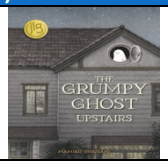
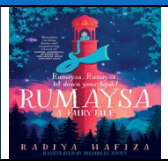
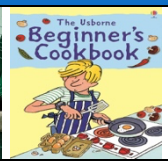
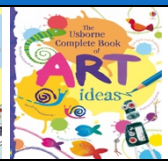
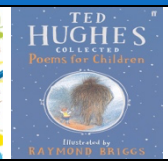
Riversdale Primary School

MEDIUM TERM PLANNING

YEAR GROUP	**Year 3**
TERM	**Autumn 2**

CLASS READER	VEHICLE TEXT(S) FOR READING & WRITING
	       

LEARNING OVERVIEW

This half term, Year 3 will explore how people have understood, shaped and expressed their world across different times and cultures. In Science, pupils will investigate light, reflection and shadows, including how to protect their eyes from bright sunlight, while History will take them from the Stone Age into the Bronze and Iron Ages as they discover how settlement, farming, materials and trade transformed everyday life. In Geography, they will compare urban and rural areas of the UK and explore how farming, industry and housing influence the way land is used. Creativity and problem-solving will continue through Art, where pupils will experiment with colour, texture and abstract painting inspired by Frank Bowling, Computing, where they will develop animations using Scratch, and Design and Technology, where air pressure will be used to create moving pneumatic toys. Pupils will experience the rhythms and traditions of South African gumboot music in Music, develop teamwork and tactical awareness through rugby in PE, and explore different accounts of the Nativity and its significance to Christians in Religious Education. Through RHW, pupils will recognise and develop their individual character strengths, while Spanish will build confidence with numbers, ages and simple spoken exchanges.

SIGNIFICANT PEOPLE PAST & PRESENT

• Frank Bowling (Art)	• Jesus (RE)	• Mary (RE)	• Joseph (RE)

UNCRC LINKED ARTICLES

• Article 12 – Respect for the views of the child • Article 14 – Freedom of thought, belief and religion • Article 24 – Health and health services	• 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 3: • 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. • 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	Ready, Steady Read Together Scheme: Fiction: • Rumaysa • The Wild Robot Non-Fiction: • The Usborne Beginner's Cookbook • Usborne Complete Book of Art Ideas Poetry: • Ted Hughes Collected Poem • Cloud Busting 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.

	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. • 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.	• Recognise some different forms of poetry [for example, free verse, narrative poetry]. • Prepare short poems and play scripts to read aloud and to perform, showing some understanding through intonation, tone, volume and action. • Predict what might happen from details stated and some which are implied. • Check that the text makes sense to them, discuss their understanding and explain the meaning of some words in context. • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying many inferences with evidence. • Ask some questions to improve their understanding of a text. • Identify main ideas drawn from more than one paragraph and summarise these. • Discuss some words and phrases that capture the reader's interest and imagination. *Vocabulary:* *root word, prefix, suffix, theme, convention, intonation, tone, volume, action, rehearse, perform, present*	• 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.

	• 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. • 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.			
WRITING:	Year 2: • Use -ly in Standard English to turn adjectives into adverbs. • Use subordination with when, if, that and because. • Use coordination with or, and, and but. • Use expanded noun phrases for description and specification. • Use apostrophes to mark singular possession in nouns. • Use commas to separate items in a list. • Use apostrophes to mark where letters are missing in contractions.	Ready, Steady, Write Scheme: Vehicle Texts: • The Grumpy Ghost Upstairs • Hortense and the Shadow Grammar: Word • Use –ly in Standard English to turn adjectives into adverbs (Y2 consolidation) • Use the forms 'a' or 'an' according to whether the next word begins with a vowel or a consonant Grammar: Sentence • Using a wider range of conjunctions including when, if, because, although, before, after, while, so • Expressing time, place and cause using prepositions e.g., before, after, during, in • Learn how to use expanded noun phrases for description and specification (Y2 consolidation) Grammar: Punctuation	Pupils to apply grammar, purpose for writing and specific text type features in **Writing to Narrate**: • A Ghost Narrative Pupils to apply grammar, purpose for writing and specific text type features in **Writing to Recount**: • A Diary 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,	• 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,

		• Use inverted commas to punctuate direct speech • Learn how to use apostrophes to mark singular possession in nouns (Year 2 consolidation) • Learn how to use commas to separate items in a list (Y2 consolidation) • Learn how to use apostrophes to mark where letters are missing in spelling (contractions) (Y2 consolidation) Vocabulary: preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas	punctuation and grammar, based on current learning. • Begin to suggest improvements to own writing, with a focus on improving vocabulary and sentence structure.	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 recognising effort as well as success.
MATHEMATICS:	Year 2: • Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers. • Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs. • Show that multiplication of 2 numbers can be done in any order (commutative) and division of 1 number by another cannot. • Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.	Multiplication & Division: • Know that multiplication is a form of repeated addition. • Recognise alternative words that mean multiplication for example x groups of y. • Know the products of the 3-, 4- and 8-times tables. • Quickly recall the multiplication facts for the desired tables. • Know the corresponding division facts for the 3-, 4- and 8- times tables. • Explain the concept of place value and why this is important for multiplication of two-digit numbers. • Explain how to lay out multiplication using the formal written method. • Understand the distributive law when multiplying two-digit numbers. • Identify how to lay out division using the formal written method. • Define the term renaming.	Multiplication & Division: • Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables • Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods • Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects. Length: • Measure, compare, add and subtract lengths (m/cm/mm).	• 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

		• Define the term integer. • Explain the context of a word problem identifying which operation is being asked of them. • Explain how to scale quantities up or down using multiplication. • Define the terms doubling and tripling. • Relate the number of objects in one group to the number of objects in another group using multiplication and division. Length: • Know that length can be measured metres (m), centimetres (cm) or millimetres (mm). • Recognise that 1 km is equal to 1000 m. • Recognise that 1 m is equal to 100 cm. • Recognise that 1 m is equal to 1000 mm. • Know that the equipment used for measuring length might include a ruler, tape measure, metre stick etc. • Know the mathematical symbols for greater than (>), less than (<) and equal to (=). • Identify that different objects will be measured using different units, for example larger objects will use (m) whilst smaller objects might use (cm/mm). • Select the correct unit of measurement for a given context. • Know the mathematical symbols for addition (+) and subtraction (-). • Identify which operation (addition or subtraction) a problem requires.		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. • 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: • Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. Year 3: • Consider their prior knowledge when asking questions. • Independently use a range of question stems. Where appropriate, they answer these questions. • Answer questions posed by the teacher. • Given a range of resources, decide for how to gather evidence to answer the question. • Identify the type of enquiry to answer a question. • Follow a plan to carry out: observations over time. • Make systematic and careful observations. • Use a range of equipment for measuring length and time. • Use standard units for their measurements. • With support, decide how to record and present evidence. • Record measurements on given templates (if required), for example: using tables, tally charts and bar charts. • Answer own and others' questions based on measurements taken. • With support, check answers are consistent with evidence. • Interpret data to generate simple comparative statements based on evidence. • With support, present the same data in different ways in order to help with answering the question using scientific language.	Light: • Dark is the absence of light. • We see sources of light when their light travels to our eyes. • Light travels in straight lines until it encounters a surface. • We see non-luminous objects when a light from a source reflects off them and into our eyes. • The shadow will always form on the side behind the object, not the one facing the source of light. • Parts of the earth are in shadow because they are facing away from the sun. This is night. • The size of the shadow depends on the distance between it and the light source. • The sun is very bright. Looking directly at it can damage our eyes. • The pupil (the dark circle in the centre) gets smaller to let in less light. • Our eyelids also blink to stop light from entering our eyes. This is called a reflex action. • Wearing brimmed hats and sunglasses can prevent some light from entering our eyes. *Vocabulary:* *light source, luminous, non-luminous, reflect, protection, reflex, shadow, opaque*	Ask Questions • Answer questions posed by the teacher. • Recognise when secondary sources can be used to answer questions that cannot be answered through practical work. • Given a range of resources, decide for how to gather evidence to answer the question. • Consider their prior knowledge when asking questions. Observe • Make systematic and careful observations. Conclusions • Draw conclusions based on evidence and current subject knowledge. • Begin to identify naturally occurring patterns and causal relationships. • Answer own and others' questions based on observations made. • With support, check answers are consistent with evidence. 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: observations over time. Communicate • Communicate findings to an audience both orally and in writing, using appropriate scientific language. Record/Present • With support, decide how to record and present evidence. • Record observation, for example: using photographs, videos,	• Pupils will develop reflection by considering how light enables us to see luminous and non-luminous objects and using observations to explain what happens. • Pupils will demonstrate responsibility by making careful observations and using scientific evidence and vocabulary accurately when explaining reflection. • Pupils will take responsibility for their wellbeing by understanding the risks of bright sunlight and identifying appropriate ways to protect their eyes. • Pupils will reflect on their observations to explain how opaque objects block light and create shadows. • Pupils will develop resilience by carrying out repeated observations, adjusting the position of the light source and persevering to identify patterns in how shadows change. • Pupils will show respect by communicating their findings clearly, listening to others' explanations and recognising the importance of sharing scientific ideas.

	• Begin to identify naturally occurring patterns and causal relationships. • Draw conclusions based on evidence and current subject knowledge. • Following a scientific experience, ask further questions which can be answered by extending the same enquiry. • Communicate findings to an audience both orally and in writing, using appropriate scientific language.		pictures, labelled diagrams or writing. Evaluation • Identify ways in which adaptations may have been made to the method or how the enquiry would be done differently if repeated.	
ART:	Year 2: • Use a sketchbook to record media experimentations including textures and patterns to inform own work. • Use a sketchbook to plan and develop simple ideas based on experimentation. • Continue to build information around colour theory. • 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. • Mix primary colours to make brown. • Mix a range of secondary colours to make tertiary colours, placing them on a colour wheel. • Explain what the colour wheel is and what it shows.	Painting: • Abstract art does not look exactly like real life. • It focuses on colours, and patterns to show feelings or ideas. • Tints are made by adding white to a hue to make it lighter. • The more white you add, the lighter the tine becomes. • Shades are made by adding black to a hue to make it darker. • The more black you add, the darker the shade becomes. • Artists use shades to add depth, shadows, or mood to their paintings. • Artists use analogous colours to create a sense of calm or unity in their paintings. • Watercolours are thin. • They are often used to create light washes or layers. • Acrylics are thick. • They can create bold colours and textures. **Significant People:** Frank Bowling • Guyanese abstract artist.	Exploring & Developing Ideas: • Continue to use a sketchbook to record media experimentations to demonstrate development of skill over time. • Use a sketch book to express feelings about a piece of art. • Make notes in a sketch book about techniques used by artists studied. Responding to Art: • Explain how a piece of art makes them feel with increasing clarity. • Discuss own work and that of others, explaining the process they have used, identifying thoughts and feelings which are supported by their knowledge of artists and techniques. • Explore the work of a range of artists, and designers, making comparisons between different practices and disciplines, and making simple links to their own work. Painting: • Experiment with varying degrees of white to make different tints. • Experiment with varying degrees of black to make different shades.	• Pupils will show respect by recognising that artists can communicate ideas and feelings in different ways and that art does not need to represent real life literally. • Pupils will demonstrate responsibility by mixing colours carefully and making deliberate choices about how shades can create depth, shadow or mood. • Pupils will reflect on how colours placed next to each other on the colour wheel can create harmony, calm and unity in an artwork. • Pupils will develop resilience by experimenting with different paints, techniques and textures, adapting their approach when effects do not work as expected. • Pupils will take responsibility for their creative choices by selecting colours, shapes, textures and techniques deliberately to communicate a feeling or idea. • Pupils will reflect on their own work, identify strengths and areas for development, and make purposeful improvements using their learning from the unit.

	• Explain the term complimentary colours and how these might be used together. • Discuss why they have selected specific colours for their work. • Begin to select an appropriate brush to produce desired marks, e.g. small brush for small marks.	• Famous for his large, colourful paintings. • Uses colour and shapes to express feelings or ideas. *Vocabulary:* *abstract, realistic, hue, tint, shade, analogous, watercolour, acrylic*	• Explain the term analogous colours and how these might be used together. • Experiment with different types of paint including, watercolours, for different purposes and effects, e.g. washes. • Demonstrate control of simple brush strokes to create certain effects.	
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 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.	Kapow Computing Scheme: Programming Scratch Lessons 4 – 5 To know: • Decomposition is the process of breaking down a task or problem into smaller parts. • Breaking down a problem into smaller parts makes it easier to solve. *Vocabulary:* *loop*	• 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. • 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.	• Pupils will develop resilience by breaking the task into smaller steps, testing their code and continuing when errors occur. • Pupils will reflect on how successfully their animation meets its goal and identify changes that would improve it.

	• 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.			
DT:	Year 2: • Work within a range of contexts, e.g. imaginary, story-based, home, school, gardens, playgrounds, and the local community. • State what products they are designing and making. • Say whether their products are for themselves or other users. • Describe what their products are for. • Say how their products will work. • Say how they will make their products suitable for their intended users. • Use simple design criteria to help develop their ideas. • Generate ideas by drawing on their own experiences. • Use knowledge of existing products to help come up with ideas. • Develop and communicate ideas by talking and drawing.	Pneumatics: Lessons 4 – 6 CONTEXT: *"Hi, my name is Jacob. I am 12 years old. I was to make my little cousin a toy for Christmas. He likes animals, monsters, mythical creatures, that sort of thing. I want the toy to be something that moves, but he is very young, so I don't want any electrical components. Can you help me to design and make something for him?"* • Air can be controlled to create a force that makes objects move. • Pneumatic systems use air pressure to create mechanical movement. • "Input" is the air pressure, and "output" is the final movement or action. • Air pressure can be adjusted to control the speed and force of movement.	Mechanisms: • Investigate ways of using a pneumatic system in combination with other materials to create a product. • Create effective pneumatic systems using appropriate materials. Designing: • Describe the purpose of their products. • Indicate the design features of their products that will appeal to intended users. • Explain how particular parts of their products work. • Gather information about the needs and wants of particular individuals and groups. • Develop their own design criteria and use these to inform their idea. • Use annotated sketches to develop and communicate their ideas.	• Pupils will show respect by considering the intended user's age, interests and safety when designing their toy. • Pupils will develop resilience by solving practical problems and adjusting their prototype when parts do not work as planned. • Pupils will reflect on how successfully their toy works, consider feedback and identify improvements.

	• Model ideas by exploring materials, components and construction kits and by making templates and mock-ups. • Use information and communication technology, where appropriate, to develop and communicate their ideas. • Plan by suggesting what to do next. • Select from a range of tools and equipment, explaining their choices. • Select from a range of materials and components according to their characteristics. • Follow procedures for safety and hygiene. • Use a range of materials and components, including construction materials and kits, textiles, food ingredients and mechanical components. • Measure, mark out, cut and shape materials and components. • Assemble, join and combine materials and components. • Use finishing techniques, including those from art and design (where applicable). • Talk about their design ideas and what they are making. • Make simple judgements about their products and ideas against design criteria. • Suggest how their products could be improved.	• A pneumatic system must be airtight. If not, the system loses air pressure so it will not work. *Vocabulary:* *pneumatic, mechanism, system, input, output, air pressure, airtight, components*	• Generate realistic ideas, focusing on the needs of the user. • Model their ideas using prototypes and pattern pieces. • Make design decisions that take account of the availability of resources. Making: • Select tools and equipment suitable for the task. • Begin to explain their choice of tools and equipment in relation to the skills and techniques they will be using. • Select materials and components suitable for the task. • Begin to explain their choice of materials and components according to functional properties and aesthetic qualities. • Order the main stages of making. • Follow procedures for safety. • Measure, mark out, cut and shape materials and components with some accuracy. • Assemble, join and combine materials and components with some accuracy. • Apply a range of finishing techniques, including those from art and design, with some accuracy. Evaluating: • Identify the strengths and areas for development in their ideas and products. • Consider the views of others, including intended users, to improve their work. • Refer to their design criteria as they design and make. • Use their design criteria to evaluate their completed 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. • Ask geographical questions such as 'why is this place like this?' and 'how is this place changing?'.	A Closer Look at the UK: Lessons 4 – 6: • Land in urban areas is used for housing, shops, offices, factories, schools and leisure activities. • Urban areas have better transport links and public services like hospitals. • Rural areas have more open spaces, and features like woodlands, rivers or hills. • Land in rural areas is used primarily for farming. • High ground areas may be less suitable for building so are more likely to be rural. • Farming provides food/materials for the country. • Types of farming include: - Arable Farming, - Pastoral Farming, and - Mixed Farming. • High ground areas may be less suitable for arable farming due to steep slopes and poorer soil. • UK land use has changed due to the Agricultural and Industrial revolutions. *Vocabulary:* *settlement, farming, agriculture, suburb, industrialisation*	Place Knowledge: • Begin to use topographical maps to compare settlements and land uses in the UK. • Compare physical and human features in the UK (compare Southfields and/or London to a rural setting in the UK). Human & Physical Geography Knowledge: • Explain that topography refers to the shape, height and depth of a place. • Know and understand aspect of human geography including: settlements, land use and economic activity. • Identify human features of a location (e.g. rural vs urban setting). 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. Enquiry & Investigation: • Ask geographical questions such as 'why is this place like this?', 'how is this place changing?', 'how are other places affected?	• Pupils will reflect on the different ways land is used in rural and urban areas and why both are important. • Pupils will consider our responsibility to use land carefully and recognise how farming provides food and materials. • Pupils will reflect on how agriculture, industrialisation and housing have changed the landscape and affected the environment.
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.	Great Builders: The Stone Age to the Iron Age Lessons 4 – 6: • In the Neolithic era, people began to permanently settle, creating small communities. • Timber homes were made using a technique called wattle and daub.	Using Sources for Enquiry: • Use evidence to build up a picture of a past event. • 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.	• Pupils will consider how people shared responsibilities and worked together to support life within early settled communities. • Pupils will reflect on how new materials, farming methods and trade changed people's work and daily lives. • Pupils will recognise how Iron Age communities adapted to new

	• 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. • Identify some similarities and differences between ways of life at different times. • Know that there are explanations for similarities and differences between people's lives now and in the past. • Describe simple changes relating to ideas/objects that have occurred. • Identify simple reasons for change.	• Skara Brae in Orkney is an example of stone-built Neolithic houses. • Bronze replaced stone as the primary material for tools and weapons. • Bronze tools allowed for more efficient farming and the clearing of forests. • Communities started to take part in long-distance trade, particularly tin which is used to make bronze. • There was an increase in the production and trade of decorative items. • Iron replaced bronze as the main material for tools and weapons. • Iron was abundant and easier to work with than bronze, leading to stronger and more efficient tools. • Communities could trade not just raw materials but finished iron goods, boosting local economies. • Competition for resources (iron), land, and power led to increased conflicts. *Vocabulary:* *prehistoric, BCE, CE, archaeologist, excavation, artefact, primary source, secondary source, hunter-gatherer, trade*	Historical Significance: • To know that significant archaeological findings are those which change how we see the past. Chronology: • 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. Similarities and Differences: • Identify some key features of past societies and periods. • Identify similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world. Change and Continuity: • Identify reasons for change and reasons for continuity. • Recognise the links between different societies. • Begin to compare different periods of history describing changes and continuity between them. Cause and Consequence: • Explain the impact of an event (including people's actions) on society within a time period.	technology, expanding trade and increased conflict.
MUSIC:	N/A	Kapow Music Scheme: Instrumental Scheme, Unit 1: South Africa • To know the key features of South African Gumboot music.	• Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.	• Pupils will show respect by listening to and discussing South African musical traditions, recognising that music from

		• To understand the key features of staff notation including clefs, key signatures, time signatures, minims, semibreves, crotchets, rests, and how pitch is shown. • To know the correct technique for playing tuned percussion instruments. *Vocabulary:* *afropop, bar chimes, bar lines, crotchet, dynamics, glockenspiel, gumboot dance, harmony, marimba, metallophone, minim, ostinato, rest, semibreve, South African jazz, time signature, treble clef, xylophone, Zulu folk music*	• Understanding that music from different parts of the world, and different times, have different features. • Recognising and explaining the changes within a piece of music using musical vocabulary. • Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement. • Beginning to show an awareness of metre. • Beginning to use musical vocabulary when discussing improvements to their own and others' work. • Understanding that music from different times has different features. • Performing from basic staff notation, incorporating rhythm and pitch and be able to identify these symbols using musical terminology. • Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic). • Suggesting and implementing improvements to their own work, using musical vocabulary. • Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique. • Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance.	different cultures has distinctive features and purposes. • Pupils will demonstrate responsibility by reading musical symbols carefully and using correct terminology for rhythm, pitch, rests and time signatures. • Pupils will develop resilience by practising correct instrumental technique and persevering to improve accuracy, control and timing. • Pupils will reflect on how different musical layers work together and make considered choices when combining rhythms and melodies within a given style. • Pupils will show respect by listening to others, staying aware of their own part within the group and giving constructive feedback using musical vocabulary.
PE:	Year 2: • Space helps teams keep possession. • Defenders try to stop attackers.	Invasion Games (Rugby): • Width creates attacking opportunities.	• Apply dribbling, passing, receiving and shooting techniques consistently.	• Pupils will show respect by demonstrating sportsmanship during competitive situations,

	• 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.	• Marking reduces attacking options. • Quick transitions create advantage. • Communication supports teamwork. • Maintaining possession can control the game. • Positioning affects attacking and defending success. *Vocabulary:* *attack, defence, possession, space, width, marking, transition, positioning, dribbling, passing, receiving, communication*	• Apply principles of width, marking, possession and transition. • Evaluate tactical decisions and teamwork effectiveness. • Show resilience and communication during competition.	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 3: • Describe a few things that a believer might learn from a religious story. • Talk about some of the things that are the same for religious people.	What is the Nativity Story? • The Gospels according to Matthew and Luke tell the nativity differently. • Joseph and Mary travelled to Bethlehem because of a census.	Learning About Religion & Belief: • Describe a few things that a believer might learn from a religious story. • Describe some religious sources and explain that these teachings affect religious groups.	• Pupils will show respect by recognising the Bible and the Gospels as important religious sources for Christians. • Pupils will reflect on how Matthew and Luke present different parts of the Nativity

	• 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. • 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. • Ask questions about the meaning of life and about identity. • Begin to link things that are important to them and other people with the way people behave. • Begin to give opinions with reasons and references to some sources of wisdom, such as inspirational people. • Ask questions about moral decisions, and suggest some solutions based on sources of wisdom.	• Luke says that there was no room in the inn, so Jesus was born in a stable and laid in a manger. • Matthew says the Magi brought gifts of gold, frankincense, and myrrh to the baby Jesus. • Luke says that Shepherds, were visited by angels who announced Jesus' birth. • Matthew does not mention shepherds, while Luke does not mention the Magi. • The Nativity is celebrated during Christmas. • Christmas represents hope, joy and salvation. • Many non-religious people celebrate Christmas as a cultural holiday. • They focus on family, togetherness, and goodwill. **Significant People:** Jesus • Central figure in Christianity. • Taught people about God using parables. Mary • Mother of Jesus. • Was told about Jesus by an angel, according to the Gospel of Luke. Joseph • Husband of Mary. • Was told about Jesus by an angel, in his dreams, according to the Gospel of Matthew. *Vocabulary:* *Christianity, Christian, magi, shepherd, angel, manger, Bethlehem, census, gospel, Christmas*	• Talk about some of the things that are the same for religious people. • Use the right religious words to describe and to briefly compare different practices and experiences Learning From Religion & Belief: • Begin to give opinions with reasons and references to some sources of wisdom, such as inspirational people. • Compare some of the things that influence them with those that influence others. • Begin to link things that are important to them and other people with the way people behave.	story and consider what these differences might mean. • Pupils will consider the resilience shown through the journey to Bethlehem and the difficulties surrounding Jesus' birth. • Pupils will show respect by recognising how people from different backgrounds and communities are included within the Nativity story. • Pupils will reflect on why the birth of Jesus is significant for Christians and how it connects to ideas of hope, joy, salvation, love and community. • Pupils will show respect by recognising that people may celebrate Christmas for different religious, cultural or family reasons.
RHW:	Year 2: • About the 5 Character Strengths from Year 1, but they will be	My Happy Mind: Celebrate To know that:	My Happy Mind: Celebrate	My Happy Mind: Celebrate • Pupils recognise and value the Character Strengths of others,

	asked to think about what each strength means and some examples of the strengths in action. • The 5 Character Strengths are: - Love and Kindness - Bravery and Honesty - Exploring and Learning - Teamwork and Friendship - Love of Life and our World • That when we use our Character Strengths, we can be our very best selves and that we all have our own unique set of strengths, and we are all different. • What Neuroplasticity is and how we can grow our Character Strengths if we practise using them. • About how to recognise the Character Strengths in themselves. • How to think about which Character Strengths they would like to grow or use more of.	• Scientists discovered that we all have 24 Character Strengths but in different amounts. • We all have 24 strengths, but children will focus on the 5 main categories of Character Strengths and think about them like a pick and mix bag of sweets. • The five main categories of Character Strengths are: - Love and Kindness - Bravery and Honesty - Exploring and Learning - Teamwork and Friendship - Love of Life and our World • That half of our character is set by genetics and the other half from our experiences. • That our character can grow based on our experiences, just like their brains do with Neuroplasticity. • Why it is important to spot strengths in others and how they can be used. • That strengths can help them to approach difficult situations. • When they use their Character Strengths, they can be their best selves because they are feeling happy, safe, and calm, and this makes Team H-A-P happy. *Vocabulary:* *character strengths, genetics, love, kindness, bravery, honesty, exploring, learning, teamwork, friendship, unique, special, spotting, neuroplasticity, Team H-A-P*	• Identifying and recognising their own and others' Character Strengths. • Categorising and sorting different Character Strengths into the 5 main categories. • Reflecting on personal experiences and how they have influenced their strengths. • Practicing growth mindset and understanding how personal development occurs over time. • Observing others' strengths and considering how to apply those strengths in various situations. • Problem-solving and using Character Strengths as tools to face challenges effectively. • Developing emotional intelligence, self-regulation, and a sense of well-being through the use of Character Strengths. • Collaborating in teams, using positive emotions to support each other and promote group success.	appreciating that people contribute different qualities and strengths to a group. • Pupils understand that they can use their own strengths positively to support others, contribute to their community and build positive relationships. • Pupils identify their own Character Strengths and consider how these influence their feelings, choices, relationships and personal development. • Pupils understand that strengths can be developed through effort, practice and learning, encouraging them to keep growing and respond positively to challenge.
SPANISH:	Year 3: • Listening and responding to single words and short phrases. • Recognising some familiar Spanish words in written form.	Kapow Spanish Scheme Spanish Numbers and Ages: Phonics	Language Comprehension: • Listening and responding to single words and short phrases. • Reading aloud some words from simple songs, stories and rhymes.	• Pupils will show respect by listening carefully when others speak Spanish. • Pupils will show respect by recognising that languages and

	• Asking and/or answering simple questions. • Practising speaking with a partner. • Listening to songs and rhymes in the target language(s), repeating sounds and phrases to develop pronunciation and intonation. • Introducing self to a partner with simple phrases. • Rehearsing and performing a short role-play. • Experimenting with simple writing, copying with accuracy. • To know the key phonemes that are represented by the following letters: a, o, i. • 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 and as well as exclamation marks being used at the end of an exclamation, an inverted exclamation mark is used at the beginning. • To know that in Spanish there are formal and informal greetings.	• To become familiar with the key phonemes that are represented by the following letters: u, z/c, ñ. • To know that some letters carry accents. • To know that a tilde is the wavy line over the 'n' (as in años) that changes the pronunciation of the 'n' from a hard sound to a softer 'ny' sound (as in canyon). 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 as well as exclamation marks being used at the end of an exclamation, an inverted exclamation mark is used at the beginning. • To know that the word order is sometimes different in Spanish compared to English. Cultural awareness • To know some playground games played in Spanish-speaking countries. *Vocabulary:* *uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez, once, doce, más, menos, ¿Cuántos?*	• Recognising some familiar Spanish words in written form. • Beginning to understand and notice cognates and near cognates. • Using visual clues to make predictions about the meaning of unfamiliar vocabulary. 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. • Using short phrases to give information. • Listening and repeating key phonemes with care. • Introducing self to a partner with simple phrases.	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, 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.