



Riversdale Primary School

MEDIUM TERM PLANNING

YEAR GROUP	Year 3
TERM	Autumn 1

CLASS READER	VEHICLE TEXT(S) FOR READING & WRITING

LEARNING OVERVIEW
This half term, Year 3 will step back into prehistoric Britain in History, using artefacts and archaeological evidence to discover how life changed from the Palaeolithic to the Neolithic period. Their exploration of the world around them will continue in Geography as they locate major UK cities, counties, mountains and rivers, and in science as they investigate forces, friction and magnetism through practical enquiry. Creativity and problem-solving will be central as pupils develop shading, texture and depth in Art, programme and adapt animated stories in Scratch in Computing, and use air pressure to create moving pneumatic toys in Design and Technology. They will explore pitch and dynamics through mountain-inspired melodies in Music, strengthen their teamwork and tactical awareness through football in PE, compare religious and non-religious celebrations that welcome a new baby in Religious Education, and begin speaking Spanish confidently through greetings and short role-play.

SIGNIFICANT PEOPLE PAST & PRESENT
N/A

UNCRC LINKED ARTICLES	
- Article 7 – The right to a name and nationality - Article 14 – Freedom of thought, belief and religion - Article 29 – Goals of education	- Article 30 – Culture, language and religion - Article 31 – Leisure, play and culture

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?
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. - 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.	Ready, Steady Read Together Scheme: Fiction: - Harry the Poisonous Centipede - The One and Only Ivan Non-Fiction: - The Lego Ideas Book - Explore Poetry: - Welcome to My Crazy Life - 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. - Identify how language, structure and presentation contribute to meaning.	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, diagrams with arrows, tables and bullet points. - Look for specific information in texts using contents, indexes, glossaries, dictionaries.	- Pupils will develop respect by listening to and discussing a wide range of fiction, poetry, plays and non-fiction, recognising that books contain different ideas and experiences. - Pupils will show respect during reading discussions by listening carefully, taking turns and responding positively to the ideas of others. - Pupils will develop responsibility by reading with increasing accuracy, fluency, independence and concentration. - Pupils will show responsibility by using phonics, root words, prefixes, suffixes, context and text organisation to understand unfamiliar vocabulary. - Pupils will develop responsibility by retrieving and recording information using headings, pictures, contents pages, indexes, glossaries and dictionaries. - Pupils will show responsibility by preparing and rehearsing short poems and play scripts, using intonation, tone, volume and action to communicate meaning. - Pupils will develop reflection by considering how language, structure, presentation and punctuation help readers understand a text. - Pupils will show reflection by identifying simple themes, conventions, poetic forms and the different purposes and organisation of texts.

	• 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 information and vocabulary provided by the teacher. • Make some predictions of what might happen on the basis of what has been read so far.	• 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. <i>Vocabulary:</i> <i>root word, prefix, suffix, theme, convention, intonation, tone, volume, action, rehearse, perform, present</i>	• 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 develop reflection by making predictions and inferring characters' feelings, thoughts and motives, using evidence from the text. • Pupils will show reflection by identifying the main ideas across more than one paragraph, summarising key information and developing their own views with support. • Pupils will develop resilience by persevering with unfamiliar vocabulary, new text types and increasingly challenging passages. • Pupils will show resilience by checking that a text makes sense, asking questions, re-reading and reading ahead when they are unsure. • Pupils will develop respect and reflection by retelling stories accurately and considering the characters, themes and lessons within them. • Pupils will develop responsibility and resilience by reading widely and regularly, building positive attitudes, fluency and increasing independence.
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	• Answer and ask questions. • Check the text makes sense to them and correct inaccurate reading.			
WRITING:	Year 2: • Form nouns using suffixes such as -ness and -er, and by compounding. • Form adjectives using suffixes such as -ful and -less. • Use the suffix -ly to turn adjectives into adverbs. • Use subordination with when, if, that and because. • Use coordination with or, and, but. • Use expanded noun phrases for description and specification. • Use the present and past tenses correctly and consistently. • Use the progressive form of verbs in the present and past tense. • Use sentences with different forms: statement, question, exclamation and command. • Use capital letters, full stops, question marks and exclamation marks to demarcate sentences. • Use commas to separate items in a list. • Use apostrophes to mark where letters are missing in contractions. • Use apostrophes to mark singular possession in nouns.	Ready, Steady, Write Scheme: Vehicle Text: The Iron Man Grammar: Word • Formation of nouns using a range of prefixes e.g. auto- super- anti- • Use of the forms 'a' or 'an' Grammar: Sentence • Expressing time, place and cause using conjunctions e.g. (when, before, after, while, so, because, if, although). • Learn how to use subordination (reinforce from Y2). • Expressing time, place and cause using adverbs e.g. then, there, soon, after. • Expressing time, place and cause using prepositions e.g. before, during, after, in. • Use expanded noun phrases for description and specification Grammar: Text • Introduction to paragraphs as a way to group related material. Grammar: Punctuation • Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences. • Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns. • Use commas to separate items in a list. Vocabulary:	Pupils to apply grammar, purpose for writing and specific text type features in Writing to Narrate: • An approaching threat narrative. Pupils to apply grammar, purpose for writing and specific text type features in Writing to Explain: • A trap explanation. 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.	• Pupils will show respect by listening to others' ideas, taking turns and valuing the words and sentences shared by their peers. • Pupils will take responsibility for their writing by using available resources and making increasingly careful choices about vocabulary, punctuation and presentation. • Pupils will show responsibility when working with others by sharing ideas, taking part and supporting their partners. • Pupils will develop reflection by reading back their writing, identifying what works well and noticing where meaning could be clearer. • Pupils will use reflection to respond to feedback and make appropriate changes to their writing with increasing independence. • Pupils will show resilience by trying new vocabulary, sentence structures and spelling patterns, even when they find them difficult. • Pupils will develop resilience by returning to their writing to revise, edit and improve it rather than accepting their first attempt. • Pupils will develop a positive attitude towards writing by using stories, poems and non-fiction texts as inspiration for their own ideas. • Pupils will show respect when discussing others' writing by giving supportive feedback and

		preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas		recognising effort as well as success.
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 representations, and mentally, including: - a two-digit number and 1s - a two-digit number and 10s 2 two-digit numbers	- 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 (=) 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. - Explain the concept of 1s, 10s, and 100s knowing that ten 1s is equivalent to 10 and ten 10s is equivalent to 100.	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.	- Pupils will show respect by listening carefully to others' mathematical ideas and explanations. - Pupils will show respect by taking turns when discussing and solving problems collaboratively. - Pupils will show respect by recognising that different methods can be equally valid. - Pupils will show respect by agreeing, questioning and challenging ideas appropriately. - Pupils will demonstrate responsibility by selecting appropriate methods, equipment and resources. - Pupils will demonstrate responsibility by explaining their mathematical thinking rather than simply giving others the answer. - Pupils will demonstrate responsibility by checking their calculations and correcting errors. - Pupils will demonstrate responsibility by contributing positively when working with a partner or group. - Pupils will develop reflection by reviewing their methods and considering whether their answers are reasonable. - Pupils will develop reflection by learning from mistakes and using feedback to improve. - Pupils will develop reflection by comparing different strategies and identifying efficient approaches.

	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.	- 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.		- Pupils will develop reflection by explaining what they have learned and identifying their next steps. - Pupils will develop resilience by persevering when calculations, reasoning or problems are challenging. - Pupils will develop resilience by trying a different strategy when their first approach is unsuccessful. - Pupils will develop resilience by breaking complex problems into smaller, manageable steps. - Pupils will develop resilience by recognising that mistakes and misconceptions are an important part of mathematical learning.
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.	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.	- Pupils will develop responsibility by recognising that pushes, pulls and twists have effects and should be used safely. - Pupils will reflect on where contact and non-contact forces occur in everyday life and how they affect movement. - Pupils will consider how friction supports safety by providing grip and helping moving objects to slow down. - Pupils will show respect for scientific evidence by carrying out a fair test carefully and recording results accurately. - Pupils will reflect on their observations to identify patterns and classify materials as magnetic or non-magnetic. - Pupils will develop resilience by testing their predictions and revising their ideas when the evidence is different from what they expected.

	- Classify using simple prepared tables and sorting rings. - With support, relate answer to evidence, for example measurements taken. - 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.		- Follow a plan to carry out: observations and pattern seeking. Observe: - Make systematic and careful observations. - 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.	
ART:	Year 2: Use a sketchbook to record media experimentations including textures and patterns to inform own work.	Drawing – Introduction to Drawing 3: Drawing objects from different viewpoints helps to understand the shape and size of objects.	Exploring & Developing Ideas: Continue to use a sketchbook to record media experimentations to demonstrate development of skill over time.	Pupils will develop reflection by recalling previous drawing techniques and considering how they can apply them successfully.

	• Use a sketchbook to plan and develop simple ideas based on experimentation. • Continue to build information around colour theory. • 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 using 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.	• Light shading is achieved using a lighter pencil grade. • Darker shading is achieved using a softer pencil grade. • Surface detail includes patterns and textures that make objects look more realistic. • Smooth shading and blending create depth and texture in drawings. • It can be used to draw an objects shadow, making the drawing more realistic. • Different tools, like fingers or blending sticks, can help to blend and smudge media. • Objects in the foreground are drawn larger because they are the focus and are closer. • Objects in the background are drawn smaller, because they are far away. • Backgrounds have an important role in setting the scene and adding depth to artwork. Vocabulary: shading, shadow, pattern, line, blending, smudging, surface detail, texture, foreground, background	Responding to Art: • 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.	• Pupils will develop resilience by observing closely and continuing to practise when accurate drawing is challenging. • Pupils will demonstrate responsibility by selecting and applying lines, patterns and textures carefully to represent an object accurately. • Pupils will develop resilience by experimenting with pencil grades, pressure and blending techniques to improve light, shadow and tone. • Pupils will reflect on how the size and position of objects can create distance, focus and depth within a drawing. • Pupils will show respect by discussing artwork thoughtfully, recognising strengths and giving supportive suggestions for improvement.
COMPUTING:	Year 2: • That programming a computer or device involves giving it instructions to perform specific tasks. • That video games, phones, websites and apps are all created using programming. • That different devices and programs use different	Kapow Computing Scheme: Programming Scratch Lessons 1 – 3 To know: • Decomposition is the process of breaking down a task or problem into smaller parts.	• Working towards a given goal that a program needs to accomplish. • Breaking down what they want to achieve into smaller, manageable parts. • Tinkering with an existing text-based code to see how it affects a program. • Remixing code to alter and add to an existing program.	• Pupils will develop reflection by observing how changes to blocks of code affect what happens in a program. • Pupils will demonstrate responsibility by arranging instructions carefully so that their story runs in the intended order. • Pupils will show respect by recognising the original creator's

	programming languages or 'codes'. • That an algorithm becomes a program when it is coded. • That programs execute the exact instructions they are given, even if they are incorrect. • That a program is a series of instructions (algorithms) that are written for a computer to follow. • That a person can program a device by giving it an algorithm/algorithms to follow. • That there must be an error if a program does not execute as expected. • That an error in a computer program is known as a 'bug' and fixing errors is known as 'debugging'. • Recognising that buttons cause effects and that technology follows instruction. • Explaining what an algorithm is. • Following an algorithm. • Creating a clear and precise algorithm. • Learning that programs execute by following precise instructions. • Incorporating loops within algorithms. • Using logical thinking to explore software, predicting, testing and explaining what it does. • Using an algorithm to write a basic computer program. • Using loop blocks when programming to repeat an instruction more than once. • Using software (and unplugged means) to create story animations.	• Breaking down a problem into smaller parts makes it easier to solve. Vocabulary: loop	• Recognising the relationship between what is happening in a program and the written (block) code. • Working backwards, beginning to identify the code they think a program uses. • Running small chunks of code at a time to find the error or bug.	ideas and listening to others when planning purposeful changes.
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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 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,	Pneumatics: Lessons 1 – 3 CONTEXT: <i>"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?"</i> • 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. • A pneumatic system must be airtight. If not, the system loses air pressure so it will not work. Vocabulary: <i>pneumatic, mechanism, system, input, output, air pressure, airtight, components</i>	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 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.	• Pupils will reflect on how familiar objects use air pressure to create movement or perform a particular job. • Pupils will develop resilience by testing connections and trying again when their pneumatic system is not airtight or does not move as expected. • Pupils will demonstrate responsibility by controlling air pressure carefully to create safe and purposeful movement.
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	- where products might be used, - what materials products are made of, - what they like and dislike about products.			
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, 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.	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). <i>Vocabulary:</i> <i>county, mountain, river, topography</i>	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. • 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.	• Pupils will develop respect by recognising and valuing the different histories, features and identities of UK cities. • Pupils will develop resilience by persevering with maps and atlases to locate and name counties accurately. • Pupils will develop respect for the natural environment by recognising the importance of the UK's mountains and rivers.

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. • Discuss why a historical event was significant in relation to its impact on society.	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 sophisticated tools like polished stone axes. <i>Vocabulary:</i> <i>prehistoric, BCE, CE, archaeologist, excavation, artefact, primary source, secondary source, hunter-gatherer, trade</i>	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: • 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.	• Pupils will reflect on how timelines, BCE and CE help us understand when events happened in the distant past. • Pupils will show respect for historical evidence by examining artefacts carefully and remaining open to different interpretations. • Pupils will recognise the resilience of early humans as they adapted their tools and ways of living to survive.
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MUSIC:	Year 2: • Sounds within music can be described as high or low sounds and the meaning of these terms. • In all pictorial representations of music, representations further up the page are higher sounds and those further down are lower sounds. • Listening with concentration to short pieces of music or excerpts from longer pieces of music. • Engaging with and responding to longer pieces of music. • Coordinating the speed of their movements to match the speed of the music (not the beat). • Beginning to articulate how a piece of music affects them. • Recognising simple patterns and repetition in pitch (e.g. do-re-mi). • Talking about the tempo of music using the vocabulary fast and slow. • Talking about the pitch of music, using the vocabulary high and low. • Stating what they enjoyed about their peers' performances. • Using instruments imaginatively to create soundscapes which convey a sense of place. • Using bilateral and hand-eye co-ordination to play/hold instruments using both hands. • Maintaining a comfortable position when sitting or standing to sing and play instruments. • Reading different types of notation and understanding they are read by moving eyes from left to right as sound occurs. • Recognising pitch patterns using dots.	Kapow Music Scheme: Mountain Melodies: Steps and Leaps Listening and Evaluating To know: • Music can be described using musical elements such as pitch, rhythm, tempo and dynamics. • That contrast in music means using differences to make it more interesting. Inter-related Dimensions • Dynamics: To know that dynamics describe the volume of music and can change within a piece. • Melody: To know that melodies are made from a sequence of pitches that move higher, lower or stay the same. <i>Vocabulary:</i> <i>beat, dynamics, in time, leap, melody, pitch, step, slide</i>	Listening and Evaluating • Listening with attention to detail, focusing on a specific feature of the music. • Recognising and discussing how pitch changes. • Recognising and discussing how volume (dynamics) change. • Using some musical vocabulary when describing music. Creating Sound • Beginning to maintain a singing part within a group. • Singing songs where the melody moves up and down in small steps. • Singing in a round, maintaining an independent part with a group. • Considering their own volume (dynamics) when singing in a group. • Actively trying to match the correct pitch when singing. • Beginning to recognise how posture improves the singing voice. • Beginning to sing clearly, pronouncing words accurately. • Using simple breathing techniques to help support their voice. Improvising and Composing • Composing short pieces that represent a stimulus, choosing sounds or instruments to match an idea or character. • Composing short sequences of sound within certain parameters. Performing • Beginning to offer constructive thoughts and opinions on peer performances. • Reflecting on their own performance and expressing what went well.	• Pupils will demonstrate responsibility by maintaining their own singing part while listening carefully to the other groups. • Pupils will reflect on how melodies move higher, lower or stay the same through steps, leaps and slides. • Pupils will show respect by controlling their volume so that each voice can be heard and the group performs effectively together. • Pupils will develop resilience by practising difficult changes in pitch and continuing to improve their accuracy. • Pupils will reflect on how effectively their composition represents an idea and identify strengths and improvements in the final performance.
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	• Creating sound responses to a variety of physical stimuli, such as nature, artwork and stories. • Experimenting with creating different sounds using a single instrument. • Experimenting with creating loud, soft, high and low sounds. • Selecting objects and/or instruments to create sounds to represent a given idea or character. • Playing and combining sounds under the direction of a leader (the teacher). • Offering positive feedback on others' performances. • Keeping instruments still until their part in the performance. • Showing awareness of the leader, particularly when starting or ending a piece.		• Performing simple parts and keeping a steady beat with support from a backing track. • Beginning to have an awareness of the difference between practice and performance.	
PE:	Year 2: • Space helps teams keep possession. • Defenders try to stop attackers. • Teamwork improves success. • Quick movement creates opportunities. • Passing can help maintain possession. • Rules support fair play and safety. • Pass, receive, travel and change direction with increasing control. • Understand attacking and defending in small-sided games. • Identify successful passes, movement and positioning. • Demonstrate fairness and cooperation during games.	Invasion Games (Football): • Width creates attacking opportunities. • Marking reduces attacking options. • Quick transitions create advantage. • Communication supports teamwork. • Maintaining possession can control the game. • Positioning affects attacking and defending success. <i>Vocabulary:</i> <i>attack, defence, possession, space, width, marking, transition, positioning, dribbling, passing, receiving, communication</i>	• Apply dribbling, passing, receiving and shooting techniques consistently. • Apply principles of width, marking, possession and transition. • Evaluate tactical decisions and teamwork effectiveness. • Show resilience and communication during competition.	• Pupils will show respect by demonstrating sportsmanship during competitive situations, recognising the efforts of teammates and opponents. • Pupils will show respect by communicating constructively, listening to others' ideas and supporting fair play during cricket activities. • Pupils will develop responsibility by making thoughtful decisions about risk and reward when batting, fielding and responding to game situations. • Pupils will develop responsibility by taking on leadership roles, helping to organise their team and contributing positively to attacking and defensive strategies.

				- Pupils will use reflection by analysing their tactical and technical performance and identifying how to improve their striking, bowling and fielding. - Pupils will use reflection by adapting strategies independently in response to opponents, feedback and changing gameplay situations. - Pupils will build resilience by maintaining focus, self-regulation and effort when playing under pressure. - Pupils will build resilience by responding positively to mistakes, setbacks and competitive challenges, using them to refine performance.
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.	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.	- Pupils will consider the responsibility adults have to provide babies with love, care, food, warmth and safety. - Pupils will understand the responsibility parents and godparents accept when they promise to support a child's Christian faith. - Pupils will show respect by learning how Muslim birth traditions express faith, generosity and belonging. - Pupils will reflect on the similarities and differences between Christian and Muslim celebrations without judging one tradition as more important than another. - Pupils will show respect by understanding the meaning of the Naam Karan ceremony and the importance of identity within Sikhism.

		<i>Vocabulary:</i> <i>celebrate, ceremony, baptism, christening, godparents, priest/vicar, adhan, aqiqah, charity, naam karan</i>	• 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 solutions based on sources of wisdom.	• Pupils will reflect on how religious and non-religious ceremonies can express a family's beliefs, values, love and sense of belonging.
RHW:	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.	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. <i>Vocabulary:</i> <i>brain, cells, hippocampus, amygdala, prefrontal cortex, mind, focus, neuroplasticity, neuron, neural pathway, happy breathing, fight, flight, freeze, oxygen</i>	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.	• Pupils will develop responsibility by learning to focus their attention deliberately and recognising how this supports their learning. • Pupils will reflect on the different roles of Team H-A-P and how these parts of the brain influence their thoughts, memories, emotions and decisions. • Pupils will take responsibility for recognising when they feel sad, stressed or worried and choosing strategies, such as Happy Breathing, to help regulate themselves. • Pupils will develop reflection by understanding why the Amygdala can trigger fight, flight or freeze and noticing how their own brain responds to stressful situations. • Pupils will develop resilience by understanding that repeated practice strengthens neural pathways and helps them persist and improve when learning feels difficult.

	- About ways of sharing feelings; a range of words to describe 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.			
SPANISH:	N/A	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. - To know that, in Spanish as well as exclamation marks being used at the end of an exclamation, an inverted exclamation mark is used at the beginning. Cultural Awareness - To know that in Spanish there are formal and informal greetings.	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.	- Pupils will show respect by listening carefully when others speak Spanish. - Pupils will show respect by recognising that languages and cultures may communicate ideas in different ways. - Pupils will show respect by responding positively to others' attempts to speak Spanish. - Pupils will show respect by valuing accurate pronunciation and clear communication. - Pupils will demonstrate responsibility by participating actively in speaking, listening, reading and writing activities. - Pupils will demonstrate responsibility by practising vocabulary and language structures regularly. - Pupils will demonstrate responsibility by using resources,

		<i>Vocabulary:</i> <i>¡Hola!</i> <i>buenos días</i> <i>buenas tardes</i> <i>buenas noches</i> <i>adiós</i> <i>¿Cómo te llamas?</i> <i>me llamo</i> <i>¿Qué tal?</i> <i>muy</i> <i>bien</i> <i>mal</i> <i>fantástico</i> <i>¿Y tú?</i> <i>sí</i> <i>no</i>		such as word banks and dictionaries, appropriately. • Pupils will demonstrate responsibility by contributing positively during paired and group work. • Pupils will develop reflection by considering how Spanish is similar to and different from English and other languages they know. • Pupils will develop reflection by reviewing their pronunciation, vocabulary and grammatical accuracy. • Pupils will develop reflection by using feedback to improve their spoken and written Spanish. • Pupils will develop reflection by recognising the progress they have made as language learners. • Pupils will develop resilience by having the confidence to speak Spanish even when they are unsure. • Pupils will develop resilience by continuing to communicate when they cannot recall every word. • Pupils will develop resilience by learning from mistakes in pronunciation, grammar and vocabulary. • Pupils will develop resilience by practising unfamiliar language until they can use it with increasing fluency and independence.
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