


<p>Physical Education: Y2&3: Dance, Fitness, Gymnastics</p> <p><u>Learning objectives (inc key knowledge):</u> Dance: 1)Develop fundamental movement skills, become increasingly confident and competent; 2)Develop 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 Fitness:Y2 1)To learn how to run for a long time.2) To develop jumping in a long rope using timing.3) To develop co-ordination in individual skipping.4) To develop stamina and change of direction.5) To explore exercises to develop strength.6) To develop agility, balance and co-ordination. Y3: 1)To understand how balance helps us in everyday life. 2)To understand how co-ordination helps us in everyday life.3) To understand how strength helps us in everyday life. 4)To understand how speed helps us in everyday life. 5)To understand how agility helps us in everyday life. 6)To understand how stamina helps us in everyday life.Gymnastics Y2: To perform gymnastic shapes and link them together. To perform gymnastics shapes with control and link them together. To use shapes to create balances. To use shapes to create balances. To link travelling actions and balances using apparatus. To develop travelling actions and balances using apparatus. To demonstrate different shapes, take off and landing when performing jumps. To develop different shapes, take offs and landings when performing jumps. To develop rolling and sequence building. To refine rolling and sequence building. To create a sequence using apparatus. To create a sequence using apparatus. Y3: To create interesting point and patch balances. To develop point and patch balances on apparatus. To develop stepping into shape jumps with control. To develop stepping into shape jumps using apparatus. To develop the straight, barrel, and forward roll. To include rolls in sequence work using apparatus. To transition smoothly into and out of balances. To be able to transition smoothly in and out of balances using apparatus. To create a sequence with matching and contrasting actions and shapes. To create a sequence on apparatus using matching and contrasting. To create a partner sequence using equipment. To create a partner sequence using skills learnt and incorporating apparatus.</p> <p><u>Activities (inc assessment):</u> Dance: Watch and learn a traditional English country dance (link to GFoL and Samuel Pepys). Watching dances, learning moves, creating own dances Fitness: running, building stamina, skipping, using coordination, developing agility and strength, balancing, jumping in games, activities and challenges. Gymnastics: developing jumping, rolling, balancing and travelling on the floor and using apparatus. Develop awareness of compositional devices such as shapes, levels, directions. Assessment: observations throughout, final dances, routines and games <u>Oracy: What went well with our final dance? What would we develop further next time?</u></p>	<p>Religious Education:</p> <p>Learning objectives (inc key knowledge)</p> <p>Y2 Unit 1.6 Celebrate Special Times: Describe how a festival is celebrated. (A1)</p> <ul style="list-style-type: none"> • identify some ways Christians celebrate Easter (A1) • Describe what happens during Ramadan (A1) • retell stories connected with Easter and say why these are important to Christians (A2) • Consider questions such as how might these foods help people remember this festival? (B1) • Think of reasons why some people choose to fast during Ramadan(B1) • Give reasons why some people like to celebrate important events (C1) • Give reasons why some people use music in celebrations (C1) • Describe the link between a selection of Easter artefacts and the story and celebration of Easter events (C1) • Describe the link between a selection of Pesach symbols and the story of Pesach (C1) <p>Y3 Unit L2.4 Why do People pray? Describe and outline some ways Christians pray, including using the Lord's Prayer. (A2)</p> <ul style="list-style-type: none"> • Describe and outline some ways Muslims pray, including how they use the First Surah of the Holy Qur'an (A2) • Describe and outline some ways some Hindus pray and worship, including using the Gayatri Mantra (A2) • Make connections between what Christians, Muslims and Hindus believe about prayer and what they do when they pray (A3) • Describe ways in which prayer can comfort and challenge believers (B2) • Describe and comment on similarities and differences between how Christians, Muslims and Hindus pray (B3) <p><u>Activities (inc assessment)</u></p> <p>Year 2: 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 and what matters most? Why do Jewish people tell the story of Passover (Pesach) every year? What do Muslims celebrate at Id-ul-Fitr?</p> <p>Year 3: What is prayer? Is prayer helpful? How could we answer this question? What happens in Islamic prayer? What does this show us about Muslim beliefs and ways of life? How and why do Christians like to 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) Why do some people pray every day, but others not at all?</p> <p>Assessment: ongoing observation, recap and revisit quizzes final summary lesson and activity linked to big question <u>Oracy: Syllabus based around Big Questions (see above) Opportunities for discussion and debate: Are celebrations important? Why do people go to a place of worship?</u></p>	<p>History:</p> <p><u>Learning objectives (inc key knowledge):</u> Know about some events beyond living memory that are significant nationally or globally. Learn about some British history that extends pupils' chronological knowledge beyond 1066. Know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. Use a wide vocabulary of everyday historical terms. Understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p><u>Enquiry Questions:</u> How has London changed over time? DK: Change and continuity What was London like in 1666? DK: Handling Evidence What was firefighting like in 1666 and what is it like today? DK: similarities and differences Why did the Great Fire of London spread so quickly? DK Cause and Consequence How did the great fire change London? DK Change and continuity</p> <p><u>Learning activities (inc. assessment):</u> Use maps of London over last 2000 years to build chronology of change over time and of 1666 Compare images of London in the 1660s and today What happened during the Great Fire and how we know, what led to so many houses burning down, how so many people survived, whether anything could have been done to slow the spread of the fire and about the rebuilding of London after the Great Fire. To interpret sources to help understand how the fire was remembered through history. Using sources to learn about similarities and differences in firefighting in 1666 compared to present day. <u>Oracy: How and why should we commemorate Christopher Wren?</u> <u>To investigate historical artefacts and to reflect on what they can tell us about life in the past</u> Assessment: mini recall quizzes and activities at starts of lessons, book art</p>
<p>Geography:</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</p> <p>Learning activities (inc. assessment): Using maps of London linked to history lessons, identify landmarks linked to the GFoL. Identify human and physical features of the area of London and compare it to the same size area of Heslington/York. Notice similarities and differences of the two places. Create a comparison table of features of the two places when comparing aerial photographs.</p> <p>Assessment: mini recall quizzes and activities at starts of lessons, book art <u>Oracy / Debating: where would you like to travel to? Explain and justify your choice.</u></p>		<p>Art and Design:</p> <p><u>Learning objectives (inc key knowledge):</u> Mix paint and create all secondary colours. Mix and create brown paint. Create tints with paint by adding white. Create tones with paint by adding black. Create the colours on a colour wheel. Identify different techniques used by artists. Compare the work of different artists. Recognise when art is from different historical periods.</p> <p><u>Learning activities (inc. assessment):</u> Create a colour wheel of primary and secondary colours. Create a hot or cold picture using only shades and tints of one colour and black and white. Paint a background to represent the Fire of London. Drawing a skyline of London onto their backgrounds. Adding detail taking inspiration from other artists. Explore the art of Ron Embleton and David Best. Displaying and evaluating own printed final piece. Oracy / debate: Do you like this work of art? Why / not? Explain and justify your reasons.</p> <p>Assessment: recap quizzes on printing techniques, assess piece</p>
<p>PSHE:</p> <p>Learning objectives (inc key knowledge): 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. HM (Healthy Me): Being and keeping safe and healthy Y2: Bring healthy, being relaxed, medicine safety, healthy eating Y3: Being g it and healthy, learning about drugs being safe, my amazing body.</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 <u>Oracy: How would you start, continue, finish to achieve a goal? Does it matter if we are different from our friends?</u></p>	<p>Phase 2 Spring Term 2026 The Great Fire of London</p> 	<p>Design & Technology: Healthy and balanced diet</p> <p><u>Learning objectives (inc key knowledge):</u>• Design: Design purposeful, functional, appealing products for themselves and others, beginning to research design criteria. Generate, develop, model and communicate their ideas through discussion, sketches, diagrams, information and communication technology. Evaluate: Investigate and analyse a range of existing products. Evaluate their ideas and products against design criteria. Examine the work of some key events and individuals in design and technology. Cooking & Nutrition: Understand and apply the principles of a healthy and varied diet. Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</p> <p><u>Activities (inc assessment):</u> • investigate range of sandwiches; in lunchbox and visit to Browns sandwich shop. Sensory evaluation of a range of sandwiches. Find out how some ingredients we are interested in are produced. Discuss food hygiene. Practise food preparation skills. Design, make and test final product. Evaluate final product.</p> <p>Assessment: ongoing discussion and observation, end product, booklets <u>Oracy: opinions on products: What could this be used for? How could you improve ...? Why is food hygiene so important?</u></p>
<p>Computing: Information Technology: Spreadsheets, databases, PM Unit (2.3/2.4 or 3.3 & 3.6) Year 2: Questioning Year 3: Branching Databases</p> <p><u>Learning objectives (inc key knowledge):</u>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.</p> <p>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.</p> <p><u>Learning activities (inc. assessment):</u> Spreadsheets: To use copying, cutting and pasting shortcuts in 2Calculate as well as totalling 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</p> <p>Assessment: on-going observation is lessons, recap quizzes, production of spreadsheet, graph and code. <u>Oracy: Developing spreadsheet and database associated vocabulary. Discussion / debate: How can we debug? How to create a good question.</u></p>	<p>Music:</p> <p>Y2 Ocarina: Pictorial notation - play simple tunes Y3 Recorder: Practise tunes using B, A and G Composer: Handel – Music for the Royal Fireworks</p> <p><u>Learning activities (inc. assessment):</u> Mrs Martin - teaching instrument skills, music notation, performance, songs, singing and music theory</p> <p>Assessment: Ongoing assessment of performance in class, mini quizzes, low stakes performances and end of year achievement, recap at the start of lessons, books</p>	<p>French (MFL): Y3 In the classroom/Portraits : Learn 10 colours, Describe what is in our pencil case, Learn the parts of the face, Create a Picasso portrait.</p> <p><u>Learning objectives (inc key knowledge)</u> <u>Activities (inc assessment)</u> songs, games, stories, writing, matching, close passages, conversation, echo and response. Recap activities outside of French lessons e.g. word searches, flags, language recap, puzzles</p> <p>Assessment: recap at the start of lessons, performance, books</p>

Science: Y2: Materials and their Uses. **Y3** Rocks and Animals Including Humans Learning objectives (inc **key knowledge**) **Y2 Materials and Their Uses:** Identify and name a range of materials including wood, metal, plastic glass, brick, rock, paper and cardboard, know why a material might of might not be used for a specific job, know how materials can be changed by squashing, bending, twisting and stretching.

Y3 Rocks: Compare and group rocks based on appearance and physical properties, giving a reason, know how fossils are formed, know about and explain the difference between sedimentary, metamorphic and igneous rock. **Animals Including Humans:** 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.

Learning activities (inc. **assessment**):

Materials and Their Uses: Sort and label materials, materials walk, explore suitability of materials, investigate some material / different objects, test everyday objects, investigate the changing shape of materials, inventors and investigate weatherproof materials. **Rocks:** 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. **Animals including Humans:** 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.

Assessment: mini recall quizzes and activities at starts of lessons, science jotters, end of unit experiment/investigation in learning journal

Oracy: Are all rocks natural? How does the discovery of fossils help our understanding today? Why is the skeletal system/muscular system important? Why is healthy eating important?

Key vocabulary Capital city, London, England, Thames, job, chimney sweep, blacksmith, apothecary, rat-catcher, gong farmer, spinner, chandler, cook, scullery maid, carpenter, musician, firefighter, information, diary, Samuel Pepys, Rebuild, King Charles II, Sir Christopher Wren, St Paul's Cathedral, The Monument, architect, declaration, flammable, four countries and capital cities of the United Kingdom and its surrounding seas, aerial view, plan	Big Concepts Time, change and chronology. Reasons and Results. Historical evidence. Place. Scale. Cause and effect. Change.	Reading across the Curriculum (+Daily poetry) Ramadan Moon Toby and the Great Fire of London Vlad and the Great Fire of London Y2: Beegu, Rabbit and Bear, Uncle Bobby's Wedding Y3.: Suitcase, Charlie changes into a Chicken, Big Book of Bloom. Please Mrs Butler	Writing (incl across the Curriculum) Big write – Recount, information Science Investigations Topic	Enrichment Opportunities Great Fire of London visit (Mud Pie Arts) Pizza Express – Y2 Fire service Brown's sandwich shop visit – DT / local area Art gallery for parents / carers	Oracy and Debating Turn taking, listening to others points of view Sentence stems - I think, on the other hand, in conclusion
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