

<p>Physical Education (Year Group Specific) Y2 Football/dance Basketball/Multi skills Y3 Football/gymnastics Netball/basketball Learning objectives (inc key knowledge): Ball games / multiskills: Hitting, kicking and rolling skills, small and larger team games using skills and tactics taught. Throw and catch with control. Be aware of space and use it to support teammates and cause problems for the opposition. Know and use rules fairly Gymnastics: Planning and performing a sequence of movements individually/ with partners, improving sequences based on feedback. Thinking of more than one way to create a sequence and comparing and contrasting sequences. Dance: Change rhythm, speed, level and direction. Dance with control and coordination. Make a sequence by linking sections. Use a dance to show mood/feeling. Improvise freely and translate ideas from a stimulus into movement. Repeat, remember and perform phrases. Learning activities (inc. assessment): Ball games: passing the ball drills, catching and throwing the ball drills, evading a tackler drills. Gym: use of large equipment, safety, moving in different ways Dance: Weather related dances. Watching dances, learning moves, creating own dances, performing dances. Assessment: observations throughout, routines and games.</p>	<p>RE: Y2 Unit 1.2 Who is a Muslim? Y3 Unit L2.1 What do different people believe about God? Christians and Hindus. Learning objectives (inc key knowledge): Y2 To identify people who are important to us and understand that God is important to many people of faith. To know how Muslims might describe God. To know that the Prophet Muhammad was a leader and is important to Muslims. To retell a simple story about the Prophet Muhammad. To recognise and describe the significance of particular objects and places to Muslims, including Mosques and The Qu'aran. To know what happens in a Mosque including how and why Muslims pray. To find out about Mosques in our area. Y3 To identify similarities and differences between different ideas about God. To know why Christians refer to God as 'The Father, The Son, and The Holy Spirit'. To retell a simple story about Moses and Saint Paul. To know the importance of the Shahadah for Muslims. To recognise the significance of The Qur'an in guiding Muslims' daily life. To describe the symbolism of Hindu statues. To describe the different beliefs between Christians, Muslims, Hindus, and Atheists. Activities (inc assessment) Y2 Explain/record why particular people are important. Ask Muslim pupils about God/Allah. Listen to Muhammad and the Cat/ and the Camel. Create storyboards. Use various sources (including artefacts) to find out about the importance of objects/places. Visit York Mosque to learn about the building and practises, including prayer. Compare York Mosque to other Mosques in surrounding cities. Y3 Create metaphors to describe their beliefs. Use artefacts to ask questions about how people pray. Listen to and retell the story of Moses and Saint Paul. Create artwork inspired by artefacts used for prayer. Design a statue inspired by Hindu symbolism and powerful helpers. Visit York Mosque.. Y3 Sharing own beliefs about religion. Giving reasons for their own beliefs and opinions. Discussions - What is God like? How would you describe God? Assessment: ongoing observation, recap and revisit quizzes final summary lesson and activity linked to big question Y2 Re-cap quizzes on key facts and vocabulary. Non-chron report, either spoken or written, individually or in groups/sections. Y3 Re-cap quizzes on key facts and vocabulary. Balanced discussion, either written or through verbal presentation. Oracy What/where is God? What do you think the stories about Muhammad teach Muslims? Sharing own ideas about God.</p>	<p>Design and Technology: Levers and Linkage (Weather) Learning objectives (inc key knowledge): Follow a step-by-step plan, choosing the right equipment and materials and explain why they were chosen. Prove the design meets set criteria. Join materials and components in different ways. Work accurately to measure, make cuts and make holes. Design a product and make sure that it looks attractive. Choose a material for both its suitability and its appearance. Explain what went well. Learning activities (inc. assessment): Investigate, analyse and evaluate books and other products which have a range of lever and linkage mechanisms. Demonstrate a range of lever and linkage mechanisms. Demonstrate the correct and accurate use of measuring, marking out, cutting, joining and finishing skills and techniques. Children replicate one or more of the teaching aids. Design and make a Christmas greetings card using the leavers and linkages for an intended audience Evaluate the final product drawing on the design criteria. Assessment: Use final product to assess as well as skills demonstrated throughout DT. Children to self-evaluate. Oracy: Did your product meet the design criteria? Why?</p>		
<p>PSHE (Year Group Specific) Learning objectives (inc key knowledge): Being Me in My World and Celebrating Difference Y2 BM : Identify hopes and fears for the year, understand the rights and responsibilities for being a member of the class and school, listen to others and contribute ideas about rewards and consequences, understand how following the Learning Charter will help learning, recognise choices have consequences. Y2 CD: understand that sometimes people make assumptions about boys and girls, understand that bullying can be about difference, recognise what is right and wrong and how to look after ourselves, understand it is ok to be different from other people and be friends with them, describe some ways we are different from friends. Y3 BM: recognise our worth and identify positive things about ourselves, set personal goals, face new challenges positively, understand why rules are needed and how these relate to rights and responsibilities, understand actions affect others, see things from others points of view and care about others feelings, make responsible choices and take actions. Y3 CD: understand everybody's family is different and important to them, understand differences and conflicts happen among family members, understand what it means to witness bullying, know witnesses can make a situation better/worse, recognise some words are used in hurtful ways. Oracy opportunities: What should our Learning Charter be? How I am different. What is special about me? How have we affected other people's feelings?</p>	<p>Geography Learning objectives (inc key knowledge): Identify the seasons and their characteristic weather patterns in the UK. Identify weather patterns in other parts of the world, explaining how their location affects the weather (in relation to the equator and the poles). Know what I like and do not like about a place that is different to the one I live in. 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. assessment): Create poster illustrating 4 seasons in the UK Weather diary for a week Compare coastal and inland weather patterns in the UK - kit lists? Postcards from Singapore and Norway. Oracy: Opportunities for discussion and debate: Which place should we visit? Assessment: ongoing observations, quizzes, end of unit quiz</p>	<p>Art and Design: Collage Learning objectives (inc key knowledge) Discuss how artists have used colour, pattern and shape. Identify different techniques used by artists. Develop collage skills of joining, sorting, selecting, cutting and tearing. Learning activities (inc. assessment): Experiment with which adhesive is the best to join certain materials Explore carefully sorting and selecting materials to create a group collage. Develop overlapping, scrunching tearing and cutting skills to create small collages. Explore the photographs of Dave Zdanowicz and the UK in autumn/winter. Discuss colours and textures. Create own autumn / winter collage based on observations of school grounds and using previously learned techniques. Oracy: Opinions on art work- what do you like and why? Assessment: recap quizzes on collage techniques, assess final piece.</p>		
<p>Computing Information Technology: Pictures creating animations. PM Unit 2.6 & 2animate Learning objectives (inc key knowledge): 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. Search for information on the web in different ways. Manipulate and improve digital images. Learning activities (inc. assessment): Explore the work of Impressionist artists and use the Impressionist tool create an image. Explore the work of Pointillist artist Seurat and create an image using the pointillism template. Explore the work of Mondrian and create an image in his style using 2 Paint A Picture. Explore surrealist art and create an image using eCollage within 2 Paint A Picture. Explore the 2Animate section of Purple Mash and create an animation with a background and sound effects. Oracy: Do you like this style of art? Why? Do you like the image you have created? Why? Assessment: mini recall quizzes, on-going assessment of images, final animation,</p>	<p>Music (Year Group Specific) Composer study: Vivaldi with a focus on the Four Seasons. Learning objectives (inc key knowledge): 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. assessment): Y2 Ocarina: To learn the correct posture for the ocarina to learn to play low D and A and high D and the D major scale. Y3 Recorder: To learn the correct posture for the recorder, to learn to play B, A and G Oracy: Careful listening, do you enjoy this piece of music? Can you explain why? Assessment: Ongoing assessment of performance in class and in front of a small audience (low stakes performances), mini quizzes, and end of year achievement</p>	<p>History Learning objectives (inc key knowledge): 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. Learning activities (inc. assessment): Investigate historical flooding in York through: research using books and the internet interviewing older people and experts (including preparing questions and recording answers). Assessment: ongoing observation, questions generated, recap and revisit quizzes Oracy opportunities: Prepare and ask historical questions. Listen carefully to responses and record key information.</p>		
<p>Science (Year Group Specific) Learning objectives (inc key knowledge): Y2 Plants: To know how seeds and bulbs grow into plants. To know what plants need in order to grow. To know what plants need to stay healthy. Y3 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 predict whether magnets will attract or repel and give a reason. Learning activities (inc. assessment): 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 Assessment: Start of lesson quizzes, end of unit quiz/challenge, learning journal experiment. Oracy opportunities: Explorify activities. What is a plant? What is a seed? Why are sycamore seeds shaped the way they are and why is that important? What is a force? How do forces change objects? Why are some materials magnetic and others are not?</p>	<p>French (MFL): Y3 ONLY All About Me Learning objectives (inc key knowledge) to know key vocabulary and how to use it in a sentence, to listen to and respond to sentences and phrases in French Activities (inc assessment): key vocabulary, games, songs, Assessment: observations throughout the lesson, French book recording Oracy opportunities: Careful listening, back and forth talk, using sentence stems.</p>	<p>Big Concepts Time, change, chronology: When in history? What changed and what has stayed the same? (e.g., York floods) Historical evidence: How do we know about the past? (newspapers and reports) Place: What makes up a place? What are its characteristics? Environment and Change: Atmospheric features of the environment – local, national and international Scale: Impact of global warming on local weather</p>		
<p>Key vocabulary. Climate, equator, observations, polar, season,, temperature, thermometer, weather</p>	<p>Reading across the Curriculum Lila and the Secret of Rain Storm Rhythm of the Rain</p>	<p>Writing across the Curriculum Big writes – narrative, letter Book Art book (history/geography)</p>	<p>Enrichment Opportunities Diwali celebration (Y2) York Mosque (both classes) Magna Science Discovery Centre (in lieu of Bradford Media Museum)</p>	<p>Oracy and Debating Skills: focussed comments, proper language, be polite, wait your turn to speak, respect other people's opinions, use sentence stems, explain answers</p>

