

<p><b>Religious Education: Year group specific</b>  Learning objectives (inc <b>key knowledge</b>)  <b>Y2 Unit 1.6 Celebrate Special Times:</b> Describe how a festival is celebrated. (A1) • identify some ways Christians celebrate Easter (A1) • Describe what happens and what is being celebrated at Eid-ul Fitr(A1) • Describe what happens during Ramadan (A1) • retell stories connected with Easter and say why these are important to Christians (A2) • Consider questions such as how might these foods help people remember this festival? (B1) • Think of reasons why some people choose to fast during Ramadan(B1) • Give reasons why some people like to celebrate important events (C1) • Give reasons why some people use music in celebrations (C1) • Describe the link between a selection of Easter artefacts and the story and celebration of Easter events (C1) • Describe the link between a selection of Pesach symbols and the story of Pesach (C1)  <b>Y3 Unit L2.4 Why do People pray?</b>  Describe and outline some ways Christians pray, including using the Lord’s Prayer. (A2) • Describe and outline some ways Muslims pray, including how they use the First Surah of the Holy Qur’an (A2) • Describe and outline some ways some Hindus pray and worship, including using the Gayatri Mantra (A2) • Make connections between what Christians, Muslims and Hindus believe about prayer and what they do when they pray (A3) • Describe ways in which prayer can comfort and challenge believers (B2). • Describe and comment on similarities and differences between how Christians, Muslims and Hindus pray (B3)  Learning activities (inc. <b>assessment</b>):  <b>Year 2:</b> What do you celebrate and why? What stories do your family tell? What happened at Easter and how does it make people feel? How do Christians celebrate Easter? What matters most at Easter? Why do Jewish people tell the story of Passover (Pesach) every year? What do Muslims celebrate at Id-ul–Fitr?  <b>Year 3:</b> What is prayer? Is prayer helpful? How could we answer this question? What happens in Islamic prayer? What does this show us about Muslim beliefs and ways of life? How and why do Christians like to pray? How do Hindus pray and worship at home and in the Mandir? What is similar and different in the words of three prayers (Muslim, Christian, Hindu) Prayer and me: why do some people pray every day, but others not at all?  <b>Assessment: ongoing observation, recap and revisit quizzes final summary lesson and activity linked to big question</b></p>	<p><b>Geography:</b>  Learning objectives (inc key knowledge):  Name the continents of the world and locate them on a map.  Name the world’s oceans and locate them on a map.  Know the name of a number of countries in the northern hemisphere.  Know if a country is located in the Northern or Southern Hemisphere  Use the directional vocabulary: near, far, left, right to explain where a location is. Use a globe or an atlas to locate the continents.  Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right) to describe the location of features and routes on a map.  Learning activities (inc. <b>assessment</b>):  Locate continents and oceans on maps and globes and in atlases, play games to develop quick recognition and recall.  Identify on maps and globes where the explorers we are learning about travelled.  Teach about the equator and the hemispheres, follow compass directions as part of forest schools  Investigate a number of different countries in the Northern Hemisphere  Oracy / Debating: where would you like to travel to? Explain and justify your choice.</p> <p><b>Science: Year Group Specific</b> Year 2: Materials and their Uses. Year 3 Rocks and Animals Including Humans Learning objectives (inc <b>key knowledge</b>)  <b>Materials and Their Uses:</b> Identify and name a range of materials including wood, metal, plastic glass, brick, rock, paper and cardboard, know why a material might of might not be used for a specific job, know how materials can be changed by squashing, bending, twisting and stretching.  <b>Rocks:</b> Compare and group rocks based on their appearance and physical properties, giving a reason, know how fossils are formed, know about and explain the difference between sedimentary, metamorphic and igneous rock.  <b>Animals Including Humans:</b> Know about the importance of a nutritious, balanced diet, know how nutrients, water and oxygen are transported within animals and humans, know about the skeletal system of a human, know about the muscular system of a human, know about the purposes of the skeleton in humans and animals.  Learning activities (inc. <b>assessment</b>):  <b>Materials and Their Uses:</b> Sort and label materials, materials walk, explore suitability of materials, investigate some material / different object, test everyday objects, investigate the changing shape of materials, inventors and investigate weatherproof materials.  <b>Year 3 Rocks:</b> Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties, describe in simple terms how fossils are formed when things that have lived are trapped within rock, recognise that soils are made from rocks and organic matter, explore and use classification keys to help group, identify and name  <b>Year 3 Animals Including Humans:</b> Identify that humans and some other animals have skeletons and muscles for support, protection and movement, describe the simple functions of the basic parts of the digestive system in humans, linked to work in PSHE, investigate a healthy diet, identify the different types of teeth in humans and their simple functions, describe the changes as humans develop to old age.  <b>Assessment: mini recall quizzes and activities at starts of lessons, science jotters, end of unit experiment/investigation in learning journal</b></p>	<p><b>History:</b>  Learning objectives (inc <b>key knowledge</b>):  Talk about events that have happened beyond living memory. Talk about key events in a period of history. Understand the purpose of a timeline to show periods in history.  Know what historical artefacts tell us about life in the past  Know what certain objects from the past might have been used for.  Know how to use books and the internet to find out more information about the past.  Know how to find out things about the past by talking to an older person.  Lives of significant individuals in the past who have contributed to national and international achievements.  <b>Learning activities (inc. <b>assessment</b>):</b>  To learn about the lives of Ibn Battuta, James Cook, Neil Armstrong and Mae Jemison.  Why is IB famous even though he was alive so long ago? Aspects of life that have changed How do we know about IB.  Why did Cook go on his voyages? What was life like in such a long voyage? How have opinions of Cook changed? Oracy: How and why should we remember him?  Have people ever been to the moon and how can we know for sure?  Interview older people about the Moon landings - investigate sources  Why did astronauts risk their lives to go to the Moon. Hot seating  What did they do on the moon? - compare accounts  How should we commemorate space explorers (including oracy)? Sequence events in their stories and overall.  To use books to investigate the lives of explorers. To investigate historical artefacts and to reflect on what they can tell us about life in the past  <b>Assessment: mini recall quizzes and activities at stats of lessons, book art</b></p> <p><b>Computing:</b>  Learning objectives (inc <b>key knowledge</b>):  Use technology purposefully to create, organise, store, manipulate and retrieve digital content.  Organise digital content. Retrieve and manipulate digital content. Navigate the web to complete simple searches. Use a range of software for similar purposes. Collect information. Design and create content. . Present information.  <b>Learning activities (inc. <b>assessment</b>):</b>  Spreadsheets: To use copying, cutting and pasting shortcuts in 2Calculate as well as totalling tools. To use 2Calculate to solve a simple puzzle, Explore the capabilities of a spreadsheet in adding up coins to match the prices of objects, To add and edit data in a table layout. To use the data to manually create a block graph.  Graphing: Set up and enter data for a graph on 2Graph, edit a graph, save and share graphs created, explain choices they have made, select a topic to investigate, collect data and complete graphing, Design a sequence of instructions, including directional instructions.  Write programs that accomplish specific goals. Work with various forms of input. Work with various forms of output.  Understand that programs require precise instructions. And notice and change errors. Understand that algorithms are used on digital devices. Use a range of software for similar purposes.  Collect information. Design and create content. Present information.  <b>Assessment: on-going observation is lessons, recap quizzes, production of spreadsheet, graph and code.</b></p>
<p><b>Design and Technology</b>  Learning objectives (inc <b>key knowledge</b>): Textiles – Templates and Joining  Making a finger or glove puppet  Design a purposeful, functional, appealing product for themselves, beginning to research design criteria.  Generate, develop, model and communicate their ideas through discussion, sketches, diagrams, information and communication technology. Select from and use a range of tools and equipment to perform practical tasks eg cutting, shaping, joining and finishing.  Select from and use a wide range of materials and components according to their characteristics. Investigate and analyse a range of existing products. Evaluate their ideas and products against design criteria. Examine the work of some individuals in design and technology.  Learning activities (inc. <b>assessment</b>): Evaluate existing puppets, learn and practise a range of joining techniques, plan and design their own puppet for a purpose (retelling story of explorer), make product following design, evaluate own product against design.  Oracy: Explain how you made your product, including materials used. Discuss whether products fulfil design criteria – why / why not?  <b>Assessment: Use final product to assess as well as skills demonstrated throughout DT two</b></p>	<p><b>Phase 2 Spring Term Year B</b></p> <p><b>Explorers</b></p>  <p><b>PSHE</b>  Learning objectives (inc <b>key knowledge</b>):  <b>DG (Dreams and Goals): Aspirations, how to achieve goals and understanding the emotions that go with this</b>  Y2: Goals to success, my learning strengths, learning with others, celebrating our achievements,  Y3: Dreams and goals, my dreams and ambitions, overcoming obstacles, celebrating learning.  Oracy / debating: How would you start, continue, finish to achieve a goal. Does it matter if we are different to our friends?  <b>HM (Healthy Me): Being and keeping safe and healthy</b>  Y2: Bring healthy, being relaxed, medicine safety, healthy eating  Y3: Bring it and healthy, learning about drugs being safe, my amazing body.  Learning activities (inc. <b>assessment</b>):  See Jigsaw lesson plans  <b>Assessment: Class discussions, Jigsaw Big Book</b></p>	<p><b>Music Year group specific</b>  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.  <b>Learning activities (inc. <b>assessment</b>):</b>  Mrs Martin - teaching instrument skills, music notation, performance, songs, singing and music theory  <b>Assessment: Ongoing assessment of performance in class, mini quizzes, low stakes performances and end of year achievement</b></p> <p><b>Art and Design</b>  Learning objectives (inc <b>key knowledge</b>): Painting/printing  Know about the work of a range of artists  Further use painting to explore, develop and share their ideas, experiences and imagination.  Explore and develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. Create a printed piece of art by pressing, rolling, rubbing and stamping.  Discuss how artists have used colour, pattern and shape.  Identify different techniques used by artists.  Compare the work of different artists.  <b>Learning activities (inc. <b>assessment</b>):</b>  Learn about famous printing artists. Look at Islamic art and link to the travels and writings of Ibn Battuta  Print using found objects, rubbings, stamps and finally collographs  Plan and produce a printed piece of work linked to repeated patterns  Evaluate own printed final piece  Oracy / debate: Do you like this work of art? Why / not? Explain and justify your reasons.  <b>Assessment: recap quizzes on printing techniques, assess piece</b></p>

<p><u>Key vocabulary</u>  world map, country, continent, human, physical, journey, voyage, compass, 4-point, direction, North, East, South, West, names of continents, oceans, hemisphere, equator  Explorers names and countries, expedition related vocabulary e.g. space, moon, Apollo, Polar, North Pole, South Pole etc  Important, significant, famous, person, people, explorer, explore, exploration, voyage, significant, expedition, racism, Greenland, Inuit, medal, remember, achievement, commemorated, commemoration</p>	<p><u>Big Concepts</u>  History: monarchy, government, conflict, exploration, invasion, empire, movement of people, ideas and goods (trade),  Geography: place, space, scale, physical and human processes, cultural awareness and cultural diversity</p>	<p><u>Reading across the Curriculum</u>  Ollie Spark and the Accidental Adventure  Gillian Cross  Explorers: Amazing Tales of the World's Greatest Adventurers by Nellie Huang</p>	<p><u>Writing across the Curriculum</u>  Big writes – poetry, recount - link to visit, narrative – link to a voyage  Book Art book (history/geography)</p>	<p><u>Enrichment Opportunities</u>  Captain Cook Birthplace Museum visit  York Mosque for Year 2  Pizza Express for Year 3  Autism awareness workshop  Bhangra dance workshop  Visitors linked to RE  Visitors to question about moon landing recollections</p>	<p><u>Oracy and Debating</u>  Skills: focussed comments, be polite, wait your turn to speak, respect other people's opinions, use sentence stems, learn poetry, explain answers.</p>
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