Physical Education (Year Group Specific) Y2 Football/dance Basketball/Multi skills Y3 Football/gymnastics Netball/basketball
Learning objectives (inc **key knowledge):**
Ball games / multiskills: Hitting, kicking and rolling skills, small and larger team games using skills and tactics taught. 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
Gymnastics: Planning and performing a sequence of movements individually/ with partners, improving sequences based on feedback. Thinking of more than one way to create a sequence and comparing and contrasting sequences.
Dance: Change rhythm, speed, level and direction. Dance with control and coordination. Make a sequence by linking sections. Use a dance to show mood/feeling. Improvise freely and translate ideas from a stimulus into movement. Repeat, remember and perform phrases.
Learning activities (inc. assessment):
Ball games: passing the ball drills, catching and throwing the ball drills, evading a tackler drills.

Gym: use of large equipment, safety, moving in different ways Dance: Weather related dances.
Watching dances, learning moves, creating own dances, performing dances.
Assessment: observations throughout, routines and games.

Design & Technology:
Learning objectives (inc **key knowledge**): To learn how to design purposeful, functional, appealing products, beginning to research design criteria. To learn how to generate, develop, model and communicate ideas through discussion, sketches and diagrams. To learn how to evaluate their ideas and products against design criteria. To develop an understanding of and apply the principles of a healthy and varied diet.
Learning activities (inc. **assessment**): Explore (including taste) a range of fruit and vegetables, practise cutting, chopping, grating, shredding etc. a range of fruit and vegetables, plan and design own product to include fruit and vegetables, make own final product using techniques taught, evaluate final product against design criteria.
Oracy: what do you think of your final product? What went well? What would you do differently next time?
Assessment: **mini quizzes, on-going observations final project**

RE: Y2 Unit 1.2 Who is a Muslim? Y3 Unit L2.1 What do different people believe about God? Christians and Hindus.
Learning objectives (inc **key knowledge**):
Y2 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.
Y3 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.
Activities **(inc assessment)**
Y2 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.
Y3 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..
Y3 Sharing own beliefs about religion. Giving reasons for their own beliefs and opinions. Discussions - What is God like? How would you describe God?
Assessment: ongoing observation, recap and revisit quizzes final summary lesson and activity linked to big question
Y2 Re-cap quizzes on key facts and vocabulary. Non-chron report, either spoken or written, individually or in groups/sections.
Y3 Re-cap quizzes on key facts and vocabulary. Balanced discussion, either written or through verbal presentation.
Oracy
What/where is God? What do you think the stories about Muhammad teach Muslims? Sharing own ideas about God.

PSHE (Year Group Specific)
Learning objectives (inc key knowledge): Being Me in My World and Celebrating Difference
Y2 BM : 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.**Y2 CD:** 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.
Y3 BM: 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. **Y3 CD:** 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.
Oracy opportunities; What should our Learning Charter be? How I am different. What is special about me? How have we affected other people's feelings?

Art and Design: Drawing
Learning objectives (inc **key knowledge**): Greater skill & control using simple lines & geometric shapes to create forms. Control pressure to create lighter or darker tones and marks. Identify & draw detail, texture, pattern. Identify and draw the 2D & 3D geometric shapes in nature and the world. Shade tones with few gaps that are neat to the edges. Effectively blend shading. Develop confidence making marks & lines to describe a wide range of surfaces, textures & forms.Use a range of media to draw and add other materials to create expressive drawings Work in a range of drawing media. Select most suitable for the task.Record experiences and sequences of events. Draw things they can see in real life and pictures.
Learning activities (inc. **assessment**): Explore different kinds of mark marking including cross-hatching and stippling. Use different grades of pencil to shade and show different tones and textures, use sketch books to learn and develop new skills/techniques, use charcoal and pencil effectively to create simple drawings. pencil sketches of the old school
Oracy: What do you think of this drawing? What do you like and what would you do differently next time?
Assessment: **lesson recap quizzes, on-going observations, sketch book work, final piece**

Geography
Learning objectives (inc **key knowledge:** to use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. To devise a simple map. To use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. Compare Heslington to Italy.
Learning activities (inc. **assessment**):Field work in school, school grounds and in Heslington to create simple maps and to collate a list of physical and human geography, use aerial photos of Heslington and school grounds to recognise landmarks, open top bus tour around York to observe landmarks.
Assessment: quizzes at start of lessons, book art book

Phase 2 Autumn (Year B) Schools Now and Then



French (MFL): Y3 ONLY All About Me
Learning objectives (inc **key knowledge**) Listen and repeat words modelled. Understand and respond to a few familiar spoken words and short phrases. Explore patterns and sounds of language through songs & rhymes and start to join in. Begin to link spellings and sounds. Understand simple classroom instructions. Recognise a familiar question.. Repeat phrases or short sentences and make simple adaptations. Listen and repeat words modelled using mostly accurate pronunciation. Name objects and actions and link words with a simple connective. Begin to recognise written vocabulary/ single words. Begin to recognise written phrases.Be aware of the concept of gender in French – that nouns are either masc. or fem. Understand and use the indefinite article (un/une) and definite article (le/la/les). Recognise singular and plural nouns. Notice the negative form. Have a basic understanding of the difference in adjectival placement, compared with English. Verbs – 1 st & 2 nd person sing in questions and answers. Acquire an awareness that verbs have patterns.
Activities **(inc assessment):** key vocabulary, games, songs. Copy simple vocabulary. Children can write some single words / simple phrases from memory with plausible spelling. Children can, with support, substitute one element in a simple phrase to vary the meaning.
Oracy opportunities: Careful listening, back and forth talk, using sentence stems.
Assessment: observations throughout the lesson, French book recording

Computing Information Technology: Pictures creating animations. PM Unit 2.6 & 2animate**Learning objectives** (inc **key knowledge**):
Organise digital content. Retrieve and manipulate digital content. Navigate the web to complete simple searches. Use a range of software for similar purposes. Collect information. Design and create content. Present information. Search for information on the web in different ways. Manipulate and improve digital images.
Learning activities (inc. **assessment**):
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.
Explore the 2Animate section of Purple Mash and create an animation with a background and sound effects.
Oracy: Do you like this style of art? Why? Do you like the image you have created? Why?
Assessment: mini recall quizzes, on-going assessment of images, final animation

Music (Year Group Specific)
Composer study: Vivaldi with a focus on the Four Seasons.
Learning objectives (inc key knowledge): 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.
Learning activities (inc. assessment):
Y2 Ocarina: To learn the correct posture for the ocarina to learn to play low D and A and high D and the D major scale.
Y3 Recorder: To learn the correct posture for the recorder, to learn to play B, A and G
Oracy: Careful listening, do you enjoy this piece of music? Can you explain why?
Assessment: Ongoing assessment of performance in class and in front of a small audience (low stakes performances), mini quizzes, and **end of year achievement**

History:
Learning objectives (inc **key knowledge**): to learn about some significant historical events people and places in their own locality To understand where the people and events they study fit within a chronological framework. To be able to identify similarities and differences between ways of life in different periods. To understand some of the ways in which we find out about the past and identify different ways in which it is represented Enquiry questions: Is there a difference between Lord Deramore's Primary School today and in the time of your parents and grandparents? and would you prefer to have been in (our local) schools in the past or now?
Learning activities (inc. **assessment**): Exploring school and grounds, preparing questions for and interviewing members of staff and governors, parents/grandparents/people who went to school in the 1950s. Investigating artefacts from the past, schools now and then computing document combining text and images 1950s school day, Big write and book art.
Oracy opportunities: Would I have preferred to go to school now or in 1950? Why?
Assessment: **quizzes at start of lessons, book art book, Big write non-chronological report**

Science: Year group specific Y2 Plants, Y3 Forces and magnets
Learning objectives (inc **key knowledge**): Y2 Plants: To know how seeds and bulbs grow into plants, to know what plants need in order to grow and stay healthy. Y3 Forces and magnetsTo 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 be able to predict whether magnets will attract or repel and give a reason.
Activities **(inc assessment)** : Y2: 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. Y3: 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.
Oracy: Explorify activities. Y2 - What is a plant? What is a seed? Why are sycamore seeds shaped the way they are and why is that important? Y3 - What is a force? How do forces change objects? Why are some materials magnetic and others are not?
Assessment: mini recall quizzes and activities at starts of lessons, science jotters, end of unit experiment/investigation in learning journal

Key vocabulary	Big Concepts	Reading across the Curriculum	Writing across the Curriculum	Enrichment Opportunities
rows, formal, informal, compare, significant, slate, strict, punishment, chant, rote, Queen Victoria, aerial view, floor plan, key, symbols, direction, position, route, the UK, changes, country, continent, human, physical, similarities, differences, village	civilisation, development, Time, change and chronology, place, environment	Pattan's Pumpkin Chitra Soundar Quill Soup Alan Durant Year 2: The King Who Banned the Dark, Marv, Pumpkin Soup, Year 3: The Killer Cat, The Wild Robot Class poet and anthology	Big writes – recount Narrative Non-chronological report Poetry (sound poems about school) Book Art book (history/geography)	York open top bus 16/09 1950s school day 18/11 Local area visits History visitors Nativity York Mosque Year 2 Celebrate Diwali Year 2 4/11