neolithic period introduced agriculture, permanent settlements, and more	Chronology: • Understand that some historical events/periods occurred concurrently in different locations. • Begin to develop a chronologically secure knowledge of local, national and global history, including significant dates. • Understand that timelines can be divided into BCE and CE using words and phrases: century, decade, BCE, CE, after, before, during. • Recognise that BCE is sometimes referred to as BC and CE is sometimes referred to as AD. • Summarise the main events from a period of history and place them in order. • Accurately sequence several events, artefacts, and/or historical figures on a timeline. Using Sources for Enquiry: • Recognise the difference between primary and secondary sources. • Know that archaeological evidence can be used to find out about the past. Historical Interpretation:	Values: Respect, Empathy, Share, Value • Remaining open-minded when interpreting historical sources, considering various perspectives to form well-rounded conclusions. • Encourage students to admire the resourcefulness and adaptability of early humans during different Stone Age periods. • Highlight the importance of cooperation and teamwork within Stone Age communities to survive and thrive. • Foster gratitude for modern advancements and technology by comparing them with Stone Age tools and lifestyle.

	• Discuss why a historical event was significant in relation to its impact on society.	sophisticated tools like polished stone axes. *Vocabulary:* *prehistoric, BCE, CE, archaeologist, excavation, artefact, primary source, secondary source, hunter-gatherer, trade*	• Know that we can make inferences and deductions using images from the past. • Begin to interpret why the past may be represented in different ways. Historical Significance: • To know that significant archaeological findings are those which change how we see the past.	
Music:	Year 2: • Listening with concentration to short pieces of music or excerpts from longer pieces of music. • Beginning to explain why the music has a certain effect on them, which could be related to the music or a personal experience. • Identifying some common instruments when listening to music. • Recognising simple patterns and repetition in rhythm. • Recognising simple patterns and repetition in pitch. • Talking about the tempo of music using the vocabulary of fast and slow. • Talking about the dynamics of the music, using the vocabulary of loud, quiet and silent. • Talking about the pitch of music, using the vocabulary of high and low. • Giving positive feedback relating to the tempo of practices and performances using the vocabulary of fast and slow. • Giving positive feedback related to the dynamics of practices and performances, using the vocabulary of loud, quiet and silent.	Kapow Music Scheme: Ballads: • To know that a ballad tells a story through song. • To know that lyrics are the words of a song. • To know that in a ballad, a 'stanza' is a verse. *Vocabulary:* *ballad, chorus, compose, dynamics, emotions, ensemble, facial expressions, features, feelings, instrumentals, lyrics, melody, nonsense words, performance, phrases, poem, pop songs, rehearse, rhyme, solo, stanza, story mountain, summarize, tune, verse, vocabulary, volume*	• Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. • Recognising and explaining the changes within a piece of music using musical vocabulary. • Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement. • Beginning to show an awareness of metre. • Beginning to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to their own and others' work. • Composing a piece of music in a given style with voices and instruments. • Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique. • Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance. • Explaining their preferences for a piece of music using musical vocabulary. • Offering constructive feedback on others' performances.	Values: Respect, Individuality, Value, Entrust, Reflect, Share, Democracy, Aspire, Love, Empathy • Respect different musical traditions, genres, and cultures. • Appreciate the skills and efforts of their peers and musicians. • Respect for the instruments and equipment used in music-making. • Express individual creativity through music composition and performance. • Maintain individual responsibilities in group performances, ensemble rehearsals, and collaborative projects. • Lead, make decisions, and contribute to the musical process. • Engage in reflective practices after performances, analysing what went well and areas for improvement. • Share musical talents and skills through performances. • Share ideas, insights, and responsibilities. • Set musical goals, whether related to technique, theory, or performance. • Aim for higher levels of musical proficiency and expression.

	• To know that sections of music can be described as fast or slow and the meaning of these terms. • To know that sections of music can be described as loud, quiet or silent and the meaning of these terms. • To know that sounds within music can be described as high or low sounds and the meaning of these terms. • Singing simple songs, chants and rhymes from memory. • Practising singing songs with a wider pitch range. which is gradually getting higher or lower. • Competently singing songs or short phrases with a small pitch range. • Breathing at appropriate times when singing. • Adapting their singing voice to be loud or soft at the direction of a leader. • Developing an awareness of how dynamics are affected by the force with which an instrument is played. • Learning to use instruments to follow the beat by first observing and then mimicking the teacher's modelling. • Starting to understand how to produce different sounds on pitched instruments. • Maintaining a comfortable position when sitting or standing to sing and play instruments.			• Develop a love for music through exposure to various genres and styles. • Nurture emotional connections to music and express and interpret emotions through performance. • Develop empathy by understanding the emotions conveyed in different pieces. • Listen to and understand each other in teamwork.
PE:	Year 2: • Able to use attacking and defending skills in a variety of simple games. • Make choices about appropriate targets, space and equipment • Using a variety of simple tactics.	• Sending & Receiving: Explain the different types of passing • Awareness of Space: Identify how to utilise the space effectively. • Tactics: Explain the meaning of being able to *'read the game'.*	• Send and receive with control to keep possession and score goals. • Be aware of space and use it to support team-mates and cause problems for the opposition. • Know and use rules fairly to keep games going.	Values: Respect, Value, Entrust, Reflect, Share, Democracy, Aspire, Empathy • Carry out activities to improve their work and understand why they are useful.

			• Keep possession with some success.	• Come up with and share sensible solutions, given time to think about their actions. • Work collaboratively to improve individual and team member skills, showing aspiration. • Value the efforts of others and show empathy when providing peer-assessment/feedback. • Entrust each other to be kind and supportive, showing good sportsmanship. • Show resilience when receiving feedback and reflect on how this can be used.
RE:	Year 1 & 2: • Identify religious stories and talk about them. • Use the right names for things that are special to believers. • Use some religious words to describe some religious practices. • Talk about religious art, symbols and words. • Say what some symbols stand for and what some of the art and music is about. • Tell religious stories and talk about them. • Talk about things that happen to them. • Talk about what they find interesting or puzzling. • Ask about what happens to others with respect for their feelings. • Talk about some things in stories that make people ask questions. • Talk about what is important to them and to others with respect for their feelings.	Why do people celebrate when a baby is born? • A Christian baby is welcomed with a baptism or christening. • Water is poured on the baby's head. • Godparents promise to help the child grow in the Christian faith. • In Islam, the adhan is whispered into the baby's ear. • The baby's hair is shaved, and the value of its weight is given to charity. • Sikhs hold a Naam Karan ceremony at the gurdwara. • A reading from the Guru Granth Sahib is chosen at random and the baby's name begins with the first letter of the hymn. • Religious ceremonies show love, belonging, thankfulness, and faith. • Non-religious families can create their own celebration based on their values. *Vocabulary:* *celebrate, ceremony, baptism, christening, godparents, priest/vicar, adhan, aqiqah, charity, naam karan*	Learning about Religion & Beliefs: • Talk about some of the things that are the same for religious people. • Briefly describe some similarities and differences between religions. • Describe some religious sources and explain that these teachings affect religious groups. • Use the right religious words to describe and to briefly compare different practices and experiences. Learning from Religion & Beliefs: • Compare some of the things that influence them with those that influence others. • Ask important questions about life and compare their ideas with those of other people. • Begin to link things that are important to them and other people with the way people behave. • Begin to give opinions with reasons and references to some sources of wisdom, such as inspirational people. • Ask questions about moral decisions, and suggest some	Values: Empathy, Entrust, Reflect, Respect, Individuality, Aspire • Pupils will consider what a baby needs to feel safe, loved, and cared for, showing empathy by imagining how it feels to be completely dependent on others. • Pupils will learn how Christian families entrust godparents to help guide their child's faith journey and reflect on the importance of trust and responsibility in their own lives. • Pupils will show respect by learning about Muslim birth traditions and understanding how these important practices express faith, community, and generosity. • Pupils will reflect on the similarities and differences between religious traditions, thinking about how people express love and welcome in diverse but meaningful ways. • Pupils will explore how Sikh naming traditions honour both uniqueness and equality, recognising the importance of identity and valuing each person as an individual.

			solutions based on sources of wisdom.	• Pupils will aspire to create a meaningful baby ceremony that reflects values such as love, belonging, and celebration, showing their ability to think deeply about what matters.
RSE:	Year 2: • More about what their brain looks like and that it is fully grown by the age of 6. • That our brain helps us to make good decisions and remember what we have learnt. • That the Amygdala causes them to Fight, Flight or Freeze. • Children will be asked to reflect and think of examples of how they use each of Team H-A-P. • That when we learn something new, our brain remembers it and grows. • About Neuroplasticity and examples of how they can use it to help them. • How they can use Happy Breathing to help Team H-A-P work as a team, but also how Happy Breathing can help with Neuroplasticity. • About different feelings that humans can experience. • How to recognise and name different feelings. • How feelings can affect people's bodies and how they behave. • How to recognise what others might be feeling. • To recognise that not everyone feels the same at the same time or feels the same about the same things. • About ways of sharing feelings; a range of words to describe feelings.	My Happy… Scheme: My Happy Mind: Meet Your Brain Lessons 1 - 5 To Learn: • How to focus their mind to help them train their brain. • About Team H-A-P and their roles in more detail. • How our emotions impact Team H-A-P and how to support their brains to relax when feeling sad, stressed or worried. • Why our Amygdala behaves the way it does and how evolution has shaped how it works. • How we can use Happy Breathing during times of stress and how our Hippocampus stores the memory of this when we practise. • About Neurons and Neural Pathways and the role they play in learning. • How to look after their brains to help them to be at their best. *Vocabulary:* *brain, cells, hippocampus, amygdala, prefrontal cortex, mind, focus, neuroplasticity, neuron, neural pathway, happy breathing, fight, flight, freeze, oxygen* My Happy Mind Places: Lessons 1 – 2 To Learn: • That mental health, just like physical health, is part of daily life; the importance of taking care of mental health. • About strategies and behaviours that support mental health —	My Happy Mind: Meet Your Brain • Focus their attention deliberately to support concentration and learning. • Recognise when they feel sad, stressed, or worried and choose a strategy to support themselves. • Use Happy Breathing to regulate their emotions during moments of stress. • Practise calming techniques regularly so they become part of memory and routine. • Apply their understanding of brain function to make better choices in learning and behaviour. • Take steps to look after their brain health (e.g. rest, sleep, hydration, stress reduction). • Reflect on how practising a skill strengthens neural pathways. • Persevere with tasks, understanding that repetition builds stronger brain connections. My Happy Mind: Places • Use vocabulary to name and express a range of feelings with increasing accuracy. • Recognise when feelings change or become more intense and respond appropriately. • Choose and apply strategies to help regulate strong or conflicting emotions. • Practise and engage in daily habits that support mental wellbeing (e.g. rest, movement, connection).	My Happy Mind: Meet Your Brain Values: Reflect, Entrust, Aspire, Value, Empathy • Pupils will reflect on how their emotions and actions affect their brain and learning. • Pupils will trust that their brain can grow stronger through effort, focus, and calm strategies. • Pupils will aspire to train their brains and improve their learning through repeated practice. • Pupils will value their brain and take steps to look after it to be at their best. • Pupils will understand that others also experience stress and emotions and support one another using calming strategies. My Happy Mind: Places Values: Love, Entrust • Pupils will show care and kindness to themselves and others when experiencing strong or difficult emotions. • Pupils will trust that it is safe and important to talk to a trusted adult about their mental health and feelings.

	• About things that help people feel good (e.g. Playing outside, doing things they enjoy, spending time with family, getting enough sleep.) • Different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good. • To recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it. • About change; to identify feelings associated with this; to recognise what helps people to feel better.	including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing. • To recognise that feelings can change over time and range in intensity. • About everyday things that affect feelings and the importance of expressing feelings. • A varied vocabulary to use when talking about feelings; about how to express feelings in different ways. • Strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations. • To recognise warning signs about mental health and wellbeing and how to seek support for themselves and others. • To recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult. • About change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement. • Problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools. *Vocabulary:* *feelings, emotions, facial expressions, physical health, brain, strategies, happy place, middle place, busy place, trusted*	• Talk about feelings with a trusted adult when they need help or support. • Recognise signs that they or someone else might need support with mental health. • Use problem-solving steps to manage emotional challenges or change. • Express feelings related to grief, loss, or transition in healthy and appropriate ways.	

		adult, support network, team H-A-P, hippocampus, amygdala, prefrontal cortex		
Spanish:	N/A Years R – 2: • Some links can be made with regard to the concept of phonics e.g. knowing the terms phonemes and graphemes.	Kapow Spanish Scheme: Spanish Greetings (with Puppets): Phonics: • To know the key phonemes that are represented by the following letters: a, o, i. Grammar: • To know some common verbs in the present tense. • To know that, in Spanish, as well as question marks being used at the end of a question, an inverted question mark is used at the beginning e.g. ¿Cuántos años tienes? and as well as exclamation marks being used at the end of an exclamation, an inverted exclamation mark is used at the beginning e.g. ¡Muy bien! Cultural Awareness: • To know that in Spanish there are formal and informal greetings. *Vocabulary:* *¡Hola!, buenos días, buenas tardes, buenas noches, adios, ¿Cómo te llamas?, me llamo, ¿Qué tal?, muy, bien, mal, fantástico, ¿Y tú?, sí, no*	Language Comprehension: • Listening and responding to single words and short phrases. • Recognising some familiar Spanish words in written form. Language Production: • Asking and/or answering simple questions. • Practising speaking with a partner. • Listening to songs and rhymes in the target language(s), repeating sounds and phrases to develop pronunciation and intonation. • Introducing self to a partner with simple phrases. • Rehearsing and performing a short role-play. • Experimenting with simple writing, copying with accuracy.	• To feel confident to speak Spanish. • Appreciate similarities and differences between languages and cultures. • Respect pronunciation and the importance of accuracy in communicating in different languages. • Reflect on own progress and aspire for highest quality possible. • Acknowledge that we are each individuals, with varying identities which can be expressed in a range of languages.

*Links to Curriculum Themes: Migration, Civil Rights, Conservation, Legacy/Heritage