


<p><b>Physical Education</b> <b>Fundamental Skills ~ Football ~ Dance ~ Basketball</b> <u><b>Learning objectives (inc key knowledge):</b></u> <b>Fundamentals Y2 ~</b> • explore how body moves when running at different speeds • develop hanging direction and dodging • develop balance, stability and landing safely, explore and develop jumping • hopping and skipping actions • develop co-ordination and combining jumps • develop combination jumping and skipping in an individual rope. <b>Y3 ~</b> develop balance and apply it to other fundamental movement skills • understand how the body moves differently at different speeds • develop technique when changing speed • develop agility using a change of speed and direction • develop technique and control when jumping, hopping and landing • apply fundamental skills to a variety of games. <b>Football Y2 ~</b> • understand what being in possession means • support a teammate to do this • understand that scoring goals is an attacking skill and explore ways to do this • understand that stopping goals is defending skill and explore ways to do this • explore how to gain possession • mark an opponent and understand that this is a defending skill • apply simple tactics to attacking and defending. <b>Y3</b> • understand role of an attacker when in possession • develop movement skills to lose a defender and move into space • understand that scoring goals is an attacking skill and learn how to do this • understand role of a defender • apply tactics to small sided games •apply skills and knowledge to play games using football rules. <b>Basketball Y2</b> (Invasion games) understand what being in possession means and support a teammate to do this. Understand what scoring goals is an attacking skill and to explore ways to do this. • understand that stopping goals is a defending skill and explore ways to do this. Explore how to gain possession. Mark an opponent and understand that this is a defending skill. Apply simple tactics for attacking and defending. <b>Y3</b> • understand the role of an attacker when in possession •use attacking skills to maintain possession •develop passing and moving to support my team in attack • to understand the role of a defender and explore ways to gain possession • understand that scoring goals is an attacking skills and demonstrate this • apply skills and knowledge to compete in a tournament <b>Dance Y2 &amp;Y3</b> 1)Develop fundamental movement skills, becoming increasingly confident and competent; 2)Develop their balance, agility and coordination; 3) Begin to apply basic movements in a range of activities; 4) Perform dances using simple movement patterns; 5) Work individually and with others; 6) Engage in cooperative physical activities.</p>	<p><b>RE:</b> Y2 Unit 1.2 Who is a Muslim? Y3 Unit L2.1 What do different people believe about God? Christians and Hindus.<u><b>Learning objectives (inc key knowledge):</b></u>  <b>Y2</b> 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. <b>Y3</b> 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. <u><b>Activities (inc assessment):</b></u> <b>Y2</b> 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. <b>Y3</b> 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.. <b>Y3</b> Sharing own beliefs about religion. Giving reasons for their own beliefs and opinions. Discussions - What is God like? How would you describe God? <b>Assessment: ongoing observation, recap and revisit quizzes final summary lesson and activity linked to big question</b> <b>Y2</b> Re-cap quizzes on key facts and vocabulary. Non-chron report, either spoken or written, individually or in groups/sections. <b>Y3</b> Re-cap quizzes on key facts and vocabulary. Balanced discussion, either written or through verbal presentation. <u><b>Oracy:</b></u> What/where is God? What do you think the stories about Muhammad teach Muslims? Sharing own ideas about God.</p>	<p><b>Design and Technology: Levers and Linkage (Weather)</b> <u><b>Learning objectives (inc key knowledge):</b></u> Follow a step-by-step plan, choosing the right equipment and materials and explain why they were chosen. Join materials and components in different ways. Work accurately to measure, make cuts and make holes. Choose a material for both its suitability and its appearance. Explain what went well. <u><b>Learning activities (inc. assessment):</b></u> 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. <b>Assessment:</b> Use products to assess, as well as skills demonstrated throughout DT. Children to self-evaluate. <u><b>Oracy: What works well about your levers/linkages? What is causing the problem?</b></u></p>
<p><b>PSHE</b> (Year Group Specific) <u><b>Learning objectives (inc key knowledge):</b></u> Being Me in My World and Celebrating Difference <b>Y2 BM :</b> 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 <b>Y2 CD:</b> 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. <b>Y3 BM:</b> 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. <b>Y3 CD:</b> 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. <u><b>Oracy opportunities:</b> What should our Learning Charter be? How I am different. What is special about me? How have we affected other people's feelings?</u></p>		<p><b>Art and Design: Collage</b> <u><b>Learning objectives (inc key knowledge)</b></u> 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. <u><b>Learning activities (inc. assessment):</b></u> 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. <u><b>Oracy: Opinions on art work- what do you like and why?</b></u> <b>Assessment:</b> recap quizzes on collage techniques, assess final piece.</p>
<p><b>Geography</b> <u><b>Learning objectives (inc key knowledge):</b></u> Observe and record daily weather patterns. Understand key weather symbols and associate them with the correct weather conditions. Describe daily weather in simple terms and begin to track seasonal changes. Identify equator, North Pole &amp; South Pole on map and globe. Locate hot and cold areas of the world and explain why some are hotter than others. Compare weather in the UK to contrasting locations including Europe. Explain how weather affects daily life in different European countries. Conduct simple fieldwork to observe local weather conditions. Explain how climate change can impact weather patterns locally, reflect on how climate change affects people and their environment. <u><b>Learning activities (inc. assessment):</b></u> Create poster illustrating 4 seasons in the UK Create weather diary to observe local weather patterns Identifying Equator, North and south poles in globes and maps. Comparison activity to UK: Kenya/ Antarctica using digital maps/photographs Create weather reports for Spain, Norway and the UK and compare Writing packing lists for people visiting Spain, Norway and UK. Cause and effect charts for global warming <u><b>Oracy: Opportunities for discussion and debate: Which climate would you rather live in?</b></u> <b>Assessment:</b> ongoing observations, quizzes, end of unit quiz</p>	<p><b>Phase 2 Autumn 2025 (Year A) Weather</b></p> 	<p><b>History</b> <u><b>Learning objectives (inc key knowledge):</b></u> Know when key flooding events occurred. Know what stayed the same and what changed as a result. Know how to use different sources of information to find out more about the past. Know how to find out things about the past by talking to an older person. Enquiry questions:<ul style="list-style-type: none"><li>• Has flooding in York always happened, or has it changed over time? (Change and continuity)</li><li>• What causes flooding in York, and what happens when it floods? (Cause and consequence)</li><li>• How do people deal with floods now and in the past, and how do we know? (Similarity and difference; Handling evidence)</li></ul><u><b>Learning activities (inc. assessment):</b></u> Investigate historical flooding in York through: research using books, newspapers and the internet interviewing older people and experts (including preparing questions and recording answers). <b>Assessment: ongoing observation, questions generated, recap and revisit quizzes</b> <u><b>Oracy opportunities: Prepare and ask historical questions. Listen carefully to responses and record key information.</b></u></p>
<p><b>Computing</b> Information Technology: Pictures creating animations. PM Unit 2.6 &amp; 2animate Code Studio: Coding B &amp; C <u><b>Learning objectives (inc key knowledge):</b></u> PM: use 2paint a picture to explore different artistic styles and use its features to recreate a range of different artistic styles. Code Studio: Identify ways to respond to mean words online, using S-T-O-P. Identify and address bugs or errors in sequenced instructions. Identify and locate bugs in a program. Translate movements into a series of commands. Modify an existing program to solve errors. Create a program to complete an image using sequential steps. <u><b>Learning activities (inc. assessment):</b></u> Code Studio: Developing algorithms, identifying errors in existing code, creating sequential algorithms, complete drawings on screen 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.</p>	<p><b>Music (Year Group Specific)</b> <b>Composer study:</b> Y2: by Camille Saint-Saens (Carnival of the Animals); Y3: Baroque music - Bach (Badinerie), Handel (Zadok the Priest), Vivaldi (Winter from The Four Seasons) <u><b>Learning objectives (inc key knowledge):</b></u> 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. <u><b>Learning activities (inc. assessment):</b></u> <b>Y2 Ocarina:</b> To learn the correct posture for the ocarina to learn to play low D and A and high D and the D major scale. <b>Y3 Recorder:</b> To learn the correct posture for the recorder, to learn to play B, A and G <u><b>Oracy:</b> Careful listening. do you enjoy this piece of music? Can you explain why?</u></p>	<p><b>French (MFL):</b> Y3 ONLY <u><b>Learning objectives (inc key knowledge)</b></u> to know key vocabulary and how to use it in a sentence, to listen to and respond to sentences and phrases in French <u><b>All About Me - A1</b></u> Identify where in the world French is spoken and identify flags. Learn greetings &amp; honorifics. Say how you are, and ask others. Introduce yourself : include your age and where you live. Practise pronunciation and intonation skills in a new language. <u><b>Celebrations - A2</b></u> Learn numbers 0-10. Learn numbers 11-20. Learn months of the year &amp; talk about when our birthday is. Be able to write the date in French. Know about Christmas traditions in France Learn a Christmas song in French. <u><b>Activities (inc assessment):</b></u> key vocabulary, games, songs, <b>Assessment:</b> observations throughout the lesson, French book recording <u><b>Oracy opportunities: Careful listening, back and forth talk, using sentence stems,</b></u></p>

Explore the 2Animate section of Purple Mash and create an animation with a background and sound effects. <u>Oracy:</u> Do you like this style of art? Why? Do you like the image you have created? Why? <u>Assessment:</u> mini recall quizzes, on-going assessment of images, final image produced		Assessment: Ongoing assessment of performance in class and in front of a small audience (low stakes performances), mini quizzes, and end of year achievement			
Science (Year Group Specific)					
<u>Learning objectives (inc key knowledge): Y2 Plants:</u> 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. <u>Y3 Forces and Magnets:</u> 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. <u>Learning activities (inc. assessment): Y2:</u> 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. <u>Y3:</u> 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 <u>Assessment:</u> Start of lesson quizzes, end of unit quiz/challenge, learning journal experiment. <u>Oracy opportunities:</u> 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?					
<u>Key vocabulary</u> Climate, equator, observations, polar, season,, temperature, thermometer, weather	<u>Big Concepts</u> <u>Time, change, chronology:</u> When in history? What changed and what has stayed the same? (e.g., York floods) <u>Historical evidence:</u> How do we know about the past? (newspapers and reports) <u>Place:</u> What makes up a place? What are its characteristics? <u>Environment and Change:</u> Atmospheric features of the environment – local, national and international <u>Scale:</u> Impact of global warming on local weather	<u>Reading across the Curriculum</u> Lila and the Secret of Rain Storm Rhythm of the Rain	<u>Writing across the Curriculum</u> Big writes – narrative, letter Book Art book (history/geography)	<u>Enrichment Opportunities</u> Diwali celebration (Y2) York Mosque (Y2) Bradford Media Museum	<u>Oracy and Debating</u> Skills: focussed comments, proper language, be polite, wait your turn to speak, respect other people's opinions, use sentence stems, explain answers