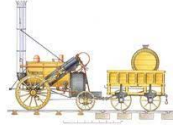


<p><b>Religious Education</b> (Year Group Specific)  <b>Learning objectives (inc key knowledge)</b>  <b>Y2 Unit 1.8 Caring for Others</b>  Discuss who we think we should care for. Know what different religions say about caring for others. Find out about key figures who cared for others. Discuss the golden rule and consider how it informs our behaviour. Know what Christians and Jews believe about the beginning of the world and how to care for it.  <b>Y3 Unit L2.7 What does it mean to be a Christian Living in UK today?</b>  Explore links between stories and worship and the beliefs of religious communities. Talk about the challenges of commitment to a community of faith or belief and explore how faith may be valuable. Talk about their own views on beliefs and respond in different forms including (e.g.) reasoning, music, art and poetry. Discuss the ways different faith communities show their beliefs and values. Talk about their own ideas about right and wrong.  <b>Learning activities (inc. assessment):</b>  <b>Year 2:</b> Consider our own uniqueness and the importance of caring for others. Listen to, and discuss the story of 'The Good Samaritan.' Find out about Sukkot and consider who might need help, locally. Find out about Mother Teresa - does she, or anyone else, inspire you to care? Discuss the golden rule - how does it make you feel? Are there people that need caring for? Who does that job? Find out about the creation story and the Jewish festival Tu 'Shevat; what can we draw from them about caring for the world?  <b>Oracy opportunities: sharing, listening and responding to own thoughts, feelings and ideas. Debate who we should care for and who should we help in our local area?</b>  <b>Assessment: ongoing observation/recording comments, recap and revisit quizzes</b>  <b>Year 3:</b> Look at what the Christian faith believes, where it originated from. Look at the 'Main' belief and how this is lived out in everyday life. Look at the place (trip to Helsington church) of worship and the main festivals of Christianity.  <b>Assessment: ongoing observation, recap and revisit quizzes final summary lesson and activity linked to big question</b></p>	<p><b>Science</b> (Year Group Specific)  Year 2: Animals, including Humans And Living things and their Habitats  Year 3 Light And Plants  <b>Learning objectives (inc key knowledge)</b>  <b>Year 2:</b> Know the basic stages in a life cycle for animals, including humans. Know what animals and humans need to survive. Know why exercise, a balanced diet and good hygiene are important for humans. Know how to sort living, non-living and never living things.  <b>Year 3:</b> Know the function of different parts of growing plants and trees. Know what different plants need to help them survive. Know how water is transported within plants. Know the plant life cycle, especially the importance of flowers. Know what dark is (the absence of light) Know that light is needed in order to see. Know that light is reflected from a surface. Know and demonstrate how a shadow is formed. Explore shadow size and explain the changes. Know the danger of direct sunlight and describe how to keep protected.  <b>Learning activities (inc. assessment):</b>  <b>Year 2:</b> Find out about, and sequence, the life cycles of different animals, including humans. Match adult animals to their young. Sort things that are essential/desirable for survival; compare the needs of humans and other animals. Understand the importance of healthy eating, cleanliness and exercise to humans. Identify habitats and what they provide; learn more specifically about worms and make a wormery. Identify plants and animals in local habitats including microhabitats. Sort, identify and compare living/non-living, alive/dead/never alive. Create and describe simple food chains, identifying food sources. 'What do snails prefer?' investigation. <b>Assessment: on-going observation is lessons, recap quizzes, production of fair tests and work.</b>  <b>Oracy opportunities: Explorify starters e.g. What would happen if? Which is the odd one out? Share, listen and respond to own ideas regarding investigation setups.</b>  <b>Year 3:</b> Look at the structure of plants, test how water is transported, label and identify parts of a flower. Study and explain the life cycle of a flowering plant. Investigate how light travels and identify light sources. Understand how human eyes work and that reflection is required. Investigate how shadows are formed and how they can be changed. Understand the hazards associated with light. <b>Assessment: on-going observation is lessons, recap quizzes, production of fair tests and work. .</b></p>	<p><b>History</b>  <b>Learning objectives (inc key knowledge):</b> Know about some events that have happened within living memory. Talk about events that have happened beyond living memory. Know about the lives of some significant individuals in the past who have contributed to national and international achievements. Know about how lives of significant individuals and events are commemorated (Wright brothers, Stephenson). Know about how things were different when grandparents were alive. Know what certain objects from the past might have been used for. Know what historical artefacts tell us about life in the past. 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.  <b>Oracy: Opportunities for discussion and debate: How best to commemorate famous people and events. How have the Wright brothers changed the world?</b>  <b>Learning activities (inc. assessment):</b> vocabulary • when, where, why, who • timelines - trains and planes • story telling using props, generate questions to ask, ways to commemorate, Windrush - Jamaican food and reggae music workshop, interviewing family members who had jobs in transport.  <b>Assessment: mini recall quizzes and activities at stats of lessons, book art</b></p>
<p><b>Physical Education</b> (Year Group Specific)  <b>Striking and fielding, athletics. In addition, Year 3 rugby with York City Knights</b>  <b>Learning objectives (inc key knowledge):</b>  Become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. Engage in competitive activities (both against self and against others). Apply basic skills including throwing, catching, balance, agility in a range of activities. Participate in team games, developing simple tactics for attacking and defending.  <b>Learning activities (inc. assessment):</b>  <b>Games:</b> Use hitting, kicking and rolling in a game, deciding the best space to be in during a game, using a tactic in a game, following rules and using them fairly, throwing and catching with control, being aware of space and using it to support teammates and cause problems for the opposition.  <b>Athletics:</b> Running at fast, medium and slow speeds changing direction and speed, taking part in a relay, remembering when to run and what to do.  <b>Assessment: observations throughout, routines and games</b></p>	<p><b>Design and Technology: Mechanisms – Wheels and Axles</b>  <b>Learning objectives (inc key knowledge):</b>  Prove that their design meets some set criteria. Design a product and make sure that it looks attractive. Choose a material for both its suitability and its appearance. Select the most appropriate tools and techniques for a given task. Work accurately to measure, make cuts and make holes. Measure materials to use in a model or structure. Think of an idea and plan what to do next. Choose tools and materials and explain why they were chosen. Join materials and components in different ways. Explain what went well. Understand the terms: vehicle, wheel, axle, axle holder, chassis, body, cab  <b>Learning activities (inc. assessment):</b>  Looking at toys with wheels and looking at fixed and free axles. Experiment with making and testing different types of axles. Plan, design, create, decorate and evaluate Yorkshire Day parade floats for the Lord Mayor's visit.  Oracy: Opportunities for discussion and debate: What worked well with our designs and what would have made them even better?  <b>Assessment: Use final product to assess as well as skills demonstrated throughout DT. Children to self evaluate also.</b></p>	<p><b>Computing</b> Presenting: PM unit 2.8 &amp; 3.9  <b>Learning objectives (inc key knowledge):</b>  <b>Year 2:</b> Organise digital content. Retrieve and manipulate digital content. Navigate the web to complete simple searches. Use technology respectfully. Know where to go for help if I am concerned. Know how technology is used in school and outside school.  <b>Year 3:</b> Present information. Search for information on the web in different ways. Manipulate and improve digital images. Use technology respectfully and responsibly. Know different ways I can get help if I am concerned. Understand what computer networks do and how they provide multiple services.  <b>Learning activities (inc. assessment):</b>  Year 2: Create online quizzes and basic Google slides, including text and images. Edit slides to improve.  <b>Assessment: on-going observation is lessons, recap quizzes, production of slides pages and presentations/quizzes shared with class.</b>  Year 3: Create an e-safety presentation using Chromebooks and Google slides including, text, images and animation.  <b>Assessment: on-going observation in lessons, recap quizzes, production of slides pages and presentations shared with class.</b></p>
<p><b>Geography</b>  <b>Learning objectives (inc key knowledge):</b>  Name the key cities of England, Wales, Scotland and Northern Ireland. Know what I like and do not like about a place that is different to the one I live in. Describe a place outside Europe using geographical words.  <b>Learning activities (inc. assessment):</b>  Recap countries, capitals and seas of the UK using maps, atlases, globes and games, use atlases to identify key cities of the UK and add to own maps. Learn about Venice, Niagara Falls and Lake Titicaca from visitors, Go Jetters and reading materials, create a postcard using geographical language.  Oracy: Opportunities for discussion and debate: Which place should we visit?  <b>Assessment: ongoing observations, quizzes, end of unit quiz</b></p>	<p><b>Year 2 Summer Term</b>  <b>Year B</b>  <b>On The Move</b></p> 	<p><b>Art and Design: Painting (Landscapes e.g. holiday destinations/journeys)</b>  <b>Learning objectives (inc key knowledge):</b>  Further use drawing, painting and sculpture 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. Use range of paint brushes to create different effects. Use sketch books to learn new skills and techniques. Discuss how artists have used colour, pattern and shape. Identify different techniques used by artists. Compare the work of different artists. Recognise art from different cultures. Recognise when art is from different historical periods.  <b>Learning activities (inc. assessment):</b>  Learn about 3 famous landscape painters - Monet/Constable/Van Gogh. Comment and think about their pieces. Practise creating a wash using watercolours. Explore ways of adding a foreground to a wash. Create a painting of a landscape special to them. Evaluate final painting.  <b>Oracy: Opportunities for discussion and debate: Opinions on art work- what do you like and why?</b>  <b>Assessment: recap quizzes on painting techniques, assess final piece</b></p>

<p><u>Key vocabulary</u>  Four countries and capital cities of the United Kingdom and its surrounding seas, United Kingdom, England, Scotland, Wales, Northern Ireland, London, Belfast, Cardiff, Edinburgh, capital city, world map, key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather; key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. population, similarities, differences, farming, culture, direction, position, route, journey.</p>	<p><u>Big Concepts</u>  Time, change and chronology  Historical evidence  Place  Space  Environment</p>	<p><u>Reading across the Curriculum</u>  Journey Aaron Becker  The Hundred Decker Bus Mike Smith  Cycle City Alison Farrell</p>	<p><u>Writing across the Curriculum</u>  Big writes – poetry, recount, narratives, non-chronological report, instructions  Book Art book  (history/geography)</p>	<p><u>Enrichment Opportunities</u>  Yorkshire Air Museum Hull StreetLife Museum  Autism awareness workshop Asian Language Workshop  Bike and Scooter ramps Yorkshire Float Parade with Lord Mayor  Mellors Jamaican food for Windrush Day Reggae workshop  Visiting speakers</p>
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