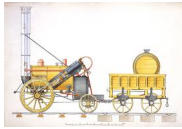


<p>Physical Education (Year Group Specific) Striking and fielding, athletics, gymnastics. In addition, rugby with York City Knights (Year 2 - first half term, Year 3 - second half term)</p> <p>Learning objectives (inc key knowledge): Become increasingly competent and confident and access a broad range 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 your 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, discuss and explain tactics</p> <p>Assessment: observations throughout, routines, performances, games and competitions</p>	<p>Religious Education (Year Group Specific) Y2 Unit 1.8 Caring for Others Y3 Unit L2.7 What does it mean to be a Christian Living in the UK today?</p> <p>Learning objectives (inc key knowledge): Y2: 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: 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.</p> <p>Learning activities (inc. assessment): Y2: 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 Joseph Rowntree - does he, 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?</p> <p>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?</p> <p>Assessment: ongoing observation/recording comments, recap and revisit quizzes</p> <p>Y3: 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.</p> <p>Oracy opportunities: sharing, listening and responding to own thoughts, feelings and ideas. Prepare and ask questions about Heslington Church.</p> <p>Assessment: ongoing observation, recap and revisit quizzes final summary lesson and activity linked to big question</p>	<p>History</p> <p>Learning objectives (inc key knowledge): 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. Enquiry questions: Why do we remember Stephenson? What changes did trains bring to life in Britain? What did the Wright brothers do to become famous? Why did they succeed where others had failed? How should we remember the Wright brothers?</p> <p>Learning activities (inc. assessment): creating timelines of trains and planes, storytelling using props, generating questions to ask, ways to commemorate, Windrush - Jamaican food and reggae music workshop, interviewing family members who had jobs in transport. Big Art</p> <p>Oracy opportunities: How best to commemorate famous people and events. How have the Wright brothers changed the world?</p> <p>Assessment: quizzes at start of lessons, book art book, Big Write non-chronological report</p>		
<p>Music (Year Group Specific)</p> <p>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</p> <p>Learning activities (inc. assessment): Instruments, singing, following notation, listening and discussing music, take part in a group performance in front of an audience.</p> <p>Oracy: appraise music they listen to using technical vocabulary and describe how music can represent feelings, emotions and cultures.</p> <p>Assessment: Ongoing assessment of performance in class, mini quizzes, low stakes performances and end of year achievement</p>	<p>Art and Design: Painting (Landscapes e.g. holiday destinations/journeys)</p> <p>Learning objectives (inc key knowledge): 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 a 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.</p> <p>Learning activities (inc. assessment): 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.</p> <p>Oracy: Opinions on art work- what do you like and why?</p> <p>Assessment: lesson recap quizzes, on-going observations, sketchbook work, final piece</p>			
<p>Geography</p> <p>Learning objectives (inc key knowledge): 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.</p> <p>Learning activities (inc. assessment): 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 their own maps. Learn about Venice, Niagara Falls and Lake Titicaca from visitors, videos and reading materials, create a postcard using geographical language.</p> <p>Oracy: Which place should we visit and why?</p> <p>Assessment: quizzes at start of lessons, Book art book, ongoing observations, quizzes, end of unit quiz</p> <p>Assessment:</p>	<p><i>Phase 2 Summer (Year B) Transport</i></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.</p> <p>Learning objectives (inc key knowledge)</p> <p>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.</p> <p>Activities (inc assessment) songs, games, stories, booklet, conversation, echo and response, recap activities outside of French lessons.</p>		
<p>Computing Presenting: PM unit 2.8 & 3.9</p> <p>Learning objectives (inc key knowledge): Y2: 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. Y3: 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.</p> <p>Learning activities (inc. assessment): Y2: Create online quizzes and basic Google slides, including text and images. Edit slides to improve. Y3: Create an e-safety presentation using Chromebooks and Google slides including text, images and animation.</p> <p>Assessment: on-going observation in lessons, recap quizzes, production of slides pages and presentations shared with class.</p>	<p>Design & Technology: Mechanisms – Wheels and Axles</p> <p>Learning objectives (inc key knowledge): T 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</p> <p>Learning activities (inc. assessment): 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.</p> <p>Oracy: what do you think of your final product? What went well? What would you do differently next time?</p> <p>Assessment: mini quizzes, on-going observations, final project</p>	<p>PSHE (Year Group Specific) Relationships: Building positive, healthy relationships and Changing Me: Coping positively with change</p> <p>Learning objectives (inc key knowledge): Y2: Members of our families, keeping safe - exploring physical contact, friends and conflict, secrets, trust and appreciation, celebrating my special relationships. Life cycles, growing from young to old, changing me, boys' and girls' bodies, assertiveness, looking ahead. Y3: Family roles and responsibilities, friendship, keeping safe online, being a global citizen, celebrating my web of relationships.</p> <p>How babies grow, outside body changes, inside body changes, family stereotypes, looking ahead.</p> <p>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</p> <p>Oracy opportunities: Sharing, listening to and responding appropriately to each others thoughts, feelings and experiences.</p>		
<p>Science: (Year Group Specific) Y2: Animals, including Humans and Living things and their Habitats. Y3: Light and Plants</p> <p>Learning objectives (inc key knowledge): Y2: 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. Identify plants and animals in a range of habitats. Know how animals find food. Explain simple food chains. Y3 Light: 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. Y3 Plants: 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</p> <p>Activities (inc assessment): Y2: 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. Y3 Light: 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 and create warning poster. Investigate how light travels and identify light sources. Y3 Plants: 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.</p> <p>Oracy: Explore activities. Explore starters e.g. What would happen if? Which is the odd one out? Share, listen and respond to ideas regarding investigation setups.</p> <p>Assessment: on-going observation in lessons, recap quizzes, production of fair tests and work.</p>				
<p>Key vocabulary</p> <p>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>Big Concepts</p> <p>Time</p> <p>Change and chronology</p> <p>Historical evidence</p> <p>Place</p> <p>Space</p> <p>Environment</p>	<p>Reading across the Curriculum</p> <p>Journey Aaron Becker</p> <p>The Tunnel Anthony Browne</p> <p>Year 2</p> <p>The Kindest Red Ibtihaj Muhammad</p> <p>Gorilla Anthony Browne</p> <p>Planet Omar: Accidental Trouble Magnet Zanib Mian</p> <p>Year 3</p> <p>The Boy Who Grew Dragons Andy Shepherd</p> <p>The Velveteen Rabbit Margery Williams</p> <p>The Can Caravan Richard O'Neill</p>	<p>Writing across the Curriculum</p> <p>Big writes – recount</p> <p>Narrative</p> <p>Non-chronological report</p> <p>Poetry</p> <p>Book Art book (history/geography)</p>	<p>Enrichment Opportunities</p> <p>Hull Street Life Museum</p> <p>Yorkshire Air Museum</p> <p>Bikes / scooters</p> <p>Refugee Week art</p> <p>Create and demonstrate a vehicle with visit from Civic Party</p> <p>Year 3</p> <p>Heslington church</p>