

Long Term Curriculum Planning - School Year 2017-2018

Class: 3

Year Groups: 2&3

Teacher: Miss Conaboy

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 | |
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| English | Word Reading – NC Appendix 1 (NC p 35) Comprehension – Texts include: wide range of fiction (including fairy stories and myths and legends), poetry, plays, nonfiction texts and reference books / text books and dictionaries (NC p35/36) Spelling – (NC Appendix 1) Writing: narrative and non-narrative (NC p 39) Grammar, Punctuation – NC Appendix 2 Spoken language- 12 Statutory statements (NC p 17) | | | | | | |
| Possible Texts | Charlie and the Chocolate Factory by Roald Dahl | The Owl who was Afraid of the Dark by Jill Tomlinson | The Sheep Pig by Dick King Smith Flat Stanley by Jeff Brown | Traction Man is here by Mini Grey | Iron Man by Ted Hughes | Narnia, The lion, the witch and the wardrobe by C.S. Lewis | |
| Maths | Number and Place Value, Addition and Subtraction, Multiplication and Division, Fractions (decimals and percentages), Measures, Geometry: properties of shape, Geometry: position, direction and motion, Statistics | | | | | | |
| Science | ANIMALS (including Humans) <ul style="list-style-type: none"> Nutrition, linked to what we eat Skeletons and muscles <p>How can Usain Bolt move so quickly?</p> LIGHT <ul style="list-style-type: none"> Sources, including the Sun Protecting eyes from the Sun Shadows Reflection /mirrors <p>How far can you throw your shadow?</p> | | FORCES and MAGNETS <ul style="list-style-type: none"> How magnets attract/repel some materials Magnetic poles Friction <p>Are you attractive enough?</p> ROCKS <ul style="list-style-type: none"> How rocks are formed Different kinds of rocks Fossils Soil <p>What do rocks tell us about the way the Earth was formed?</p> | | PLANTS <ul style="list-style-type: none"> Function of different parts of plants What different plants need to flourish Journey of water through a plant Life cycle of a plant <p>How did that blossom become an apple?</p> | | |
| Year 2 | Observing Closely <ul style="list-style-type: none"> Can they use <see, touch, smell, hear or taste> to help them answer questions? Can they use some scientific words to describe what they have seen and measured? Can they compare several things? | | Performing Tests <ul style="list-style-type: none"> Can they carry out a simple fair test? Can they explain why it might not be fair to compare two things? Can they say whether things happened as they expected? Can they suggest how to find things out? | | Identifying and Classifying <ul style="list-style-type: none"> Can they organise things into groups? Can they find simple patterns (or associations)? Can they identify animals and plants by a specific criteria, eg, lay eggs or not; have feathers or not? | | Recording Findings <ul style="list-style-type: none"> Can they use <text, diagrams, pictures, and charts, tables> to record their observations? Can they measure using <simple equipment>? |

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| | | <ul style="list-style-type: none"> Can they use prompts to find things out? | | |
| | Living Things and their Habitats <ul style="list-style-type: none"> Can they explain the differences between living and non-living things? Can they describe some of the life processes common to plants and animals, including humans? Can they decide whether something is living, dead or non-living? Can they describe how a habitat provides for the basic needs of things living there? Can they describe a range of different habitats? Can they describe how plants and animals are suited to their habitat? | Animals including Humans <ul style="list-style-type: none"> Can they explain why animals have offspring which grow into adults? Can they describe the life cycle of some living things? (e.g. egg, chick, chicken) Can they explain the basic needs of animals, including humans for survival? (water, food, air) Can they describe why exercise, balanced diet and hygiene are important for humans? | Plants <ul style="list-style-type: none"> Can they observe and describe how seeds and bulbs grow into mature plants? Can they find out & describe how plants need water, light and a suitable temperature to grow and stay healthy? | |
| | Classifying and grouping materials <ul style="list-style-type: none"> Can they describe the simple physical properties of a variety of everyday materials? Can they compare and group together a variety of materials based on their simple physical properties? | Changing Materials <ul style="list-style-type: none"> Can they explore how the shapes of solid objects can be changed? (squashing, bending, twisting, stretching) Can they find out about people who developed useful new materials? (John Dunlop, Charles Macintosh, John McAdam) Can they identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper, cardboard for particular uses? Can they explain how things move on different surfaces? | | |
| Year 3 | Planning <ul style="list-style-type: none"> Can they use different ideas and suggest how to find something out? Can they make and record a prediction before testing? Can they plan a fair test and explain why it was fair? Can they set up a simple fair test to make comparisons? Can they explain why they need to collect information to answer a question? | Obtaining and Presenting Evidence <ul style="list-style-type: none"> Can they measure using different equipment and units of measure? Can they record their observations in different ways? <labelled diagrams, charts etc> Can they describe what they have found using scientific language? Can they make accurate measurements using standard units? | Considering Evidence and Evaluating <ul style="list-style-type: none"> Can they explain what they have found out and use their measurements to say whether it helps to answer their question? Can they use a range of equipment (including a data-logger) in a simple test? | |
| | Animals including Humans <ul style="list-style-type: none"> Can they explain the importance of a nutritionally balanced diet? Can they describe how nutrients, water and oxygen are transported within animals and humans? | Plants <ul style="list-style-type: none"> Can they identify and describe the functions of different parts of flowering plants? (roots, stem/trunk, leaves and flowers)? Can they explore the requirement of plants for life and growth (air, light, water, nutrients from soil, and room to grow)? | | |

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| | <ul style="list-style-type: none"> • Can they identify that animals, including humans, cannot make their own food: they get nutrition from what they eat? • Can they describe and explain the skeletal system of a human? • Can they describe and explain the muscular system of a human? | <ul style="list-style-type: none"> • Can they explain how they vary from plant to plant? • Can they investigate the way in which water is transported within plants? • Can they explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal? | | |
| | <p>Rocks</p> <ul style="list-style-type: none"> • Can they compare and group together different rocks on the basis of their appearance and simple physical properties? • Can they describe and explain how different rocks can be useful to us? • Can they describe and explain the differences between sedimentary and igneous rocks, considering the way they are formed? • Can they describe in simple terms how fossils are formed when things that have lived are trapped within rock? • Can they recognise that soils are made from rocks and organic matter? | <p>Forces and Magnets</p> <ul style="list-style-type: none"> • Can they compare how things move on different surfaces? • Can they observe that magnetic forces can be transmitted without direct contact? • Can they observe how some magnets attract or repel each other? • Can they classify which materials are attracted to magnets and which are not? • Can they notice that some forces need contact between two objects, but magnetic forces can act at a distance? • Can they compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet? • Can they identify some magnetic materials? • Can they describe magnets have having two poles (N & S)? • Can they predict whether two magnets will attract or repel each other depending on which poles are facing? | <p>Lights</p> <ul style="list-style-type: none"> • Can they recognise that they need light in order to see things? • Can they recognise that dark is the absence of light? • Can they notice that light is reflected from surfaces? • Can they recognise that light from the sun can be dangerous and that there are ways to protect their eyes? • Can they recognise that shadows are formed when the light from a light source is blocked by a solid object? • Can they find patterns in the way that the size of shadows change? | |
| Art | <p>Printing & Painting</p> <p>European artists- Pointillism- cross curricular link to geography</p> | <p>3D Art / Drawing / Sketch Books</p> <p>Sketching volcanos for DT project- cross curricular link to geography</p> | <p>Knowledge / Collage / Use of IT</p> <p>To make a mosaic using tile fragments- cross curricular link to history To collage the Flag of the USA- cross curricular link to geography</p> | |
| Year 2 | <p>Drawing</p> <ul style="list-style-type: none"> • Can they use three different grades of pencil in their drawing (4B, 8B, HB)? • Can they use charcoal, pencil and pastels? | <p>Painting</p> <ul style="list-style-type: none"> • Can they mix paint to create all the secondary colours? • Can they mix and match colours, predict outcomes? | <p>Printing</p> <ul style="list-style-type: none"> • Can they create a print using pressing, rolling, rubbing and stamping? • Can they create a print like a designer? | <p>Sketch Books</p> <ul style="list-style-type: none"> • Can they begin to demonstrate their ideas through photographs and in their sketch books? |

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| | <ul style="list-style-type: none"> • Can they create different tones using light and dark? • Can they show patterns and texture in their drawings? • Can they use a viewfinder to focus on a specific part of an artefact before drawing it? | <ul style="list-style-type: none"> • Can they mix their own brown? • Can they make tints by adding white? • Can they make tones by adding black? | | <ul style="list-style-type: none"> • Can they set out their ideas, using 'annotation' in their sketch books? • Do they keep notes in their sketch books as to how they have changed their work? |
| | <p>3D/Textiles</p> <ul style="list-style-type: none"> • Can they make a clay pot? • Can they join two finger pots together? • Can they add line and shape to their work? • Can they join fabric using glue? • Can they sew fabrics together? • Can they create part of a class patchwork? | <p>Collage</p> <ul style="list-style-type: none"> • Can they create individual and group collages? • Can they use different kinds of materials on their collage and explain why they have chosen them? • Can they use repeated patterns in their collage? | <p>Use of IT</p> <ul style="list-style-type: none"> • Can they create a picture independently? • Can they use simple IT mark-making tools, e.g. brush and pen tools? • Can they edit their own work? • Can they take different photographs of themselves displaying different moods? • Can they change their photographic images on a computer? | <p>Knowledge</p> <ul style="list-style-type: none"> • Can they link colours to natural and man-made objects? • Can they say how other artist/craft maker/designer have used colour, pattern and shape? • Can they create a piece of work in response to another artist's work? |
| Year 3 | <p>Drawing</p> <ul style="list-style-type: none"> • Can they show facial expressions in their drawings? • Can they use their sketches to produce a final piece of work? • Can they write an explanation of their sketch in notes? • Can they use different grades of pencil shade, to show different tones and texture? | <p>Painting</p> <ul style="list-style-type: none"> • Can they predict with accuracy the colours that they mix? • Do they know where each of the primary and secondary colours sits on the colour wheel? • Can they create a background using a wash? • Can they use a range of brushes to create different effects? | <p>Printing</p> <ul style="list-style-type: none"> • Can they make a printing block? • Can they make a 2 colour print? | <p>Sketch Books</p> <ul style="list-style-type: none"> • Can they use their sketch books to express feelings about a subject and to describe likes and dislikes? • Can they make notes in their sketch books about techniques used by artists? • Can they suggest improvements to their work by keeping notes in their sketch books? |
| | <p>3D/Textiles</p> <ul style="list-style-type: none"> • Can they add onto their work to create texture and shape? | <p>Collage</p> <ul style="list-style-type: none"> • Can they cut very accurately? | <p>Printing</p> <ul style="list-style-type: none"> • Can they use the printed images they take with a digital camera and | <p>Sketch Books</p> <ul style="list-style-type: none"> • Can they compare the work of different artists? |

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| | <ul style="list-style-type: none"> • Can they work with life size materials? • Can they create pop-ups? • Can they use more than one type of stitch? • Can they join fabric together to form a quilt using padding? • Can they use sewing to add detail to a piece of work? • Can they add texture to a piece of work? | <ul style="list-style-type: none"> • Can they overlap materials? • Can they experiment using different colours? • Can they use mosaic? • Can they use montage? | <p>combine them with other media to produce art work?</p> <ul style="list-style-type: none"> • Can they use IT programs to create a piece of work that includes their own work and that of others (using web)? • Can they use the web to research an artist or style of art? | <ul style="list-style-type: none"> • Can they explore work from other cultures? • Can they explore work from other periods of time? • Are they beginning to understand the viewpoints of others by looking at images of people and understand how they are feeling and what the artist is trying to express in their work? | |
| Design Technology | <p>Cooking and nutrition To cook a meal from a different country in Europe (pasta/pizza)- cross curricular link to geography</p> | <p>Mechanisms / Use of materials / Construction Design and make a volcano that erupts- cross curricular link to geography</p> | | <p>Textiles Make a mosaic- cross curricular link to history Make a Greek pot- cross curricular links to history</p> | |
| Year 2 | <p>Developing, Planning and Communicating ideas</p> <ul style="list-style-type: none"> • Can they think of ideas and plan what to do next? • Can they choose the best tools and materials? Can they give a reason why these are best? • Can they describe their design by using pictures, diagrams, models and words? | <p>Working with tools, equipment, materials and components to make quality products</p> <ul style="list-style-type: none"> • Can they join things (materials/ components) together in different ways? | | <p>Evaluating processes and products</p> <ul style="list-style-type: none"> • Can they explain what went well with their work? • If they did it again, can they explain what they would improve? | |
| | <p>Cooking and nutrition</p> <ul style="list-style-type: none"> • Can they describe the properties of the ingredients they are using? • Can they explain what it means to be hygienic? • Are they hygienic in the kitchen? | <p>Textiles</p> <ul style="list-style-type: none"> • Can they measure textile? • Can they join textiles together to make something? • Can they cut textiles? • Can they explain why they chose a certain textile? | <p>Mechanisms</p> <ul style="list-style-type: none"> • Can they join materials together as part of a moving product? • Can they add some kind of design to their product? | <p>Use of materials</p> <ul style="list-style-type: none"> • Can they measure materials to use in a model or structure? • Can they join material in different ways? • Can they use joining, folding or rolling to make it stronger? | <p>Construction</p> <ul style="list-style-type: none"> • Can they make sensible choices as to which material to use for their constructions? • Can they develop their own ideas from initial starting points? • Can they incorporate some type of movement into models? |

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| | | | | | <ul style="list-style-type: none"> Can they consider how to improve their construction? |
| Year 3 | Developing, Planning and Communicating ideas <ul style="list-style-type: none"> Can they show that their design meets a range of requirements? Can they put together a step-by-step plan which shows the order and also what equipment and tools they need? Can they describe their design using an accurately labelled sketch and words? How realistic is their plan? | | Working with tools, equipment, materials and components to make quality products <ul style="list-style-type: none"> Can they use equipment and tools accurately? | | Evaluating processes and products <ul style="list-style-type: none"> Can they explain what they changed which made their design even better? |
| | Cooking and nutrition <ul style="list-style-type: none"> Can they choose the right ingredients for a product? Can they use equipment safely? Can they make sure that their product looks attractive? Can they describe how their combined ingredients come together? Can they set out to grow plants such as cress and herbs from seed with the intention of using them for their food product? | Textiles <ul style="list-style-type: none"> Can they join textiles of different types in different ways? Can they choose textiles both for their appearance and also qualities? | Electrical and mechanical components <ul style="list-style-type: none"> Do they select the most appropriate tools and techniques to use for a given task? Can they make a product which uses both electrical and mechanical components? Can they use a simple circuit? Can they use a number of components? | Stiff and flexible sheet materials <ul style="list-style-type: none"> Do they use the most appropriate materials? Can they work accurately to make cuts and holes? Can they join materials? | Mouldable materials <ul style="list-style-type: none"> Do they select the most appropriate materials? Can they use a range of techniques to shape and mould? Do they use finishing techniques? |
| History | Stone Age to the Iron Age, including: <ul style="list-style-type: none"> Hunter gatherers Early farming Bronze Age, and Iron Age Who first lived in Britain? | | Local History <ul style="list-style-type: none"> A study of Local History taking account of a period of history that shaped the locality How did the Victorian period help to shape Burnhope? | | Ancient Greece <ul style="list-style-type: none"> A study of Greek life and achievements and their influence on the western world A study of Greek life and achievements and their influence on the western world Why has Greece always been in the news? |
| Year 2 | Chronological Understanding | | Knowledge and Interpretation | | Historical Enquiry |

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| | <ul style="list-style-type: none"> • Can they use words and phrases like: before I was born, when I was younger? • Can they use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; in their historical learning? • Can they use the words 'past' and 'present' accurately? • Can they use a range of appropriate words and phrases to describe the past? • Can they sequence a set of events in chronological order and give reasons for their order? | <ul style="list-style-type: none"> • Can they recount the life of someone famous from Britain who lived in the past giving attention to what they did earlier and what they did later? • Can they explain how their local area was different in the past? • Can they recount some interesting facts from an historical event, such as where the 'Fire of London' started? • Can they give examples of things that are different in their life from that of their grandparents when they were young? • Can they explain why Britain has a special history by naming some famous events and some famous people? • Can they explain what is meant by a parliament? | <ul style="list-style-type: none"> • Can they find out something about the past by talking to an older person? • Can they answer questions by using a specific source, such as an information book? • Can they research the life of a famous Briton from the past using different resources to help them? • Can they research about a famous event that happens in Britain and why it has been happening for some time? • Can they research the life of someone who used to live in their area using the Internet and other sources to find out about them? |
| Year 3 | <p>Chronological Understanding</p> <ul style="list-style-type: none"> • Can they describe events and periods using the words: BC, AD and decade? • Can they describe events from the past using dates when things happened? • Can they describe events and periods using the words: ancient and century? • Can they use a timeline within a specific time in history to set out the order things may have happened? • Can they use their mathematical knowledge to work out how long ago events would have happened? | <p>Knowledge and Interpretation</p> <ul style="list-style-type: none"> • Do they appreciate that the early Brits would not have communicated as we do or have eaten as we do? • Can they begin to picture what life would have been like for the early settlers? • Can they recognise that Britain has been invaded by several different groups over time? • Do they realise that invaders in the past would have fought fiercely, using hand to hand combat? • Can they suggest why certain events happened as they did in history? • Can they suggest why certain people acted as they did in history? | <p>Historical Enquiry</p> <ul style="list-style-type: none"> • Do they recognise the part that archaeologists have had in helping us understand more about what happened in the past? • Can they use various sources of evidence to answer questions? • Can they use various sources to piece together information about a period in history? • Can they research a specific event from the past? • Can they use their 'information finding' skills in writing to help them write about historical information? • Can they, through research, identify similarities and differences between given periods in history? |
| Geography | <p>European Country</p> <ul style="list-style-type: none"> • holiday destination • famous cities <p>KS2 Geography: understand geographical similarities and differences through the study of</p> | <p>Volcanoes, Earthquakes and Tsunamis</p> <ul style="list-style-type: none"> • The power of the Earth <p>KS2 Geography: pupils to be taught physical geography, including: climate zones, biomes and</p> | <p>Locate the world's countries, using maps to focus on North America and concentrating on their key physical and human characteristics, countries, and major cities.</p> |

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| | <p>human and physical geography of a region or area of the United Kingdom and a region or area in a European country</p> <p>Why do so many people choose to go to the Mediterranean for their holidays?</p> | <p>vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>What makes the Earth angry?</p> | <p>What's so special about the USA?</p> | |
| Year 2 | <p>Geography Enquiry</p> <ul style="list-style-type: none"> • Can they label a diagram or photograph using some geographical words? • Can they find out about the seaside by using different sources of evidence? • Can they find out about the seaside by asking some relevant questions to someone else? • Can they say what they like and don't like about their locality and another locality like the seaside? | <p>Physical Geography</p> <ul style="list-style-type: none"> • Can they describe some physical features of own locality? • Can they explain what makes the seaside special? • Can they describe some of the features associated with an island? • Can they describe the key features of a place, using words like, 'beach', 'coast', forest', 'hill', 'mountain', 'ocean', 'valley'? | <p>Human Geography</p> <ul style="list-style-type: none"> • Can they describe some human features of the seaside, such as the jobs people do? • Can they explain how the jobs people do may be different in different parts of the world? • Do they think that people ever spoil the area? How? • Do they think that people try to make the area better? How? • Can they explain what facilities a town or village might need? | <p>Geographical Knowledge</p> <ul style="list-style-type: none"> • Can they name the major cities of England, Wales, Scotland and Ireland? |
| Year 3 | <p>Geography Enquiry</p> <ul style="list-style-type: none"> • Do they use correct geographical words to describe a place and the events that happen there? • Can they identify key features of a locality by using a map? • Can they begin to use 4 figure grid references? • Can they accurately plot NSEW on a map? • Can they use some basic OS map symbols? • Can they make accurate measurement of distances within 100Km? | <p>Physical Geography</p> <ul style="list-style-type: none"> • Can they use maps and atlases appropriately by using contents and indexes? • Can they describe how volcanoes are created? • Can they describe how earthquakes are created? • Can they confidently describe physical features in a locality? • Can they locate the Mediterranean and explain why it is a popular holiday destination? | <p>Human Geography</p> <ul style="list-style-type: none"> • Can they describe how volcanoes have an impact on people's lives? • Can they confidently describe human features in a locality? • Can they explain why a locality has certain human features? • Can they explain why a place is like it is? • Can they explain how the lives of people living in the Mediterranean would be different from their own? | <p>Geographical Knowledge</p> <ul style="list-style-type: none"> • Can they name a number of countries in the Northern Hemisphere? • Can they locate and name some of the world's most famous volcanoes? • Can they name and locate some well-known European countries? • Can they name and locate the capital cities of neighbouring European countries? • Are they aware of different weather in |

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| | | <ul style="list-style-type: none"> Can they recognise the 8 points of the compass (N,NW, W, S, SW, SE, E, NE)? | | different parts of the world, especially Europe? |
| Possible Visits | Pantomime visit Possible visit from 'One Day Creative Workshops' | Beamish visit | Great North Museum – Greek workshop Greek Feast | |
| Computing | Computer Science – LightBot, Controlling and simulating electrical components Digital Literacy – Passwords, My Online Community IT - Powerpoint presentation Creating images in Colour Magic | Computer Science – Scratch Digital Literacy – Safer Internet Day IT –E-book, IMovie | Computer Science – Flappy bird game Digital Literacy – Cyberbullying, Rings of Responsibility IT – Spreadsheets, Creating music | |
| Year 2 | Algorithms and Programs <ul style="list-style-type: none"> Can they predict the outcomes of a set of instructions? Can they use right angle turns? Can they use the repeat commands? Can they test and amend a set of instructions? Can they write a simple program and test it? Can they predict what the outcome of a simple program will be? | Data retrieving and organising <ul style="list-style-type: none"> Can they find information on a website? Can they click links in a website? Can they print a web page to use as a resource? Can they experiment with text, pictures and animation to make a simple slide show? Can they use the shape tools to draw? | Communication <ul style="list-style-type: none"> Can they send and reply to messages sent by a safe email partner (within school)? Can they word process a piece of text? Can they insert/delete a word using the mouse and arrow keys? Can they highlight text to change its format (B, <u>u</u>, I)? | |
| Year 3 | Algorithms and Programs <ul style="list-style-type: none"> Can they experiment with variables to control models? Can they use 90 degree and 45 degree turns? Can they give an on-screen robot directional instructions? Can they draw a square, rectangle and other regular shapes on screen, using commands? Can they write more complex programs? | Data retrieving and organising <ul style="list-style-type: none"> Can they review images on a camera and delete unwanted images? Have they experienced downloading images from a camera into files on the computer? Can they use photo editing software to crop photos and add effects? Can they manipulate sound when using simple recording story boarding? | Communication <ul style="list-style-type: none"> Can they use the email address book? Can they open and send an attachment? | |
| | Using the Internet <ul style="list-style-type: none"> Can they find relevant information by browsing a menu. Can they search for an image, then copy and paste it into a document? Can they use 'Save picture as' to save an image to the computer? Can they copy and paste text into a document? | Databases <ul style="list-style-type: none"> Can they input data into a prepared database? Can they sort and search a database to answer simple questions? Can they use a branching database? | Presentation <ul style="list-style-type: none"> Can they create a presentation that moves from slide to slide and is aimed at a specific audience? Can they combine text, images and sounds and show awareness of audience? | |

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| | <ul style="list-style-type: none"> Do they begin to use note making skills to decide what text to copy? | | | <ul style="list-style-type: none"> Do they know how to manipulate text, underline text, centre text, change font and size and save text to a folder? | |
| Music | Performing Pimlico Music Company | | Composing (incl notation) Performing Pimlico Music Company **** | | Appraising Performing Pimlico Music Company **** |
| Year 2 | Performing <ul style="list-style-type: none"> Do they sing and follow the melody (tune)? Do they sing accurately at a given pitch? Can they perform simple patterns and accompaniments keeping a steady pulse? Can they perform with others? Can they play simple rhythmic patterns on an instrument? Can they sing/clap a pulse increasing or decreasing in tempo? | | Composing (incl notation) <ul style="list-style-type: none"> Can they order sounds to create a beginning, middle and end? Can they create music in response to <different starting points>? Can they choose sounds which create an effect? Can they use symbols to represent sounds? Can they make connections between notations and musical sounds? | | Appraising <ul style="list-style-type: none"> Can they improve their own work? Can they listen out for particular things when listening to music? |
| Year 3 | Performing <ul style="list-style-type: none"> Do they sing in tune with expression? Do they control their voice when singing? Can they play clear notes on instruments? | | Composing (incl notation) <ul style="list-style-type: none"> Can they use different elements in their composition? Can they create repeated patterns with different instruments? Can they compose melodies and songs? Can they create accompaniments for tunes? Can they combine different sounds to create a specific mood or feeling? | | Appraising <ul style="list-style-type: none"> Can they improve their work; explaining how it has improved? Can they use musical words (the elements of music) to describe a piece of music and compositions? Can they use musical words to describe what they like and dislike? Can they recognise the work of at least one famous composer? |
| RE | How do Hindus worship? | How and why is Advent important to Christians? | What can we learn about Christian symbols and beliefs by visiting churches?- Already done for both year groups (Y3 have already done it twice as Y1 and as Y2) | What do Christians remember on Palm Sunday? | What do Hindus believe and how does this affect the way they live their lives? |
| Spanish | LingoTots | | LingoTots | | LingoTots |
| PSHCE | New Beginnings | Say no to bullying | Going for Goals | Good to be me | Relationships Changes |

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| | | (Anti-Bullying week) Getting on & falling out | | | | | | |
| PE | Games | Dance | Gymnastics Swimming | Games Swimming | Athletics | Outdoor Adventurous | | |
| Year 2 | Acquiring and Developing Skills <ul style="list-style-type: none"> Can they copy and remember actions? Can they repeat and explore actions with control and coordination? | | Evaluating and Improving <ul style="list-style-type: none"> Can they talk about what is different between what they did and what someone else did? Can they say how they could improve? | | Health and Fitness <ul style="list-style-type: none"> Can they show how to exercise safely? Can they describe how their body feels during different activities? Can they explain what their body needs to keep healthy? | | | |
| | Dance <ul style="list-style-type: none"> Can they dance imaginatively? Can they change rhythm, speed, level and direction? Can they dance with control and co-ordination? Can they make a sequence by linking sections together? Can they link some movements to show a mood or feeling? | | Games <ul style="list-style-type: none"> Can they use hitting, kicking and/or rolling in a game? Can they stay in a 'zone' during a game? Can they decide where the best place to be is during a game? Can they use one tactic in a game? Can they follow rules? | | Gymnastics <ul style="list-style-type: none"> Can they plan and show a sequence of movements? Can they use contrast in their sequences? Are their movements controlled? Can they think of more than one way to create a sequence which follows a set of 'rules'? Can they work on their own and with a partner to create a sequence? | | | |
| Year 3 | Acquiring and Developing Skills <ul style="list-style-type: none"> Can they select and use the most appropriate skills, actions or ideas? Can they move and use actions with co-ordination and control? | | Evaluating and Improving <ul style="list-style-type: none"> Can they explain how their work is similar and different from that of others? With help, do they recognise how performances could be improved? | | Health and Fitness <ul style="list-style-type: none"> Can they explain why it is important to warm-up and cool-down? Can they identify some muscle groups used in gymnastic activities? | | Dance <ul style="list-style-type: none"> Can they improvise freely, translating ideas from a stimulus into movement? Can they share and create phrases with a partner and in small groups? Can they repeat, remember and perform these phrases in a dance? | |
| | Games <ul style="list-style-type: none"> Can they throw and catch with control when under limited pressure? Are they aware of space and use it to support | | Gymnastics <ul style="list-style-type: none"> Can they use a greater number of their own ideas for movement in response to a task? | | Athletics <ul style="list-style-type: none"> Can they run at fast, medium and slow speeds, changing speed and direction? | | Outdoor/Adventurous <ul style="list-style-type: none"> Can they follow a map in a familiar context? Can they move from one location to another following a map? | |

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| | <p>team-mates and cause problems for the opposition?</p> <ul style="list-style-type: none"> • Do they know and use rules fairly to keep games going? • Can they keep possession with some success when using equipment that is not used for throwing and catching skills? | <ul style="list-style-type: none"> • Can they adapt sequences to suit different types of apparatus and their partner's ability? • Can they explain how strength and suppleness affect performances? • Can they compare and contrast gymnastic sequences, commenting on similarities and differences? | <ul style="list-style-type: none"> • Can they link running and jumping activities with some fluency, control and consistency? • Can they make up and repeat a short sequence of linked jumps? • Can they take part in a relay activity, remembering when to run and what to do? • Do they throw a variety of objects, changing their action for accuracy and distance? | <ul style="list-style-type: none"> • Can they use clues to follow a route? • Can they follow a route safely? |
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Detailed Plans for Computing

| Y2&3 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--|---|---|--|----------|--|---|
| Computer Science Algorithms, Sequencing and testing code | Controlling and simulating physical systems Control using electrical components | Hour of Code Frozen activity https://studio.code.org/s/frozen/stage/1/puzzle/1 | Lightbot Use the Lightbot App for programming, working through each stage step by step. | | Flappy Bird Game Create their own Flappy Bird game https://studio.code.org/flappy/1 | |
| Digital Literacy Online Communication and E-Safety, DLG, Blogging, E-mail | Powerful Passwords Pupils explore reasons why people use passwords, the benefits of using passwords and discover strategies for creating and keeping strong, secure passwords. http://www.digital-literacy.org.uk/ | My Online Community Explore the concept that people can connect with one another through the Internet. They understand how the ability for people to communicate online can unite a community. http://www.digital-literacy.org.uk/ | Safer Internet Day 2017 Tuesday, 7 February 2017 - theme of 'Be the change: Unite for a better internet'. http://www.saferinternet.org.uk/safer-internet-day/2016 | | Show Respect Online Pupils explore the similarities and differences between in-person and online communications, and then learn how to write clear and respectful messages. http://www.digital-literacy.org.uk/ | Rings of Responsibility What it means to be responsible to and respectful of their offline and online communities as a way to learn how to be good digital citizens. http://www.digital-literacy.org.uk/ |
| E-safety Assembly | Passwords What makes a safe password? Who is it ok to share passwords with? | Internet bullying – link to anti-bullying week | Safer Internet Day assembly – each class presenting what have learnt about Internet Safety Parents invited | | Only saying nice things What to say and not to say when playing games online, chatting and sending messages | Digital citizen Being a good digital citizen |
| IT Communication Publishing and collaborating | | Word Processing Create a Powerpoint presentation about volcanoes | E-book Use Creative Book Builder to create an e-book using a Greek myth | | | |
| IT Digital video Video & Animation Music / Sound | | | I Movie Create a movie of a Greek Myth using Lego people and modelling materials. Write and edit the script. | | Creating Music Use to compose tunes. Edit and improve using different sounds | |
| IT Digital Imagery | Images Creating pictures in the style of Kandinsky using Colour Magic | | | | | |
| IT Handling Information | | | | | Spreadsheets Use a spreadsheet to calculate the cost of wartime recipes | |