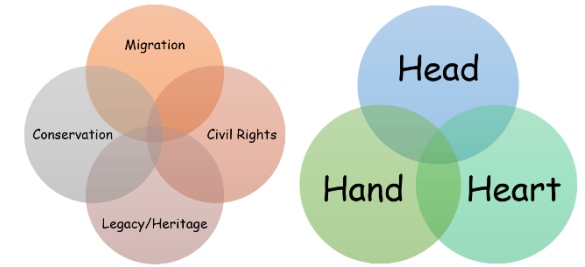


# Riversdale Primary School

## Medium Term Planning



<b>Year Group</b>	<b>Year 3</b>
<b>Term</b>	<b>Autumn 1</b>

**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.

**Possible Engaging Starting Points/Hooks**

- A Stone Age dress up and workshop day.

**Quality Stimulus Text(s)**

- First week themed book
- UG: Boy Genius of the Stone Age
- Stone Age Boy
- The Wild Way Home



**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	<b>Consolidating:</b> What skills specific to this topic are being built upon? What knowledge specific to this topic is being consolidated?	<b>Head*</b> What substantive KNOWLEDGE should the children learn?	<b>Hand*</b> What disciplinary knowledge and SKILLS should the children learn?	<b>Heart*</b> What VALUES and EMOTIONAL INTELLIGENCE concepts should the children develop?
<b>English:</b>	Year 2: <ul style="list-style-type: none"> <li>Text type features of a recount through diary entry.</li> <li>Text type features of a 1<sup>st</sup> person narrative.</li> <li>Text type features of a non-chronological report.</li> <li>Recognise and apply the grammatical concepts of: noun, phrase, noun phrase, statement, question, exclamation, command, compound, conjunction (co-ordinating + because) suffix, adjective, adverb, verb, simple past tense, simple present tense past progressive tense, present progressive tense contraction, apostrophe, comma.</li> <li>Recognising and applying the word structures:               <ul style="list-style-type: none"> <li>Formation of nouns using suffixes such as -ness, -er and by compounding.</li> <li>Formation of adjectives using suffixes such as -ful, -less.</li> <li>Use of the suffixes -er, -est in adjectives and the use of -ly in Standard English to turn adjectives into adverbs.</li> <li>Use of suffixes to change present tense verbs to past tense (regular and commonly used irregular verbs).</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>Identify the difference between 1<sup>st</sup> and 3<sup>rd</sup> person.</li> <li>Explain the format and structure of a 1<sup>st</sup> person narrative, including a clear beginning, middle and end.</li> <li>Explain what adverbials are and how they can be used to add specificity, cohesion and engagement to a piece of writing.</li> <li>Know how to punctuate speech in a narrative piece, including the term inverted commas.</li> <li>Define the reporting verb and how this can be changed to add specificity and engagement.</li> <li>Explain the format and structure of a non-chronological report, including the concept of subheadings for clarity.</li> </ul>	Pupils to apply grammar, purpose for writing and specific text type features in <b>Writing to Entertain</b> : <ol style="list-style-type: none"> <li>Recount through diary entry based on one of the recommended class texts.</li> <li>1<sup>st</sup> Person Narrative retelling an event from a text read to the class from a different perspective.</li> </ol> Pupils to apply grammar, purpose for writing and specific text type features in <b>Writing to Inform</b> : <ol style="list-style-type: none"> <li>Non-chronological report about three different forces (friction, gravity and magnetism), linking to science learning.</li> </ol> Handwriting: <ul style="list-style-type: none"> <li>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.</li> <li>Increase the legibility, consistency and quality of their handwriting.</li> </ul> Composition: <ul style="list-style-type: none"> <li>Plan writing by discussing and recording ideas within a given structure.</li> <li>Apply editing skills to make corrections to spelling, punctuation and grammar, based on current learning.</li> <li>Begin to suggest improvements to own writing, with a focus on improving vocabulary and sentence structure.</li> </ul>	<ul style="list-style-type: none"> <li>Work collaboratively, listening to one another and sharing ideas.</li> <li>Enjoying writing and listening to stories.</li> <li>Building confidence in reading and writing.</li> <li>Reflect on own writing and set targets for improvement, with support.</li> <li>Respect the work of others and show empathy when providing feedback.</li> </ul>
<b>Mathematics:</b>	Year 2: <ul style="list-style-type: none"> <li>Count in steps of 2, 3, and 5 from 0, and in 10s from any number, forward and backward.</li> </ul>	<ul style="list-style-type: none"> <li>Know the sequence of numbers from 0 to 1000 and associated patterns.</li> <li>Understand the concept of place value (100s, 10s and 1s) linking digit with value.</li> </ul>	Number & Place Value: <ul style="list-style-type: none"> <li>Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number.</li> </ul>	<ul style="list-style-type: none"> <li>Working collaboratively with partners and in groups.</li> <li>Using appropriate listening skills and turn taking in group discussion.</li> </ul>

	<ul style="list-style-type: none"> <li>• Recognise the place value of each digit in a two-digit number (10s, 1s).</li> <li>• Identify, represent, and estimate numbers using different representations, including the number line.</li> <li>• Compare and order numbers from 0 up to 100.</li> <li>• Use <math>&lt;</math>, <math>&gt;</math> and <math>=</math> signs.</li> <li>• Read and write numbers to at least 100 in numerals and in words.</li> <li>• Use place value and number facts to solve problems.</li> <li>• Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities, and measures.</li> <li>• Solve problems with addition and subtraction: applying their increasing knowledge of mental and written methods.</li> <li>• Recall and use addition and subtraction facts to 20 fluently and derive and use related facts up to 100.</li> <li>• Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: <ul style="list-style-type: none"> <li>a two-digit number and 1s</li> <li>a two-digit number and 10s</li> <li>2 two-digit numbers</li> <li>adding 3 one-digit numbers.</li> </ul> </li> <li>• Show that addition of 2 numbers can be done in any order (commutative) and subtraction of one number from another cannot.</li> <li>• Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the meaning of partitioning and how to use this to identify value of digits within any given number.</li> <li>• Understand addition and be able to add 4, 8 and 50 to any given number.</li> <li>• Explain the concepts of greater than, less than, and equal to.</li> <li>• Know the meaning of the equality/inequality symbols: <math>&lt;</math>, <math>&gt;</math>, and <math>=</math></li> <li>• Express the meaning of before/after in relation to number.</li> <li>• Know the names of numbers and how these can be representing using numerals and words.</li> <li>• Identify the meaning of estimation.</li> <li>• Know that estimation involves approximating based on given information/evidence.</li> <li>• Explain that equals (<math>=</math>) means that quantities are the same, whilst add (<math>+</math>) means putting quantities/values together and subtract (<math>-</math>) means to remove a quantity/value from a given amount.</li> <li>• Explain the concept of 1s, 10s, and 100s knowing that ten 1s is equivalent to 10 and ten 10s is equivalent to 100.</li> <li>• Identify the meaning of renaming.</li> <li>• Identify the meaning of exchanging.</li> <li>• Explain the meaning of inverse and how this can be used to check working out.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise the place value of each digit in a 3-digit number (100s, 10s, 1s).</li> <li>• Compare and order numbers up to 1,000.</li> <li>• Identify, represent, and estimate numbers using different representations.</li> <li>• Read and write numbers up to 1,000 in numerals and in words.</li> <li>• Solve number problems and practical problems involving these ideas.</li> </ul> <p>Addition &amp; Subtraction:</p> <ul style="list-style-type: none"> <li>• Add and subtract numbers mentally, including: <ul style="list-style-type: none"> <li>a three-digit number and 1s,</li> <li>a three-digit number and 10s,</li> <li>a three-digit number and 100s.</li> </ul> </li> <li>• Add and subtract numbers with up to 3 digits, using formal written methods of columnar addition and subtraction</li> <li>• Estimate the answer to a calculation and use inverse operations to check answers.</li> <li>• Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.</li> </ul>	<ul style="list-style-type: none"> <li>• Showing empathy and kindness by helping each other to understand.</li> <li>• Knowing that giving your partner the answer is not helpful but explaining it is.</li> <li>• To recognise the value in making mistakes.</li> <li>• To identify the importance of resilience in problem solving.</li> <li>• To find different ways to solve the same problem.</li> </ul>
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<p><b>Science:</b></p>	<p>Year 1 &amp; 2:</p> <ul style="list-style-type: none"> <li>• Develop the ability to ask questions such as how things change and how they happen.</li> <li>• Be involved in planning how to use resources provided to answer questions.</li> <li>• Use practical resources provided to gather evidence to answer questions generated by themselves or the teacher.</li> <li>• With support carry out comparative tests.</li> <li>• Use their observations and testing to compare objects.</li> <li>• Sort and group things, identifying their own criteria for sorting.</li> <li>• Make careful observations to support comparison.</li> <li>• Begin to take measurements, initially by comparisons, then using non-standard units.</li> <li>• Record measurements, for example: using prepared tables, pictograms, tally charts and block graphs.</li> <li>• Classify using simple prepared tables and sorting rings.</li> <li>• With support, relate answer to evidence, for example measurements taken.</li> <li>• Recognise 'best and worst' etc. from their data.</li> <li>• Ask further questions which can be answered by extending the same enquiry.</li> <li>• Orally communicate findings to an audience, using appropriate scientific language.</li> </ul>	<p>Forces:</p> <ul style="list-style-type: none"> <li>• Contact forces include: friction, air resistance, up thrust, and tension.</li> <li>• Non-contact forces include: gravity, and magnetic.</li> <li>• Slippery/smooth surfaces such as ice or a slide, have low friction.</li> <li>• Rough surfaces, like carpet, sandpaper or rubber tyres, have high friction.</li> <li>• We can test if materials are magnetic by seeing if they are attracted to magnets.</li> <li>• Non-metals, e.g. wood, plastic and glass, are not magnetic.</li> <li>• SOME metals (Iron/Steel, Nickel and Cobalt) are magnetic.</li> <li>• All magnets have two poles. A north pole and a south pole.</li> <li>• Opposite poles attract and like poles repel.</li> </ul> <p><i>Vocabulary:</i>  <i>force, contact force, non-contact force, force meter, Newtons, magnet, magnetic, attract, repel, poles</i></p>	<p>Ask Questions:</p> <ul style="list-style-type: none"> <li>• Recognise when secondary sources can be used to answer questions that cannot be answered through practical work.</li> <li>• Independently use a range of question stems.</li> <li>• Where appropriate, they answer these questions.</li> <li>• Given a range of resources, decide for how to gather evidence to answer the question.</li> <li>• Identify the type of enquiry to answer a question.</li> <li>• Answer questions posed by the teacher.</li> </ul> <p>Enquiry:</p> <ul style="list-style-type: none"> <li>• Select from a range of practical resources to gather evidence to answer questions generated by themselves or the teacher.</li> <li>• Follow a plan to carry out: comparative and simple fair tests.</li> <li>• Follow a plan to carry out: observations and tests to classify.</li> <li>• Follow a plan to carry out: observations and pattern seeking.</li> </ul> <p>Observe:</p> <ul style="list-style-type: none"> <li>• Make systematic and careful observations.</li> <li>• Use a range of equipment for measuring length, time, temperature, and capacity, for example: thermometers and data loggers.</li> <li>• Use standard units for their measurements.</li> </ul> <p>Record/Present:</p> <ul style="list-style-type: none"> <li>• Record observation, for example: using photographs, videos, pictures, labelled diagrams or writing.</li> <li>• Record measurements on given templates (if required), for example: using tables, tally charts and bar charts.</li> </ul>	<p>Value: Respect, Reflect, Individuality, Democracy, Value,</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Encourage pupils to reflect on how these forces play a role in their everyday lives,</li> <li>• Reflecting on these natural forces fosters a deeper understanding and appreciation of the world around them.</li> <li>• Just as different surfaces exhibit unique frictional properties, this lesson can highlight the value of individuality of people.</li> <li>• Emphasise the importance of fair testing in experiments and teach pupils about the importance of fairness, transparency, and equality.</li> <li>• Encourage the pupils to consider when they have seen or used magnets in everyday life and why these have been important.</li> <li>• Encourage pupils to make connections between their Key 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.</li> </ul>
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<p><b>Art:</b></p>	<p>Year 2:</p> <ul style="list-style-type: none"> <li>Use a sketchbook to record media experimentations including textures and patterns to inform own work.</li> <li>Use a sketchbook to plan and develop simple ideas based on experimentation.</li> <li>Continue to build information around colour theory.</li> <li>Talk about how a piece of art makes them feel.</li> <li>Talk about own work, explaining the process they have used and begin to identify likes and dislikes.</li> <li>Look at and talk about the other artists expressing their likes and dislikes with increasing detail.</li> <li>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.</li> <li>Experiment with a range of drawing implements on different surfaces.</li> </ul>	<ul style="list-style-type: none"> <li>Pencils come in different grades, from hard to soft, which affect the lines and shading they produce.</li> <li>Light shading is achieved using a lighter pencil grade, while darker shading is achieved using a softer pencil grade.</li> <li>Smooth shading techniques and blending, create depth and texture in drawings.</li> <li>Surface detail includes patterns and textures that make objects look more realistic.</li> <li>Different drawing implements (charcoal, pastel, etc.) can create varied textures and patterns.</li> <li>Objects look different when viewed from above, below, front, or back.</li> <li>The foreground is the area of space or object in the painting that is closest to the viewer.</li> <li>The background is the area furthest from the viewer.</li> <li>Backgrounds have an important role in setting the scene and adding depth to artwork.</li> </ul>	<p>Exploring &amp; Developing Ideas:</p> <ul style="list-style-type: none"> <li>Continue to use a sketchbook to record media experimentations to demonstrate development of skill over time.</li> <li>Use a sketch book to express feelings about a piece of art.</li> <li>Make notes in a sketch book about techniques used by artists studied.</li> </ul> <p>Responding to Art:</p> <ul style="list-style-type: none"> <li>Explain how a piece of art makes them feel with increasing clarity.</li> <li>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.</li> </ul> <p>Drawing:</p> <ul style="list-style-type: none"> <li>Begin to draw objects with accuracy.</li> <li>Experiment with different grades of pencil to create different lines and marks.</li> <li>Experiment with ways in which surface detail can be</li> </ul>	<p>Values: Reflect, Individuality, Value, Empathy</p> <ul style="list-style-type: none"> <li>Reflect on previously learnt skills and techniques and how these can be applied.</li> <li>Encouraging students to explore their unique artistic styles through shading techniques.</li> <li>Appreciating the importance of adding depth and texture to drawings, reflecting the value of attention to detail.</li> <li>Understanding different perspectives by drawing objects from various viewpoints, linking with empathy towards different viewpoints in general.</li> <li>Reflecting on the process of planning, refining, and altering drawings to improve and learn from mistakes.</li> <li>Reflecting on the process of planning, refining, and altering drawings to improve and learn from mistakes.</li> </ul>

	<ul style="list-style-type: none"> <li>Investigate tone by drawing light/dark lines using a pencil.</li> <li>Investigate tone through the use of different grades of pencils, e.g. HB, 2B, 4B.</li> <li>Experiment with different line weights (thick and thin).</li> <li>Demonstrate control over the types of marks made with a range of media when drawing from observation.</li> <li>Begin to explore texture through copying different strokes, e.g. dots, dashes and squiggles.</li> </ul>	<p><i>Vocabulary:</i>  <i>shading, light, dark, pattern, line, blending, surface detail, texture, foreground, background</i></p>	<ul style="list-style-type: none"> <li>added to drawings through texture and pattern.</li> <li>Discuss the importance of shadow, light and dark.</li> <li>Explore smooth shading and blending with different media to achieve a range of light and dark tones.</li> <li>Begin to explore how artists draw foregrounds and backgrounds for perspective.</li> </ul>	
<p><b>Computing:  First Week of  Autumn</b></p>	<p>Year 2:</p> <ul style="list-style-type: none"> <li>To understand the difference between online and offline.</li> <li>To understand what information that we should not post online.</li> <li>To know what the techniques are for creating a strong password.</li> <li>To know that you should ask permission from others before sharing about them online and that they have the right to say 'no.'</li> <li>To understand that not everything I see or read online is true.</li> <li>Identifying whether information is safe or unsafe to be shared online.</li> <li>Create a strong password.</li> <li>Be respectful of others when sharing online and ask for their permission before sharing content.</li> <li>Apply strategies for checking if something they read online is true.</li> <li>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.</li> </ul>	<p>Kapow Computing Scheme:</p> <p>Online Safety:</p> <ul style="list-style-type: none"> <li>To know that not everything on the internet is true: people share facts, beliefs, and opinions online.</li> <li>To understand that the internet can affect your moods and feelings.</li> <li>To know that privacy settings limit who can access your important personal information, such as your name, age, gender etc.</li> <li>To know what social media is and that age restrictions apply.</li> </ul> <p><i>Vocabulary:</i>  <i>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</i></p>	<p>Online Safety:</p> <ul style="list-style-type: none"> <li>Recognise how social media platforms are used to interact.</li> <li>Distinguish between facts, beliefs, and opinions which are shared online.</li> <li>Identify reliable information when searching online.</li> <li>Stay safe on social media.</li> <li>Consider the impact technology can have on mood.</li> </ul>	<p>Values: Respect, Individuality, Value, Entrust, Reflect, Share, Democracy, Aspire, Love, Empathy</p> <ul style="list-style-type: none"> <li>Respecting others' privacy and personal boundaries online.</li> <li>Using respectful language and behaviour in digital communications.</li> <li>Respect the uniqueness of each individual's online presence and the importance of expressing oneself while staying safe.</li> <li>Explore the value of personal information and the potential consequences of sharing it recklessly.</li> <li>Evaluate the reliability and credibility of online sources.</li> <li>Ensure trustworthiness online, including how to identify trustworthy websites and individuals.</li> <li>Address the risks and benefits of sharing personal information with others on the internet.</li> <li>Reflect on online activities and interactions to identify risks.</li> <li>Critically analysing online content before sharing or believing it.</li> </ul>

				<ul style="list-style-type: none"> <li>• Be responsible when sharing content online, including images, videos, and personal information.</li> <li>• Know the consequences of oversharing and how to set appropriate boundaries.</li> <li>• Aspire to be positive digital citizens who contribute positively to online communities.</li> <li>• Promote online empathy and kindness, in our actions.</li> </ul>
<p><b>Computing: Remainder of Autumn 1</b></p>	<p>Year 2:</p> <ul style="list-style-type: none"> <li>• Understanding what a computer is and that it's made up of different components.</li> <li>• Recognising that buttons cause effects, and that technology follows instructions.</li> <li>• Learning how we know that technology is doing what we want it to do via its output.</li> <li>• Using greater control when taking photos with cameras, tablets or computers.</li> <li>• Developing confidence with the keyboard and the basics of touch typing.</li> <li>• Developing word processing skills, including altering text, copying and pasting and using keyboard shortcuts.</li> <li>• Using word processing software to type and reformat text.</li> <li>• Creating and labelling images.</li> <li>• Searching for appropriate images to use in a document.</li> <li>• Understanding what online information is.</li> <li>• Learning how computers are used in the wider world.</li> <li>• Identifying whether information is safe or unsafe to be shared online.</li> </ul>	<p>Kapow Computing Scheme:</p> <p>Networks &amp; The Internet (Lessons 1, 3 &amp; 5 only):</p> <ul style="list-style-type: none"> <li>• To understand that a network is a group of interconnected devices.</li> <li>• To know the components that make up a network (Wireless access point/WAP, Network switch, Router, Server and devices).</li> <li>• To know that a server is central to a network and responds to requests made.</li> <li>• To know that the internet connects all the networks around the world.</li> <li>• To know that a router connects us to the internet.</li> <li>• To know what a packet is and why it is important for website data transfer.</li> </ul> <p><i>Vocabulary: device, file, internet, network, network switch, packet data, router, server, the cloud, user, WiFi, wired, wireless, wireless access point.</i></p>	<p>Networks &amp; The Internet:</p> <ul style="list-style-type: none"> <li>• Learning about the purpose of routers.</li> <li>• Understanding the role of the key components of a network.</li> <li>• Understanding that websites &amp; videos are files that are shared from one computer to another.</li> <li>• Learning about the role of packets.</li> <li>• Understanding how networks work and their purpose.</li> <li>• Identifying the key components within a network, including whether they are wired or wireless.</li> <li>• Recognising links between networks and the internet.</li> <li>• Learning how data is transferred.</li> </ul>	<p>Values: Respect, Individuality, Value, Entrust, Reflect, Share, Democracy, Empathy</p> <ul style="list-style-type: none"> <li>• Emphasise the importance of treating digital resources and equipment with care.</li> <li>• Discuss how each device in a network has a unique role, and individuality contributes to the overall functionality of the system.</li> <li>• Discuss how each component plays a valuable role, and no device is insignificant in the grand scheme of a network.</li> <li>• Discuss the responsibility and reliability associated with central components like servers and routers.</li> <li>• Encourage reflection on the impact of networks on our daily lives.</li> <li>• Discuss how the internet connects people worldwide and how this connectivity influences communication, culture, and information sharing.</li> <li>• Highlight the concept of sharing files and data between devices within a network.</li> <li>• Emphasise the positive aspects of sharing information responsibly and how it contributes to the collaborative nature of networks.</li> </ul>



				<ul style="list-style-type: none"> <li>Discuss the global connectivity provided by the internet and how it enables empathy and understanding between people from different cultures.</li> </ul>
<p><b>DT:</b></p>	<p>Year 1 &amp; 2:</p> <ul style="list-style-type: none"> <li>Refer to materials, tools and techniques using appropriate vocabulary.</li> <li>Identify simple levers and sliders in context, e.g. story books, and explain how they work.</li> <li>Use correct vocabulary to describe slider and level mechanisms and how they move, e.g. pivots, slots, etc.</li> <li>Draw simple products to show how they work using directional arrows.</li> <li>With some support make and assemble strips of cards to make sliders and lever mechanisms.</li> <li>Choose and use a given technique to make a simple slider or lever mechanism to be used in a product.</li> <li>Use tools and equipment safely, e.g. split pins and hole punch.</li> <li>Identify wheels and axles in context, e.g. skateboard or wheelbarrows, and explain how they work.</li> <li>Use correct vocabulary to describe wheels and axles and how they move, e.g. free and fixed axles.</li> <li>Explore how different size wheels and axle placement affect movement.</li> <li>Recognise that friction can impact the movement of the wheel.</li> <li>Use class construction kits with some support to construct free and/or fixed axle vehicles.</li> <li>Evaluating Existing Products: <ul style="list-style-type: none"> <li>what products are,</li> </ul> </li> </ul>	<p>Pneumatics (Lessons 1 – 3):</p> <ul style="list-style-type: none"> <li>Everyday objects that use air include inflatable toys, whistles, foot pumps, and party blowers.</li> <li>Air can be controlled to create a force that makes objects move.</li> <li>Pneumatic systems use air pressure to create mechanical movement.</li> <li>"Input" is the air pressure, and "output" is the final movement or action.</li> <li>Air pressure can be adjusted to control the speed and force of movement.</li> <li>A pneumatic system must be airtight. If not, the system loses air pressure so it will not work.</li> </ul> <p><i>Vocabulary:</i>  <i>Pneumatic, mechanism, system, input, output, air pressure, airtight, components</i></p>	<p>Mechanisms:</p> <ul style="list-style-type: none"> <li>Identify familiar objects that use air to make them work.</li> <li>Describe how objects use air to make them work.</li> <li>Continue to use appropriate vocabulary for tools, materials and their properties.</li> <li>Explain that simple pneumatic systems work by using pressurised air to create motion.</li> <li>Understand that mechanical systems have an input, process and an output.</li> <li>Know that the input is the pressure and the output is the air that results in mechanical outcome.</li> <li>Explain why pneumatic systems must have airtight connections.</li> <li>Create effective pneumatic systems using appropriate materials.</li> <li>Investigate ways of using a pneumatic system in combination with other materials to create a product.</li> </ul> <p>Evaluating:</p> <ul style="list-style-type: none"> <li>Existing Products: <ul style="list-style-type: none"> <li>how well products have been made,</li> <li>why materials have been chosen,</li> <li>what methods of construction have been used,</li> <li>how well products work,</li> <li>how well products achieve their purposes,</li> <li>how well products meet user needs and wants,</li> </ul> </li> </ul>	<p>Value: Reflect, Value, Individuality</p> <ul style="list-style-type: none"> <li>Reflect on and appreciate how air is used for the operation of various everyday objects.</li> <li>Encourage students to value how pneumatic systems work and how they can be used to improve daily life.</li> <li>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.</li> </ul>



	<ul style="list-style-type: none"> <li>- who products are for,</li> <li>- what products are for,</li> <li>- how products work,</li> <li>- how products are used,</li> <li>- where products might be used,</li> <li>- what materials products are made of,</li> <li>- what they like and dislike about products.</li> </ul>		<ul style="list-style-type: none"> <li>- whether products can be recycled or reused.</li> </ul>	
<b>Geography:</b>	<p>Year 2:</p> <ul style="list-style-type: none"> <li>• Name and locate the four countries of the UK (England, Ireland, Scotland, Wales).</li> <li>• Name and locate the capital cities of the UK (London, Dublin, Edinburgh, Cardiff).</li> <li>• Identify some features (e.g., landmarks and flags) of the four countries of the UK.</li> <li>• Recognise the meaning of the term coastal in relation to cities, towns and/or villages.</li> <li>• Identify the main differences between a town/city and the countryside (urban/rural).</li> <li>• Key physical features may include: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather.</li> <li>• Key human features may include: city, town, village, factory, farm, house, office, port, harbour, shop.</li> <li>• Use photographs to recognise landmarks and basic human and physical features.</li> <li>• Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</li> <li>• Begin to use eight points of a compass.</li> </ul>	<p>A Closer Look at the UK (Lessons 1 – 3):</p> <ul style="list-style-type: none"> <li>• Cities include Birmingham, Liverpool, and Glasgow.</li> <li>• Counties include Yorkshire, Kent, and West Midlands.</li> <li>• Mountains include Ben Nevis (Scotland) and Snowdon (Wales).</li> <li>• The Pennines run down the centre of Northern England.</li> <li>• Rivers include the Thames (London) and the Severn (England and Wales).</li> </ul> <p><i>Vocabulary:</i> <i>county, mountain, river, topography</i></p>	<p>Locational Knowledge:</p> <ul style="list-style-type: none"> <li>• Name and locate the major cities of the UK (not capitals).</li> <li>• Name a range of counties of the UK.</li> </ul> <p>Place Knowledge:</p> <ul style="list-style-type: none"> <li>• Compare physical and human features in the UK.</li> <li>• Begin to use topographical maps to compare settlements and land uses in the UK.</li> </ul> <p>Mapwork:</p> <ul style="list-style-type: none"> <li>• Using a range of maps and atlases, including digital maps, to locate cities and counties of the UK.</li> </ul> <p>Human &amp; Physical Geography Knowledge:</p> <ul style="list-style-type: none"> <li>• Know and understand aspect of physical geography including: mountains, lakes and rivers.</li> <li>• Explain that topography refers to the shape, height and depth of a place.</li> </ul> <p>Interpret a Range of Sources:</p> <ul style="list-style-type: none"> <li>• Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</li> <li>• Start to explain the effectiveness of different geographical representations e.g., aerial view and topological maps.</li> </ul>	<p>Values: Individuality, Democracy, Love</p> <ul style="list-style-type: none"> <li>• Support pupils in understanding and appreciating that different cities have had unique pasts making no two UK cities the same.</li> <li>• Pupils should be able to recognise that the concept of local governments is an important aspect of UK democracy.</li> <li>• Exposure to the vast and differing aspects of UK physical geography should be a way of developing love for the environment.</li> </ul>

<p><b>History:</b></p>	<p>Year 2:</p> <ul style="list-style-type: none"> <li>Recount main events from a significant event in history.</li> <li>Recognise that some objects belong in the past.</li> <li>Begin to sequence artefacts, photographs and events that are in time order.</li> <li>Begin to understand where people and events fit on a timeline.</li> <li>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.</li> <li>Know that photographs and artefacts can tell us about the past.</li> <li>Use artefacts, photographs and visits to museums to answer simple questions about the past.</li> <li>Find answers to simple questions about the past using sources.</li> <li>Ask a range of simple questions to develop an understanding of a historical event.</li> <li>Recognise that there are reasons why people in the past acted as they did.</li> <li>Discuss why a historical event was significant in relation to its impact on society.</li> </ul>	<p>Great Builders - The Stone Age to the Iron Age (Lessons 1 – 3):</p> <ul style="list-style-type: none"> <li>Prehistoric means the time before written records.</li> <li>BCE means Before Common Era. The time before the year 0.</li> <li>CE means Common Era. The time after the year 0.</li> <li>Archaeological sites can provide valuable primary sources which we have to interpret.</li> <li>Primary sources are original artefacts or documents from the time, while secondary sources are created later by historians.</li> <li>The Stone Age is divided into three periods, each using stone as the primary material for tools and weapons.</li> <li>The Palaeolithic period was characterised by hunter-gatherer societies and the use of simple stone tools.</li> <li>The Mesolithic period saw a transition to more advanced tools and the beginning of settled communities.</li> <li>The Neolithic period introduced agriculture, permanent settlements, and more sophisticated tools like polished stone axes.</li> </ul> <p><i>Vocabulary:</i>  <i>prehistoric, BCE, CE, archaeologist, excavation, artefact, primary source, secondary source, hunter-gatherer, trade</i></p>	<p>Chronology:</p> <ul style="list-style-type: none"> <li>Understand that some historical events/periods occurred concurrently in different locations.</li> <li>Begin to develop a chronologically secure knowledge of local, national and global history, including significant dates.</li> <li>Understand that timelines can be divided into BCE and CE using words and phrases: century, decade, BCE, CE, after, before, during.</li> <li>Recognise that BCE is sometimes referred to as BC and CE is sometimes referred to as AD.</li> <li>Summarise the main events from a period of history and place them in order.</li> <li>Accurately sequence several events, artefacts, and/or historical figures on a timeline.</li> </ul> <p>Using Sources for Enquiry:</p> <ul style="list-style-type: none"> <li>Recognise the difference between primary and secondary sources.</li> <li>Know that archaeological evidence can be used to find out about the past.</li> </ul> <p>Historical Interpretation:</p> <ul style="list-style-type: none"> <li>Know that we can make inferences and deductions using images from the past.</li> <li>Begin to interpret why the past may be represented in different ways.</li> </ul> <p>Historical Significance:</p> <ul style="list-style-type: none"> <li>To know that significant archaeological findings are those which change how we see the past.</li> </ul>	<p>Values: Respect, Empathy, Share, Value</p> <ul style="list-style-type: none"> <li>Remaining open-minded when interpreting historical sources, considering various perspectives to form well-rounded conclusions.</li> <li>Encourage students to admire the resourcefulness and adaptability of early humans during different Stone Age periods.</li> <li>Highlight the importance of cooperation and teamwork within Stone Age communities to survive and thrive.</li> <li>Foster gratitude for modern advancements and technology by comparing them with Stone Age tools and lifestyle.</li> </ul>
<p><b>Music:</b></p>	<p>Year 2:</p> <ul style="list-style-type: none"> <li>Listening with concentration to short pieces of music or excerpts from longer pieces of music.</li> </ul>	<p>Kapow Music Scheme:</p> <p>Ballads:</p> <ul style="list-style-type: none"> <li>To know that a ballad tells a story through song.</li> </ul>	<ul style="list-style-type: none"> <li>Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.</li> </ul>	<p>Values: Respect, Individuality, Value, Entrust, Reflect, Share, Democracy, Aspire, Love, Empathy</p>

	<ul style="list-style-type: none"> <li>• Beginning to explain why the music has a certain effect on them, which could be related to the music or a personal experience.</li> <li>• Identifying some common instruments when listening to music.</li> <li>• Recognising simple patterns and repetition in rhythm.</li> <li>• Recognising simple patterns and repetition in pitch.</li> <li>• Talking about the tempo of music using the vocabulary of fast and slow.</li> <li>• Talking about the dynamics of the music, using the vocabulary of loud, quiet and silent.</li> <li>• Talking about the pitch of music, using the vocabulary of high and low.</li> <li>• Giving positive feedback relating to the tempo of practices and performances using the vocabulary of fast and slow.</li> <li>• Giving positive feedback related to the dynamics of practices and performances, using the vocabulary of loud, quiet and silent.</li> <li>• To know that sections of music can be described as fast or slow and the meaning of these terms.</li> <li>• To know that sections of music can be described as loud, quiet or silent and the meaning of these terms.</li> <li>• To know that sounds within music can be described as high or low sounds and the meaning of these terms.</li> <li>• Singing simple songs, chants and rhymes from memory.</li> <li>• Practising singing songs with a wider pitch range. which is gradually getting higher or lower.</li> </ul>	<ul style="list-style-type: none"> <li>• To know that lyrics are the words of a song.</li> <li>• To know that in a ballad, a 'stanza' is a verse.</li> </ul> <p><i>Vocabulary:</i>  <i>ballad, chorus, compose, dynamics, emotions, ensemble, facial expressions, features, feelings, instrumentals, lyrics, melody, nonsense words, performance, solo, stanza, story mountain, summarize, tune, verse, vocabulary, volume</i></p>	<ul style="list-style-type: none"> <li>• Recognising and explaining the changes within a piece of music using musical vocabulary.</li> <li>• Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement.</li> <li>• Beginning to show an awareness of metre.</li> <li>• Beginning to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to their own and others' work.</li> <li>• Composing a piece of music in a given style with voices and instruments.</li> <li>• Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique.</li> <li>• Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance.</li> <li>• Explaining their preferences for a piece of music using musical vocabulary.</li> <li>• Offering constructive feedback on others' performances.</li> </ul>	<ul style="list-style-type: none"> <li>• Respect different musical traditions, genres, and cultures.</li> <li>• Appreciate the skills and efforts of their peers and musicians.</li> <li>• Respect for the instruments and equipment used in music-making.</li> <li>• Express individual creativity through music composition and performance.</li> <li>• Maintain individual responsibilities in group performances, ensemble rehearsals, and collaborative projects.</li> <li>• Lead, make decisions, and contribute to the musical process.</li> <li>• Engage in reflective practices after performances, analysing what went well and areas for improvement.</li> <li>• Share musical talents and skills through performances.</li> <li>• Share ideas, insights, and responsibilities.</li> <li>• Set musical goals, whether related to technique, theory, or performance.</li> <li>• Aim for higher levels of musical proficiency and expression.</li> <li>• Develop a love for music through exposure to various genres and styles.</li> <li>• Nurture emotional connections to music and express and interpret emotions through performance.</li> <li>• Develop empathy by understanding the emotions conveyed in different pieces.</li> <li>• Listen to and understand each other in teamwork.</li> </ul>
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	<ul style="list-style-type: none"> <li>• Competently singing songs or short phrases with a small pitch range.</li> <li>• Breathing at appropriate times when singing.</li> <li>• Adapting their singing voice to be loud or soft at the direction of a leader.</li> <li>• Developing an awareness of how dynamics are affected by the force with which an instrument is played.</li> <li>• Learning to use instruments to follow the beat by first observing and then mimicking the teacher's modelling.</li> <li>• Starting to understand how to produce different sounds on pitched instruments.</li> <li>• Maintaining a comfortable position when sitting or standing to sing and play instruments.</li> </ul>			
<p><b>PE:</b></p>	<p>Year 2:</p> <ul style="list-style-type: none"> <li>• Able to use attacking and defending skills in a variety of simple games.</li> <li>• Make choices about appropriate targets, space and equipment</li> <li>• Using a variety of simple tactics.</li> </ul>	<ul style="list-style-type: none"> <li>• Sending &amp; Receiving: Explain the different types of passing</li> <li>• Awareness of Space: Identify how to utilise the space effectively.</li> <li>• Tactics: Explain the meaning of being able to '<i>read the game</i>'.</li> </ul>	<ul style="list-style-type: none"> <li>• Send and receive with control to keep possession and score goals.</li> <li>• Be aware of space and use it to support team-mates and cause problems for the opposition.</li> <li>• Know and use rules fairly to keep games going.</li> <li>• Keep possession with some success.</li> </ul>	<p>Values: Respect, Value, Entrust, Reflect, Share, Democracy, Aspire, Empathy</p> <ul style="list-style-type: none"> <li>• Carry out activities to improve their work and understand why they are useful.</li> <li>• Come up with and share sensible solutions, given time to think about their actions.</li> <li>• Work collaboratively to improve individual and team member skills, showing aspiration.</li> <li>• Value the efforts of others and show empathy when providing peer-assessment/feedback.</li> <li>• Entrust each other to be kind and supportive, showing good sportsmanship.</li> <li>• Show resilience when receiving feedback and reflect on how this can be used.</li> </ul>

<p><b>RE:</b></p>	<p>Year 1 &amp; 2:</p> <ul style="list-style-type: none"> <li>• Identify religious stories and talk about them.</li> <li>• Use the right names for things that are special to believers.</li> <li>• Use some religious words to describe some religious practices.</li> <li>• Talk about religious art, symbols and words.</li> <li>• Say what some symbols stand for and what some of the art and music is about.</li> <li>• Tell religious stories and talk about them.</li> <li>• Talk about things that happen to them.</li> <li>• Talk about what they find interesting or puzzling.</li> <li>• Ask about what happens to others with respect for their feelings.</li> <li>• Talk about some things in stories that make people ask questions.</li> <li>• Talk about what is important to them and to others with respect for their feelings.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe what babies need, and why.</li> <li>• Decide what a baby's most important need is and give reasons for my choice.</li> <li>• Describe what happens at a baby's christening/baptism.</li> <li>• Describe what happens at a baby's aqiqah.</li> <li>• Describe what happens at a baby's naam karan.</li> </ul>	<p>Learning about Religion &amp; Beliefs:</p> <ul style="list-style-type: none"> <li>• Talk about some of the things that are the same for religious people.</li> <li>• Briefly describe some similarities and differences between religions.</li> <li>• Describe some religious sources and explain that these teachings affect religious groups.</li> <li>• Use the right religious words to describe and to briefly compare different practices and experiences.</li> </ul> <p>Learning from Religion &amp; Beliefs:</p> <ul style="list-style-type: none"> <li>• Compare some of the things that influence them with those that influence others.</li> <li>• Ask important questions about life and compare their ideas with those of other people.</li> <li>• Begin to link things that are important to them and other people with the way people behave.</li> <li>• Begin to give opinions with reasons and references to some sources of wisdom, such as inspirational people.</li> <li>• Ask questions about moral decisions, and suggest some solutions based on sources of wisdom.</li> </ul>	<p>Values: Respect, Individuality, Value, Love, Empathy</p> <ul style="list-style-type: none"> <li>• Respect differing opinions, including those that differ from our own.</li> <li>• Celebrate the differences between religious celebrations of birth.</li> <li>• Value the importance of celebrating birth and babies.</li> <li>• Show love and empathy for those younger than ourselves.</li> </ul>
<p><b>RSE:</b></p>	<p>Year 2:</p> <ul style="list-style-type: none"> <li>• What makes a good friend?</li> <li>• What is bullying?</li> <li>• What jobs do people do?</li> <li>• What helps us to stay safe?</li> <li>• What helps us grow and stay healthy?</li> <li>• How do we recognise our feelings?</li> </ul>	<ul style="list-style-type: none"> <li>• How friendships support wellbeing and the importance of seeking support if feeling lonely or excluded.</li> <li>• How to recognise if others are feeling lonely and excluded and strategies to include them.</li> <li>• How to build good friendships, including identifying qualities that contribute to positive friendships.</li> <li>• That friendships sometimes have difficulties, and how to manage when there is a problem or an argument between friends,</li> </ul>	<p>Relationships:</p> <ul style="list-style-type: none"> <li>• Identifying Friendships</li> <li>• Making positive friendships.</li> <li>• Managing loneliness.</li> <li>• Dealing with arguments.</li> </ul>	<p>Values: Respect, Individuality, Value, Reflect, Love, Empathy</p> <ul style="list-style-type: none"> <li>• Appreciate the importance of friendships and our role in nurturing these.</li> <li>• Understand that some people may feel lonely and that this is a normal feeling.</li> <li>• Developing empathy for those that struggle with friendships.</li> <li>• Respect that different people have different opinions.</li> </ul>

		<p>resolve disputes and reconcile differences.</p> <ul style="list-style-type: none"> <li>• How to recognise if a friendship is making them unhappy, feel uncomfortable or unsafe and how to ask for support.</li> </ul>		<ul style="list-style-type: none"> <li>• Reflect on own behaviour in friendships.</li> <li>• Value positive friendships and the adults that help us to navigate these.</li> </ul>
<p><b>Spanish:</b></p>	<p>N/A</p> <p>Years R – 2:</p> <ul style="list-style-type: none"> <li>• Some links can be made with regard to the concept of phonics e.g. knowing the terms phonemes and graphemes.</li> </ul>	<p>Kapow Spanish Scheme:</p> <p>Spanish Greetings (with Puppets):</p> <p>Phonics:</p> <ul style="list-style-type: none"> <li>• To know the key phonemes that are represented by the following letters: a, o, i.</li> </ul> <p>Grammar:</p> <ul style="list-style-type: none"> <li>• To know some common verbs in the present tense.</li> <li>• 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!</li> </ul> <p>Cultural Awareness:</p> <ul style="list-style-type: none"> <li>• To know that in Spanish there are formal and informal greetings.</li> </ul> <p><i>Vocabulary:</i>  <i>¡Hola!, buenos días, buenas tardes, buenas noches, adiós, ¿Cómo te llamas?, me llamo, ¿Qué tal?, muy, bien, mal, fantástico, ¿Y tú?, sí, no</i></p>	<p>Language Comprehension:</p> <ul style="list-style-type: none"> <li>• Listening and responding to single words and short phrases.</li> <li>• Recognising some familiar Spanish words in written form.</li> </ul> <p>Language Production:</p> <ul style="list-style-type: none"> <li>• Asking and/or answering simple questions.</li> <li>• Practising speaking with a partner.</li> <li>• Listening to songs and rhymes in the target language(s), repeating sounds and phrases to develop pronunciation and intonation.</li> <li>• Introducing self to a partner with simple phrases.</li> <li>• Rehearsing and performing a short role-play.</li> <li>• Experimenting with simple writing, copying with accuracy.</li> </ul>	<ul style="list-style-type: none"> <li>• To feel confident to speak Spanish.</li> <li>• Appreciate similarities and differences between languages and cultures.</li> <li>• Respect pronunciation and the importance of accuracy in communicating in different languages.</li> <li>• Reflect on own progress and aspire for highest quality possible.</li> <li>• Acknowledge that we are each individuals, with varying identities which can be expressed in a range of languages.</li> </ul>

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