

<p><b>Design and Technology</b>  <b>Learning objectives (inc key knowledge):</b> Textiles: Templates and Joining Making a finger or glove puppet  Design a purposeful, functional, appealing product for themselves, research design criteria. Generate, develop, model and communicate ideas through discussion, sketches, diagrams, ict. Select and use a range of tools and equipment to perform practical tasks e.g. cutting, shaping, joining and finishing. Select and use a range of materials and components according to their characteristics. Investigate and analyse a range of existing products. Evaluate ideas and products against design criteria. Examine the work of some individuals in design and technology.  <b>Learning activities (inc. assessment):</b></p> <ul style="list-style-type: none"> <li>• Evaluate existing puppets</li> <li>• Learn and practise a range of joining techniques</li> <li>• Plan and design own puppet for a purpose (explorer)</li> <li>• Make product following design</li> <li>• Evaluate product against design.</li> </ul> <p><b>Assessment: discussion, observation of skills, recall of key facts, recap quizzes, use of joining techniques, final piece, self &amp; peer evaluation</b>  <b>Oracy: Opportunities for discussion and debate:</b> Justify choices of joining techniques used. Comment on the examples shown and others work.</p>	<p><b>Geography</b> Key concepts: Space, place, environment  <b>Learning objectives (inc key knowledge):</b> Name the continents and oceans and locate on a map. Know the names of several countries in the Northern 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 and left and right).  <b>Learning activities (inc. 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. Identify the equator and the hemispheres, follow compass directions as part of forest schools. Investigate a number of different countries in the Northern Hemisphere.  <b>Assessment: mini recall quizzes and activities at start of lessons, book art, end of quiz</b>  <b>Oracy: Opportunities for discussion and debate:</b> What are the advantages and disadvantages of living closer to or further from the equator? Why is it important that we care for our oceans?</p>	<p><b>History:</b> Key concepts: time, change and chronology, place, reasons and results, historical evidence  <b>Learning objectives (inc 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. assessment):</b>  To learn about the lives of Ibn Battuta, James Cook, Neil Armstrong and Mae Jemison.</p> <ul style="list-style-type: none"> <li>• Who are explorers and where have some explorers travelled in different periods of time?</li> <li>• Why is Ibn Battuta famous even though he was alive so long ago? How do we know about Ibn Battuta?</li> <li>• Why did Cook go on his voyages? What was life like on such a long voyage? How have opinions of Cook changed? How and why should we remember him?</li> <li>• Have people ever been to the moon and how can we know for sure? Why did astronauts risk their lives to go to the Moon?</li> <li>• How should we commemorate space explorers?</li> </ul> <p><b>Assessment: mini recall quizzes and activities at stats of lessons, book art</b>  <b>Oracy: Opportunities for discussion and debate:</b> How and why should we remember Cook? How should we remember the first space explorers?</p>
<p><b>Religious Education: Year group specific</b>  <b>Learning objectives (inc key knowledge):</b> Y2 Unit 1.6 Celebrate Special Times:  Describe how a festival is celebrated. Identify some ways Christians celebrate Easter. Retell stories connected with Easter and say why these are important to Christians. Describe the link between a selection of Easter artefacts and the story and celebration of Easter events. Describe what happens and what is being celebrated during Ramadan and at Eid-ul Fitr. How might these foods help people remember this festival? Think of reasons some people choose to fast during Ramadan. Give reasons why some people celebrate important events. Give reasons why some people use music in celebrations. Describe the link between a selection of Pesach symbols and the story of Pesach.  <b>Y3 Unit L2.4 Why do People pray?</b> Describe some ways Christians pray, including using the Lord's Prayer. Describe some ways Muslims pray, including how they use the First Surah of the Holy Qur'an. Describe some ways some Hindus pray and worship, including using the Gayatri Mantra. Make connections between what Christians, Muslims and Hindus believe about prayer and what they do when they pray. Describe ways in which prayer can comfort and challenge believers. Describe and comment on similarities and differences between how Christians, Muslims and Hindus pray.  <b>Learning activities (inc. assessment):</b> Y2: 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 every year? What do Muslims celebrate at Eid-ul-Fitr? Y3: What is prayer? Is prayer helpful? What happens in Islamic prayer? What does this show us about Muslim beliefs and ways of life? How and why do Christians 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 daily, but others not at all?  <b>Assessment: ongoing observation, quizzes, summary lesson linked to big question</b>  <b>Oracy: Opportunities for discussion and debate:</b> Syllabus based around Big Questions. Are celebrations important? Why do people visit places of worship?</p>	<p><b>Science: Year Group Specific</b>  Y2: Materials and their Uses. Y3 Rocks and Animals Including Humans  <b>Learning objectives (inc 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 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.  <b>Learning activities (inc. assessment):</b> Y2 Materials and Their Uses: 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>Y3 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>Y3 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>  <b>Oracy: Opportunities for discussion and debate:</b> Justify why certain objects are made from certain materials, Which material would be best suited for an object. What can we learn from fossils? Why do we need muscles and bones?</p>	<p><b>Computing:</b> Information Technology: Spreadsheets, graphing PM Unit (2.3 or 3.3 &amp; 3.8)  <b>Learning objectives (inc key knowledge):</b> Children can: explain what rows and columns are in a spreadsheet, open, save and edit a spreadsheet, add images and allocate them a value, add the count tool to count items, use copying, cutting and pasting, use tools to automatically total rows and columns, use a spreadsheet to solve a mathematical puzzle, create a table of data on a spreadsheet, use the data to create a block graph manually. Questioning: Children understand that information on pictograms can't be used to answer complicated questions. Children understand what is meant by a binary tree and can design one. Children understand what a database is and can use one to answer search questions. Children can create a graph and use it to solve problems.  <b>Learning activities (inc. assessment):</b> Spreadsheets: To use copying, cutting and pasting shortcuts in 2Calculate as well as totaling 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. Questioning: create a binary tree and use a binary tree to answer questions. Use a database to answer more complex questions and use a search tool. Y3 to use the more than and less than symbols and create a branching database. Create their own graphs and use to solve problems.  <b>Assessment: on-going observation in lessons, recap quizzes, production of spreadsheet, graph and code.</b>  <b>Oracy: Opportunities for discussion and debate:</b> Developing spreadsheet and database associated vocabulary. Discussion / debate: How can we debug? How to create a good question.</p>
<p><b>Physical Education Year group specific</b>  Y2 Health-related exercise/dance Hockey/Dodging and weaving games Y3 Health related exercise/dance Hockey/Tag Rugby  <b>Learning objectives (inc key knowledge):</b> 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. Improve freely and translate ideas from a stimulus into movement. Share and create phrases with a partner and small group. Repeat, remember and perform phrases.  <b>Activities (inc assessment)</b> Dance: Create and learn an explorer related dance. Watching dances, learning moves, creating own dances Health Related Fitness: Outside circuits, running, jumping games Hockey: Use of stick, running, dribbling, tackling, hitting, rules, games Rugby: Controlled throwing and catching, developing awareness of space, running, learning rules of the of game, develop simple tactics for attacking and defending Dodging and weaving games: Agility games, developing awareness of space, running, learning rules of the game, develop simple tactics for attacking/ defending  <b>Assessment: observations throughout, final dances, routines and games</b>  <b>Oracy: Opportunities for discussion and debate:</b> What went well with our final dance?What did we enjoy about someone else's dance? What would we develop further next?</p>	<p><b>Phase 2 Spring Term Year B Explorers</b></p>  <p><b>PSHE</b>  <b>Learning objectives (inc key knowledge):</b> DG (Dreams and Goals): Aspirations, how to achieve goals and understanding the emotions that go with this  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.  <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.  <b>Learning activities (inc. assessment):</b>  See Jigsaw lesson plans  <b>Assessment: individual responses, recap at the starts of lessons, class discussions</b>  <b>Oracy: Opportunities for discussion and debate:</b> sharing and explaining personal goals, celebrating other achievements, explaining how to overcome obstacles, discussing what is meant by healthy eating.</p>	<p><b>French (MFL):</b> Y3 Sp1 Classroom actions, pencil case contents, colours. Sp2 numbers to 20, parts of the face, size adjectives  <b>Learning objectives (inc key knowledge):</b> to know key vocabulary and how to use it in a sentence, to listen to and respond to sentences and phrases in French  <b>Activities (inc assessment):</b> songs, games, stories, booklet, conversation, echo and response recap activities outside of French lessons e.g. word searches, flags, language recap, puzzles, classroom vocab and colours.  <b>Assessment: recap at the start of lessons, performance, books</b>  <b>Oracy: Opportunities for discussion and debate:</b> Opportunities in each lesson to talk in French.</p> <p><b>Art and Design</b>  <b>Learning objectives (inc key knowledge):</b> Painting/printing - collagraphs  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. assessment):</b> Learn about famous printing artists. Print using found objects, rubbings, stamps and finally collagraphs. Plan and produce a printed piece of work linked to repeated patterns. Evaluate own printed final piece  <b>Assessment: discussion, observation of skills, recall of key facts, recap quizzes, use of collagraph techniques, final piece, self &amp; peer evaluation</b>  <b>Oracy: Opportunities for discussion and debate:</b> discussing work of print artists. What do they like and why? Evaluating own and others collagraphs.</p>

<p><b>Key vocabulary</b> 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><b>Big Concepts</b>  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><b>Reading across the Curriculum</b>  Man on the Moon (A Day In The Life of Bob) and Tin Forest Helen Ward  Y2: I am the Seed that Grew the Tree, Michael Rosen Non-fiction: The Street Beneath My Feet, Little Lives Michael Johnson  Y3: The Lost Words Robert MacFarlane, Chicken on the Roof Benjamin Zephaniah Non-fiction: Little Lives Frida Kahlo, The Pebble in my Pocket, She Shoots She Scores</p>	<p><b>Writing across the Curriculum</b>  Big writes – poetry, recount - link to visit, narrative – link to a voyage  Book Art book (history/geography)</p>	<p><b>Enrichment Opportunities</b>  Captain Cook Birthplace Museum  York Mosque Year 2  Autism awareness workshop Year 2  Asian language workshop Year 3  Visitors linked to RE and history</p>
--	---	--	--	---

