



Class 2 Medium Term Planning – Spring Term 2021-2022

	History	Geography	Jigsaw	Computing	Art/D.T.	P.E.	R.E	Science	French
<p>National Curriculum Links Learn more, know more, remember more</p>	<p>Pupils should be taught about:</p> <p>events beyond living memory that are significant nationally or globally</p> <p>India and the impact of the British Empire</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 – Dreams and Goals</p> <p>Puzzle outcome: Help me fit together the six pieces of learning about my dreams and goals to create Our Garden of Dreams and Goals</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 2.8 What does it mean to be a Hindu in Britain today?</p>	<p>Pupils should be taught to:</p> <p>Year 2: Pupils should be taught to:</p> <ul style="list-style-type: none"> - notice that animals, including humans, have offspring which grow into adults - find out about and describe the basic needs of animals, including humans, for survival (water, food and air) - describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. <p>Year 3 identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</p> <ul style="list-style-type: none"> - identify that humans and some other animals have skeletons and muscles for support, protection and movement. <p>Year 4 describe the simple functions of the basic parts of the digestive system in humans</p> <ul style="list-style-type: none"> - identify the different types of teeth in humans and their simple functions - construct and interpret a variety of food chains, identifying producers, predators and prey. 	<p>En Famille Language (Angels Unit)</p>



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 India, investigate key points on a time line and link with other historical events	<p>To understand which countries comprise continents – deeping previous learning based on Europe.</p> <p>Whole global context.</p>	<p>Year 2 – Goals to Success</p> <p>Year 3 – Dreams and Goals</p> <p>Year 4 – Hopes and Dreams</p>	<p>Year 2 - Algorithms</p> <p>Year 3 - Flowcharts</p>	Sketches to be developed into collages	Netball	'How do Hindus show their faith? Faith in what?	<p>Year 2: To know that animals have offspring that grow into adults To be able to use observations to suggest answers to questions To be able to record data (flow diagram)</p> <p>Year 3 To know that animals cannot make their own food To be able to record using drawings</p> <p>Year 4 Identify the different types of teeth in humans and their simple functions To be able to identify the correct type of enquiry to answer a question To be able to set up a simple test</p>	Il s'appelle/ Elle s'appelle



<p>Knowledge and Skills</p>	<p>Knowledge: Understand where India is in context and the historical background</p> <p>Skills:</p> <p>Yr 2: To be able to order key events on a timeline</p> <p>Use words such as: a long time ago, recently, decades, centuries</p> <p>Yrs 3 and 4:</p> <p>To understand BC/ AD and the time of the birth of Jesus.</p> <p>Ask questions about the past</p> <p>Use timelines to order events</p> <p>Use documents, printed sources, internet, pictures, photographs and other sources as evidence about the past.</p>	<p>Knowledge: Understand where India is in context. To recall the continents, seas and oceans and compass points</p> <p>Skills:</p> <p>Year 2:</p> <p>Use compass directions (N, S, E, W)</p> <p>Name and locate the world's seven continents and five oceans</p> <p>Use fieldwork skills – use globes and maps</p> <p>Years 3 and 4:</p> <p>Locate the world's countries using maps to focus on Europe##Use maps, atlases, globes and computer mapping to locate countries and describe features studied</p> <p>Use the eight compass points to build their knowledge of the wider world</p>	<p>Weekly Celebration (All):</p> <p>Stay motivated when doing something challenging</p> <p>PSHE (Year 2): I can choose a realistic goal and think about how to achieve it</p> <p>PSHE (Year 3):</p> <p>I can tell you about a person who has faced difficult challenges and achieved success</p> <p>PSHE (Year 4): I can tell you about some of my hopes and dreams</p> <p>S/E development (Year 2): can tell you things I have achieved and say how that makes me feel</p> <p>S/E development (Year 3): I respect and admire people who overcome obstacles and achieve their dreams and goals (e.g. through disability)</p> <p>S/E development (Year 4): I know how it feels to have hopes and dreams</p>	<p>Knowledge: To understand and predicts the outcomes of a set of instructions</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>Knowledge: To be able to use drawing to develop their ideas, experiences and imagination</p> <p>Skills:</p> <p>Year 2: Invent lines and shapes in drawings</p> <p>Investigate tones by drawing light/ dark lines</p> <p>Years 3 and 4:</p> <p>Draw for a sustained period of time</p> <p>Experiment with marks and lines with a range of implements</p>	<p>Knowledge: To master basic movements such as running, throwing and catching</p> <p>Skills:</p> <p>Year 2:</p> <p>Can copy and remember actions</p> <p>Can repeat and explore actions with control and coordination</p> <p>Years 3 and 4:</p> <p>Select and use the most appropriate skills, actions or ideas</p> <p>Move and use actions with coordination and control</p>	<p>Emerging Identify and name examples of what Hindus have and do at mandir to show their faith (A3). Ask good questions about what Hindus do to show their faith (B1).</p> <p>Expected Describe some examples of what Hindus do to show their faith, Describe some ways in which Hindus express their faith through puja, aarti and bhajans (A2).</p> <p>Exceeding Explain similarities and differences between Hindu worship and worship in another religious tradition pupils have been taught (B3).</p>	<p>Knowledge: To know how animals develop through their life cycle</p> <p>The need for good nutrition</p> <p>Skills</p> <p>Year 2:</p> <p>Begin to notice patterns and relationships</p> <p>Years 3 and 4</p> <p>Ask relevant questions.</p> <p>Set up simple, practical enquiries and comparative and fair tests.</p> <p>Gather, record and classify data</p>	<p>Knowledge: To be able to say 'his/ her name is'</p> <p>Skills:</p> <p>Year 2:</p> <p>To say and or repeat a few words and simple phrases</p> <p>Understand teacher's instructions</p> <p>Years 3 and 4:</p> <p>To say and or repeat a few words and simple phrases</p> <p>Understand teacher's instructions</p> <p>Respond to a clear model of language</p>
<p>Session 2</p>	<p>Life in India – then and now</p> <p>Link to RE unit and faith and belief</p>	<p>Investigate the key geographical features of India</p>	<p>Year 2 - My Learning Strengths</p> <p>Year 3 – My Dreams and Ambitions</p> <p>Year 4 – Broken Dreams</p>	<p>Year 2 - Collision Detection</p> <p>Year 3 and 4 - Using Timers</p>	<p>Session 1 Continued</p>	<p>Netball</p>	<p>A Hindu life; what is important?</p>	<p>Year 2 To know that animals have offspring that grow into adults To be able to observe using simple equipment To know that human offspring grow into adults To be able to record data (flow diagram)</p> <p>Year 3 To know that animals, including humans, need the right amounts and types of food To be able to report on findings from enquiries</p>	<p>As-tu un frere/ As-tu un soere</p>



								Year 4 To be able to describe the simple functions of the basic part of the digestive system in humans	
Knowledge and skills.	<p>Knowledge: Understand how India has evolved over time – link to RE and also make connections to British Empire</p> <p>Yr 2:</p> <p>To be able to order key events on a timeline</p> <p>Use words such as: a long time ago, recently, decades, centuries</p> <p>Yrs 3 and 4:</p> <p>To understand BC/ AD and the time of the birth of Jesus.</p> <p>Use timelines to order events</p> <p>Place historical events in chronological order</p> <p>Ask questions about the past</p> <p>Use documents, printed sources, internet, pictures, photographs and other sources as evidence about the past</p>	<p>Knowledge: Understand where India is in context. To recall the continents, seas and oceans and compass points</p> <p>Skills:</p> <p>Year 2:</p> <p>Use compass directions (N, S, E, W)</p> <p>Name and locate the world's seven continents and five oceans</p> <p>Years 3 and 4:</p> <p>Use fieldwork skills – use globes and maps to focus on Europe##Use maps, atlases, globes and computer mapping to locate countries and describe features studied</p> <p>Use the eight compass points to build their knowledge of the wider world</p>	<p>Weekly Celebration (All):</p> <p>Keep trying even when it is difficult</p> <p>PSHE (Year 2): I carry on trying (persevering) even when I find things difficult</p> <p>PSHE (Year 3): I can identify a dream/ambition that is important to me</p> <p>PSHE (Year 4): I understand that sometimes hopes and dreams do not come true and that this can hurt</p> <p>S/E development (Year 2):</p> <p>I can tell you some of my strengths as a learner</p> <p>S/E development (Year 3): I can imagine how I will feel when I achieve my dream/ambition</p> <p>S/E development (Year 4): I know how disappointment feels and can identify when I have felt that way</p>	<p>Knowledge: To be able to test and amend a set of instructions, evaluating the success of the 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>Knowledge: To be able to use drawing to develop their ideas, experiences and imagination</p> <p>Skills:</p> <p>Year 2:</p> <p>Invent lines and shapes in drawings</p> <p>Investigate tones by drawing light/ dark lines</p> <p>Years 3 and 4:</p> <p>Draw for a sustained period of time</p> <p>Experiment with marks and lines with a range of implements</p>	<p>Knowledge: To master basic movements such as running, throwing and catching</p> <p>Skills:</p> <p>Year 2:</p> <p>Can copy and remember actions</p> <p>Can repeat and explore actions with control and coordination</p> <p>Years 3 and 4:</p> <p>Select and use the most appropriate skills, actions or ideas</p> <p>Move and use actions with coordination and control</p>	<p>Emerging Identify and name examples of what Hindus have and do in their families to show their faith (A3). Ask good questions about what Hindus do to show their faith (B1).</p> <p>Expected Make connections with some Hindu beliefs and teachings about aims and duties in life (A1).</p> <p>Exceeding Explain similarities and differences between Hindu worship and worship in another religious tradition pupils have been taught (B3)</p>	<p>Knowledge: To gather and record information gathered</p> <p>Skills:</p> <p>Year 2:</p> <ul style="list-style-type: none"> Notice and describe patterns in life cycles <p>Year 3 and 4</p> <p>Ask relevant questions.</p> <p>Set up simple, practical enquiries and comparative and fair tests.</p> <p>Make systematic and careful observations and recordings</p>	<p>Knowledge: To be able to discuss how many brothers and sisters they have and link to previous – what is their name</p> <p>Skills:</p> <p>Year 2:</p> <p>To say and or repeat a few words and simple phrases</p> <p>Understand teacher's instructions</p> <p>Years 3 and 4:</p> <p>To say and or repeat a few words and simple phrases</p> <p>Understand teacher's instructions</p> <p>Respond to a clear model of language</p> <p>To discuss brothers and sisters</p>
Session 3	Timeline of key events and people in Indian history – people of significance	To locate and explore key countries, cities in a global context	<p>Year 2:</p> <p>Learning with Others</p> <p>Year 3:</p> <p>New Challenge</p> <p>Puzzle Outcome: Garden design/decoration</p> <p>Year 4:</p> <p>Overcoming Disappointment</p>	<p>Year 2 - Using a Timer</p> <p>Year 3 and 4 - Using Repeat</p>	Draft the design for the collage using their initial sketches	Rugby	<p>Why is Mahatma Gandhi a Hindu Hero?</p>	<p>Year 2::</p> <p>To be able to find out and ask about and describe the basic needs of animals, including humans for survival</p> <p>Year 3</p> <p>To know that humans and some animals have skeletons and muscles for support, protection and movement</p>	Numbers 1-100



								<p>To be able to set up a comparative test To be able to record data in a table</p> <p>Year 4 To be able to describe the simple functions of the basic part of the digestive system in humans</p>	
<p>Knowledge and Skills</p>	<p>Knowledge: Understand the impact that the Roman Empire had on Britain and why the Roman empire invaded other countries</p> <p>Yr 2:</p> <p>To be able to order key events on a timeline</p> <p>Use words such as: a long time ago, recently, decades, centuries</p> <p>Yrs 3 And 4:</p> <p>To understand BC/ AD and the time of the birth of Jesus.</p> <p>Use timelines to order events</p> <p>Place historical events in chronological order</p> <p>Ask questions about the past</p> <p>Use documents, printed sources, internet, pictures, photographs and other sources as evidence about the past</p>	<p>Knowledge: To deepen the understanding of the world - where countries are in relation to one another and identify links to the Roman empire growth.</p> <p>Skills:</p> <p>Year 2:</p> <p>Use compass directions (N, S, E, W)</p> <p>Name and locate the world's seven continents and five oceans</p> <p>Use fieldwork skills – use globes and maps</p> <p>Years 3 and 4:</p> <p>Locate the world's countries using maps to focus on Europe</p> <p>Use maps, atlases, globes and computer mapping to locate countries and describe features studied</p> <p>Use the eight compass points to build their knowledge of the wider world</p>	<p>Weekly Celebration (All):</p> <p>Work well with a partner or in a group</p> <p>PSHE (Year 2) I can recognise who I work well with and who it is more difficult for me to work with</p> <p>PSHE (Year 3): enjoy facing new learning challenges and working out the best ways for me to achieve them</p> <p>PSHE (Year 4): know that reflecting on positive and happy experiences can help me to counteract disappointment</p> <p>S/E development (Year 2):</p> <p>can tell you how working with other people helps me learn</p> <p>S/E development (Year 3): can break down a goal into a number of steps and know how others could help me to achieve it</p> <p>S/E development (Year 4): know how to cope with disappointment and how to help others cope with theirs</p>	<p>Knowledge: To be able to predict what the outcomes of a simple programme will be</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 timerafter 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>Knowledge: To be able to develop and share their ideas, try things out and makes changes in the design process</p> <p>Year 2: Create images from a variety of media such as photocopies, fabric, crepe paper and magazines</p> <p>Years 3 and 4: Experiment with a range of techniques such as tearing, overlapping and layering to create images and represent textures</p>	<p>Knowledge: To master basic movements such as running, throwing and catching</p> <p>Skills:</p> <p>Year 2:</p> <p>Can copy and remember actions</p> <p>Can repeat and explore actions with control and coordination</p> <p>Years 3 and 4:</p> <p>Select and use the most appropriate skills, actions or ideas</p> <p>Move and use actions with coordination and control</p>	<p>Expected Make connections with some Hindu beliefs and teachings about aims and duties in life (A1). Discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others (C2). Exceeding Discuss and present ideas about what it means to be a Hindu in Britain today, making links with their own experiences (C1).</p>	<p>Knowledge: Development of Session 2</p>	<p>Knowledge: To be able to count from 1 to 100</p> <p>Skills:</p> <p>Skills:</p> <p>Year 2:</p> <p>To say and or repeat a few words and simple phrases</p> <p>Understand teacher's instructions</p> <p>Years 3 and 4:</p> <p>To say and or repeat a few words and simple phrases</p> <p>Understand teacher's instructions</p> <p>Respond to a clear model of language</p>



Session 4	Indian architecture and buildings of significance – link to art/ DT	Research the weather in a country from a range of global countries – develop understanding of biomes etc.	<p>Year 2 -</p> <p>Group Challenge</p> <p>Puzzle Outcome: Dream Bird</p> <p>Year 3 -</p> <p>Our New Challenge</p> <p>Puzzle Outcome: Garden design/decoration</p> <p>Year 4 –</p> <p>Creating New Dreams</p>	Year 2 - Different Object Types	Session 3 Continued	Rugby	What is it like to be a Hindu in Britain today?	<p>Year 2</p> <p>To know the importance for humans of eating the right amount of different types of food</p> <p>Year 3</p> <p>To be able to identify the correct type of enquiry to answer a question</p> <p>To be able to record data in a scattergraph</p> <p>Year 4</p> <p>To be able to describe the simple functions of the basic part of the digestive system in humans</p> <p>To be able to record findings using diagrams</p> <p>To be able to use written explanations to report on findings from an enquiry</p>	Mon/ ma/ mes
Knowledge and skills	<p>Knowledge: to understand the development of Indian art and architecture</p> <p>Knowledge: Understand the impact that the British Empire had on India</p> <p>Yr 2:</p> <p>To be able to order key events on a timeline</p> <p>Use words such as: a long time ago, recently, decades, centuries</p> <p>Use dates where appropriate</p> <p>Yrs 3 And 4:</p> <p>To understand BC/ AD and the time of the birth of Jesus.</p>	<p>Knowledge: To understand the geographical relationship between countries within a global context.</p> <p>Use vocabulary such as northern/ southern hemisphere, equator, tropic of Cancer/ Capricorn</p> <p>Skills:</p> <p>Year 2:</p> <p>Use compass directions (N, S, E, W)</p> <p>Name and locate the world's seven continents and five oceans</p> <p>Use fieldwork skills – use globes and maps</p> <p>Years 3 and 4:</p>	<p>Weekly Celebration (All):</p> <p>Have a positive attitude</p> <p>PSHE (Year 2): can work well in a group</p> <p>PSHE (Year 3): I am motivated and enthusiastic about achieving our new challenge what they do</p> <p>PSHE (Year 4): know how to make a new plan and set new goals even if I have been disappointed</p> <p>S/E development (Year 2): I can work with others in a group to solve problems</p> <p>S/E development (Year 3): I know that I am responsible for my own learning and can use my strengths as a learner to achieve the challenge</p>	<p>Knowledge: To understand the impact of variables on a programme</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>Knowledge: To be able to develop and share their ideas, try things out and makes changes in the design process</p> <p>Year 2: Create images from a variety of media such as photocopies, fabric, crepe paper and magazines</p> <p>Years 3 and 4: Experiment with a range of techniques such as tearing, overlapping and layering to create images and represent textures</p>	<p>Knowledge: To master basic movements such as running, throwing and catching</p> <p>Skills:</p> <p>Year 2:</p> <p>Can copy and remember actions</p> <p>Can repeat and explore actions with control and coordination</p> <p>Years 3 and 4:</p> <p>Select and use the most appropriate skills, actions or ideas</p> <p>Move and use actions with coordination and control</p>	<p>Expected Suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes (B2).</p> <p>Exceeding Discuss and present ideas about what it means to be a Hindu in Britain today, making links with their own experiences (C1).</p>	<p>Knowledge: To understand what a balanced diet is and how to measure each food group amount</p> <p>Skills:</p> <p>Year 2</p> <ul style="list-style-type: none"> Gather, record and communicate data findings to answer questions. <p>Years 3 and 4</p> <p>Observe closely, using simple equipment.</p> <p>Perform simple tests.</p> <p>Set up simple, practical enquiries</p>	<p>Knowledge: To understand the possessive phrase and the different forms</p> <p>Skills:</p> <p>Year 2:</p> <p>To say and or repeat a few words and simple phrases</p> <p>Understand teacher's instructions</p> <p>Years 3 and 4:</p> <p>To say and or repeat a few words and simple phrases</p>



	<p>Use timelines to order events</p> <p>Place historical events in chronological order</p> <p>Ask questions about the past</p> <p>Use documents, printed sources, internet, pictures, photographs and other sources as evidence about the past</p>	<p>Locate the world's countries using maps to focus on Europe</p> <p>Use maps, atlases, globes and computer mapping to locate countries and describe features studied</p> <p>Use the eight compass points to build their knowledge of the wider world</p>	<p>S/E development (Year 4): I know what it means to be resilient and to have a positive attitude</p>					<p>and comparative and fair tests.</p>	<p>Understand teacher's instructions</p> <p>Respond to a clear model of language</p>
Session 5	Collate information about India	Design, build and finish a model to represent the human and/ or physical features of India	<p>Year 2 – Continuing Our Group Challenge</p> <p>Year 3– Our New Challenge - Overcoming Obstacles</p> <p>Puzzle Outcome: Garden design/decoration</p> <p>Year 4 – Achieving Goals</p> <p>Puzzle Outcome: Potato People</p>	<p>Year 2 - Buttons</p> <p>Year 3 and 4 - Design and Make an Interactive Scene</p>	Session 4 continued	Rugby		<p>Year 2 To know the importance for humans of exercise To be able to record data (table) To be able to perform a simple test</p> <p>Year 4 To be able to construct and interpret a range of food chains, identifying producers, predators and prey To be able to use evidence to support findings</p>	Recap of unit
Knowledge and Skills	<p>Knowledge: As previous</p> <p>Yr 2:</p> <p>To be able to order key events on a timeline</p> <p>Use words such as: a long time ago, recently, decades, centuries</p> <p>Use dates where appropriate</p> <p>Yrs 3 and 4:</p> <p>To understand BC/ AD and the time of the birth of Jesus.</p>	<p>Knowledge: To understand the key geographical features of India.</p> <p>Skills:</p> <p>Year 2: Communicate in different ways – pictures and models</p> <p>Understand geographical similarities and differences through the study of places linked to other topic areas – Italy/ Romans</p> <p>Years 3 and 4:</p> <p>Understand physical geography including</p>	<p>Weekly Celebration (All):</p> <p>Help others to achieve their goals</p> <p>PSHE (Year 2): I can tell you some ways I work well with my group</p> <p>PSHE (Year 3) I can recognise obstacles which might hinder my achievement and can take steps to overcome them</p> <p>PSHE (Year 4): I know how to work out the steps to take to achieve a goal, and can do this successfully as part of a group</p> <p>S/E development (Year 2):</p>	<p>Knowledge: To be able to begin to write more complex programmes</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 	<p>Knowledge: To be able to develop and share their ideas, try things out and makes changes in the design process</p> <p>Year 2: Create images from a variety of media such as photocopies, fabric, crepe paper and magazines</p> <p>Years 3 and 4:</p> <p>Experiment with a range of techniques such as tearing, overlapping and layering to create</p>	<p>Knowledge: To master basic movements such as running, throwing and catching</p> <p>Skills:</p> <p>Year 2:</p> <p>Can copy and remember actions</p> <p>Can repeat and explore actions with control and coordination</p> <p>Years 3 and 4:</p>		<p>Knowledge: To evaluate the outcomes of the experiments using terminology such as variables, constants, predictions and results</p> <p>Skills:</p> <p>Year 2:</p> <ul style="list-style-type: none"> To record and evaluate outcomes from a test <p>Years 3 and 4</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



	<p>Use timelines to order events</p> <p>Place historical events in chronological order</p> <p>Ask questions about the past</p> <p>Use documents, printed sources, internet, pictures, photographs and other sources as evidence about the past</p>	<p>climate zones, biomes, vegetation belts, mountains and volcanoes</p>	<p>can tell you how I felt about working in my group</p> <p>S/E development (Year 3): I can manage the feelings of frustration that may arise when obstacles occur</p> <p>S/E development (Year 4): I can enjoy being part of a group challenge</p>	<p>they create their program.</p> <ul style="list-style-type: none"> Children can confidently make several different things happen in a program. 	<p>Draw and represent textures</p>	<p>Select and use the most appropriate skills, actions or ideas</p> <p>Move and use actions with coordination and control</p>	<p>Observe closely, using simple equipment.</p> <p>Perform simple tests.</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>phrases if necessary.</p> <p>• Demonstrate a growing vocabulary</p>
Session 6	<p>Create a non-chronological report combining all of the information from the topic</p>	<p>Create a presentation combining all of the information from the topic</p>	<p>Year 2 – Celebrating Our Achievement</p> <p>Year 3 – Celebrating My Learning</p> <p>Year 4 – We Did It!</p>	<p>Year 2 'Smelly Code' Debugging</p> <p>Year 3 and 4 Session 5 continued</p>	<p>Evaluate the outcome of the design process – what went well? What changes did they make? How successful was the outcome?</p>	Rugby	<p>Year 2 To know the importance to humans of hygiene To be able to record data (tally chart)</p>	<p>Create written piece to conclude unit</p>
Knowledge and Skills	<p>Knowledge: To use evidence to describe record key information covered in this unit</p> <p>Skills:</p> <p>Year 2:</p> <p>Communicate ideas about events from the past in speaking, writing, drawing and role play</p> <p>Years 3 and 4:</p> <p>Communicate ideas about the past using different genres of writing, drawing, diagrams, drama role-play and using ICT</p>	<p>Knowledge: To combine all previous knowledge to be able to write a report creating links between modern day Italy and the Roman Empire.</p> <p>Year 2: To communicate in different ways including through numerical and quantitative skills, maps and pictures</p> <p>Years 3 and 4: Express their own views about people and places</p>	<p>Weekly Celebration (All):</p> <p>Are working hard to achieve their own dreams and goals</p> <p>PSHE (Year 2):</p> <p>I know how to share success with other people</p> <p>PSHE (Year 3): I can evaluate my own learning process and identify how it can be better next time</p> <p>PSHE (Year 4) I can identify the contributions made by myself and others to the group's achievement</p> <p>S/E development (Year 2): I can tell you how being part of a successful group feels and I can store these feelings in my internal treasure chest</p>	<p>Knowledge: consolidation of previous sessions to create final programme</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>	<p>Knowledge: To understand the design process and how to develop their ideas through the process</p> <p>Year 2: Think critically about their art and design work</p> <p>Years 3 and 4: Question and make thoughtful observations about starting points and select ideas for use in their work</p> <p>Think critically about their art and design work</p>	<p>Knowledge: To master basic movements such as running, throwing and catching</p> <p>Skills:</p> <p>Year 2:</p> <p>Can copy and remember actions</p> <p>Can repeat and explore actions with control and coordination</p> <p>Years 3 and 4:</p>	<p>Knowledge: To be able to combine all learning from the unit and give a presentation</p> <p>Skills:</p> <p>Year 2</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>Years 3 and 4</p>	<p>Knowledge: To combine all learning from the unit and create a written piece</p> <p>Skills:</p> <p>To write at varying lengths using the grammatical structures that have been taught</p>



		<p>Communicate understanding through writing at length</p>	<p>S/E development (Year 3): I am confident in sharing my success with others and can store my feelings in my internal treasure chest</p> <p>S/E development (Year 4): know how to share in the success of a group and how to store this success experience in my internal treasure chest</p>			<p>Select and use the most appropriate skills, actions or ideas</p> <p>Move and use actions with coordination and control</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.• 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>	
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