



Class 2 Medium Term Planning – Autumn Term 2021-2022

Romans

	History	Geography	Jigsaw	Computing	Art/D.T.	P.E.	R.E	Science	French	Music
National Curriculum Links Learn more, know more, remember more	<p>Pupils should be taught about:</p> <p>events beyond living memory that are significant nationally or globally</p> <p>the Roman Empire and its impact on Britain</p>	<p>Pupils should be taught about:</p> <p>use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p> <p>locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p>	<p>Jigsaw – Being Me in My World</p> <p>Puzzle outcome:</p> <p>The whole-school Learning Charter is the Puzzle Outcome for this Puzzle.</p>	<p>Unit 2.1/ 3.1 - Coding</p> <p>Alongside eSafety: Pupils should be taught to:</p> <p>- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>	<p>Pupils should be taught to:</p> <p>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p>	<p>Pupils should be taught to:</p> <p>- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p> <p>- take part in outdoor and adventurous activity challenges both individually and within a team</p>	<p>NY syllabus LKS2 2.1 What do people believe about God?</p>	<p>Pupils should be taught to:</p> <p>compare how things move on different surfaces</p> <p>notice that some forces need contact between two objects, but magnetic forces can act at a distance</p> <p>observe how magnets attract or repel each other and attract some materials and not others</p> <p>compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials</p> <p>describe magnets as having two poles</p> <p>predict whether two magnets will attract or repel each other, depending on which poles are facing.</p>	<p>En Famille Language (Angels Unit)</p>	<p>Pupils should be taught to:</p> <p>- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>- Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>- Listen with attention to detail and recall sounds with increasing aural memory</p> <p><i>External NY Violin/ Cello lessons</i></p>



	History	Geography	Jigsaw	Computing		P.E.	R.E	Science	French	Music
Global Neighbours	Learn the importance of considering, valuing and treating all people with dignity and respect	<p>Exploring similarities and differences between their lives and the lives of people in various communities around the world.</p> <p>Identifying some ways in which their lives are connected with the lives of people in places across the globe.</p> <p>Encountering relevant voices and stories that aid understanding of poverty and injustice</p>	<p>Learn the importance of considering, valuing and treating all people with dignity and respect.</p> <p>Explain how their lives are connected with people and places across the globe and the effects of local actions and on the wider world.</p>				<p>Exploring similarities and differences between their lives and the lives of people in various communities around the world</p> <p>Identifying some ways in which their lives are connected with the lives of people in places across the globe</p> <p>Exploring 'big questions' about suffering, inequality and justice</p>			
Session 1	An introduction to the Romans	To understand which countries comprise Europe and which bodies of water surround it	<p>Year 2 – Hopes and fears for the years</p> <p>Year 3 – Rights and responsibilities</p> <p>Year 4 – Becoming a class team</p>	<p>Year 2 - Algorithms</p> <p>Year 3 - Flowcharts</p>	Still life pencil sketches	Rugby	'Seeing is Believing' – is it? What do I think about believing in God?	Compare how things move on different surfaces	Il s'appelle/ Elle s'appelle	Introduce violins – how to play



	History	Geography	Jigsaw	Computing		P.E.	R.E	Science	French	Music	
Knowledge and Skills	<p>Investigate and interpret the past</p> <p>Milestone 1</p> <ul style="list-style-type: none"> Observe or handle evidence to ask questions and find answers to questions about the past. Ask questions such as: What was it like for people? What happened? How long ago? <p>Milestone 2</p> <ul style="list-style-type: none"> Use evidence to ask questions and find answers to questions about the past. Suggest suitable sources of evidence for historical enquiries. 	<p>Investigate places</p> <p>Milestone 1</p> <ul style="list-style-type: none"> Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?) <p>Milestone 2</p> <ul style="list-style-type: none"> Ask and answer geographical questions about the physical and human characteristics of a location Use maps, atlases, globes and digital/computer mapping to locate countries and describe features 	<p>Weekly Celebration (All): Help others to feel welcome</p> <p>PSHE (Year 2): I can identify some of my hopes and fears for this year</p> <p>I know how to use my Jigsaw Journal</p> <p>PSHE (Year 3):</p> <p>I can recognise my worth and can identify positive things about myself and my achievements</p> <p>PSHE (Year 4): I know my attitudes and actions make a difference to the class team.</p> <p>I know how to use my Jigsaw journal</p> <p>S/E development (Year 2): I recognise when I feel worried and know who to ask for help</p> <p>S/E development (Year 3): I value myself and know how to make someone else feel welcome and valued</p> <p>S/E development (Year 4): I know how good it feels to be included in a group and understand how it feels to be excluded</p> <p>I try to make people feel welcome and valued.</p>	<p>Pupils understand:</p> <p>Year 2</p> <p>Children can explain that an algorithm is a set of instructions.</p> <p>Children can describe the algorithms they created.</p> <p>Children can explain that for the computer to make something happen, it needs to follow clear instructions.</p> <p>Year 3 and 4</p> <p>Children can read and explain a flowchart</p> <p>Children can use a flowchart to create a computer program.</p> <p>Children can create a computer program that uses click events and timers.</p>	<p>Milestone 1</p> <ul style="list-style-type: none"> Draw lines of different sizes and thickness. Colour (own work) neatly following the lines. Show pattern and texture by adding dots and lines. Show different tones by using coloured pencils. <p>Milestone 2</p> <ul style="list-style-type: none"> Use different hardnesses of pencils to show line, tone and texture. Annotate sketches to explain and elaborate ideas. Sketch lightly (no need to use a rubber to correct mistakes). Use shading to show light and shadow. 		<p>Develop practical skills in order to participate, compete and lead a healthy lifestyle</p> <ul style="list-style-type: none"> Field, defend and attack tactically by anticipating the direction of play. Choose the most appropriate tactics for a game. Uphold the spirit of fair play and respect in all competitive situations. Lead others when called upon and act as a good role model within a team. 	<p>Emerging: Identify different beliefs about God (B1).</p> <p>Expected: Ask questions and suggest some of their own responses to ideas about God (C1).</p> <p>Identify how and say why it makes a difference in people's lives to believe in God (B1).</p> <p>Exceeding: Discuss and present their own ideas about why there are many ideas about God and express their own understanding of God through words, symbols and the arts (C1).</p>	<p>Work scientifically</p> <p>Milestone 1</p> <p>Observe closely, using simple equipment.</p> <p>Perform simple tests.</p> <p>Milestone 2</p> <p>Ask relevant questions.</p> <p>Set up simple, practical enquiries and comparative and fair tests.</p> <p>Make accurate measurements using standard units, using a range of equipment, e.g. thermometers and data loggers.</p>	<p>Speak confidently</p> <p>Milestone 1</p> <ul style="list-style-type: none"> Understand a range of spoken phrases. Understand standard language (sometimes asking for words or phrases to be repeated). <p>Milestone 2</p> <ul style="list-style-type: none"> Understand the main points from spoken passages. Ask others to repeat words or phrases if necessary. 	<p>Perform</p> <ul style="list-style-type: none"> Perform solos or as part of an ensemble. Sing or play expressively and in tune. Perform with controlled breathing (voice) and skillful playing (instrument).
Session 2	Life in Britain before the Romans	Investigate the key European rivers and mountains, sharing findings using the 'jigsaw' learning technique	<p>Year 2 - Rights and Responsibilities</p> <p>Year 3 – Our Nightmare school</p> <p>Year 4 – Being a school citizen</p>	<p>Year 2 - Collision Detection</p> <p>Year 3 and 4 - Using Timers</p>	Still life pencil sketches	Rugby	What do Christians believe about God? God as Love, Father, Light, Creator, Trinity, Listener to Prayers	To be able to compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials	As-tu un frere/ As-tu un soere	Violins	



<p>Knowledge and skills.</p>	<p>Investigate and interpret the past</p> <p>Milestone 1</p> <ul style="list-style-type: none"> Observe or handle evidence to ask questions and find answers to questions about the past. Ask questions such as: What was it like for people? What happened? How long ago? <p>Milestone 2</p> <ul style="list-style-type: none"> Use evidence to ask questions and find answers to questions about the past. Suggest suitable sources of evidence for historical enquiries. 	<p>Investigate places</p> <p>Milestone 1</p> <ul style="list-style-type: none"> Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?) <p>Milestone 2</p> <ul style="list-style-type: none"> Ask and answer geographical questions about the physical and human characteristics of a location Use maps, atlases, globes and digital/computer mapping to locate countries and describe features 	<p>Weekly Celebration (All):</p> <p>Try to make our school community a better place</p> <p>PSHE (Year 2): I understand the rights and responsibilities for being a member of my class and school</p> <p>PSHE (Year 3): I can face new challenges positively, make responsible choices and ask for help when I need it</p> <p>PSHE (Year 4): I understand who is in my school community, the roles they play and how I fit in</p> <p>S/E development (Year 2): I recognise when I feel worried and know who to ask for help</p> <p>S/E development (Year 3): I recognise how it feels to be happy, sad or scared and am able to identify if other people are feeling those emotions</p> <p>S/E development (Year 4): I can take on a role in a group and contribute to the overall outcome</p>	<p>Year 2</p> <ul style="list-style-type: none"> Children can plan an algorithm that includes collision detection. Children can create a program using collision detection. Children read blocks of code and predict what will happen when it is run. <p>Year 3 and 4</p> <ul style="list-style-type: none"> Children can create a program that uses a timer-after command Children can create a program that uses a timer-every command <p>Children understand there can be different ways to solve a problem.</p>	<p>Milestone 1</p> <ul style="list-style-type: none"> Draw lines of different sizes and thickness. Colour (own work) neatly following the lines. Show pattern and texture by adding dots and lines. Show different tones by using coloured pencils. <p>Milestone 2</p> <ul style="list-style-type: none"> Use different hardnesses of pencils to show line, tone and texture. Annotate sketches to explain and elaborate ideas. Sketch lightly (no need to use a rubber to correct mistakes). Use shading to show light and shadow. 	<p>Develop practical skills in order to participate, compete and lead a healthy lifestyle</p> <ul style="list-style-type: none"> Field, defend and attack tactically by anticipating the direction of play. Choose the most appropriate tactics for a game. Uphold the spirit of fair play and respect in all competitive situations. Lead others when called upon and act as a good role model within a team. 	<p>Emerging:</p> <ul style="list-style-type: none"> Identify beliefs about God that are held by Christians (B1). <p>Expected:</p> <ul style="list-style-type: none"> Describe some of the ways in which Christians describe God (A1). Ask questions and suggest some of their own responses to ideas about God (C1). Identify how and say why it makes a difference in people's lives to believe in God (B1). Suggest why having a faith or belief in something can be hard (B2). <p>Exceeding:</p> <ul style="list-style-type: none"> Discuss and present their own ideas about why there are many ideas about God and express their own understanding of God through words, symbols and the arts (C1). 	<p>Understand movement, forces and magnets</p> <p>Milestone 1</p> <ul style="list-style-type: none"> Notice and describe how things move, using simple comparisons such as faster and slower. Compare how different things move. <p>Milestone 2</p> <ul style="list-style-type: none"> Compare how things move on different surfaces. Notice that some forces need contact between two objects, but magnetic forces can act at a distance. <p>Work scientifically</p> <p>Milestone 1</p> <p>Observe closely, using simple equipment.</p> <p>Perform simple tests.</p> <p>Milestone 2</p> <p>Ask relevant questions.</p> <p>Set up simple, practical enquiries and comparative and fair tests.</p> <p>Make accurate measurements using standard units, using a range of equipment, e.g. thermometers and data loggers.</p>	<p>Milestone 1</p> <ul style="list-style-type: none"> Understand a range of spoken phrases. Understand standard language (sometimes asking for words or phrases to be repeated). <p>Milestone 2</p> <ul style="list-style-type: none"> Understand the main points from spoken passages. Ask others to repeat words or phrases if necessary. Demonstrate a growing vocabulary 	<p>Perform</p> <ul style="list-style-type: none"> Perform solos or as part of an ensemble. Sing or play expressively and in tune. Perform with controlled breathing (voice) and skillful playing (instrument).
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	History	Geography	Jigsaw	Computing	Art	P.E.	R.E	Science	French	Music
Session 3	The Roman invasion of Britain	To locate and explore Europe's capital cities.	Year 2: Rewards and Consequences Year 3: Our Dream School Year 4: Rights, responsibility democracy	Year 2 - Using a Timer Year 3 and 4 - Using Repeat	Still life watercolours	Rugby	What do the stories of Moses and the Burning Bush and of Saint Paul's conversion tell us about God in Christianity?	To be able to compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials (continued)	Numbers 1-100	Violins
Knowledge and Skills	<p>Investigate and interpret the past</p> <p>Milestone 1</p> <ul style="list-style-type: none"> Observe or handle evidence to ask questions and find answers to questions about the past. Ask questions such as: What was it like for people? What happened? How long ago? <p>Milestone 2</p> <ul style="list-style-type: none"> Use evidence to ask questions and find answers to questions about the past. Suggest suitable sources of evidence for historical enquiries. 	<p>Investigate places</p> <p>Milestone 1</p> <ul style="list-style-type: none"> Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?) <p>Milestone 2</p> <ul style="list-style-type: none"> Ask and answer geographical questions about the physical and human characteristics of a location Use maps, atlases, globes and digital/computer mapping to locate countries and describe features 	<p>Weekly Celebration (All):</p> <p>Think about everyone's right to learn</p> <p>PSHE (Year 2): I understand the rights and responsibilities for being a member of my class</p> <p>PSHE (Year 3): I understand why rules are needed and how they relate to rights and responsibilities</p> <p>PSHE (Year 4): I can understand how democracy works through the school council</p> <p>S/E development (Year 2): I can help to make my class a safe and fair place</p> <p>S/E development (Year 3): I can empathise with people who are different</p> <p>S/E development (Year 4): I can recognise my contribution to making a Learning Charter for the whole school</p>	<p>Year 2</p> <ul style="list-style-type: none"> Children can create a program that uses a timer-after command. Children can explain what the timer-after command does in their program. Children can predict what will happen in a program that includes a timer-after command. <p>Year 3 and 4</p> <ul style="list-style-type: none"> Children understand how the turtle object moves. Children can use the repeat command with an object. Children can create a computer program that includes use of the repeat command. 	<p>Milestone 1</p> <ul style="list-style-type: none"> Use thick and thin brushes. Mix primary colours to make secondary. Add white to colours to make tints and black to colours to make tones. <p>Milestone 2</p> <ul style="list-style-type: none"> Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. Mix colours effectively. Use watercolour paint to produce washes for backgrounds then add detail. 	<p>Develop practical skills in order to participate, compete and lead a healthy lifestyle</p> <ul style="list-style-type: none"> Field, defend and attack tactically by anticipating the direction of play. Choose the most appropriate tactics for a game. Uphold the spirit of fair play and respect in all competitive situations. Lead others when called upon and act as a good role model within a team. 	<p>Emerging:</p> <ul style="list-style-type: none"> Identify beliefs about God that are held by Christians (B1). Retell and suggest the meanings of stories from sacred texts about people who encountered God (A1). <p>Expected:</p> <ul style="list-style-type: none"> Describe some of the ways in which Christians describe God (A1). Ask questions and suggest some of their own responses to ideas about God (C1). Suggest why having a faith or belief in something can be hard (B2). Identify how and say why it makes a difference in people's lives to believe in God (B1). <p>Exceeding:</p> <ul style="list-style-type: none"> Discuss and present their own ideas about why there are many ideas about God and express their own understanding of God through words, symbols and the arts (C1). 	<p>Understand movement, forces and magnets</p> <p>Milestone 1</p> <ul style="list-style-type: none"> Notice and describe how things move, using simple comparisons such as faster and slower. Compare how different things move. <p>Milestone 2</p> <ul style="list-style-type: none"> Compare how things move on different surfaces. Notice that some forces need contact between two objects, but magnetic forces can act at a distance. <p>Work scientifically</p> <p>Milestone 1</p> <p>Observe closely, using simple equipment.</p> <p>Perform simple tests.</p> <p>Milestone 2</p>	<p>Milestone 1</p> <ul style="list-style-type: none"> Understand a range of spoken phrases. Understand standard language (sometimes asking for words or phrases to be repeated). <p>Milestone 2</p> <ul style="list-style-type: none"> Understand the main points from spoken passages. Ask others to repeat words or phrases if necessary. Demonstrate a growing vocabulary. 	<p>Perform</p> <ul style="list-style-type: none"> Perform solos or as part of an ensemble. Sing or play expressively and in tune. Perform with controlled breathing (voice) and skillful playing (instrument).



Ask relevant questions.

Set up simple, practical enquiries and comparative and fair tests.

Make accurate measurements using standard units, using a range of equipment, e.g. thermometers and data loggers.



	History	Geography	Jigsaw	Computing		P.E.	R.E	Science	French	Music
Session 4	Roman buildings and engineering	Research the weather in a country from each of Europe's climate zones	Year 2 - Rewards and Consequences Year 3 – Year 4 – Rewards and consequences	Year 2 - Different Object Types Year 3 and 4 - Code, Test and Debug	Still life watercolour	Rugby	What do Muslims believe about Allah? (The Arabic word for God is Allah)	To be able to make systematic and careful observations	Mon/ ma/ mes	Violins
Knowledge and skills	<p>Investigate and interpret the past</p> <p>Milestone 1</p> <ul style="list-style-type: none"> Observe or handle evidence to ask questions and find answers to questions about the past. Ask questions such as: What was it like for people? What happened? How long ago? <p>Milestone 2</p> <ul style="list-style-type: none"> Use evidence to ask questions and find answers to questions about the past. Suggest suitable sources of evidence for historical enquiries. 	<p>Investigate places</p> <p>Milestone 1</p> <ul style="list-style-type: none"> Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?) <p>Milestone 2</p> <ul style="list-style-type: none"> Ask and answer geographical questions about the physical and human characteristics of a location Use maps, atlases, globes and digital/computer mapping to locate countries and describe features 	<p>Weekly Celebration (All):</p> <p>Care about other people's feeling</p> <p>PSHE (Year 2): I can listen to other people and contribute my own ideas about rewards and consequences</p> <p>PSHE (Year 3): I understand that different perceptions about what</p> <p>PSHE (Year 4): I understand that my actions affect myself and others, I care about other people's feelings and try to empathise with them</p> <p>S/E development (Year 2): I can help make my class a safe and fair place</p> <p>S/E development (Year 3): I can empathise with people who are different</p> <p>S/E development (Year 4): I understand how rewards and consequences motivate people's behaviour</p>	<p>Year 2 -</p> <ul style="list-style-type: none"> Children can create a computer program that includes different object types. Children can modify the properties of an object. Children can use different events in their program to make objects move <p>Year 3 and 4</p> <ul style="list-style-type: none"> Children can create computer programs using prior knowledge. Children can run, test and debug their programs. Children can consider nesting when debugging their programs. 	<p>Milestone 1</p> <ul style="list-style-type: none"> Use thick and thin brushes. Mix primary colours to make secondary. Add white to colours to make tints and black Use colours to make tones. <p>Milestone 2</p> <ul style="list-style-type: none"> Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. Mix colours effectively. Use watercolour paint to produce washes for backgrounds then add detail. 	<p>Develop practical skills in order to participate, compete and lead a healthy lifestyle</p> <ul style="list-style-type: none"> Field, defend and attack tactically by anticipating the direction of play. Choose the most appropriate tactics for a game. Uphold the spirit of fair play and respect in all competitive situations. Lead others when called upon and act as a good role model within a team. 	<p>Emerging:</p> <ul style="list-style-type: none"> Identify beliefs about God that are held by Christians, Hindus and/or Muslims (B1). Retell and suggest the meanings of stories from sacred texts about people who encountered God (A1). <p>Expected:</p> <ul style="list-style-type: none"> Describe some of the ways in which Muslims describe God (A1). Ask questions and suggest some of their own responses to ideas about God (C1). Suggest why having a faith or belief in something can be hard (B2). Identify how and say why it makes a difference in people's lives to believe in God (B1). <p>Exceeding:</p> <ul style="list-style-type: none"> Discuss and present their own ideas about why there are many ideas about God and express their own understanding of God through words, symbols and the arts (C1). 	<p>Understand movement, forces and magnets</p> <p>Milestone 1</p> <ul style="list-style-type: none"> Notice and describe how things move, using simple comparisons such as faster and slower. Compare how different things move. <p>Milestone 2</p> <ul style="list-style-type: none"> Compare how things move on different surfaces. Notice that some forces need contact between two objects, but magnetic forces can act at a distance. <p>Work scientifically</p> <p>Milestone 1</p> <p>Observe closely, using simple equipment.</p> <p>Perform simple tests.</p> <p>Milestone 2</p> <p>Ask relevant questions.</p>	<p>Milestone 1</p> <ul style="list-style-type: none"> Understand a range of spoken phrases. Understand standard language (sometimes asking for words or phrases to be repeated). <p>Milestone 2</p> <ul style="list-style-type: none"> Understand the main points from spoken passages. Ask others to repeat words or phrases if necessary. Demonstrate a growing vocabulary. 	<p>Perform</p> <ul style="list-style-type: none"> Perform solos or as part of an ensemble. Sing or play expressively and in tune. Perform with controlled breathing (voice) and skillful playing (instrument).



	History	Geography	Jigsaw	Computing		P.E.	R.E	Science	French	Music
								<p>Set up simple, practical enquiries and comparative and fair tests.</p> <p>Make accurate measurements using standard units, using a range of equipment, e.g. thermometers and data loggers.</p>		
Session 5	The Roman legacy	Design, build and finish a model to represent the human and/ or physical features of one European location.	<p>Year 2 – Our Learning Charter</p> <p>Year 3– Celebrating Differences</p> <p>Year 4 – Our Learning Charter</p>	<p>Year 2 - Buttons</p> <p>Year 3 and 4 - Design and Make an Interactive Scene</p>	Session 4 continued	Rugby	What do Muslims believe about the Holy Quran, Allah's gift to humanity?	To be able to notice that some forces need contact between two objects, but magnetic forces can act as a distance	Recap of unit	Violins



<p>Knowledge and Skills</p>	<p>Investigate and interpret the past</p> <p>Milestone 1</p> <ul style="list-style-type: none"> Observe or handle evidence to ask questions and find answers to questions about the past. Ask questions such as: What was it like for people? What happened? How long ago? <p>Milestone 2</p> <ul style="list-style-type: none"> Use evidence to ask questions and find answers to questions about the past. Suggest suitable sources of evidence for historical enquiries. 	<p>Investigate places</p> <p>Milestone 1</p> <ul style="list-style-type: none"> Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?) <p>Milestone 2</p> <ul style="list-style-type: none"> Ask and answer geographical questions about the physical and human characteristics of a location Use maps, atlases, globes and digital/computer mapping to locate countries and describe features 	<p>Weekly Celebration (All):</p> <p>Work well with others</p> <p>PSHE (Year 2): I understand how following the Learning Charter will help me and others learn</p> <p>PSHE (Year 3): I understand that there are different perceptions about what no</p> <p>PSHE (Year 4): I understand how groups come together to make decisions</p> <p>S/E development (Year 2): I can work cooperatively</p> <p>S/E development (Year 3): I can empathise with people who are different</p> <p>S/E development (Year 4): I can take on a role in a group and contribute to the overall outcome</p>	<p>Year 2</p> <ul style="list-style-type: none"> Children can create a computer program that includes a button object. Children can explain what a button does in their program. Children can modify the properties of a button to fit their program design. <p>Year 3 and 4</p> <ul style="list-style-type: none"> Children can use the properties table to set the properties of objects. Children can plan their scene and code before they create their program. Children can confidently make several different things happen in a program. 	<p>Year 4 continued</p>	<p>Develop practical skills in order to participate, compete and lead a healthy lifestyle</p> <ul style="list-style-type: none"> Field, defend and attack tactically by anticipating the direction of play. Choose the most appropriate tactics for a game. Uphold the spirit of fair play and respect in all competitive situations. Lead others when called upon and act as a good role model within a team. 	<p>Emerging:</p> <ul style="list-style-type: none"> Identify beliefs about God that are held by Christians, Hindus and/or Muslims (B1). <ul style="list-style-type: none"> Retell and suggest the meanings of stories from sacred texts about people who encountered God (A1). <p>Expected:</p> <ul style="list-style-type: none"> Describe some of the ways in which Muslims describe God (A1). Ask questions and suggest some of their own responses to ideas about God (C1). Suggest why having a faith or belief in something can be hard (B2). Identify how and say why it makes a difference in people's lives to believe in God (B1). <p>Exceeding:</p> <ul style="list-style-type: none"> Discuss and present their own ideas about why there are many ideas about God and express their own understanding of God through words, symbols and the arts (C1). 	<p>Understand movement, forces and magnets</p> <p>Milestone 1</p> <ul style="list-style-type: none"> Notice and describe how things move, using simple comparisons such as faster and slower. Compare how different things move. <p>Milestone 2</p> <ul style="list-style-type: none"> Compare how things move on different surfaces. Notice that some forces need contact between two objects, but magnetic forces can act at a distance. Observe how magnets attract or repel each other and attract some materials and not others. Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials. <p>Work scientifically</p> <p>Milestone 1</p> <p>Observe closely, using simple equipment.</p> <p>Perform simple tests.</p> <p>Milestone 2</p>	<p>Milestone 1</p> <ul style="list-style-type: none"> Understand a range of spoken phrases. Understand standard language (sometimes asking for words or phrases to be repeated). <p>Milestone 2</p> <ul style="list-style-type: none"> Understand the main points from spoken passages. Ask others to repeat words or phrases if necessary. <p>Demonstrate a growing vocabulary.</p>	<p>Perform</p> <ul style="list-style-type: none"> Perform solos or as part of an ensemble. Sing or play expressively and in tune. Perform with controlled breathing (voice) and skillful playing (instrument).
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	History	Geography	Jigsaw	Computing		P.E.	R.E	Science	French	Music
								<p>Ask relevant questions.</p> <p>Set up simple, practical enquiries and comparative and fair tests.</p> <p>Make accurate measurements using standard units, using a range of equipment, e.g. thermometers and data loggers.</p>		
Session 6	Create a non-chronological report combining all of the information from the topic	Create a presentation combining all of the information from the topic	<p>Year 2 – Owing our learning charter</p> <p>Year 3 – Owing our learning charter</p> <p>Year 4 – Owing our learning charter</p>	<p>Year 2 'Smelly Code' Debugging</p> <p>Year 3 and 4 Session 5 continued</p>	Session 5 continued	Rugby	How do Hindu people show what they believe about gods and goddesses?	To be able to describe magnets as having two poles	Create written piece to conclude unit	Violins
Knowledge and Skills	<p>Communicate historically</p> <p>Milestone 1</p> <ul style="list-style-type: none"> Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. <p>Milestone 2</p> <ul style="list-style-type: none"> Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> dates time period era change 	<p>Investigate places</p> <p>Milestone 1 Investigate places</p> <p>Milestone 1</p> <ul style="list-style-type: none"> Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?) <p>Milestone 2</p> <ul style="list-style-type: none"> Ask and answer geographical questions about the physical and human characteristics of a location Use maps, atlases, globes and digital/computer mapping to locate countries and describe features 	<p>Weekly Celebration (All): Help others to feel welcome</p> <p>PSHE (Year 2): I can recognise the choices I make and understand the consequences</p> <p>PSHE (Year 3): I understand that different perceptions about what is good and bad can affect our choices</p> <p>PSHE (Year 4): I understand how a democracy and having a voice benefits the school community</p> <p>S/E development (Year 2): I am choosing to follow the learning charter</p> <p>S/E development (Year 3): I can empathise with people who are different</p> <p>S/E development (Year 4): I understand why our school community benefits from a Learning Charter and can help others follow it</p>	<p>Year 2 -</p> <ul style="list-style-type: none"> Children can explain what debug (debugging) means. Children can use a design document to start debugging a program. Children can debug simple programs. <p>Year 3 and 4 – Session 5 continued</p>	Session 5 continued	<p>Develop practical skills in order to participate, compete and lead a healthy lifestyle</p> <ul style="list-style-type: none"> Field, defend and attack tactically by anticipating the direction of play. Choose the most appropriate tactics for a game. Uphold the spirit of fair play and respect in all competitive situations. Lead others when called upon and act as a good role model within a team. 	<p>Emerging: • Identify beliefs about God that are held by Hindus (B1).</p> <p>Expected:</p> <ul style="list-style-type: none"> Describe some of the ways in which Hindus describe God (A1). Ask questions and suggest some of their own responses to ideas about God (C1). Identify how and say why it makes a difference in people's lives to believe in God (B1). <p>Exceeding:</p> <ul style="list-style-type: none"> Discuss and present their own ideas about why there are many ideas about God and express their own understanding of God through words, symbols and the arts (C1). 	<p>Understand movement, forces and magnets</p> <p>Milestone 1</p> <ul style="list-style-type: none"> Notice and describe how things move, using simple comparisons such as faster and slower. Compare how different things move. <p>Milestone 2</p> <ul style="list-style-type: none"> Compare how things move on different surfaces. Notice that some forces need contact between two objects, but magnetic forces can act at a distance. Observe how magnets attract or repel each other and attract some 	<p>Milestone 1</p> <ul style="list-style-type: none"> Understand a range of spoken phrases. Understand standard language (sometimes asking for words or phrases to be repeated). <p>Milestone 2</p> <ul style="list-style-type: none"> Understand the main points from spoken passages. Ask others to repeat words or phrases if necessary. Demonstrate a growing vocabulary. 	<p>Perform</p> <ul style="list-style-type: none"> Perform solos or as part of an ensemble. Sing or play expressively and in tune. Perform with controlled breathing (voice) and skillful playing (instrument).



	History	Geography	Jigsaw	Computing	P.E.	R.E	Science	French	Music
	<ul style="list-style-type: none">• chronology.• Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.						<p>materials and not others.</p> <ul style="list-style-type: none">• Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials.• Describe magnets as having two poles.• Predict whether two magnets will attract or repel each other, depending on which poles are facing. <p>Work scientifically</p> <p>Milestone 1</p> <p>Observe closely, using simple equipment.</p> <p>Perform simple tests.</p> <p>Milestone 2</p> <p>Ask relevant questions.</p> <p>Set up simple, practical enquiries and comparative and fair tests.</p> <p>Make accurate measurements using standard units, using a range of equipment, e.g. thermometers and data loggers.</p>		

