

Science: Year group specific
Learning objectives (inc <b>key knowledge</b> ): 2 Plants To know how seeds and bulbs grow into plants. To know what plants need in order to grow and stay healthy. 3. Forces and magnets To know about and describe how objects move on different surfaces. To know how some forces require contact and some do not. To know about how objects attract and repel in relation to objects and other magnets. To learn to predict whether objects will be magnetic and to be able to carry out an enquiry to test this out. Know how magnets work. To be able to predict whether magnets will attract or repel and give a reason.
Learning activities (inc. <b>assessment</b> ): Y2: Planting a range of seeds, observing how seeds change over time once planted, investigating different types of seeds, investigating plants in hot and cold places, investigating what plants need to grow. Y3: Learn what a force is and investigate pushes and pulls, investigate magnetic and non-magnetic materials, investigate the strength of different magnets, create magnetic games <b>Start of lesson quizzes, end of unit quiz/challenge, learning journal experiment</b>

Geography:
Learning objectives (inc <b>key knowledge</b> to use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features To devise a simple map. To use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.
Learning activities (inc. <b>assessment</b> ): Field work in school, school grounds and in Heslington to create a simple map and to collate a list of physical and human geography, use arial photos of Heslington and school grounds to recognise landmarks, open top bus tour around York to observe landmarks, <b>Assessment: quizzes at start of lessons, book art book</b>

History:
Learning objectives (inc <b>key knowledge</b> ): to learn about some significant historical events people and places in their own locality To understand where the people and events they study fit within a chronological framework To be able to identify similarities and differences between ways of life in different periods To understand some of the ways in which we find out about the past and identify different ways in which it is represented
Learning activities (inc. <b>assessment</b> ): Exploring school and grounds, preparing questions for and interviewing members of staff and governors, parents/grandparents/people who went to school in the 1950s. Investigating artifacts from the past, schools now and then computing document combining text and images 1950s school day, Big write and book art. Assessment: <b>quizzes at start of lessons, book art book, Big write non-chronological report</b>

Religious Education: Year group specific
Learning objectives (inc <b>key knowledge</b> ): Y2 Unit 1.2 Who is a Muslim? Y3 Unit L2.1 What do different people believe about God? Christians and Hindus.
Learning activities (inc. <b>assessment</b> ): SACRE planning Additionally – Diwali afternoon from Enrichment Passport

Music:
Learning objectives (inc <b>key knowledge</b> ): Y2 = Ocarina Y3 = Recorder Plus regular opportunities for singing and music theory. Play tuned and untuned instruments musically. Sing and play musically with increasing confidence and control. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments. Listen with attention to detail and recall sounds with increasing aural memory.
Learning activities (inc. <b>assessment</b> ): Mrs Martin - teaching instrument skills, music notation, performance, songs <b>Ongoing assessment and end of year achievement</b>

Design & Technology:
Learning objectives (inc <b>key knowledge</b> ): To learn how to design purposeful, functional, appealing products, beginning to research design criteria. To learn how to generate, develop, model and communicate ideas through discussion, sketches and diagrams. To learn how to evaluate their ideas and products against design criteria. To developing an understanding of and apply the principles of a healthy and varied diet.
Learning activities (inc. <b>assessment</b> ): Explore (including taste) a range of fruit and vegetables, practice cutting, chopping, grating, shredding etc. a range of fruit and vegetables, plan their own product to include fruit and vegetables, make own final product, evaluate final produce against design criteria Assessment: <b>quizzes at the start of lessons, final project, DT project booklet</b>

PSHE:
Learning objectives (inc <b>key knowledge</b> ): BM (Being Me in My World) 'Who am I and how do I fit?' CD (Celebrating Difference) Respect for similarity and difference. Anti-bullying and being unique
Learning activities (inc. <b>assessment</b> ): See Jigsaw lesson plans <b>Class discussions, Jigsaw Big Book</b>

Computing:
Learning objectives (inc <b>key knowledge</b> ): to use coding to create a simple program, including debugging, learn how to combine text and images to display information, to create a simple animation
Learning activities (inc. <b>assessment</b> ): Espresso and Purple mash coding, schools now and then text and images document, animation about schools. Kat Chandler Y2 Autumn 1 <b>Individual coding challenges, final tasks, recall tasks at the start of lessons</b>

Art & Design:
Learning objectives (inc <b>key knowledge</b> ): to learn how to use line, and colour to create depth and texture in landscapes, to explore ways to show reflection in painting, to explore artists of landscapes and talk about the techniques used
Learning activities (inc. <b>assessment</b> ): Use different grades of pencil to shade and show different tones and textures, use sketch books to learn and develop new skills/techniques, use charcoal and pencil effectively to create simple drawings. pencil sketches of the old school Assessment: <b>lesson recap quizzes, sketch book work, final piece</b>

Physical Education:
Learning objectives (inc <b>key knowledge</b> ): Y2 Football/dance Basketball/Multi skills Y3 Football/gymnastics Netball/basketball
Learning activities (inc. <b>assessment</b> ): Using hitting, kicking and rolling skills, small and larger team games using skills and tactics taught.  Planning and performing a sequence of movements individually and with partners, improving sequences based on feedback Think of more than one way to create a sequence, comparing and contrasting sequences.  In dance, making a sequence by linking sections together Using a dance to show mood or feeling <b>Continuous observation, final lesson performance</b>

*Phase 2*  
*Autumn Term (Year B)*  
*Schools Now and Then*

Key vocabulary	Big Concepts	Reading across the Curriculum	Writing across the Curriculum	Enrichment Opportunities
<p>School, classroom, playground, chalk board, slate, Victorian, rows, formal, informal, compare, significant, slate, strict, punishment, chant, rote, Queen Victoria, aerial view, floor plan, key, symbols, direction, position, route, the UK, changes, country, continent, human, physical, similarities, differences, village</p>	<p><b>Time, change and chronology:</b> when, what order, how have things changed? (Comparison of the old school and the new school, similarities and differences, simple timeline )</p> <p><b>Historical evidence:</b> how do we know about the past? (first hand – old school, photographs, people sharing stories)</p> <p><b>Place:</b> what makes up a place? What are its characteristics (immediate locality, school)</p> <p><b>Environment:</b> the significance of the environment (Heslington village features)</p>	<p>Folk tales from Asian countries (South Korea focus)</p> <p>A range of poetry related to schools</p> <p>Latest Children’s Book Award Books</p>	<p>Big writes – recount (open top bus tour)</p> <p>Narrative (folk tale from a different culture)</p> <p>Non-chronological report (Schools over time)</p> <p>Poetry (sound poems about school)</p> <p>Book Art book (history/geography)</p>	<p>Local area field trips</p> <p>History visitor (talk about experience of life in 1950s school)</p> <p>Diwali afternoon</p> <p>Open top bus tour around York</p> <p>1950s school day</p> <p>Regular forest school sessions</p>