Year 2/3 Curriculum Overview Cycle 1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Writing	Leo the Octopus Friendship narrative The search for Carmella Underwater explorer's log	Noah's new home Overcoming fear narrative The misadventures of Fredrick Persuasive letter	Lizzy and the cloud Caring for a cloud guide Cyril the lonely cloud Belonging narrative	Wisp Promise narrative A stage full of Shakespeare stories Potion recipe	The forgettery Finding memories narrative The search for our cosmic neighbours Exploration narrative	Dear earth Environment letter Usain Bolt Olympian recount
Reading	Autumn 1- year 2: P – Words can fly NF – Little people, big dreams F – Secrets of the forest NF – 101 great science experiments F – 101 Aesop's fables P – A first book of nature	Autumn 2 - year 2: NF - First book of how F – Einstein the penguin P – Midnight feast NF - Everything under the sun F – Pinocchio P – Poems for every question	Spring 1 – year 2 NF - Encyclopaedia of important things F – Grimmwood P – 50 ways to score a goal NF – Bird spotting F – Wild magic P – Poems for every season	Spring 2 – year 3: NF – Explore F – Rumaysa P – A world full of poems NF – Hamza's wild world F – Harry and the poisonous centipede P – Ted Hughes collected poems	Summer 1 – year 3: NF – There's no such thing as a silly question F - How to train your dragon P – Classic poems NF – An anthology of intriguing animals F – Hello universe P – Pick and Mix 2	Summer 2 – year 3: NF – My very important human body F – Varjack paw P – A whale of a time NF – My encyclopaedia of very important science F – The one and only Ivan P - I am the sees that grew the tree
Maths focus – Year 2	**Place Value** Step 1: **Numbers to 20** Step 2: **Count objects to 100 by making 10's** Step 3: **Recognise 10's and 1's** Step 4: **Use a place value chart** Step 5: **Partition numbers to 100** Step 6: **Write numbers to 100 in words** Step 7: **Write numbers to 100 in expanded** Step 8: **Write numbers to 100 in expanded form** Step 9: **10's on a number line to 100** Step 10: **10's and 1's on the number line to 100** Step 11: **Estimate numbers on the a number line** Step 12: **Compare Objects** Step 13: **Order objects and numbers** Step 14: **Count in 2's 5's and 10's** Step 15: **Count in 3's** **Addition and Subtraction** Step 1: **Bonds to 10** Step 2: **Fact Families – Bonds within 20**		Money **Step 1** Count money - pence **Step 2** Count money - pounds (notes and coins) **Step 3** Count money - pounds and pence **Step 4** Choose notes and coins **Step 5** Make the same amount **Step 6** Compare amounts of money **Step 7** Calculate with money **Step 8** Make a pound **Step 9** Find change **Step 10** Two-step problems Multiplication and Division **Step 1** Recognise equal groups **Step 2** Make equal groups **Step 3** Add equal groups **Step 4** Introduce the multiplication symbol **Step 5** Multiplication sentences **Step 6** Use arrays **Step 7** Make equal groups – grouping		**Fractions** • Step 1 Introduction to parts and whole • Step 2 Equal and unequal parts • Step 3 Recognise a half • Step 4 Find a half • Step 5 Recognise a quarter • Step 6 Find a quarter • Step 7 Recognise a third • Step 8 Find a third • Step 9 Find the whole • Step 10 Unit fractions • Step 11 Non-unit fractions • Step 12 Recognise the equivalence of a half and two quarters • Step 13 Recognise three-quarters • Step 14 Find three-quarters	

	Step 3: **Related Facts** Step 4: **Bonds to 100** Step 5: **Add and Subtract 1's** Step 6: **Add by Making 10** Step 7: **Add three 1 digit numbers** Step 8: **Add to the next 10** Step 9: **Add across 10** Step 10: **Subtract across 10** Step 11: **Subtract from a 10 (** Step 12: **Subtract a single digit from a 2 digit number (across 10)** Step 13:**10 more 10 less** Step 14: **Add and Subtract 10's** Step 15: **Add two digit numbers not across 10** Step 16: **Add two digit numbers across 10** Step 17: **Subtract two digit numbers not across 10** Step 18: **Subtract two digit numbers across 10** Step 19: **Mixed addition and subtraction** Step 20: **Compare Number Sentences** Step 21: **Missing Number Problems** **Geometry - Shape** Step 1: **Recognise 2D and 3D shapes** Step 2: **Count sides of 2D shapes** Step 3: **Count Vertices on 2D Shapes** Step 4: **Draw 2D Shapes** Step 5: **Lines of Symmetry on shapes** Step 6:**Lines of symmetry on shapes** Step 7: **Ssort 2D Shapes** Step 8: **Count Faces on 3D Shapes** Step 9: **Count Edges on 3D Shapes** Step 10: **Count Vertices on 3D Shapes** Step 11: **Sort 3D Shapes** Step 12: **Make Patterns with 2D and 3D shapes**	**Step 8** Make equal groups – sharing **Step 9** The 2 times-table **Step 10** Divide by 2 **Step 11** Doubling and halving **Step 12** Odd and even numbers **Step 13** The 10 times-table **Step 14** Divide by 10 **Step 15** The 5 times-table **Step 16** Divide by 5 **Step 17** The 5 and 10 times-tables Length and Height **Step 1** Measure in centimetres **Step 2** Measure in metres **Step 3** Compare lengths and heights **Step 4** Order lengths and heights **Step 5** Four operations with lengths and heights Mass Capacity and Temperature **Step 1** Compare mass **Step 2** Measure in grams **Step 3** Measure in kilograms **Step 4** Four operations with mass **Step 5** Compare volume and capacity **Step 6** Measure in millilitres **Step 7** Measure in litres **Step 8** Four operations with volume and capacity **Step 9** Temperature	• Step 15 Count in fractions up to a whole **Time** • **Step 1** O'clock and half past • **Step 2** Quarter past and quarter to • **Step 3** Tell time past the hour • **Step 4** Tell time to the hour • **Step 5** Tell the time to 5 minutes • **Step 6** Minutes in an hour • **Step 7** Hours in a day **Statistics** • **Step 1** Make tally charts • **Step 2** Tables • **Step 3** Block diagrams • **Step 4** Draw pictograms (1-1) • **Step 5** Interpret pictograms (1-1) • **Step 6** Draw pictograms (2, 5 and 10) • **Step 7** Interpret pictograms (2, 5 and 10) **Position and direction** • **Step 1** Language of position • **Step 2** Describe movement • **Step 3** Describe turns • **Step 4** Describe movement and turns • **Step 5** Shape patterns with turns
Maths focus – year 3	**Place Value** Step 1: **Represent numbers to 100** Step 3: **Number line to 100** Step 4: **Hundreds** Step 5:**Represent numbers to 1000** Step 6: **Partition numbers to 1000** Step 7: **Flexible partitioning to 1000** Step 8: **Hundreds, tens and ones** Step 9: **1,10, 100 more or less** Step 10: **Number line to 1000**	Multiplication and Division B **Step 1** Multiples of 10 **Step 2** Related calculations **Step 3** Reasoning about multiplication **Step 4** Multiply a 2-digit number by a 1-digit number - no exchange **Step 5** Multiply a 2-digit number by a 1-digit number - with exchange **Step 6** Link multiplication and division	**Fractions B** • **Step 1** Add fractions • **Step 2** Subtract fractions • **Step 3** Partition the whole • **Step 4** Unit fractions of a set of objects • **Step 5** Non-unit fractions of a set of objects • **Step 6** Reasoning with fractions of an amount **Money**

	Step 11: **Estimate Numbers on a number line** Step 12: **Compare numbers to 1000** Step 13: **Order numbers to 1000** Step 14:**Count in 50's** **Addition and Subtraction** Step 1: **Apply number bonds in 10** Step 2: **Add and Subtract 1's** Step 3: **Add and Subtract 10's** Step 4: **Add and Subtract 100's** Step 5:**Spot the pattern** (Step 6:**Add 1's across 10's** Step 7: **Add 10's Across 10** Step 8: **Subtract 1's a cross a 10** Step 9: **Subtract 10's a cross 100** Step 10: **Make Connections** Step 11: **Add two numbers** Step 12:**Subtract two numbers** Step 13:**Add two numbers across a 10** Step 14:**Add two numbers** (Step 15: **Subtract two numbers a cross a 10** Step 16:**Subtract two numbers across 100** Step 17:**Add 2 digit and 3 digit numbers** Step 18:**Subtract a 2digit and a 3digit number** Step 19: **Compliments to 100** Step 20 **Estimate Answers** Step 21: **Inverse Operations** Step 22: **Make Decisions** **Multiplication and Division (A)** Step 1: **Multiplication** Step 2: **Use Arrays** Step 3: **Multiples of 2** Step 4: **Multiples of 5 and 10** Step 5: **Sharing and Grouping** Step 6: **Multiply by 3** Step 7: **Divide by 3** Step 8: **The 3 times tables** Step 9: **Multiply by 4** Step 10: **Divide by 4** Step 11: **The 4 Times tables** Step 12: **Multiply by 8** Step 13: **Divide by 8** Step 14: **The 8 Times tables** Step 15: **The 2, 4 and 8 times tables**	**Step 7** Divide a 2-digit number by a 1-digit number - no exchange **Step 8** Divide a 2-digit number by a 1-digit number - flexible partitioning **Step 9** Divide a 2-digit number by a 1-digit number - with remainders **Step 10** Scaling **Step 11** How many ways? Length and Perimeter **Step 1** Measure in metres and centimetres **Step 2** Measure in millimetres **Step 3** Measure in centimetres and millimetres **Step 4** Metres, centimetres and millimetres **Step 5** Equivalent lengths (metres and centimetres) **Step 6** Equivalent lengths (centimetres and millimetres) **Step 7** Compare lengths **Step 8** Add lengths **Step 9** Subtract lengths **Step 10** What is perimeter? **Step 11** Measure perimeter **Step 12** Calculate perimeter Fractions A **Step 1** Understand the denominators of unit fractions **Step 2** Compare and order unit fractions **Step 3** Understand the numerators of non-unit fractions **Step 4** Understand the whole **Step 5** Compare and order non-unit fractions **Step 6** Fractions and scales **Step 7** Fractions on a number line **Step 8** Count in fractions on a number line **Step 9** Equivalent fractions on a number line Mass and Capacity **Step 1** Use scales **Step 2** Measure mass in grams **Step 3** Measure mass in kilograms and grams **Step 4** Equivalent masses (kilograms and grams) **Step 5** Compare mass **Step 6** Add and subtract mass **Step 7** Measure capacity and volume in millilitres	• Step 1 Pounds and pence • Step 2 Convert pounds and pence • Step 3 Add money • Step 4 Subtract money • Step 5 Find change **Time** • **Step 1** Roman numerals to 12 • **Step 2** Tell the time to 5 minutes • **Step 3** Tell the time to the minute • **Step 4** Read time on a digital clock • **Step 5** Use a.m. and p.m. • **Step 6** Years, months and days • **Step 7** Days and hours • **Step 8** Hours and minutes - use start and end times • **Step 9** Hours and minutes - use durations • **Step 10** Minutes and seconds • **Step 11** Units of time • **Step 12** Solve problems with time **Shape** • **Step 1** Turns and angles • **Step 2** Right angles • **Step 3** Compare angles • **Step 4** Measure and draw accurately • **Step 5** Horizontal and vertical • **Step 6** Parallel and perpendicular • **Step 7** Recognise and describe 2-D shapes • **Step 8** Draw polygons • **Step 9** Recognise and describe 3-D shapes • **Step 10** Make 3-D shapes **Statistics** • **Step 1** Interpret pictograms • **Step 2** Draw pictograms • **Step 3** Interpret bar charts

			Step 8 Measure capacity and volume in litres and millilitres **Step 9** Equivalent capacities and volumes (litres and millilitres) **Step 10** Compare capacity and volume		• **Step 4** Draw bar charts • **Step 5** Collect and represent data • **Step 6** Two-way tables	
Science focus	Growing Animals and Humans 1. How do animals change as they grow? 2. What do animals need to survive 3. How can we sort food into groups? 4. How do humans stay clean? 5. How can humans stay active ? 6. How do humans stay healthy? Key vocabulary: Birth, healthy, hygiene/hygienic, invertebrate, life cycle	Local habitats 1. Are the things I find alive, have they never been alive and were they once alive? 2. What lives in my tree? 3. What animals live in this woody habitat? 4. What animals live in this grassy habitat? 5. What do animals that live in the woods eat? Key Vocabulary: Food chain, consumer, decomposer, producer, habitat Key Place: Field-trip to local woods/fields	Seeds and Bulbs Lesson Objectives: 1. To understand how plants grow and change over time. 2. To investigate and explore how seeds and bulbs differ. 3. To understand what 'germination' means and why seeds need it. 4. To investigate how tall how plants can grow. Key vocabulary: bulb, conditions, germinate, seed, seedling. Growing Healthy Plants Lesson Objectives: 1. To know and explain how to care for plants. 2. To find out if mature plants need light. 3. To investigate if temperature affects the growth of a mature plant. 4. To explore if mature plants need water. 5. To discuss and explore what we have learnt about mature plants. Key vocabulary: mature, healthy, unhealthy, temperature, suitable.		Choosing Materials Lesson Objectives: 1. To recall key vocabulary and concepts of materials (from previous years) 2. To investigate which materials are suitable and unsuitable 3. To investigate and record which balls will bounce the highest 4. To test the durability of fabrics 5. To introduce Charles Macintosh 6. To research the development of new materials Key Vocabulary: durable, absorbent, elasticity, flexible, waterproof	
Topic Focus	History - Then and Now Stone Age vs Now Focus - Living Memory) Historical concepts: Civilisation and Invention Lesson Objectives:	Geography - The Uk and surrounding Seas: Prior knowledge:	History - Ancient Egypt and the pyramids Significant people – focus Key person - Cleopatra Link to Art – Painting and Textures	Geography **Hot and Cold** **Continents and oceans** Prior Knowledge	History - Ancient Greece Significant events – focus Athens vs Sparta Link to Art – Sculpture – Clay Tiles Historical Concepts - Civilisation and Empires	Geography - Greece Prior Knowledge: continents and oceans, role of the oceans, use of globes and atlases. Lesson Objectives

	To chronologically order periods of time from the Stone age period to now. To understand how stone age people lived and how it's different to now (focus on houses, shelter, settlements and Skara Brae) To understand how stone age people lived and how it's different to now (focus on food, animals and art). To understand how the world's climate has changed from Stone age to now. (focus on how it was very cold then and how the ice melted and how it became warmer now) To understand how the physical geography of England has changed from Stone age to now. (focus on forests, land and seas and rivers) Key Vocabulary: Skara Brae, mammoth, cave painting, Neolithic, settlement Key Place – Britain, Skara Brae	Compass points, Oceans recap, Countries of the Uk, Capital city Lesson Objectives: 1. Name, locate and identify key cities in the United Kingdom 2. What is a sea? Name seas that surround United Kingdom. 3. Coasts – look at the cities of Liverpool, Blackpool and Formby – look at differences between human and physical geography. 4. Southport – Fieldwork trip – focus on landuse. 5. Who is it for? Are the coastlines for tourism or trade? Key Vocab: Coast, cliff, beaches, sea, tourist Key Place: Southport	Historical concepts - Civilization, Legacy and Invention **Lesson Objectives:** 1. To recognise when The Egyptians ruled on a timeline. 2. To understand that The Pharaoh was a ruler. . 3. To research Cleopatra and why she was so significant during The Egyptian Period. 4. To locate The River Nile and begin to understand its significance (why people chose to settle near it). (Paintings of River Nile) 5. To recognise some of the key Gods that The Egyptians worshipped. 6. Make a treasure tomb KEY VOCABULARY: Artefact, archaeologist, pharaoh, tomb, pyramid	All about the UK Weather Similarities and Differences between places Lesson objectives Use world maps, atlases and globes to identify the 7 continents and 5 oceans of the world. Label on a map. Locate the North Pole, South Pole and Equator on a map. Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Locate significant landmarks and animals specific to each continent. Compare the climates of a polar region and the Rainforest To find out about famous explorers and why people explore polar regions. Key Vocab continent, ocean, polar region, Equator, Southern Hemisphere, Expedition, Climates Key Person: Ernest Shackleton (Polar Expedition) Key Location: Antarctica, Amazon Rainforest	Ancient Greece: 1. To know that Ancient Greece existed in the past and place it on a timeline. 2. Identify where Greece is located 3. Recognise key aspects of daily life in Ancient Greece (homes, food, clothing) 4. To know The Greek Gods and their myths and why people believed in them 5. To discover what happened at the Ancient Olympic Games 6. To retell the battle between Athens and Sparta **Key Vocabulary:** Ancient, temple, Gods, Olympics, Myth	1. Locate Greece on a world map and globe. 2. Name the capital city Athens- link to History. 3. To describe what Greece is like- hot summers, beaches, mountains, islands 4. Identify physical and human features of Greece. 5. Compare Greece to our local area- weather, houses, food, landscape. 6. Explore Greek culture and celebrations. Key vocabulary: Europe, Mediterranean Sea, landscape, island, mainland, culture, Key Person Hook- have Greek party-food, celebrations etc.
Computing	**Computing Systems and Networks – IT around us**	**Creating Media – Digital Photography**	**Programming A – Robot Algorithms**	**Data and Information – Pictograms**	**Creating Media – Digital Music Lesson 1**	**Programming B – Programming Quizzes Lesson 1**

	Lesson Objectives: To identify examples of computers, state the uses of computers and identify that a computer is part of IT. To identify the uses of IT in school and beyond school. To explain how IT helps us and to demonstrate how IT devices work together. To explain how to use information technology safely by discussing different rules for IT. To recognise that choices are made when using information technology. Information Technology (IT), Computer, Rules, Choice, Digital Safety E-safety Thread - rules of using devices and computers, permissions, passwords.	Lesson Objectives: To use a digital device to take a photograph. To make choices when taking a photograph. To take photographs in landscape or portrait. To describe what makes a good photograph and to retake a picture to improve it. To decide how a photograph can be improved by experimenting with light sources. To use the adjust tool to change an image and to identify photos that have been edit or changed using IT. Digital Device, Landscape, Portrait, Light Source, Edit E-safety Thread– discuss getting permission before photographing someone and what things are appropriate/inappropriate to photograph.	Lesson objective To describe a series of instructions as a sequence To explain what happens when we change the order of instructions To use logical reasoning to predict the outcome of a program To explain that programming projects can have code and artwork To design an algorithm To create and debug a program that I have written Instruction, Sequence, Order, Algorithm, Debugging Discuss giving clear, safe instructions and following rules online, understanding that computers only follow the exact commands we give them and knowing who to turn to if a device does something unexpected.	Lesson objective To recognise that we can count and compare objects using tally charts To recognise that objects can be represented as pictures To create a pictogram To select objects by attribute and make comparisons To recognise that people can be described by attributes To explain that we can present information using a computer Tally Chart, Pictogram, Attribute, Data, Comparison Discuss keeping personal attributes private, understanding what counts as personal information (e.g., eye color vs. home address), and learning which details are safe to share in class tally charts or online pictograms.	To say how music can make us feel I can identify simple differences in pieces of music I can describe music using adjectives I can say what I do and don't like about a piece of music **Lesson 2** To identify that there are patterns in music I can create a rhythm pattern I can play an instrument following a rhythm pattern I can explain that music is created and played by humans **Lesson 3** To experiment with sound using a computer I can connect images with sounds I can use a computer to experiment with pitch I can relate an idea to a piece of music **Lesson 4** To use a computer to create a musical pattern I can identify that music is a sequence of notes I can explain how my music can be played in different ways I can refine my musical pattern on a computer	To explain that a sequence of commands has a start I can identify the start of a sequence I can identify that a program needs to be started I can show how to run my program **Lesson 2** To explain that a sequence of commands has an outcome I can predict the outcome of a sequence of commands I can match two sequences with the same outcome I can change the outcome of a sequence of commands **Lesson 3** To create a program using a given design I can work out the actions of a sprite in an algorithm I can decide which blocks to use to meet the design I can build the sequences of blocks I need **Lesson 4** To change a given design I can choose backgrounds for the design I can choose characters for the design I can create a program based on the new design **Lesson 5** To create a program using my own design

					Lesson 5 To create music for a purpose I can create a rhythm which represents an animal I've chosen I can create my animal's rhythm on a computer I can add a sequence of notes to my rhythm **Lesson 6** To review and refine our computer work • I can review my work • I can explain how I changed my work I can listen to music and describe how it makes me feel Digital Music, Rhythm, Pattern, Pitch, Sequence Discuss online wellbeing and digital emotions, exploring how listening to or creating media online can affect our mood, and knowing how to step away from screens if digital content makes us feel unhappy or overwhelmed.	I can choose the images for my own design I can create an algorithm I can build sequences of blocks to match my design **Lesson 6** To decide how my project can be improved • I can compare my project to my design • I can improve my project by adding features • I can debug my program Start, Sequence, Outcome, Algorithm, Debugging Discuss online choices and actions, understanding that every action we take in a digital program or online space leads to an outcome, and practicing making kind, safe choices online.
RE	Re-tell Bible stories and stories from another faith about caring for	L2.5 Make links between beliefs about Jesus and the celebration of Easter	1.5 Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used (A3).		L2.10a	L2.7 Describe two things that Christians do to show their faith making connections to a Christian belief or teaching for each (A1)

	others and the world (A2). Identify ways that some people make a response to God by caring for others and the world (B1). Talk about issues of good and bad, right and wrong arising from the stories (C3). Talk about some texts from different religions that promote the 'Golden Rule', and think about what would happen if people followed this idea more (C2) Use creative ways to express their own ideas about the creation story and what it says about what God is like (C1).	Make links between the symbols used by churches and Christians in holy week and the celebration of Easter Make links between the symbols on a seder plate and their meaning Make links between the story of Lakshmi and practices at Divali Suggest what matters most to believers at Easter/Id ul Fitr/Divali/Pesach Identify similarities and differences between the way two Christian denominations celebrate Easter Identify similarities and differences between the celebration of two festivals Identify some of the celebrations that form a part of my own life Make links between things that are important in our community and celebrations that are held or could be held	Talk about ways in which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what people believe (B2). Ask good questions during a school visit about what happens in a church, synagogue or mosque (B1)		Recall and describe key Jewish festivals and daily life traditions: Make connections between stories, beliefs, and practices: Explain the deeper significance of celebrations:	Describe how one hymn or song shows specific Christian beliefs or teaching (A2) Describe two things that might be hard or a challenge about being a Christian (B2) Give reasons why Christians and others help other people (C2) Note similarities and differences between the reasons that religious people and on religious people give for helping people (C2) Describe an example of a Christian you have studied who helped others by his or her actions. Why did they do this? (C2)
PE	Handball (yr3) Learning objective 1. to use the ready position to catch effectively. 2. to perform accurate passes in different situations. 3. to move the ball using the three step rule.	Gymnastics unit 1 Learning objectives 1. to combine 4 elements into a floor sequence. 2. to create power in a variety of different jumps. 3. to take weight on our hands and move in different ways.	Gymnastics unit 2 Learning objectives 1. to use a relevé walk in a sequence. 2. to perform a dish and arch shape moving smoothly from one to the other. 3. to develop our strength in back support and crab.	Dance unit 1 Learning Objectives 1. how to move like Penguin Small 2. how to move like a polar bear 3. how to move like a snowman 4. how to move like the sea using canon 5. how to make an ending to a dance	Dance unit 2 Learning Objectives 1. To develop a dance that shows different emotions, 2. To dance with rhythm following a clockwork pattern. 3. To work on our own to create a short movement phrase.	Yoga Learning Objectives 1. To perform Yoga poses whilst lay or sat down. 2. To introduce Yoga poses whilst stood up. 3. To introduce Yoga poses that involve movement.

	4. to prevent the ball from being passed by blocking and intercepting. 5. to use quick effective passes to attack as a team. 6. to develop accurate passing and move into space in a game. OAA <u>Learning objectives:</u> 1. To work as a team to complete a task 2. To use problem-solving to complete a simple treasure hunt 3. To copy and then create a simple movement pattern 4. To give clues to guide a blindfolded person safely 5. To improve performance through repetition	4. to use our flexibility in a bridge and japana gymnastic shape. 5. to perform the point balance arabesque. 6. to perform a teddy roll. Attack defend shoot unit 1 (football) <u>Learning objectives:</u> 1. To kick the ball over long and short distances 2. To stop a ball with control using the foot 3. To work as a team to keep the ball 4. To bounce a ball with my partner 5. To bounce the ball while we are moving 6. To pass the ball forward in a game	4. to frog jump and leap frog. 5. to hold an L-sit with a straight back. 6. to bring rhythm and flow to our sequence. Send and return unit 2 (Tennis) 1. To feed a ball to our partner with consistency 2. To send the ball to different parts of the court 3. To throw and catch in a seated position 4. To accurately serve the ball to different parts of the court 5. To use overarm attacking shots in a game 6. To manage what we should be doing within the competition	6. How to perform a class dance with beginning, middle and end Hit catch run unit 1 (cricket) <u>Learning objectives</u> 1. To hit a ball and score points by running to cones 2. To defend a target by kicking 3. To bowl underarm with control 4. To hit a ball using different bats and techniques 5. To throw accurately to a base 6. To hit a ball into a space, away from fielders	4. To watch, copy and repeat actions to create a 'motif'. 5. To perform our motif in different formations. 6. To use different movement pathways in our dance. Run, jump, throw unit 1 (Athletics) <u>Learning Objectives</u> 1. To move quickly whilst being aware of others around. 2. To create power with our legs to turn at speed. 3. To move through an obstacle course with speed and control. 4. To choose the best throw for different situations. 5. To work with a partner and explore different jumps for distance. 6. To compete as part of a team to run, jump and throw.	4. To introduce yoga poses that involve balancing. 5. To develop the breathing techniques hen performing each pose. 6. To complete a full routine of Yoga poses. Run jump throw unit 2 <u>Learning Objectives</u> 1. To work individually to run over a longer distance. 2. To develop strength and jump for height 3. To create power when throwing for distance. 4. To use breathing techniques to be able to run more. 5. To adapt our rolling style for different games 6. To listen to others and work as a team to achieve the highest score possible.
Art/D.T Focus	**<u>DT</u>** **<u>Textiles – Pouches</u>** Lesson Objectives: To sew using a running stitch. To sew using a template and a running stitch.	**<u>Art</u>** **<u>Drawing: Botanical Drawings</u>** Lesson Objectives: To identify how Beatrix Potter used tone and texture in her botanical illustrations.	**<u>D.T:</u>** **<u>Cooking and Nutrition- Balanced Diet</u>** Lesson objectives: To recognise foods and their food groups. To identify the balance of food groups in a meal.	**<u>Art:</u>** **<u>Painting and Mixed Media: Life in Colour</u>** Lesson Objectives: To use a range of paintbrushes and grips to create different effects.	**<u>DT</u>** **<u>Structures- Baby Bear's Chair</u>** Lesson objectives: To explore the concept and features of structures and the stability of different shapes.	**<u>Art</u>** **<u>Craft and Design: Clay Tiles</u>** Lesson Objectives: To be able to use a range of tools and techniques to create different effects

	To design a pouch To join fabrics together with a running stitch. To decorate and test a pouch Key Vocabulary: needle, running stitch, sew, fabric, thread Key Person – Coco Chanel	To experiment with a range of materials to create different marks, pressures, and tones. To describe and replicate the texture of natural objects using expressive mark-making. To sketch simple initial shapes lightly so changes can be made before refining details. To control shading and tone to show 3D form in botanical studies. To apply tone, texture, and mark-making techniques in a detailed observational drawing inspired by Beatrix Potter. Key Vocabulary: form, mark making, blending, hatching, texture Key Person – Beatrix Potter	To identify an appropriate piece of equipment to prepare a given food. To select balanced combinations of ingredients. To design based on criteria. To evaluate a dish based on design criteria. Key Vocabulary: appearance, ingredients, combination, proteins, carbohydrates, balanced. Key Person: Jamie Oliver	To experiment with primary colours and create tints, tones and shades. To be able to identify and use different types of paint based on their qualities To learn about Georgia O'Keeffe and develop an understanding of her style and techniques. To apply knowledge of Georgia O'Keeffe's style and techniques to create a still life. To apply knowledge of Georgia O'Keeffe's style and techniques to create a still life and evaluate my finished piece Key Vocabulary: Detail, mixing, texture, control, application, composition Key Person – Georgia O'Keefe	To understand that the shape of the structure affects its strength. To make a structure according to design criteria. To produce a finished structure and evaluate its strength, stiffness and stability. Key Vocabulary: Design-criteria, Human- made, properties, structure, stable **Mechanisms- Fairground Wheel** Lesson objectives: To explore wheel mechanisms and design a fairground wheel. To select materials with appropriate properties. To build and test a moving wheel. To conduct a simple survey to gather opinions. To finish and evaluate a structure with a rotating wheel. Key Vocabulary: Model, opinion, rotate, survey, evaluate	To be able to explore the effects created with natural materials To learn about Mathilde Roussel, developing an understanding of her style and techniques To apply knowledge of sculptors' styles and techniques to create a relief To apply knowledge of sculptors' styles and techniques to create a relief and evaluate my finished piece. Key Vocabulary: Flatten, score, slip, surface, meander, palmette Link to Ancient Greece

					Key Person - George Washington Gale Ferris Jr.	
Music Focus	**Ballads** Lesson objectives: 1. To use musical vocabulary to explain the stylistic features of a ballad. 2. To explore how actions can impact performance. 3. To plan a musical structure inspired by a story. 4. To create lyrics that match a melody. 5. To show awareness of style, structure and features to perform a ballad. KEY VOCABULARY: Ballad, chorus, compose, dynamics, emotions,	**Developing Singing Technique: Theme: The Vikings.** Lesson objectives: 1. To sing in time with others. 2. To sing in time with others. 3. To recognise simple rhythmic notation by ear and by sight. 4. To use simple rhythmic notation to compose a Viking battle song. 5. To perform like a Viking. KEY VOCABULARY: Beat, coordination, crotchet, discipline, duration, dynamics, improve, layer, lyrics Minim, notation, notes, quaver, rehearse, rhythm, tempo.		**Pentatonic melodies and composition (Theme: Chinese New Year)** Lesson objectives: 1. To learn about the music used to celebrate the Chinese New Year festival. 2. To play a pentatonic melody on a tuned percussion instrument. 3. To write and perform pentatonic melody. 4. To perform a group composition. 5. To perform a piece of music as a group. KEY VOCABULARY: accuracy crescendo control composition dynamics duration expression features fluency folk music glockenspiel grid notation harmony layered melodies letter notation melody		**Traditional instruments and improvisation (Theme: India)** Lesson objectives: 1. To form an opinion on Indian Music. 2. To be able to improvise using given notes. 3. To be able to improvise using given notes. 4. To create a piece of music using a drone, rag and tal. 5. To perform a piece of music using musical notation. KAY VOCABULARY: Bollywood compose drone dynamics harmonium

	ensemble, facial expressions, features, feelings, instrumentals, lyrics, melody, nonsense words, performance, phrases, poem, pop songs, rehearse, rhyme, solo, stanza, story mountain, summarise, tune, verse, vocabulary, volume.			musical terminology notation notes octaves pentatonic melody pentatonic scale phrases scale tempo timbre untuned percussion		improvise Indian flute lyrics melodic line notation opinion pitch rag repeated rhythm rhythm sarangi sitar tabla tala tempo
PSHE Focus Year 2	Book - The Girl Who Never Made Mistakes 1.I can explain why mistakes help my learning. 2.I can tell you how I have learnt from my mistakes. 3.I can tell you how respecting myself and being kind to myself can help me to be happy. 4.I can tell you what the word perseverance means. 5.I can tell you what helps me to persevere.	Book - Ravi's Roar I can explain that it is ok to feel all emotions I can explain why it is important to reflect on how I manage my emotions I can tell you what strategies help me to calm down I can tell you what is fair/unfair, right/wrong and kind/unkind I can tell you why it is good that people are different. Link to British Values - Mutual Respect, Tolerance, Individual Liberty	Book - Chicken Clicking 1.I can tell you the benefits of going online. 2.I can tell you how to recognise the dangers of being online. 3.I can tell you the rules and principles for keeping safe online. 4.I can tell you how to report problems I have online. 5.I can tell you the value of the things that I buy. Link to British Values - Mutual Respect, Tolerance, Individual Liberty	Book - Aliens Love Underpants I can say the names of the different parts of the body (including external genitalia) and the differences between boys and girls. I can tell you why pants are private. I can tell you what type of physical contact is acceptable/ comfortable/ unacceptable/ uncomfortable and how to respond if I am uncomfortable. I can tell you what I can do if I feel unsafe in variety of situations.	Book – The Girl at the Front of the class I can tell you what a refugee is I can tell you what human rights are I can tell you how I understand the needs of others I can tell you how I support others I can tell you some strategies for deciding if someone is trustworthy Mutual respect and tolerance, individual liberty, the rule of law	Book - Grandad's Camper 1.I can tell you some of the feelings associated with times of change and loss. 2.I can tell you some strategies I have for dealing with times of change and loss. 3.I can tell you how I could get help if I or someone I care about was struggling with times of change or loss. 4.I can tell you about some of the different relationships I have with people in my family and why they are important.

	Link to British Values - Mutual Respect, Tolerance, Individual Liberty		,	I can tell you the difference between secrets and nice surprises and the importance of not keeping any secret that makes me feel uncomfortable or afraid. Link to British Values - Mutual Respect, Tolerance, Individual Liberty, Rule of Law		5.I can tell you how helping others helps make me happy. Link to British Values - Mutual Respect, Tolerance, Individual Liberty
PSHE focus – year 3	Book - On a Magical Do Nothing Day 1.I can explain what nature is and I can tell you how nature benefits my mental wellbeing. 2.I can give examples of the rights of living things and I can explain why it is important to respect the rights of all living things. 3.I can explain the importance of having a balance between online games and other hobbies	Book - Ruby's Worry I can explain that everyone experiences 'worries', but I need to get help if these become overwhelming. I can explain where I can get help or advice I can explain what to do if I can't ask my family or friends for help and what to do if it is someone in my family or one of my friends who is making me feel unsafe or unhappy I can describe some of the physical signs of worry and I can explain what I should do if I am having lots of physical problems	Book - It's a No Money Day 1.I can tell you some of the ways people pay for things and some of the decisions people have to make about spending. 2.I can tell you how money can affect people's emotions. 3.I can tell you some of the reasons people save or spend money. 4.I can tell you what 'borrowed' means and why	Book - Faruq and the Wiri Wiri 1.I can explain how food contributes to a balanced lifestyle. 2.I can tell you some principles of planning and preparing a range of healthy meals. 3.I can make choices about the food I eat and I can tell you what affects the choices I make. 4.I can tell you how drinks contribute to a balanced lifestyle.	Book - The Hundred Dresses 1.I can tell you the characteristics of a good friend. 2.I can tell you some ways I can manage friendship problems. 3.I can tell you what impact bullying or cyberbullying can have and how someone experiencing bullying can stand up to this or get help.	Book - Ossiri and the Bala Mengro 1.I can tell you the benefits of community participation on my mental wellbeing. 2.I can tell you how music can benefit my mental wellbeing. 3.I can tell you why it is important to not give up when something is hard. 4.I can use a 5 point scale to tell you how hard I am finding my work and I can tell you some strategies

	4.I can tell you how I can keep safe when I am outside. 5.I can tell you some strategies I have for managing disappointment. Link to British Values - Mutual Respect, Tolerance, Individual Liberty	I can describe some simple self-care techniques I can use when I am feeling worried I can explain how children sometimes feel lonely and what children can do if they feel that way Link to British Values - Mutual Respect, Tolerance, Individual Liberty	people might borrow money. 5.I can tell you how to keep money and possessions safe. Link to British Values - Mutual Respect, Tolerance, Individual Liberty	5.I can tell you what influences my goals and dreams for the future. Link to British Values - Mutual Respect, Tolerance, Individual Liberty	4.I can tell you how bystanders can help prevent bullying. 5.I can tell you some ways that I can improve my friendships. Link to British Values - Mutual Respect, Tolerance, Individual Liberty	that help me when my work is hard. 5.I can give constructive support and feedback to others. Link to British Values - Mutual Respect, Tolerance, Individual Liberty

Phonics and reading: We use 'Read, Write, Inc.' for our phonics across school. We use 'Ready Steady Read' for reading. Please see our phonics and reading page on the website for more information and videos which explain how to support at home.

Writing: We use 'Ready Steady Write' for more information on this, please visit our Writing page on the website.

Maths: We use 'White Rose Maths' for more information on this, please visit our Maths page on the website.