

<p>Religious Education (Year Group Specific) Learning objectives (inc key knowledge) Y2 Unit 1.8 Caring for Others 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. Y3 Unit L2.7 What does it mean to be a Christian Living in the UK today? 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. Learning activities (inc. assessment): Year 2: 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? 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? Assessment: ongoing observation/recording comments, recap and revisit quizzes Year 3: Look at what the Christian faith believes and where it originated from. Look at the 'main' beliefs and how this is lived out in everyday life (visitors to share their experiences of living as a Christian in the UK today). Look at the place of worship (via an educational visit to Heslington church) and the main festivals of Christianity. Oracy opportunities: sharing, listening and responding to own thoughts, feelings and ideas. Prepare and ask questions about Heslington Church. Assessment: ongoing observation, recap and revisit quizzes final summary lesson and activity linked to big question</p>	<p>Science (Year Group Specific) Y2: Animals, including Humans And Living things and their Habitats Y3: Light And Plants Learning objectives (inc key knowledge) Year 2: 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 some differences between things that are living, non-living and never Know that living things live in a habitat, or micro habitat, that is suited to them. Know that animals obtain their food from different sources. Year 3: 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. Learning activities (inc. assessment): Year 2: 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 (worms and wormeries). 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. Year 3: 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. Oracy opportunities: Explorify starters e.g. What would happen if? Odd one out? Share, listen and respond to others ideas regarding investigation setups. Assessment: mini recall quizzes / activities at start of lessons, science jotters, end of unit experiment/investigation in learning journal</p> <div style="text-align: center;"> <h3>Phase 2</h3> <h2>Romans: Summer Term (Year A)</h2>  </div> <p>When were the Romans in Britain? Did Claudius invade for the same reasons as Caesar? Did the Celtic people welcome or resist the Romans and why? Who was Boudica? How were the Romans able to control such a vast empire? How did the Romans influence the culture of the Celtic people? Are our lives today are influenced by the Romans who lived here 2000 years ago?</p>	<p>History Key Concepts - trade, invasion, empire, army, power, development, achievements, buildings, beliefs Learning objectives (inc key knowledge): When did the Romans invade and why? What kind of men could join the Roman army? Did the native Britons welcome or resist the Romans and why? Who was Boudica and why do we remember her? What did Boudicca really look like? How did the Romans influence the culture of the people already here? How did Celtic people live? Why did the Romans build Hadrian's wall in the north? How do we know about life on Hadrian's wall? Activities (inc assessment): Learning objectives (inc key knowledge): Enquiry Questions</p> <ul style="list-style-type: none"> When did the Romans invade and why? Why did the Romans invade Britain? What kind of men could join the Roman Army? How do we know about life on Hadrian's wall? (Cause and Consequence and Handling Evidence) Did the native Britons welcome or resist the Romans, and why? Who was Boudica and why do we remember her? What did Boudicca really look like? (Significance and Interpretation) How did the Romans influence the culture of the people already here? How did Celtic people live? Why did the Romans build Hadrian's wall in the north? (Continuity and Change, Similarity and Difference, and Cause and Consequence) <p>Use of historical artefacts from loan box to develop historical evidence knowledge. Romans Book: glossary, timeline, maps, drawings, links to Geography. Oracy: Opportunities for discussion and debate: Enquiry questions. Within each enquiry question, I think... Why do you think...?. Assessment: mini recall quizzes and activities at stats of lessons, Romans Book</p> <p>PSHE (Year Group Specific) Relationships: Building positive, healthy relationships and Changing Me: Coping positively with change Year 2: Families, keeping safe - exploring physical contact, friends and conflict, secrets, trust and appreciation, celebrating my special relationships. Life cycles, growing from young to old, the changing me, boys' and girls' bodies, assertiveness, looking ahead. Year 3: Family roles and responsibilities, friendship, keeping safe online, being a global citizen, celebrating my web of relationships. How babies grow, outside body changes, inside body changes, family stereotypes, looking ahead. Activities (inc assessment): Jigsaw weekly lessons - discussion, reflection, story, activities, responding, relaxation and mindfulness Assessment: individual responses, recap at the starts of lessons, floor books Oracy opportunities: Sharing, listening to and responding appropriately to each others thoughts, feelings and experiences.</p> <p>Music (Year Group Specific) Learning objectives (inc key knowledge): Y2 Ocarina: Play tunes in two parts Y3 Recorder: Play E and D and a pentatonic scale Composer: Mozart – Horn concerto no 4 Learning activities (inc. assessment): Instruments, singing, following notation, listening and discussing music, take part in a group performance in front of an audience. Oracy: appraise music they listen to using technical vocabulary and describe how music can represent feelings, emotions and cultures. Assessment: Ongoing assessment of performance in class, mini quizzes, low stakes performances and end of year achievement</p> <p>Computing Digital literacy: emails and search engines. PM Unit 2.5 & 3.5. On-going coding - Purple Mash to Go. Learning objectives (inc key knowledge): Use technology safely and respectfully, keeping personal information private; identify where to go for help and support about content or contact on the internet or other online technology. Use technology respectfully and responsibly. Know different ways to get help. Understand what computer networks do and how they provide multiple services. Discern where it is best to use technology and where it adds little or no value. Follow the school's safer internet rules. Know that they have to keep personal information safe on the internet. Know how to find help in the case of inappropriate content or cyber bullying. Recall the meaning of key Internet and searching terms. Be able to identify the basic parts of a search engine search page. Be able to read a web search results page.. Be able to open an email and respond. • Be able to send an email. Be able to use the search option in the address book. Know how to attach work to an email. • Know what CC and BC mean and how to use them. Learning activities (inc. assessment): Purple Mash Units 2.5 and 3.5 Oracy: Opportunities for discussion and debate: when should we use technology and when does it add little value? Assessment: on-going observation in lessons, recap quizzes.</p> <p>Art and Design: Key Concepts - Sculpture Learning objectives (inc key knowledge) Use sculpture to explore, develop and share ideas, experiences and imagination. Explore and develop a wide range of art and design techniques in using shape, form and space. Use sketch books to practise skills. Use clay to create forms & make things they have designed, invented or seen. Modify & correct things with greater skill. Make choices about the best order to complete a task in. Finish and present work to a good standard. Choose and talk about what they want to make. Study the work of artists and cultures and use elements of it to influence own work. Describe own work (thoughts, ideas and intentions) and the work of others. Talk about shapes, textures and patterns. Talk about how to improve work. Offer advice and praise to others. Learning activities (inc. assessment): Learn about slabbing and how to join pieces of clay. Experiment with drawing detail on clay work. Practise pinching and coiling techniques and impressing on clay. Explore use of clay in Roman times and the work of artists Charlotte Mary Pack and Phoebe Cummings. Develop ideas in sketch books and create own design. Evaluate during process and at the end. Display sculptures. Oracy: Opportunities for discussion and debate: Opinions on art work- what do you like and why? Oral evaluation of own and others work. Assessment: recap quizzes on clay techniques, assess final piece</p>
<p>Physical Education (Year Group Specific) Striking and fielding, athletics, gymnastics. In addition, Year 2 rugby with York City Knights Learning objectives (inc key knowledge): Become increasingly competent and confident and access a broad range of opportunities to extend 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. Learning activities (inc. assessment): Games: 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 Athletics: Running at fast, medium and slow speeds changing direction and speed, taking part in a relay, remembering when to run and what to do. Gymnastics Learn how to do jumps and rolls. Plan and perform a sequence of movements. Improve a sequence based on feedback. Think of more than one way to create a sequence that follows some rules. Adapt sequences to suit different apparatus and criteria. Work on own and with a partner. Explain how strength and suppleness affect performance. Compare and contrast gymnastic sequences. Oracy: Discuss and explain what can affect performance, evaluate routines. Assessment: observations throughout, routines and games</p>	<p>Design and Technology: Textiles: 2D Shape to 3D product Learning objectives (inc key knowledge): Research design criteria. Generate, develop, model and communicate ideas through discussion, sketches and diagrams. Design a product and make sure that it looks attractive and is functional. Select from and use a range of tools and equipment to perform practical tasks. Select from and use a wide range of materials and components according to their characteristics. Join materials and components in different ways. Investigate and analyse a range of existing products. Evaluate ideas and products against design criteria. Explain why specific textiles have been chosen. Examine the work of some key individuals. Learning activities (inc. assessment): 1. Investigate a range of products with a selection of stitches, joins, fabrics, finishing techniques and fastenings. Think about older products & changes that have been made. 2. Disassemble products to develop understanding of patterns/seam allowance. 3. Practise sewing small pieces of fabric together using different stitches. 4. Design own product, plan main stages. 5. Assemble product using finishing techniques. Evaluate as the process is undertaken. 6. Final evaluation. Oracy: Opportunities for discussion and debate: What worked well with our designs and what would have made them even better? Assessment: Use final product to assess as well as skills demonstrated throughout unit. Children to self-evaluate and product to be tested by intended user.</p>	<p>French (MFL): Y3 Describing who is in our family, s/he is called.... Do you have a pet? Answering and asking questions with role play. Learning objectives (inc key knowledge) Answering and asking questions with role play. Recognise a familiar question and respond with a simple rehearsed response. Repeat short sentences heard and make simple adaptations. Listen to and repeat words modelled using mostly accurate pronunciation. Name objects and actions and link words with a simple connective, Be aware of the concept of gender. Understand and use the indefinite article and definite article. Recognise singular and plural nouns. Notice the negative form. Have a basic understanding of the difference in adjectival placement, compared with English. Activities (inc assessment) songs, games, stories, booklet, conversation, echo and response, recap activities outside of French lessons.</p>
<p>Geography Key Concepts: Space- the significance of location. Place - what makes up a place? What are its characteristics Learning objectives (inc key knowledge): Name the capital cities of England, Wales, Scotland and Northern Ireland. Name the key cities of England, Wales, Scotland and Northern Ireland. Know the capital city of at least six European countries. Know what I like and do not like about a place that is different to the one I live in. Know why people may be attracted to live in cities. Geographical skills and fieldwork: Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this phase. Activities (inc assessment)</p> <ul style="list-style-type: none"> Location of UK, capital cities and key cities - atlas work Location of the continent of Europe and 6 countries / capitals within Europe - atlas work Key human and physical features and key facts - research Investigate why people move to cities - research <p>Oracy: Debate which European capital we would live in and why. Discuss why people migrate to cities. Assessment: mini recall quizzes and activities at start of lessons. Romans book</p>	<p>Reading across the Curriculum Romans Magnified and The Romans: Gods, Emperors and Dornice, Empire's End, Y2: The Pest in the Nest, The Kindest Red, Planet Omar Y3: The Boy Who Grew Dragons, The Velvetreen Rabbit, The Can Caravan</p> <p>Big Concepts trade, invasion, empire, army, power, development, achievements, buildings, beliefs Space- the significance of location</p> <p>Key vocabulary Invasion, conquest, empire, Julius Caesar, Emperor Claudius, conquer, occupy, Roman road, Boudicca, rebellion, Hadrian, turret, milecastle, fort, Picts, sacrifice, worship, festival, omen, superstition, Roman baths, springs, strigoi, aqueduct</p> <p>Oracy and Debating Skills: focussed comments, language use, be polite, wait your turn to speak, respect other people's opinions, use sentence stems, explain answers.</p> <p>Writing across the Curriculum Poetry Instructions Science Investigations Romans Book</p> <p>Enrichment Opportunities Yorkshire Museum and York City Walls Roman Day in school including banquet Circus skills – as part of Outdoor Week</p> <p>Visitors to share faith Refugee Week art Poetry workshop</p>	

Four countries and capital cities of the United Kingdom, city, village, compare, key human and physical features

Preparing questions for faith visitors and visit to Heslington Church (Y3).

Heslington Church visit Y3
Outdoor week

Dig loan box